

SOCIOL 350-001: Environmental Sociology
University of Wisconsin-Milwaukee
College of Letters & Science / Department of Sociology
Fall 2020

Instructor	Shiv Issar, M.A. (he/his/him)
Email	sissar@uwm.edu
Office	776, Department of Sociology, Bolton Hall
Office Hours	Th, Fr (12:00 PM – 1:00PM)
Credits	3 (Undergraduate)
Pre-requisites	Junior standing & a 100-level Sociology course / Consent of Instructor
Class Location	Online
Class Days	NA (Asynchronous delivery)
Class Time	NA

About the Course

Why study Environmental Sociology? Environmental Sociology examines the relationships between societies and ecosystems, with an emphasis on how these relationships affect our lives. Problems like climate change, environmental justice movements, and the exploitation of ecosystems make the study of Environmental Sociology more important than ever. Sociology offers excellent tools to not only examine but also help improve the troubled relationship between humans and the environment.

How will we study Environmental Sociology? We will review, discuss, and debate case studies, theoretical frameworks, and qualitative/quantitative research. Thereafter we will use that foundation to collaboratively apply what we learn toward a semester-long research project.

What will you get out of this course? The course’s key learning outcomes are to:

- *Understand* the broad themes of Environmental Sociology from an interdisciplinary, and cross-cultural perspective.
- *Acquire* academic skills in the context of being able to critically engage with environmental studies literature through a well-structured, co-authored (quantitative or qualitative) research paper.
- *Explain* concepts such as: Risk Society, Environmental justice, Ecofeminism, Deep Ecology.
- *Apply* the “Risk Society” framework in the context of understanding disasters such as the Chernobyl Disaster.
- *Debate* the policy implications of various environmental studies.
- *Critique* the environmental effects of social inequalities, and identify the role that social institutions have played in creating and sustaining them.
- *Analyze* cross-cultural perspectives of problems that plague us all, yet often get missed out on account of NIMBY-ism (Not-In-My-Backyard-ism).

- *Identify* future academic/professional interests that may define your career, or a portion of it.

Three key texts will be used for this course. Students are expected to purchase copies for themselves prior to the first lecture. All other recommended readings will be made available through Canvas. You may buy or rent the book through the vendor of your choice (**rental** being a substantially cheaper option). Both paperback and digital versions are available, and some access links for the latter have been given below for your convenience. Paperback copies of the textbooks will be available on a 2-hour reserve at the UWM Library.

Book 1: King, Leslie, and Deborah McCarthy Auriffeille. 2019. *Environmental Sociology: From Analysis to Action*. Rowman & Littlefield. **Fourth Edition

ProQuest Ebook Central: <https://bit.ly/38dyeIY> (**Free** Ebook Access via the UWM Library)

Also available on Books by eCampus, on [Amazon](#) (~\$56 for the eTextbook version, or ~\$52 for the paperback version), and for **rental** (as an Ebook) via [VitalSource](#) (~\$42 for 120 days).

Book 2: Gould, Kenneth Alan, and Tammy L. Lewis. 2020. *Twenty Lessons in Environmental Sociology*. Oxford University Press. **Third Edition

Available on Books by eCampus, on [Amazon](#) (~\$56 for the paperback version), and for **rental** (as an Ebook) via [RedShelf](#) (~30\$ for 180 days).

Book 3: Beck, Ulrich. 2009. *World at Risk*. Polity.

ProQuest Ebook Central: <https://bit.ly/3ijEt2u> (**Free** Ebook Access via the UWM Library)

Also available on Books by eCampus, and on [Amazon](#) (~\$22 for the paperback version, ~\$13 for an eTextbook)

All books accessed via ProQuest require Adobe Digital Editions, a free app that works on PC/Mac/iOS/Android. You'll also find these textbooks available for purchase on Amazon.

Ground Rules and Necessary Information

The rules for this class are very simple. Do your readings, contribute to the sustenance of an intellectual community via the online discussion exercises, and extend courtesy to your peers. Not everyone will agree with you on principles that you consider important—but these disagreements will provide an excellent opportunity for learning if you engage with classmates respectfully.

Most people learn best when they learn together—this is intellectual symbiosis and will be encouraged. You are encouraged to discuss the readings, concepts and assignments with other class members. Plagiarism and cheating, however, constitute intellectual parasitism. They damage the academic community and will result in penalties that can include failing the class.

Mode of Delivery + Office Hours

As this course will be delivered asynchronously, all materials will be posted on Canvas for you to go through at your convenience. You are strongly advised to keep assignment deadlines in mind as you formulate your respective study schedules, and there will be lecture/presentation videos for you to watch every week (15-20 minutes long), to go through alongside your readings.

Students are encouraged to approach the instructor during office hours, and outside of office hours (by appointment) as well. All office hours would be conducted virtually during this semester, over Collaborate Ultra. Both slots for office hours would be open to all students in the class to join in, and any student seeking a one-on-one conversation should do so via appointment instead.

Official Communication

Outside of classroom hours, students may communicate with the instructor via the e-mail function in Canvas, or via their UWM-assigned email accounts. Please state your course number in the subject line of your message.

Assignment Submission Policy

If you are unable to turn in an assignment, you must provide reasonable proof for not being able to do so. Any assignments submitted via Canvas must be in **.doc or .docx format only**. Late submissions will not be accepted (without deductions) unless prior permission for a delayed submission has been granted by the instructor. **For each day that an assignment submission is past its deadline, it will face a 25% deduction in its overall score** (Eg: A 6-point assignment submission will lose 1.5 points when it submitted past the deadline, another deduction of 1.5 points the next day, and so on). No incompletes will be granted without a consultation with the instructor prior to the last day of class.

Regarding Canvas

The course's webpage on Canvas will be used to deliver course materials (aside from the textbooks that you're expected to purchase), and grade information. As the Canvas site plays an integral role in this course, it is expected that you will check the site regularly for announcements and updates and will consult the site to answer questions that may arise during the semester. For questions or instructions regarding use of the Canvas site, contact the UWM help desk at 229-4040 or help@uwm.edu.

Course Requirements

This is a 3-credit course, which means you should expect to spend a minimum of:

~9-12 hours each week, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings. As the semester goes by, a significant portion of this time must be dedicated to the process of writing your main research paper.

Grade Distribution

Overview

A	93-100	C	73-76.9
A-	90-92.9	C-	70-72.9
B+	87-89.9	D+	67-69.9
B	83-86.9	D	63-66.9
B-	80-82.9	D-	60-62.9
C+	77-79.9	F	0-60

Seven bi-weekly reading memo exercises on Canvas	35 points
Movie Review	15 points
Co-authored Research Paper	50 points
Total	100 points

1. Bi-weekly reading memo exercises on Canvas (35 points):

Between weeks 3-15, seven bi-weekly discussion forum exercises will be made available to students on Canvas. Based on pre-assigned readings, each student is required to post a reading memo on our Canvas discussion forum.. Each exercise is worth 5 points.

An optional (eighth) reading memo exercise could be attempted for extra credit, to secure an additional 5 points, and make up for any deficiencies that your grade might have.

Each reading memo will consist of three sections:

- *Identify two discussion questions from the readings assigned for the week.* These questions would ideally address missing points of information, or argumentative weaknesses that the reading(s) might present (2 points).
- *Define, in your own words, any combination of two key concepts or theories from the readings.* Each definition should **be no more than two sentences** at most. Do your best to make them only one sentence long. Definitions that are longer than two sentences will be penalized for their length (2 points).

- *Use a meme to aid the visualization of a relationship between a concept from the readings, and a relevant example.* (1 point)

Due dates for the reading memos will be posted on Canvas at the beginning of the semester. A **sample template** would be provided to you before the **end of Week 2**.

2. Movie Review – Variable due date (10 points)

To be more specific, this is a documentary review assignment. Students have been provided with a list of options (listed in **Appendix A** at the end of this syllabus), and may pick any one of those to review. Students are expected to **use at least two core concepts from the readings** that they've covered in the syllabus to explain what they've seen in the documentary chosen by them. All sources must be cited using the formatting guidelines given at the end of this section of the syllabus.

Movie (Documentary) Review, 3 pages, written in double-spaced, in 12-point font size (using Times New Roman). The submission for this assignment can be made at **any time between the eighth and thirteenth week of the course**.

- A brief guide on how to write a Movie (Documentary) Review:
<https://courses.washington.edu/webrhet/engl281/handouts/genreguidech1.pdf>
- Examples of a Movie Review:
<https://www.jstor.org/stable/10.7721/chilyoutenvi.15.1.0359>
<https://www.jstor.org/stable/pdf/26429296.pdf>

3. Co-Authored Research Paper (50 points) – 15 to 20 pages:

For this semester-long project, **students are expected to work in groups of three, as assigned by the instructor. The end product would be a co-authored research paper that they could utilize for poster competitions, paper presentations, or undergraduate research symposiums**, such as the one that UWM conducts every year. Students are to choose an environmental problem and demonstrate the sociological aspects of the problem, or debate against existing critiques/analyses of the problem. This may include demonstrating how an environmental issue has been socially constructed or arguing for what the perceived social dimensions of an environmental issue might be.

Students may choose a problem that is of either global, national or regional significance. Topics will be selected in consultation with the instructor (during office hours, or via email) and may not cover any of the environmental problems discussed as case studies in the textbooks and readings assigned for this course. **This major paper will be worked on in eight stages.** The Instructor will share articles, presentations and templates that would be amenable to the student's understanding of how the different sections of a research paper are structured, but a few have been listed in this section.

A step-by-step guide to writing in Sociology (for undergraduates) can be found here: <https://liberalarts.oregonstate.edu/sites/liberalarts.oregonstate.edu/files/sociology/pdf/socwritingguide1-7.pdf> (Barring Chapters 8-9 and 13 from this short text, **students are encouraged to read through this prior to the first day of class**)

- **Stage 1: Topic selection** – Students are expected to have an approved topic in place by the end of **Week 3**.
- **Stage 2: Annotated Bibliography – 5 points.** Due by the end of **Week 5**.
To aid in the preparation of your research paper, you will need assemble a list of bibliographic references and write a 3-4 sentence descriptive summary on each item in the list. The list should constitute the major sources for your paper. Three to four pages, double-spaced. At least five of your references must be from peer-reviewed sociology or environmental studies journals. The others can be from newspapers, websites, books, etc that seem relevant to you.

More on Annotated Bibliographies:

<https://www.library.cornell.edu/research/citation/tutorial>

https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html

https://sites.umgc.edu/library/libhow/bibliography_tutorial.cfm

- **Stage 3: Literature Review – 5 points.** Due by the end of **Week 7**. The literature review must present a synthesis of the information acquired through the works that had been surveyed for the annotated bibliography, alongside a critical, argumentative stance that reveals the utility of the literature being incorporated into the study. Three to four pages, double-spaced.

More on Literature Reviews:

<https://libguides.usc.edu/writingguide/literaturereview>

- **Stage 4: Research Question and Methodology – 10 points.** Due by the end of **Week 9**. Two to four pages, double-spaced. This section ought to discuss the research question that your paper addresses, once your literature review has helped you identify inadequacies in the area that you have chosen to work upon. The methods proposed by you to respond to your research question must be discussed substantively, and the templates of your data collection instrument (survey/interview questionnaires and informed consent forms; schemes of coding in case content analysis was used; modes of analysis for comparative/historical data etc.) must be placed in separate appendix that is separate from your write-up.

More on how to frame Research Questions:

<https://libguides.usc.edu/writingguide/introduction/researchproblem>

More on writing a Methodology section:

<https://libguides.usc.edu/writingguide/methodology>

<https://libguides.usc.edu/writingguide/qualitative> (For a Qualitative approach)

<https://libguides.usc.edu/writingguide/quantitative> (For a Quantitative approach)

- **Stage 5: Data analysis – 5 points.** Due by the end of **Week 11**. Two to four pages, double spaced, essentially a summary of the findings of your qualitative/quantitative analysis.
- **Stage 6: Feedback** – Students who would wish to receive additional feedback from the Instructor must approach them by the end of **Week 13** at the very latest. Those desiring feedback on a rough draft of their research paper must email their draft along with their queries, or a day prior to meeting with the instructor during their office hours.
- **Stage 7: Final Research Paper – 20 points**, for a total of 15-20 pages (excluding the cover page, references and appendices), double-spaced. Due by the end of **Week 14**.
- **Stage 8: Peer Review Exercise – 5 points.** Using a rubric handed out by the Instructor, every student will act as an anonymous peer reviewer for two of their classmates' research papers. Due by the end of **Week 15**. Students will work upon this stage individually.

As always, being wary of intentional and accidental plagiarism is of utmost importance, so please do consider reviewing the content on this link as well: <https://www.grammarly.com/blog/5-most-effective-methods-for-avoiding-plagiarism/>

Formatting Guidelines for the Movie Review & Co-Authored Research Paper:

- Heading including your name, course name, assignment name/type, date due.
- Citations/References in either ASA (American Sociological Association Style Guide, 6th Edition) or CMOS (Chicago Manual of Style, 17th Edition) Author-Date format for all sources including websites. The use of a reference manager such as **Zotero** or **Mendeley** is strongly recommended.
- For an example of a paper written using CMOS 17th Ed. Author-Date format, follow the link below:
https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/cmos_author_date_sample_paper.html

A presentation explaining a step-by-step process can be found here:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/cmos_author_date_powerpoint_presentation.html

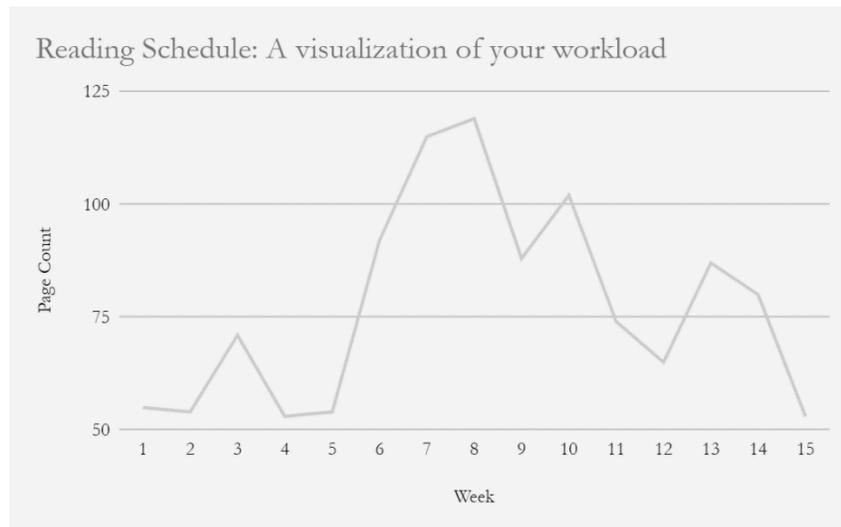
- For a briefing on how to format your paper using the ASA Style Guide, 6th Ed., please visit this link: <https://www.csuci.edu/wmc/pdf/wmc-asa-style-040319.pdf>

The Zotero Style Repository has a plug-in available for ASA 6th Ed. citations here: <https://www.zotero.org/styles?fields=sociology>

- Other requirements are as follows:
 - Double-spaced (unless specified otherwise).
 - 1-inch margins.
 - 12-point font size, Times New Roman font.
 - Page numbers; in the style of the formatting style being used.
- All course assignment submissions will happen on Canvas. 😊

Reading Schedule*

*Page counts for every week do not include the page counts of the recommended readings.



Week 1: What is Nature? (Page count: 55)

Mandatory: Environmental Sociology (From Analysis to Action): Introduction + Chapter 1

Twenty Lessons in Environmental Sociology: Introduction + Chapter 1

Recommended: Foltz, Bruce V. 2002. "Nature's Other Side: The Demise of Nature and the Phenomenology of Givenness." *Call to Earth* 3(2):2-7.

Week 2: What is Environmental Sociology? (Page count: 54)

Mandatory: Environmental Sociology (From Analysis to Action): Chapter 2 + Chapter 19

Twenty Lessons in Environmental Sociology: Chapter 2

Recommended: Pellow, David N., and Hollie Nyseth Brehm. 2013. “An Environmental Sociology for the Twenty-First Century.” *Annual Review of Sociology* 39(1):229–50.

Week 3: Paradigms in Environmental Sociology (Page count: 71)

Mandatory: Environmental Sociology (From Analysis to Action): Chapter 5 + Chapter 11

Twenty Lessons in Environmental Sociology: Chapter 3 + Chapter 4

Recommended: Dunlap, Riley. 2002. “Paradigms, Theories, and Environmental Sociology.” Pp. 329–50 in *Sociological Theory and the Environment: Classical Foundations, Contemporary Insights*. Rowman & Littlefield Publishers, Inc.

Week 4: Theoretical Perspectives – I (Page count: 53)

Mandatory: Environmental Sociology (From Analysis to Action): Chapter 3 + Chapter 7

Twenty Lessons in Environmental Sociology: Chapter 5

Recommended: Foster, John Bellamy, and Hannah Holleman. 2012. “Weber and the Environment: Classical Foundations for a Postexemptionalist Sociology.” *American Journal of Sociology* 117(6):1625–73.

Week 5: Theoretical Perspectives – II (Page count: 54)

Mandatory: Environmental Sociology (From Analysis to Action): Chapter 4 + Chapter 10

Twenty Lessons in Environmental Sociology: Chapter 6 + Chapter 7

Recommended: Harlan, Sharon, David Pellow, J. Roberts, Shannon Bell, William Holt, and Joane Nagel. 2015. “Climate Justice and Inequality.” Pp. 127–63 in *Climate Change and Society: Sociological Perspectives*.

Week 6: Ecological Perspectives (Page count: 92)

Mandatory: Environmental Sociology (From Analysis to Action): Chapter 8 + Chapter 9

Twenty Lessons in Environmental Sociology: Chapter 8 + Chapter 9 + Chapter 10

Recommended: Mitsuda, Hisayoshi. 1997. *Surging Environmentalism in Japan: A Sociological Perspective*. Edward Elgar Publishing.

Week 7: Risk Society I (Page count: 115)

Mandatory: World at Risk: Chapters 1-6

Recommended: Alario, Margarita, and William Freudenburg. 2010. "Environmental Risks and Environmental Justice, Or How Titanic Risks Are Not So Titanic After All*." *Sociological Inquiry* 80:500–512.

Week 8: Risk Society II (Page count: 119)

Mandatory: World at Risk: Chapters 7-12

Recommended: Elliott, Anthony. 2016. "Beck's Sociology of Risk: A Critical Assessment." *Sociology*.

Week 9: Political Economy Perspectives (Page count: 88)

Mandatory: Environmental Sociology (From Analysis to Action): Chapter 6 + Chapter 12

Twenty Lessons in Environmental Sociology: Chapter 12 + Chapter 13 + Chapter 17

Recommended: Clark, Brett, and John Bellamy Foster. 2010. "MARX'S ECOLOGY IN THE 21st CENTURY." *World Review of Political Economy* 1(1):142–56.

Week 10: Social Movements (Page count: 102)

Mandatory: Environmental Sociology (From Analysis to Action): Chapter 16 + Chapter 17 + Chapter 18

Twenty Lessons in Environmental Sociology: Chapter 15 + Chapter 16 + Chapter 18

Recommended: Harrison, Jill Lindsey. 2015. "Co-opted Environmental Justice? Activists' Roles in Shaping EJ Policy Implementation." *Environmental Sociology* 1(4):241–55.

Week 11: Indigenous & Postcolonial Perspectives (Page count: 74)

Mandatory: Twenty Lessons in Environmental Sociology: Chapter 19

Lambert, Simon. 2018. "INTRODUCED BIOTECHNOLOGIES, TRADITIONAL LANDS, AND INDIGENOUS WELL-BEING:: The Expanding Assemblage of Small-Scale Māori Horticulture Through the 'Indigenous Turn.'" Pp. 99–118 in *Global Indigenous Health*. University of Arizona Press.

Rahman, Shazia. 2019. "Punjab:: Eco-Cosmopolitan Feminism." Pp. 23–52 in *Place and Postcolonial Ecofeminism, Pakistani Women's Literary and Cinematic Fictions*. University of Nebraska Press.

Tola, Miriam. 2019. "Pachamama." Pp. 194–203 in *An Ecotopian Lexicon*, edited by M. Schneider-Mayerson and B. R. Bellamy. University of Minnesota Press.

Recommended: Nixon, Rob. 2011. "Environmentalism, Postcolonialism, and American Studies." Pp. 233–62 in *Slow Violence and the Environmentalism of the Poor*. Harvard University Press.

Week 12: Ecophilosophy (Page count: ~65)

Mandatory: Birkeland, Janis. 1993. "Ecofeminism: Linking Theory and Practice." Pp. 13–59 in *Ecofeminism*, edited by G. Gaard. Temple University Press.

Qingqi, Wei. 2014. "The Way of Yin: The Chinese Construction of Ecofeminism in a Cross-Cultural Context." *Interdisciplinary Studies in Literature and Environment* 21(4):749–65.

Bookchin, Murray. 1987. "Social Ecology versus Deep Ecology." Retrieved April 12, 2020 (http://dwardmac.pitzer.edu/ANARCHIST_ARCHIVES/bookchin/socecovdeepeco.html)

Recommended: Potter, Gary R. 2013. "Justifying 'Green' Criminology:: Values and 'Taking Sides' in an Ecologically Informed Social Science." Pp. 125–42 in *Values in criminology and community justice*, edited by M. Cowburn, M. Duggan, A. Robinson, and P. Senior. Bristol University Press

Week 13: Disasters (Page count: 87)

Mandatory: Environmental Sociology (From Analysis to Action): Chapter 13 + Chapter 14 + Chapter 15

Twenty Lessons in Environmental Sociology: Chapter 14

Beck, Ulrich. 1987. "The Anthropological Shock: Chernobyl And The Contours Of The Risk Society." *Berkeley Journal of Sociology* 32:153–65.

Petryna, Adriana. 2004. "Biological Citizenship: The Science and Politics of Chernobyl-Exposed Populations." *Osiris* 19:250–65.

Recommended: Zhukova, Ekatherina. 2016. "From Ontological Security to Cultural Trauma: The Case of Chernobyl in Belarus and Ukraine." *Acta Sociologica* 59(4):332–46.

Week 14: Pandemics (Page count: 80)

Mandatory: Twenty Lessons in Environmental Sociology: Chapter 11

- Burg, Steven. 2000. "Wisconsin and the Great Spanish Flu Epidemic of 1918." *The Wisconsin Magazine of History* 84(1):36–56.
- Kitta, Andrea. 2019. "The Disease Is Coming from Inside the House!: Contagious Disease, Immigration, and Patient Zero." Pp. 26–45 in *The Kiss of Death, Contagion, Contamination, and Folklore*. University Press of Colorado.
- Phu, Thy. 2012. "Racial Hygiene:: SARS, Surgical Masks, and the Civility of Surveillance." Pp. 121–46 in *Picturing Model Citizens, Civility in Asian American Visual Culture*. Temple University Press.
- Recommended:* GOLDIN, IAN, and MIKE MARIATHASAN. 2014. "Pandemics and Health Risks." Pp. 144–67 in *The Butterfly Defect, How Globalization Creates Systemic Risks, and What to Do about It*. Princeton University Press.

Week 15: Looking Ahead (Page count: 53)

Mandatory: Environmental Sociology (From Analysis to Action): Chapter 20 + Chapter 22

Twenty Lessons in Environmental Sociology: Chapter 20

Recommended: Wallace-Wells, David. 2019. "The Uninhabitable Earth." Pp. 271–94 in *The Best American Magazine Writing 2018*, edited by S. Holt. Columbia University Press.

UNIVERSITY AND SOCIOLOGY DEPARTMENT POLICIES

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that page is: <https://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf>

Students with Disabilities. In the pursuit of equal access and in compliance with state and federal laws, the University is required to provide accommodations to students with documented disabilities. To learn more, please visit: <http://uwm.edu/arc/>

Religious Observances. Policies regarding accommodations for absences due to religious observance are found at the following: <http://www4.uwm.edu/secu/docs/other/S1.5.htm>

Students called to active Military Duty. Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted.

Students: <http://uwm.edu/active-duty-military/>

Employees: <https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf>

Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual

and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-13.%20Incomplete%20Grades.pdf>

Discriminatory Conduct. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policies regarding discriminatory conduct can be found at: <https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf>

Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: <https://uwm.edu/sexual-assault/>

Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. <http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>

Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf>

Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-10.%20Grade%20Appeals%20by%20Students.pdf>

LGBT+ resources. Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. <https://uwm.edu/lgbtrc/>

Smoke and Tobacco-Free campus. UWM prohibits smoking and the use of tobacco on all campus property. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010-8.%20Smoke%20and%20Tobacco-Free%20Campus%20Policy.pdf>

Final Examinations. Information about the final exam requirement, the final exam date requirement, and make-up examinations. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-9.%20Final%20Examinations.pdf>

Book Royalties. In accord with department policy, the royalties from the sale of UWM sociology faculty-authored books to students in their classes are donated to a UWM Foundation/Sociology Account to support future awards and activities of UWM sociology students.

Appendix A

Nine of the ten documentaries that are available to you as options for the movie review assignment can be accessed via the UWM libraries (you will be passed through UWM's login process first):

- Oil and Water - <https://docuseek2-com.ezproxy.lib.uwm.edu/bf-oawf>
- Rachel Carson - The Woman Who Launched the Modern Environmental Movement - <https://ezproxy.lib.uwm.edu/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=240117&xtid=151142>
- Freightened: The Real Price of Shipping - <https://ezproxy.lib.uwm.edu/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=240117&xtid=117626>
- Sand Wars - <https://ezproxy.lib.uwm.edu/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=240117&xtid=57809>
- Arlit: Deuxieme Paris – Environmental Racism in the Sahara Desert - <https://ezproxy.lib.uwm.edu/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=240117&xtid=57860>
- Return of the River – The Largest Dam Removal in History - <https://ezproxy.lib.uwm.edu/login?url=https://uwm.kanopy.com/node/156384>
- DamNation - <https://docuseek2-com.ezproxy.lib.uwm.edu/bf-damn>
- Dam/Age - <https://docuseek2-com.ezproxy.lib.uwm.edu/if-dam>
- Thank You for the Rain - <https://docuseek2-com.ezproxy.lib.uwm.edu/if-rain>
- Virunga (Available on Netflix) - <https://www.netflix.com/title/80009431>

(In case you have any access issues with the links above, please let me know immediately. I've tested these links multiple times on different browsers, and they should work just fine, but do let me know if you have any trouble with opening them.)