

RECEIVED

MAY 10 2012

Courses	Distance Learning	Syllabus	Request Tracking	UG Program	Masters Program	Doctoral Program	Program Suspension/Close
---------	-------------------	----------	------------------	------------	-----------------	------------------	--------------------------

New Course Form

OFFICE OF THE SENATE COUNCIL

Open in full window to print or save

Attachments:

Browse...

ID	Attachment
Delete:143	Syllabus Env Justice.doc

First 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: COLLEGE OF ARTS & SCIENCES Today's Date: 5/11/2012
- b. * Department/Division: Sociology
- c. * Contact Person Name: Shannon Bell Email: shannon.efz.bell@uky.edu Phone: 257-6883
 * Responsible Faculty ID (if different from Contact): James Hougland Email: jhoug2@email.uky.edu Phone: 257-4417
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e. Does the change make the course a UK Core course? Yes No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: SOC 363
- c. * Full Title: Environmental Justice
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.

3 Lecture	Laboratory ¹	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	Seminar	Studio
Other			
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 If YES: Maximum number of credit hours:
 If YES: Will this course allow multiple registrations during the same semester? Yes No
- j. * Course Description for Bulletin:
 This course focuses on environmental injustices and movements for social justice both within the United States and abroad. It examines the extent to which disadvantaged groups, including people of color, low-income communities, and people of the Global South, bear a disproportionate share of environmental toxins and hazards in the world. It also examines the emergence and characteristics of environmental justice movements grassroots and community-based efforts to deal with environmental threats.

k. Prerequisites, if any: SOC 101 or CLD 102 or consent of instructor.

i. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address: _____

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: _____

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain: _____

6. * What enrollment (per section per semester) may reasonably be expected? 50

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain: The course will be of interest to students in all Social Science majors.

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program: _____

b. * Will this course be a new requirement ^S for ANY program? Yes No

If YES ^S, list affected programs: _____

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identification of assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from above) are attached.

¹¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹² The chair of the cross-listing department must sign off on the Signature Routing Log.

¹³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Lab meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

¹⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

¹⁵ In order to change a program, a program change form must also be submitted.



Environmental Justice
SOC 363
M/W 4:00-5:15 pm
White Hall Classroom Building 212-CB
Fall, 2010

Professor: Shannon E. Bell, Ph.D.

Office: POT 1567 (15th floor)

Email: shannon.eliz.bell@uky.edu

Phone: 257-6883

Office Hours: Tuesdays 1- 4 pm and by appointment

COURSE DESCRIPTION:

This course focuses on environmental injustices and movements for social justice both within the United States and abroad. It examines the extent to which disadvantaged groups, including people of color, low-income communities, and people of the Global South, bear a disproportionate share of environmental toxins and hazards in the world. It also examines the emergence and characteristics of environmental justice movements grassroots and community-based efforts to deal with environmental threats.

PREREQUISITE: SOC 101 or CLD 102 or consent of instructor.

STUDENT LEARNING OUTCOMES:

After completing this course, students will be able to:

- Analyze the extent to which global toxins and hazards disproportionately affect people of color, low-income communities, women, and people of the Global South
- Define and explain the concepts of environmental racism, environmental injustice, and the Polluter-Industrial Complex.
- Analyze and explain the ways in which people facing environmental injustices have risen up to fight for environmental justice in their communities.
- Explain the characteristics and strategies of environmental justice organizations.
- Make connections with environmental justice organizations whose causes the student would want to help.

ADDITIONAL DETAIL ABOUT THE COURSE AND ITS CONTENT:

The course provides a detailed analysis of the ways in which disadvantaged groups, including people of color, low-income communities, and people of the Global South, bear a disproportionate share of environmental toxins and hazards in the world. Such hazards include petro-chemical plants, hazardous waste dumps, uranium mines, coal-cleaning plants, pesticides, and climate change to name a few. Within many of the communities suffering environmental hazards, grassroots citizens have risen up to demand environmental justice, fighting for the health and protection of their families. Environmental justice movements are distinct from the mainstream environmental movement in their focus on social justice. Instead of focusing on the preservation of nature in itself, Environmental justice movements seek social justice for people who “live, work, play, and learn” in the most polluted environments in the world.

In this course we will consider environmental racism, pollution impacts and health effects in disadvantaged communities, the interplay of gender and environmental injustice, community responses to environmental threats, the exporting of environmental hazards and pollution to the Global South, and climate change. The possible causes for patterns of injustice will be examined and discussed. Much of this course will focus on grassroots and community-based efforts to deal with environmental threats.

REQUIRED READINGS:

1. Lerner, Steve. 2005. *Diamond: A Struggle for Environmental Justice in Louisiana's Chemical Corridor*. Cambridge, MA: The MIT Press.
2. Pellow, David Naguib. 2007. *Resisting Global Toxics: Transnational Movements for Environmental Justice*. Cambridge, MA: The MIT Press.
3. All other readings will be posted to Blackboard under "Course Documents."

COURSE REQUIREMENTS/GRADING:

1. Class Participation (100 points – 10% of course grade)

This course will be based heavily on in-class discussion and group activities. I expect you to come to class prepared, and points will be awarded daily for participation. Some participation points will come from in-class assignments. The only way to earn these points is to actually be present in class.

2. Environmental Justice in the News (100 points – 10% of course grade)

Each student in the class will be assigned a date to briefly present an article (internet articles are fine) about some environmental justice issue in the news. The article must have appeared sometime within the past three years (since 2007). Points will be awarded based on (1) The presentation of the article (approximately 5 minutes); (2) How relevant the issue is to environmental justice; and (3) Whether the article brings up a new angle or topic regarding something that we have not discussed in class (and that is not on the syllabus for a future class). Please be sure to look ahead and be sure that the article you select is not one that is assigned in future course readings!

3. Response Papers (300 points total – 30% of course grade)

There are three response papers due throughout the course; due dates are included on the syllabus. These papers should be a critical reflection on the course material (including readings and films) and should draw in most of the material since the previous response paper. Each paper should be between 3-5 pages in length (double-spaced, 1-inch margins). Each paper is worth 100 points, for a total of 300 points.

4. Reading Questions (100 points total – 10% of course grade)

On five different dates throughout the semester (indicated on the syllabus), you will be asked to complete reading questions. Questions will be distributed the class period before they are due. Each set of questions is worth 20 points, for a total of 100 points.

5. Final Group Project (200 points total – 20% of course grade)

During the second week of class, you will be placed in a work group. This will be the group of people with whom you will do in-class exercises and discussions at certain points throughout the semester. In addition, this will be your group for the final project. Each work group will select an environmental justice organization to research and organize a volunteer action of some sort to help the organization. Each group will be responsible for running half of a class period (35 minutes), during which time group members will present the background of their organization's issue, the work the organization is doing, the

actions they took as a group to help with the cause of the organization, and what the class can do to help the organization. Group activities are strongly encouraged, and creativity will be rewarded!! (More details on the assignment and grading rubric will be provided at a later date).

6. Final Paper (200 points total – 20% of course grade)

Each student will submit a final paper based on the Final Group Project. This paper will include much of the information shared during the work group's in-class presentation, but it will also include a personal reflection on the environmental justice organization, the action the group took, and any impact participating in this exercise had in her or his personal or academic life. (More details on the assignment and grading rubric will be provided at a later date). This paper is due Monday, Dec. 13.

Your course grade will be determined as follows:

A = 900-1000 points	B = 800-899 points	C = 700-799 points	D = 600-699 points	E = Below 600 points
---------------------	--------------------	--------------------	--------------------	----------------------

Final Exam Information: The course will conclude with a final paper (due by Monday, December 13, at 5:00 p.m.) No final exam will be given.

Mid-Term Grades: Mid-Term grades will be posted in myUK. According to the deadline in the academic calendar.

Excused Absences: Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences: Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity: Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

ADDITIONAL COURSE POLICIES

- Active discussion will be expected and encouraged. **Students are expected to have read all of the assigned material before class and come to class prepared to discuss it.** Attendance is mandatory. Participation and attendance are part of your grade and cannot be made up.
- **Late assignments and papers** will be accepted only under EXTRAORDINARY circumstances (e.g. death in the family, serious illness accompanied by a doctor's note, university approved absence). If extraordinary circumstances cause you to miss an assignment, please contact me at least by that day (via email), and arrange to provide me with documentation. In the case of an illness, this documentation must consist of a note from a doctor explaining your illness and why it caused you to miss the assignment (simply providing a slip from the Student Health Center indicating that you appeared there will not be accepted). If you have not contacted me within 24 hours after failing to turn in an assignment or give a scheduled presentation, I will not grant a make-up under any circumstances.
- Wikipedia is not an acceptable source for a paper, nor are most internet sources, unless they are peer-reviewed online journals or websites for certain well-respected organizations. When in doubt, just ask me!

- No laptops in class, unless you are using them for a presentation. Please just use a pen and paper for taking notes.
- All cell phones and other electronic devices must be turned off during class. This means no texting and no looking at or listening to your mp3 player or smart phone. If I see any of these things, I will deduct participation points for the day.
- **Accommodations due to Disability:** If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.
- **Blackboard:** Information, grades, and readings will be posted to Blackboard. Please make sure that you are able to access all information on Blackboard as soon as possible.

COURSE SCHEDULE

** Please note: This schedule is subject to some small changes**

<u>WEEK 1:</u>	<u>ASSIGNMENT DUE?</u>
Wednesday, August 25 – Course overview; What is environmental justice?	
<u>WEEK 2:</u> ➤ Monday, August 30 – The Birth of the Environmental Justice Movement <ul style="list-style-type: none"> • <u>READINGS:</u> (all on Blackboard – 54 pages total) <ol style="list-style-type: none"> 1. “When it rains, I get mad and scared”: Women and Environmental Racism” (ch. 3 in Kaplan’s <i>Crazy for Democracy</i>) – Blackboard 2. “Warren County Before and After” (Part of Burwell and Cole’s article) – Blackboard 3. “Siting of Hazardous Waste Landfills and their Correlation with Racial and Economic Status of Surrounding Communities” (Summary of 1983 study by U.S. General Accounting Office) – Blackboard 4. “Toxic Wastes and Race in the United States” (Executive summary of 1987 study by the United Church of Christ Commission for Racial Justice) – Blackboard 5. “Toxic Wastes and Race at Twenty” (Executive summary of 2007 follow-up study by the United Church of Christ Commission) – Blackboard 	

<p>➤ Wednesday, September 1 – Environmental Racism in the United States</p> <ul style="list-style-type: none"> • <u>READINGS: (43 pages total)</u> <ol style="list-style-type: none"> 1. “Environmental Racism Revisited” (Ch. 5 in Bullard’s <i>Dumping in Dixie</i>) – Blackboard 2. “The Principles of Environmental Justice” (1991 People of Color Environmental Leadership Summit) – Blackboard 3. Pp. 1-28 in <i>Diamond: A Struggle for Environmental Justice in Louisiana’s Chemical Corridor</i> (course book) 	
<p><u>WEEK 3:</u></p> <p>➤ Monday, Sept. 6 – ACADEMIC HOLIDAY – NO CLASS – HAPPY LABOR DAY!</p> <p>➤ **Wednesday, Sept. 8 – Environmental Injustice in Louisiana’s Chemical Corridor</p> <ul style="list-style-type: none"> • <u>READINGS: (120 pages total)</u> <ol style="list-style-type: none"> 1. Pp. 29 – 149 in <i>Diamond: A Struggle for Environmental Justice in Louisiana’s Chemical Corridor</i> (course book) <p>***Reading Questions Due***</p> <ul style="list-style-type: none"> • In class film: <u>GREEN</u> (Two Birds Film) 	<p><u>YES</u> – Reading Questions #1 (Wed.)</p>
<p><u>WEEK 4:</u></p> <p>➤ Monday, Sept. 13 – Environmental Injustice in Louisiana’s Chemical Corridor, cont.</p> <ul style="list-style-type: none"> • <u>READINGS: (70 pages total)</u> <ol style="list-style-type: none"> 1. Pp. 153 – 223 in <i>Diamond: A Struggle for Environmental Justice in Louisiana’s Chemical Corridor</i> (course book) <p>➤ Wed., Sept. 15 -- Environmental Injustice in Louisiana’s Chemical Corridor, cont.</p> <ul style="list-style-type: none"> • <u>READINGS: (59 pages total)</u> <ol style="list-style-type: none"> 1. Pp. 227-286 in <i>Diamond: A Struggle for Environmental Justice in Louisiana’s Chemical Corridor</i> (course book) 	
<p><u>WEEK 5:</u></p> <p>➤ Monday, Sept. 20 – PVC Plants and Environmental Health</p> <p>*** Response Essay #1 Due ***</p> <p>In class film: <u>Blue Vinyl</u></p> <p>➤ Wednesday, Sept. 22 – PVC Plants and Workers’ Health</p> <ul style="list-style-type: none"> • <u>READINGS:</u> <ol style="list-style-type: none"> 1. Chapter 6 from <i>Deceit and Denial: The Politics of Industrial Pollution</i> (Markowitz and Rosner) – on Blackboard 	<p><u>YES</u> – Response Essay #1 (Monday)</p>

<p><u>WEEK 6:</u></p> <p>➤ Monday, Sept. 27 – Uranium Mining and Navajo Workers</p> <ul style="list-style-type: none"> • <u>READINGS:</u> <ol style="list-style-type: none"> 1. Selections from <i>If You Poison Us: Uranium and Native Americans</i> (Eichhstaedt) – Blackboard 2. “The History of Uranium Mining and the Navajo People” - Blackboard <p>➤ Wednesday, Sept. 29 – Nuclear Waste and Native Americans</p> <ul style="list-style-type: none"> • <u>READINGS:</u> <ol style="list-style-type: none"> 1. “Our Homes are not Dumps: Creating Nuclear Free Zones” (Thorpe) – Blackboard 2. “Case Study of Land-Use Conflict in Skull Valley, Utah” (Ishiyama) – Blackboard <p>***Reading Questions Due***</p> <ul style="list-style-type: none"> • In-class film: <u>Radioactive Reservations</u> 	<p><u>YES</u> – Reading Questions #2 (Wed.)</p>
<p><u>WEEK 7:</u></p> <p>➤ Monday, Oct. 4 – BP Oil Spill – Worker’s Health and Waste Disposal</p> <ul style="list-style-type: none"> • <u>READINGS:</u> <ol style="list-style-type: none"> 1. “What BP Doesn’t Want You to See” (Casey) – Blackboard 2. “BP Oil Spill: Healthy Now, Health Problems Later?” (Hirsch) – Blackboard 3. “Oil Cleanup Workers Report Illness” (Santa Cruz and Cart) – Blackboard 4. “BP’s Waste Management Plan Raises Environmental Justice Concerns” (Bullard) – Blackboard <p>➤ Wednesday, Oct. 6 – BP Oil Spill, continued</p> <ul style="list-style-type: none"> • <u>READINGS:</u> <ol style="list-style-type: none"> 1. “The 2010 Oil Spill and Our Ecological Debt to Louisiana” (Haney) – Blackboard 2. “Louisianans Affected By Gulf Oil Spill Seek Lessons in Alaska from Exxon Valdez” (Vargas) – Blackboard 	
<p><u>WEEK 8:</u></p> <p>➤ Monday, Oct. 11 – Environmental Injustice in the Appalachian Coalfields</p> <p>***Response Essay #2 Due***</p> <p>In-class film <u>Deep Down: A Story from the Heart of Coal Country</u></p> <p>➤ Wednesday, Oct. 13 – Environmental Injustice in the Appalachian Coalfields, cont.</p> <ul style="list-style-type: none"> • <u>READINGS:</u> <ol style="list-style-type: none"> 1. Interviews with coalfield residents – Blackboard <p>Guest Speaker: Nancy Reinhart from Kentuckians for the Commonwealth (KFTC)</p>	<p><u>YES</u> – Response Essay #2 (Monday)</p>

<p><u>WEEK 9:</u></p> <p>➤ Monday, Oct. 18 – The Polluter-Industrial Complex</p> <ul style="list-style-type: none"> • <u>READINGS:</u> <ol style="list-style-type: none"> 1. “Not All People are Polluted Equal: The Environmental Injustices of American Capitalism” (Faber) – Blackboard <p>*In class reading questions (in groups)</p> <p>➤ Wednesday, Oct. 20 – The Polluter-Industrial Complex, cont.</p> <ul style="list-style-type: none"> • <u>READINGS:</u> <ol style="list-style-type: none"> 1. “Eroding Environmental Justice: Colonization of the State by the Polluter-Industrial Complex” (Faber) – Blackboard 	<p><u>YES –</u> Reading Questions #3 (Monday)</p>
<p><u>WEEK 10:</u></p> <p>➤ Monday, Oct. 25 – Internationalizing Environmental Injustice</p> <ul style="list-style-type: none"> • <u>READINGS: (95 pages total)</u> <ol style="list-style-type: none"> 1. Ch. 1- 3 (pp. 1 - 95) in <i>Resisting Global Toxics</i> (Pellow) – course book <p>***Reading Questions Due***</p> <p>➤ Wednesday, Oct. 27 – Internationalizing Environmental Injustice, cont.</p> <ul style="list-style-type: none"> • <u>READINGS: (49 pages total)</u> <ol style="list-style-type: none"> 1. Ch. 4 in <i>Resisting Global Toxics</i> (Pellow) – course book pp. 97-146 <p>Final group assignment distributed in class, time to talk in teams</p>	<p><u>YES –</u> Reading Questions #4 (Monday)</p>
<p><u>WEEK 11:</u></p> <p>➤ Monday, Nov. 1 – GUEST SPEAKER – Eddie Daniels from South Africa</p> <ul style="list-style-type: none"> • <u>READINGS:</u> <ol style="list-style-type: none"> 1. Selections from <i>Environmental Justice in South Africa</i> (McDonald) – on Blackboard <p>➤ Wednesday, Nov. 3 – Pesticides and the Global South</p> <ul style="list-style-type: none"> • <u>READINGS:</u> <ol style="list-style-type: none"> 1. Ch. 5 in <i>Resisting Global Toxics</i> (Pellow) – course book pp. 147-184 <p>In-class film: <u>The Slow Poisoning of India</u></p>	
<p><u>WEEK 12:</u></p> <p>➤ Monday, Nov. 8 – Electronic Waste Disposal</p> <ul style="list-style-type: none"> • <u>READINGS:</u> <ol style="list-style-type: none"> 1. Ch. 6 and 7 in <i>Resisting Global Toxics</i> (Pellow) – course book pp. 185-243 <p>In-class film: <u>E-Waste in India</u> (short documentary)</p>	<p><u>YES –</u> Response Essay #3 (Wed.)</p>

<p>➤ Wednesday, Nov. 10 – Wrap-up of International Environmental Justice</p> <p>***Response Essay #3 Due***</p> <p>Discussion of essays Time with teams</p>	
<p><u>WEEK 13:</u></p> <p>➤ Monday, Nov. 15 – Climate Justice</p> <ul style="list-style-type: none"> • <u>READINGS:</u> <ol style="list-style-type: none"> 1. Selected readings from <i>A Climate of Injustice: Global Inequality, North-South Politics, and Climate Policy</i> (Roberts and Parks) – Blackboard <p>***Reading Questions Due***</p> <p>➤ Wednesday, Nov. 17 – Group meetings with Professor Bell to discuss group presentation plan (no class)</p>	<p><u>YES</u> – Reading Questions #5 (Monday)</p>
<p><u>WEEK 14:</u></p> <p>➤ Monday, Nov. 22 – Water Privatization and Injustice</p> <ul style="list-style-type: none"> • <u>READINGS:</u> <ol style="list-style-type: none"> 1. “Large Dams as Development: Restructuring Access to Natural Resources in Lesotho” (Braun) – Blackboard 2. Selection from <i>Water Wars</i> (Shiva) – Blackboard <p>➤ Wednesday, Nov. 25 – ACADEMIC HOLIDAY – No Class – Happy Tofurkey Day!</p>	
<p><u>WEEK 15:</u></p> <p>➤ Monday, Nov. 29 – <u>GROUP PRESENTATIONS</u></p> <p>➤ Wednesday, Dec. 1 – <u>GROUP PRESENTATIONS</u></p>	<p>Group Presentations</p>
<p><u>WEEK 16:</u></p> <p>➤ Monday, Dec. 6 – Team evaluations, course reflections</p> <p>➤ Wednesday, Dec. 8 – wrap-up , workshop on final papers</p>	

*****FINAL PAPERS ARE DUE MONDAY, DECEMBER 13 BY 5:00 PM*****

eCATS (Curricular Proposal) Back Forward

Detailed Navigation

- Workflow Item
- eCATS (Curricular Proposal)
- OBPAeAF Form
- Financial Disclosure

Related Links

- Browser Compatibility

SOC	Display Form	Course	Change	ARTS & SCIENCES	
SOC 334	Display Form	Course	Change	ARTS & SCIENCES	2/13/2011
SOC 335	Display Form	Course	Change	ARTS & SCIENCES	1/17/2011
SOC 339	Display Form	Course	Change	ARTS & SCIENCES	1/17/2011
SOC 342	Display Form	Course	Change	ARTS & SCIENCES	1/17/2011
SOC 343	Display Form	Course	Change	ARTS & SCIENCES	2/3/2011
SOC 345	Display Form	Course	New	ARTS & SCIENCES	12/21/2011
SOC 347	Display Form	Course	New	ARTS & SCIENCES	12/21/2011
SOC 349	Display Form	Course	New	ARTS & SCIENCES	12/21/2011
SOC 351	Display Form	Course	New	ARTS & SCIENCES	12/13/2011
SOC 363	Display Form	Course	New	ARTS & SCIENCES	12/21/2011

Details of Course/Program ID(SOC 363)

WORKITEM ID	Workflow Status	Date	Time
00000902539	RECEIVED BY DEPARTMENT	2011-12-21	16:45 PM
00000902539	PROCEED WITHOUT ADDITIONAL REVIEW	2011-12-21	17:04 PM
00000902919	APPROVED BY DEPARTMENT	2011-12-21	17:14 PM
00000902934	RECEIVED BY COLLEGE	2011-12-21	17:14 PM
00000903034	PROCEED WITHOUT ADDITIONAL REVIEW	2012-03-22	16:38 PM
00000903263	RECEIVED BY COLLEGE	2012-03-22	16:38 PM
00000903263	APPROVED BY COLLEGE	2012-03-22	16:40 PM
00000903266	RECEIVED BY UNDERGRADUATE COUNCIL	2012-03-22	16:40 PM
00000903266	PROCEED WITHOUT ADDITIONAL REVIEW	2012-03-22	16:40 PM
00001012226	RECEIVED BY UNDERGRADUATE COUNCIL	2012-05-10	14:23 PM
00001012227	APPROVED BY UNDERGRADUATE COUNCIL	2012-05-10	14:23 PM
00001012236	RECEIVED BY SENATE COUNCIL	2012-05-10	15:51 PM

SOC	Display Form	Course	Change	ARTS & SCIENCES	
SOC 385	Display Form	Course	Change	ARTS & SCIENCES	1/17/2011
SOC 399	Display Form	Course	Change	ARTS & SCIENCES	1/17/2011
SOC 435	Display Form	Course	Change	ARTS & SCIENCES	2/6/2011
SOC 438	Display Form	Course	New	ARTS & SCIENCES	12/12/2011
SOC 439	Display Form	Course	Change	ARTS & SCIENCES	1/19/2011
SOC 442	Display Form	Course	Change	ARTS & SCIENCES	1/19/2011

Ellis, Janie

From: Ellis, Janie
Sent: Monday, May 14, 2012 9:32 AM
To: Gill, Sharon; Hanson, Roxie
Subject: Dates of approval

I need dates of approval for the following courses:

SOC 349
SOC 363
SOC 351
GWS 360

I will need these dates before we can continue to process.

Janie Ellis
Office of the Senate Council
257-5871