ENVIRONMENTAL SOCIOLOGY SYLLABI AND INSTRUCTIONAL MATERIALS

FIFTH EDITION

COMPiled AND EDITED BY

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INTRODUCTION

We hope it says something important that this fifth edition of Environmental Sociology: Syllabi and Instructional Material arrives only four years after the fourth, whereas there was an eight year gap between editions three and four. Our parent discipline seems increasingly to appreciate the import of the “natural” on social phenomena. Durkheim may be turning in his grave, but we mean no disrespect. Indeed, it is a sign of the impressive power and reach of the sociological vision, and of sociological practice, that environmental sociologists have managed to extend their research interests into such vast arrays of human social existence that we can supply a wealth of thought-provoking information to our students.

As we have searched these materials for themes, new developments, and possible emphases in our colleagues’ courses, a host of things stand out. We noted some of these as trends in the Fourth Edition; we mention them now because they are taking root. Other, equally exciting new developments are reflected in these pages as well.

First, environmental justice has grown in importance to the point that it is taught in all survey courses, both at the undergraduate and the graduate levels. Moreover, the environmental justice literature is so expansive that it is can support the entire subject matter of some classes.

Second, closely related to environmental justice are questions of environmental fairness and equity on a global scale. Like environmental justice, globalization was a noteworthy theme in the last edition of the syllabus set. Now there is a clear trend of instructors emphasizing globalization’s effects on diverse peoples and the environments upon which they depend. The character of the global environmental justice movement, and the allied issues associated with critiques of globalization, is likely to receive growing attention in our classrooms.

Third, critical perspectives regarding the relationship of society to the nonhuman world continue to garner a great deal of attention. Can there be any more profound and far-reaching contradiction in late capitalism than our dysfunctional, self-destructive relationship with the nonhuman world? Even as capitalism enjoys its most secure period ever, the evidence mounts that its material foundations are in fact less secure than ever. That evidence is available to our students in ever-increasing volume and quality.

That said, a fourth theme—one that is emerging and contradictory—can be found in these pages. Many observers see eco-Marxist concerns as mirroring those of theorists and researchers whose work reflects other perspectives in a key way: they tend to reify a nature-society dualism. Such facile distinctions, these scholars assert, are theoretically weak nor can they stand up to empirical investigation. Whether for understanding or for problem-solving, when we fail to appreciate the intimate interrelatedness of environment and society, and when we ignore the impossibility of distinguishing between the two in any but the most analytical senses, we simply spin our wheels. While this subject appears to arise primarily in graduate-level classes, it is likely to be a centerpiece of courses at all levels for years to come.

Fifth, although environmental sociologists have long had an interest in the policy process, the growing emphasis in our courses on environmental policy making is impressive. This is an especially exciting development for those of us who have the opportunity to work with policy makers. It means, among other things, that our environmentally-inclined students will enter the job market better equipped than ever to influence policies, rules, and regulations.

Sixth, more and more of us are using films and videos in our classrooms. Sociology generally, and environmental sociology in particular, comfortably admit a host of innovative teaching and learning
strategies. Non-traditional methods—like active learning—and tools that displace the instructor as the sole provider of information in classes are growing in popularity across the nation. They are likely to inspire more critical and aware citizens in the future—a heartening thought for those of us who decry campus apathy.

Another trend on campuses across the nation is their “greening,” and a few of the syllabi reflect the new-found power of environmental concern where teaching and learning take place. Campuses are joining together to purchase “green” energy (the treadmill be damned?) and others have committed to increase environmentally-sensitive behaviors in areas a diverse as building construction and building demolition.

Campus greening often goes hand-in-hand with environmental activism, another emergent theme in this edition. All of us teach about the environmental movement, but many of us have been slow to recognize that many of our students are—or want to be—a part of the movement. Activism raises concerns for some of our colleagues regarding the academic freedom of our students. Creative instructors may identify alternatives for students who do not want to get involved, but most will be pleased by how universal environmental concern, and a willingness to act on that concern, is in our courses.

Service-learning is closely related to activism and prompts similar concerns. However, environmental service-learning is increasingly popular on our campuses in an array of disciplines. Although only a small number of these syllabi include a service-learning component, many of us who have required it of our students have been pleased by the results. Students may go into a service-learning project unsure of their interest, abilities, or background knowledge, but they seem to come out of the experiences having practiced or critically explored what they are exposed to in our classes. They also emerge hungry for more opportunities to make a difference and self-empowered to do precisely that.

A Note on Content and Formatting
We received many syllabi for graduate-level courses—in terms of page length, virtually an equal amount as for undergraduate classes: another sign that environmental sociology has gained a strong footing in the discipline. Because of this, we divided the materials into undergraduate and graduate sections. In some instances, syllabi in the “undergraduate” section come from courses that are open to graduate students; we felt comfortable locating those submissions where we did since the preponderance of students taking those courses would be at the baccalaureate level.

As for formatting, unlike the fourth edition, this time around we decided not to attempt to apply a common format to all of the syllabi. However, we did impose a single font and size to the text throughout; the only exceptions are the few pages of exemplary evaluative materials, which are in a sans-serif text to distinguish them from the syllabi. For those rough spots that may have resulted from our reformatting, our apologies to the instructors who so kindly shared their course materials with us.

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UNDERGRADUATE-LEVEL SYLLABI AND INSTRUCTIONAL MATERIALS
Constant revolutionizing of production, uninterrupted disturbance of all social conditions, everlasting uncertainty and agitation distinguish the bourgeois epoch from all earlier ones. All fixed, fast-frozen relations, with their train of ancient and venerable prejudices and opinions are swept away, all new-formed ones become antiquated before they can ossify. All that is solid melts into air, all that is holy is profaned, and man [sic.] is at last compelled to face with sober senses his real conditions of life and his relations with his kind.

-Karl Marx, *The Communist Manifesto*, 1848:63

The noontide panic fear in which men [sic.] suddenly became aware of nature as totality has found its like in the panic which nowadays is ready to break out at every moment: men expect that the world, which is without any issue, will be set on fire by a totality which they themselves are and over which they have no control.


The end of the feast is always signaled by the return of the animal kingdom


It isn’t pollution that’s harming the environment. It’s the impurities in our air and water that are doing it.

-former Vice President Dan Quayle, 1988-91

**Course Description**

Environmental sociology is a field that provides insight into the complex social processes which define, create, and indeed threaten our natural environment. By discussing issues of science and technology, popular culture, economics, urbanization, racial and gender relations, as well as social movements, this course will reach a broad understanding of environmental issues. More specifically, this course will investigate the relationships between various environmental and social problems, as well as the many political ideologies, philosophies, and movements that have continually redefined how we think of nature and sustainability.

**Course Requirements**

1) *Attendance/Participation.* Everyone is encouraged, not only to be in attendance during class and films, but to participate actively. For film showings, I expect you to be present, take notes, and to write down questions to be asked in class. For class, I will endeavor to make the classroom as comfortable as possible, so that you will feel free to ask questions and make observations, comments, or critiques. As a part of your participation grade, you will be asked to make group presentations based on the readings throughout the semester. You will have the opportunity to sign up for a particular week(s) topics at the beginning of the semester, so please review the *Course Schedule* below and determine which weeks are most interesting and challenging for you. In all class sessions however, I will expect you to participate. I will expect you to take initiatives in group discussions, present current news items, ask questions about unclear or controversial issues, and to engage one another in active debate. Ideally, the class will be a place of experimentation in which you and I can
engage in thought exercises and debates on issues with a critical, non-judgmental, and open mind – a place where we can articulate incomplete or controversial ideas freely. Without active participation your education will be severely impaired, so please take your fellow classmates and your own development seriously by participating regularly and actively.

2) **Reading.** All other assignments assume that you will be reading carefully the assigned texts below. For each week, you will be asked to read approximately one hundred pages of material, which should be completed by the first day of the week they are to be discussed. No assignment is as important for your progress in this class as reading. Therefore, I expect for you to keep up and be an active critical reader.

3) **B Briefs.** Throughout the semester you will have to write ten briefs, due on days highlighted throughout the [Course Schedule](#). In these, I will look for you to reflect on the central arguments for that week’s readings, including a summary of basic themes. I also will expect you to offer commentary, which should be based on your own analysis of the readings. This should integrate personal experiences, current events, and sociological insights drawn from other courses you have taken, and it would be an ideal place for you to reflect upon issues related to your service project (discussed below).

4) **A Problem-Based Service Learning (PBSL) Project.** A PBSL project entails a student, under the guidance of the instructor, working with a “community partner” or “client” to solve a problem. That is, the project incorporates a problem-based approach to community service learning, hence PBSL. This is a very different form of assignment than most Bowdoin faculty give in their courses. It asks you to match your learning needs to community service in ways that can enhance both your education and the surrounding community. Where PBSL has been used, it has been found that students gain a deeper and practical understanding of course materials, greater interpersonal and leadership skills, and a sense of connection to their community. The work for PBSL projects will be completed in several stages.
   - In the **first week** of the course, I would like you as individuals, and potentially as a group, to survey the topics of the syllabus and identify issues that are particularly interesting or troublesome to you. You may also select from areas of environmental/social studies that are not represented in the syllabus (e.g., environmental education or religion and environment). Together, we will work with the staff of Bowdoin to see if our interests and learning needs match the needs of community partner(s). We will then make contact with potential community partners to discuss their work and determine whether we can assist them while addressing the topics of the course. Community partners may be neighborhood or community associations, non-governmental organizations, government offices, or potentially even private enterprise.
   - By the **fourth week** of the course, we will work to write a problem statement(s) that will define the issues, discuss the community partner’s needs, and then articulate a way that we can both address their needs and meet the learning goals of the course.
   - Throughout the middle portion of the course, we will work with the community partner(s) to address their needs, making periodic reports to the class along the way.
   - In **week nine**, you will be responsible for handing in the first section of your final PBSL report, which will include 1) an introduction to the entire project, 2) a background report on the environmental/social issues of your project, 3) and a revised version of the problem statement you wrote in week four.
   - At the **end of the course**, you will have due a final project paper. Here, you will add to the paper you handed in on week nine. This additional section will explain the substance of your work for the community partner, how you helped them, and what you learned from the project about the given issue. Here, I will ask you to reflect not merely on the immediate issues important to the community partner, but also on more abstract but relevant issues surveyed in the course. This final project will also be presented orally to members of the
class and community partners in a symposium open to the Sociology Department and the Environmental Studies Program.

In all writing assignments, please use the front and back of each sheet of paper. Also, please use the ASA style guide for your notes and bibliography (modeled in the citations throughout the course schedule below). Please note that late assignments will not be accepted unless you have an excuse from the Dean’s Office. The fact that you may have assignments due for other classes on or near the same days as this class is not a valid excuse for late papers. If you do not have a valid excuse, late assignments will receive lower grades. For each day the assignment is late, the paper grade will be reduced by a third of a letter grade.

**Grade Distribution**

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<thead>
<tr>
<th>Attendance/Participation</th>
<th>20%</th>
<th>Briefs</th>
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<tr>
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<tr>
<td>Short Papers</td>
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<td>Long Paper</td>
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**Grading Scale**

<table>
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<tr>
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<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
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<td>60-63</td>
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<td>F</td>
<td>0-59</td>
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**Required Readings**


All other readings not contained within the books are on reserve in H/L and in the Riley House.

**Films**

*Deadly Deception: General Electric, Nuclear Weapons & Our Environment*

*Environment Under Fire*

*Green Dreams*

*Greenbucks: The Challenge of Sustainable Development*

*Greening of Cuba*

*Hungry for Profit*

*The Kayapo: Out of the Forest*

*Koyaanisqatsi*

*Lacandona: The Zapatistas and the Rainforests of Chiapas, Mexico*

*Pesticides and Pills: For Export Only*

*Race to Save the Planet, Volume 9*

*Safe*

*Subdivide and Conquer: A Modern Western*

*Times Beach, Missouri*
We All Live Downstream
Wilderness: The Last Stand
Witness to the Future: A Call for Environmental Action

This list of films includes those that are scheduled to be shown as a part of the Soc/ES 221 film series and those that are merely recommended. See the course schedule below for specifics.

Course Schedule:
Week 1
Day 1, Jan. 21 – Introductions
Day 2, Jan. 23 – Environmental Sociology
    Discussion: Contacting a Community Partner
    Due: A one paragraph statement on the environmental problem or issue you would like to make the basis of your service learning project.

Week 2
Day 3, Jan. 28 – Environmental Realism vs. Social Constructionism
    Due: Brief covering Readings for Days 3 and 4
Day 4, Jan 30 – Environmental Sociology and Critical Theory
    Due: Oral progress report on locating a community partner, defining a common problem

Week 3
Day 5 & 6, Feb. 4 & 6 – Political Ecology
    Films: Wilderness: The Last Stand
We All Live Downstream

Websites:
- USDA Forest Service – www.fs.fed.us
- Association of Forest Service Employees for Environmental Ethics – www.afsee.org
- EPA’s Index of Watershed Indicators – www.epa.gov/iwi
- Mississippi Water Pollution Control Operator’s Association – www.mwpcoa.org
- Greenpeace – www.greenpeace.org
- Sierra Club, Mississippi Basin Ecoregion – www.sierraclub.org/ecoregions/missbasin.asp

Due, Day 5: Brief covering readings from Days 5 and 6
Discussion, Day 6: Writing a Problem Statement

Week 4
Day 7 & 8, Feb 11 & 13 – Eco-Feminisms and Ecological Democracy

Due, Day 8: Problem Statement and Plan for Community Service

Week 5
Day 9 & 10, Feb 18 & 20 – The Nature of Spectacle

Web Sites:
- Sea World Adventure Parks: www.seaworld.com/
- Sea World Database: www.seaworld.org/

Due, Day 9: Brief covering readings for Days 9 and 10
Discussion, Day 10: Problem Solving Methods

Week 6
Day 11 & 12, Feb. 25 and 27 – Urban Development I: Los Angeles, an Environmental Biography

Film: Green Dreams
Web Sites:
- Interview with Mike Davis: usnews.miningco.com/medianews/usnews/library/weekly/aa081798_pagetwo.htm

Due, Day 11: Brief covering readings for Days 11 and 12
Week 7
Day 13 & 14, March 4 & 6 – Urban Development II: Atlanta and the Politics of Sprawl
Film: Subdivide and Conquer
Web Sites: Sierra Club Stop Sprawl Campaign – www.sierraclub.org/sprawl/
Sprawlwatch Clearinghouse – www.sprawlwatch.org/
Top 10 Influences on the American Metropolis of the Past 50 Years – www.fanniemaefoundation.org/research/facts/wi99s1.html
Due, Day 13: Brief covering readings for Days 13 and 14

Spring Break – March 8-23

Week 8
Film: Witness to the Future: A Call for Environmental Action
River of Broken Promises
Due, Day 15: Brief covering readings for Days 15 and 16

Week 9
Day 17 & 18, April 1 & 3 – Environmental Justice II: Environment and Class

Film: Times Beach, Missouri

Deadly Deception

Web Sites:
US EPA Environmental Justice – es.epa.gov/oeca/oej/
EcoJustice Network – www.igc.apc.org/envjustice/
Environmental Justice Information Page – www-personal.umich.edu/~jrajzer/nre/index.html
Environmental Health Information Service – ehis.niehs.nih.gov/
Just Transition – www.justtransition.org
Toxic Legacy: Hazardous Waste and the Lessons of Woburn, MA – www2.shore.net/~dkennedy/woburn.html

Due, Day 17: Intro and Historical/Theoretical section of Final Report

Week 10
Day 19 & 20, April 8 & 10 – Sustainable Development and Its Critics

Films: Race to Save the Planet, Vol. 9

Environment Under Fire

Recommended Films: Hungry for Profit

Pesticides and Pills: For Export Only

Due, Day 19: Brief, covering readings for Days 19 and 20

Week 11
Day 21 & 22, April 15 and 17 – Alternative Development

Film: The Greening of Cuba

Recommended Films: The Kayapo: Out of the Forest

Lacandona: The Zapatistas and the Rainforests of Chiapas, Mexico

Due, Day 21: Brief, covering readings for Days 21 and 22

Week 12
Day 23 and 24, April 22 & 24 – Globalization, Corporate Power, and the Environment

Film: Greenbucks
Due, Day 23:  Brief, covering readings for Days 23 and 24
Due, Day 24:  Final Paper Outline Due

Week 13
Day 25 and 26, April 29 & May 1 – Environmental Movements and Global Change


Course Evaluation
Due, Day 25:  Brief, covering readings for Days 25 and 26

Week 14
Day 27, May 6 – Community Service Symposium

Due, Day 27:  PBSL Project, with display and oral presentation
Course Description:

The threat of planetary environmental collapse makes it imperative that students engage themselves in critical thinking and look at the relationship between humans and his or her environment in a new way. This course seeks to unravel the deeper roots of our environmental crisis as a necessary first step in the search for viable solutions. Students are encouraged to critically view and analyze many of the environmental problems associated with contemporary society. The instructor will present a broad spectrum of theoretical perspectives and research methods employed by sociologists to better understand the human perspective on environmental issues.

Course Objective:

A primary goal is for undergraduate students to develop a better understanding of the environment and society in the United States as well as around the globe. Hopefully, this class will assist students in shaping their personal responses to the environmental problems affecting their lives and their communities and encourage them to think critically about the relationship between the environment and society. Since our society not only influences us, but is also influenced by us, another objective will be to assist us to explain, predict, and to suggest solutions to environmental problems.

Requirements:

Course requirements include both oral participation and written work. Students will be required to write two, 1,500 word analytical essays, based on three or more authors from the reading list. This writing assignment should be clearly argued and additional information about this project will be discussed more fully during class. Students are encouraged to read ahead to those weeks in the syllabus that best fit the topic of their writing assignment. Submitted papers must be typed and are due by the start of class. Late papers will get a score of zero.

Exams:

Students will take a midterm exam based upon the readings during the first half of the semester and a final exam based upon the readings during the second half of the semester. Each exam has seven short answer questions and three essay questions. There are no make-up exams.

Attendance:

Each student brings unique experiences and perspectives to the class. Students will come to class having completed the homework. By participating in class discussions, each person will add to the intellectual richness of the course. The instructor will monitor attendance. Excessive absences may result in cancellation of the student’s course registration. An excessive absence is defined as being absent for two or more consecutive weeks, or for a total of three weeks or more in a semester without an excuse. Of course, absences for happenings such as illness, family and personal problems, or other circumstances that are documented in writing will excuse the student. Students disrupting the educational process will be
warned, asked to leave the room, and/or marked absent for that day. Students must avoid using racist, sexist, or offensive language.

Plagiarism:

Plagiarism, or any type of cheating, will not be condoned. Presenting others’ work as your own, whether it be through copying a test, bringing in notes for an exam, or handing in papers either written by others or copied from sources, written or from the Internet, which are not acknowledged in the text is not permitted. Using another student’s paper or allowing another student to hand in a paper you wrote is plagiarism. Anyone getting caught of plagiarism or cheating will be reported to the Dean.

Special Needs:

If you are a student with a special need or a disability, please contact the instructor early in the semester for any special accommodations that you may need.

Grading:

Grade break down will follow the policy outlined in the SUNY Cobleskill Handbook. Midterm and final grades will be posted using the last four digits of each student’s generated identification number. Grading in the course will be determined as follows:

25% for the final exam
25% for the mid-term exam
20% for the first writing assignment
20% for the second writing assignment
10% for class participation and attendance

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction &lt;br&gt;Sociological Theories</td>
<td>Harper &lt;br&gt; Catton &amp; Dunlap</td>
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<tr>
<td>2</td>
<td>Sociological Theories &lt;br&gt;Historical Views</td>
<td>Freudenberg &amp; Gramling &lt;br&gt; Leopold; Carson; Naess; Schumacher</td>
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<tr>
<td>3</td>
<td>Historical Views &lt;br&gt;Population Debate</td>
<td>Owen; Gardner; Hardin; Burger; Worster &lt;br&gt;Singer; Quammen</td>
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<tr>
<td>4</td>
<td>Population Debate</td>
<td>Commoner; Ehrlich</td>
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<tr>
<td>5</td>
<td>Political Implications</td>
<td>French</td>
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<tr>
<td>6</td>
<td>Moral Considerations &lt;br&gt;Human Impacts</td>
<td>Gardner &amp; Stern &lt;br&gt; World Commission</td>
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<td>7</td>
<td>Paper # 1 due &lt;br&gt;Human Impacts &lt;br&gt;Review Mid Exam</td>
<td>Knize; Bright</td>
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<td>8</td>
<td>Human Health</td>
<td>Gardner &amp; Halweil</td>
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<td>Mid Exam</td>
<td>Gender</td>
<td>Plant; Jacobson</td>
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<td>9</td>
<td>Energy Sources</td>
<td>World Commission</td>
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<td>10</td>
<td>Water Atmosphere</td>
<td>Glantz; Postel Gleick</td>
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<td>11</td>
<td>Risk Management Inequality</td>
<td>Hill Athanasiou</td>
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<td>12</td>
<td>Inequality</td>
<td>Athanasiou; Abbey</td>
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<td>13</td>
<td>Global Markets</td>
<td>French</td>
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<td>14</td>
<td>Role of Technology Future Solutions</td>
<td>Mayur &amp; Daviss Hill</td>
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<td>15</td>
<td>Paper #2 due Future Solutions Review Final Exam</td>
<td>Gardner &amp; Sampat; Bourne</td>
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<td>16</td>
<td>Final Exam</td>
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**Required Textbook**


**Required Reader**


SOCIETY AND THE ENVIRONMENT: A GROWING DILEMMA

Sociology 4305

Jeffrey Broadbent
University of Minnesota

In this course, we will study the interaction between human society and the natural environment. The course will focus on the general factors in human society that lead to serious degradation of the environment and ecological systems, and those that help prevent or repair that degradation. We will first review the types of environmental degradation occurring on the planet. Then we will examine how society has been both producing and responding to – sometimes attempting to solve - those problems. We can think of a wide variety of causal factors, from short-range thinking in the pursuit of profits, wages and production, through population growth, bureaucratic ritualism, power competition, unresponsive institutions, patriarchal domination, and cultural ideologies of nature-conquest. Against these, the curative factors include democratic systems which give voice to victims; well-designed governmental policies and industrial programs which solve problems; changes in public opinion toward more concern for the environment, the quality of life, and other species; environmental protest movements; and prosperity which causes families to have less children. The course will define and study these factors, examining their complex interaction in national and global environmental politics. This course is an introduction to the field, suitable for both majors and non-majors in sociology with interest, study and/or experience in environmental issues.

Tests, Exercises, Papers

Reaction Papers: Five short (two to three page) papers in which you summarize and comment on the main points of the materials in the preceding section of the class. Your grade in this paper will depend upon you citing and summarizing ALL the readings, videos and main lecture points, discussing how they support or criticize each other, and making your own assessment of them. 8 points each.

Exercises: Two short essays requiring some examination of your own “real-life” situation. 5 points each.

Midterm exam: Essay exam testing your understanding of terms, concepts and theories presented in the first half of the course. 10 points.

Final exam: Essay exam testing your understanding of terms, concepts and theories presented in the entire course. 10 points.

Term paper: 30 points.

♦ Editorial rules: Twelve to fifteen pages of your written text, typed (12 point Courier font with one-inch margins on all four sides), double-spaced (not triple). Do not copy long quotations from other works. For a direct quote, use only a few sentences at most, with proper citation of source. You can explain someone else’s idea in your own words, but still include the source of the idea as a citation. Figures, tables, illustrative materials and bibliography do NOT count for page length. Write your paper based on your CSL experience plus additional reading and research. Use proper citation and bibliography (cite reference briefly [only author’s last name, publication date and page number within parentheses] at the end of the sentence where you refer to it. Then list the full citation of the work in the bibliography at the end of the paper (does not count for page length).

♦ Topic: Here is the ideal scenario. Choose a topic in which you have at least some (preferably a lot) of personal interest. For reference, you can see the list of some possible topics. Then choose to do your CSL work for an organization that is in some way working on that topic also. As you do your CSL work, take notes and if its permitted, ask questions and after you get to know them, interview members of the organization. Write you paper about some environmental issue that your organization is grappling with. Explain the larger dimensions of the issue, on a local, regional and global scale. Using your organization and your CSL experience with it as an
example, tell how the organization goes about addressing the issue, its difficulties and successes. In your explanation, connect the global and the local.

♦ Schedule for Term Paper: Four stages, see below.

**CSL: Community Service Learning**

Your term paper will be based on your CSL for 30 hours during the semester at an environmentally-related organization in the Twin Cities area. We will you help you make contacts. Use this experience as some of the evidence in your paper. In the paper combine a descriptive report on your topic with an explanation of it. Use the theories presented in the course to help you explain your case, and use the case evidence to say which theory seems more accurate for your case.

**WebCT: internet-based communication and instruction**

We have a website for the course where students can get the course materials, conduct threaded discussions, participate in a chat room with other students and the instructor, send and receive email, check for messages from the instructor, and access links to environmental websites around the world. The initial page with instructions is: [http://webct3.umn.edu](http://webct3.umn.edu). Once you enter, pick the “world” you want to enter. Use the many links for your research and for general exploration.

**Grading weights:**

- Reaction Papers (5 @ 8%), . . . . 40%
- Exercises (2 @ 5%). . . . . . . 10%
- Midterm Exam . . . . . . . . . . 10%
- Final Exam . . . . . . . . . . . . 10%
- Term paper (finished) . . . . 30%
- Total . . . . . . . . . . . . . . . . 100%

Term paper 30% consists of:

- CSL Contract . . . . . . . . . . 1%
- CSL Log . . . . . . . . . . . . . . 1%
- Final copy . . . . . . . . . . . . 28%

**Readings available for purchase**


(We will read most of these books)

**Readings and materials on reserve or on WebCT**

Reserve desk is in the basement of Wilson Library. Look for reserve readings in reserve catalogue under Soc. 4305. All textbooks will be on reserve.

*An asterisk on readings listed below indicates the readings are on regular reserve at the reserve desk. Tables and figures used in class will be available on your Soc 4305 WebCT site, using the following path: home/tables and figures and then either “overhead images” or “figures and charts.” They will be in either .jpg or .gif format, and many are available in big or small size formats. Choose what you can view best.*
Schedule

Tuesday: Course overview.
Thursday: Environment and Society
   Read for this class:
   - Bell, Chapter 1.
   - On WebCT: (Under “Overhead Images/Overheads”), “Atmocomp” and others on carbon and other cycles, on bioaccumulation.

Week 2: Environment Issues, Jan. 27-31
Tuesday: Panel-Representatives from environmental organizations (CSL opportunities).
   Read for this class:
   - The CSL materials on class WebCT site and familiarize yourself with the program and requirements
Thursday: Environmental problems and a vision of sustainability
   Read for this class:
   - Selection 1 by Frey, in Chapter 1 of Frey;
   - Selection 21 by Hawken, in Chapter 11 of Frey.
   - On WebCT: (Under “Overhead Images/Overheads”), Figures “Limits 1a, 1b” and “Limits 12a, 12b.”

Week 3: Environment and Society, Feb. 3-7
Tuesday: Critique of sociology from environmental view.
   Read Selection 2 by Murphy, in Chp. 2 of Frey.
Thursday: The evolution of environmental sociology
   Read Selection 3 by Dunlap, in Chapter 2 of Frey.

Week 4: Production and Consumption, Feb. 10-14
Tuesday: Consumption and Materialism
   Read Bell, Chapter 2.
   - Due: CSL Contract (handed out to you) signed by your organization’s representative and yourself
   - Due: Reaction Paper # 1 – Theme: “What is the distinct viewpoint of environmental sociology?”
   - On WebCT: (under “Figures and Charts”) “Stages” of Society; “Treadmill” of Production;
Thursday: Money and Machines
   Read Bell, Chapter 3.
   - Suggested reading: Selection 4, Foster, in Chp. 2 of Frey.

Week 5: Population and Development, Feb 17-21
Tuesday: Population and Development
   Read Bell Chp. 4 (pp. 103-141).
   - Due: Term paper topic statement (1 page).
   - Multimedia: on population problems
Thursday: Combined effects--population, consumption and technology, national and global scales.
   North-South.
   Read:
• Selection 8, by Dietz and Rosa
• Selection 9 by O’Connor, both in Chp. 4 of Frey.
• **Videos: Watch and compare** two videos about environmental and globalization:
  • “The Monk, the trees and the concrete jungle” made by grassroots global environmental organizations, and
• Discuss, How do their perspectives differ?
• Use the contrast between these two videos (take notes) as one part of your Reaction Paper # 2.

**Week 6: Ideology and Belief, Feb. 24-28**
**Tuesday: Ideology of Domination**
Read:
• Bell, Chapter 5;
• Selection 19 by Catton and Dunlap in Chapter 9 of Frey.
• **Due: Reaction Paper #2**—Theme: “How does the North-South relationship affect the global environmental situation and its different average effect in the “North” and the “South?” Contrast and discuss the positions in the two videos while referring to (and explicitly citing) the viewpoints and theories about this problem in the readings. Refer to all the relevant readings, especially since the last reaction paper.”
• To do: Take “Belief-O-Matic” survey on the web. ([http://www.beliefnet.com/story/76/story_7665_1.html](http://www.beliefnet.com/story/76/story_7665_1.html)). Print out two copies: keep one for yourself and hand in one copy (without your name on it) on Feb. 27th.

**Thursday: Ideology of Environmental Concern**
Read:
• Bell, Chp. 6.
• Video: “The God Squad”
• **On WebCT:** (Under “Overhead Images/Overheads”), “Nash Fig1” and Nash Fig2.”

**Week 7: Public Attitudes, March 3-7**
**Tuesday: Public Attitudes toward the Environment**
Read:
• Selection 10 by Dunlap, Chp. 5 of Frey.

**Thursday: Culture and the Environment**
Read:
• Selection 11 by Ellis and Thompson
• Selection 12 by Dunlap and Mertig, Chp 5 of Frey.
• *Selection on our diet and the environment, TBA.

**Week 8: “Social Construction,” March 10-15**
**Tuesday: The Social Construction of “Nature.”**
Read for this class:
• Bell, Chapter 7
• **Due: Reaction Paper #3**—Theme: “How much do you think religion and ideology influence people’s beliefs, attitudes and behavior concerning the environment? Why? Reflect on and explain the
environmental implications of your own beliefs as well, as evidenced in the Belief-O-Matic survey. Refer to all the relevant readings, especially since the last reaction paper.”

Thursday: Exam and assignment.
- **In-class essay exam.**
  - Assignment: Exercise 1. See instructions for Exercise 1 on the class WebCT site. Find toxic pollution in your neighborhood or area (closest ones) and write essay. Interview the polluters and see the sources of pollution (or try to). Write up a two to three page reaction paper explaining your findings.

**Spring Break: March 18-22**
Suggested: Work on Exercise 1, your CSL hours, and your term paper.

**Week 9: Science and Risk, March 25-29**
**Tuesday:** Science and the Environment
  - Read:
    - Selection 17 by Brown
    - Selection 18 by Funtowicz and Ravetz both in Chp. 8 of Frey.

**Thursday:** Risk Assessment
  - Read:
    - Selection 16 by Rosa in Chapter 7 of Frey.
    - **View** “Rachel Carson” video
    - Discuss Rachel Carson case concerning science, risk, and politics.
    - **Due:** Exercise 1.

**Week 10: Environmental Justice, March 31-April 4.**
**Tuesday:** Environmental racism
  - Read:
    - Selection 5 by Bullard
    - And Selection 7 by First National People of Color, both in Chp. 3 of Frey.
    - Video: “Laid to Waste” on a minority community near a huge incinerator

**Thursday:** Native Americans resist environmental degradation
  - Read for this class Gedicks, Chps. 3 and 4 (pp. 57-106)

**Week 11: Case Study: Wisconsin, April 7-11.**
**Tuesday:** Native American resistance to mining in Wisconsin
  - Read for this class:
    - Gedicks, Chps. 5 and 6 (pp. 107-162).
    - Video: “Keepers of the Water” by Al Gedicks

**Thursday**
  - Read for this class Gedicks, Chps. 7 and 8 (pp. 163–205).

**Week 12: The Environmental Movement, April 14-18.**
**Tuesday:** US Environmental Movement
  - Read for this class:
    - Selection 13 by Brulle, Chapter 6 of Frey

**Thursday:** Globalization of the Movement.
Read for this class:
- Selection 14 by Bandyopadhyay and Shiva,
- and selection 15 by Frank, Chapter 6 of Frey
- Due: Reaction Paper #4—Theme: “What are the roles of scientists, and of movements by ordinary citizens, in protecting the environment? Refer to all the relevant readings, especially since the last reaction paper.”

Week 13: Citizens and Businesses, April 21-25.
Tuesday: Non-governmental Organizations and Public Interest Groups
- Readings: TBA
- Discuss: Your CSL experience as a form of NGO and social movement activity.

Thursday: Can businesses become “green?”
- Main points: Can businesses voluntarily become less damaging to the environment? How can it be in business self-interest to become more green? What barriers exist to this? ISO 14,001; End of Pipe versus Integrated Production or upstream change.
- Read:
  - *World Bank, Chps. 3 and 4, pp. 57-103

Week 14: Making Society Sustainable, April 28-May 2
Tuesday: Dilemmas of Collective Action; Market versus Ecological Economics; organizing communities for ecological sustainability.
- Main points: If everyone follows only individual self-interest, as advocated by market economics, the collective result for society can be ecological disaster. But how can we adopt and follow collective rules to prevent ecological disaster?
- Read:
  - Bell, Chp. 8 (pp. 245-280)
  - Slides: Prisoner’s Dilemma; Tragedy of the Commons.
  - Play: Prisoner’s Dilemma.

Thursday: What is sustainability?
- Read:
  - Selection 20 by Farrell and Hart, in Chp 10 of Frey.
  - and Selection 21 by Hawken (again), in Chapter 11 of Frey.
- Due: Reaction Paper #5—Theme: “In what ways can citizens, businesses and government interact, so they can all contribute to protecting the environment? Refer to all the relevant readings, especially since the last reaction paper.”
  - Assignment: Exercise 2 - Select a one-yard square (3 feet by 3 feet) patch of lawn. Observe it and explore it (you can poke your fingers into it) for one hour. Write a paper on the reasons for and environmental effects of that patch of lawn.

Week 15: The Role of Government, May 5-9
Tuesday: Political Parties and Government
- Main points: In a democracy, different political parties contest for control of the executive (White House) and legislative (Congress) branches. What are the different approaches of the Democratic and Republican parties toward the role of government in protecting the environment?
- Read:
  - TBA;
  - Clean Water Action Legislative Scorecard
Thursday: Front line stuff.

- Debate on “the roles of government and the market in protecting the environment” between a Democratic State Senator, a Republican State Senator and a Green Party candidate (pending confirmation).
  - Read:
  - TBA.
  - Due: Exercise 2.

Finals week: Monday, May 12-17.

- **Final Exam**: Friday, May 17th, 4 to 6 PM.
- Review all readings for test.
- **Term Paper** Due: Monday, May 12th, by 4 PM (909 Social Science Building).
EXERCISE #1:  
Finding Your Local Toxic Polluters

Investigate the sources of pollution in your neighborhood or area. Find the EPA regulated pollution sites in your area. Get to know them through visits and interviews. Think about their impacts on community health and quality of life. Write a two to three page reaction paper (typed, double-spaced) plus an extra page for your map.

Two website “pollution locators” will let you find these pollution sites. Use both to find out the pollution sites nearest your home.

A. Envirofacts and EnviroMapper (http://www.epa.gov/epahome/commsearch.htm) from the EPA. Input your zipcode and try each of the four choices (radio buttons). Use Envirofacts to identify sites with discharges to air and water and toxic releases. Enviromapper will show you all the Superfund toxic sites and other types of polluting sites on a local map (you can zoom in and out) (http://www.epa.gov/enviro/html/mod/ also gets you to the mapping sites). With Surf Your Watershed you can identify sources of water pollution (toxic release inventory) in your watershed area. The UV index allows you to identify areas with harmful levels of ultraviolet rays from the sun (not a problem in the Minnesota winter). Look for polluting discharges to water, superfund sites, hazardous waste, toxic releases, air releases, and others in your area.

B. Scorecard (www.scorecard.org) from Environmental Defense. Investigate the 8 types of pollution for your zipcode, and the priority setting for your state or area. Focus on “Toxic Industrial Release” and look for your state and your area. Look for the worst polluters of toxics that threaten human health in the state of Minnesota. Are any in your area? Find out which types of pollution in any are bad in your area.

Choose the sites that you think might be hazardous to human or ecosystem health. What did you expect to find? What did you find? What surprised you?

II. Choose two or three locations, contact them (visit or call), speak to people there. Ask if they are aware of their designation as a pollutor. Ask what steps they have taken to control that pollution. Take notes.

III. Print out a map of your area from the EPA Enviromapper (or else from MapQuest) identifying the locations of your home and of the toxic polluters. How do your local pollution problems compare to Minnesota’s in general, according to the three panels rankings in the preceding website? Turn in on Monday, 2/11.

IV. Compare your area with Minnesota’s worst pollution problems as a whole. See website for rankings of Minnesota’s worst pollution problems: http://www.scorecard.org/comprisk/report.tcl?fips_state_code=27

V. Write your paper. Explain your findings in detail. What types of polluting organizations did you find? What kind of pollution is it discharging? Is it being regulated for that by the EPA? How is its waste being discharged? What, if anything, is being done there to prevent pollution? What else did you learn? What else do you think the organization needs to do to control its pollution?

VI. Document your contacts with the polluting sites. Give the businesses names, titles or jobs of individuals you spoke with, addresses, and telephone numbers (on a separate page).

VI. Your written paper should be approximately three pages (give or take 1/3 page) with the standards listed in your syllabus regarding font and margins. Also attach your map (one page) and your list of contacts (one page).
This course examines the intersection between the environment and the social structures and institutions of our society. It is centered around environmental sociology, a subfield that examines how environmental issues are defined and constructed in various arenas: personal ideology, group beliefs, social and political institutions, and scientific knowledge and practice. We are concerned with social problems definitions of issues such as the greenhouse effect and the global environmental crisis; risk perception and risk communication; the determination of what environmental elements are valuable; origins and effects of government regulation; lay-professional differences in the nature and role of scientific knowledge; the rise of environmental consciousness and environmental movements; physical and mental health effects of environmental contamination. Our readings are very broad – we will be studying the work of sociologists, physicians, biologists, journalists, epidemiologists, lawyers, playwrights, and novelists.

Course goals and content
We will begin with fundamental questions, such as:

- How do we define the environment? Is it a personal experience of one’s surroundings, a collective context, a changeable set of relationships?
- What social and ethical values are involved in our conceptions of the environment?
- Are there basic rights to a healthy environment? How do such rights vary across populations within a country and between countries?
- Who is responsible for maintaining, improving, remediating, and protecting the environment?

We will then progress to matters of sociology, history, and policy, asking such questions as:

- How has the environment been treated as an issue in American history?
- How committed is our society to solving environmental problems?
- How has government policy on the environment developed?
- What role has environmental activism played in our society?
- How do class, race, and gender affect attitudes and actions concerning the environment?
- How do environmental problems get defined as social problems (e.g., the greenhouse effect and the global environmental crisis)?
- How do lay, professional, and governmental perception of hazards differ, and how are these differences mediated?
- What is the relationship of the environment to demographic phenomena, scientific/technological development, and social change?
- How do we choose which environmental issues to focus on?

Course readings
Books available at the bookstore:
Jean Giono, *The Man Who Planted Trees*
Rachel Carson, *Silent Spring*
Ross Gelbspan, *The Heat Is On: The Climate Crisis, the Cover-Up, the Prescription*
Henrik Ibsen, *An Enemy of the People* (in 4 Major Plays)

Phil Brown and Edwin Mikkelsen, *No Safe Place: Toxic Waste, Leukemia, and Community Action*

J. Timmons Roberts and Melissa Toffolon-Weiss, *Chronicles from the Environmental Justice Frontline*

William Shutkin, *The Land That Could Be: Environmentalism and Democracy in the Twenty-First Century*

Sandra Steingraber, *Living Downstream: A Scientist’s Personal Investigation of Cancer and the Environment*

Devra Davis, *When Smoke Ran Like Water: Unnecessary Death and Environmental Deception* (this is still in press and will be available later in the semester)

Reading packet materials are noted by (R), and are available as a reading packet from Allegra Printing.

Course structure
Students will generally read one book each week. I will not use articles for the most part, since I want students to grapple with a single author’s work each week. On some occasions there will be groups of articles, especially for two of the guest lecturers. I will not lecture, but merely provide short opening statements. Students will hand in 1-2 page commentaries each week, focusing on the reading, while also linking it to other areas of their concern. I will provide specific guidelines for these. Each week, two students will provide a brief oral presentation that expands on their commentaries, and that raises some of the core issues mentioned under “Course goals and content.” Here, too, I will provide specific written guidelines. Following the oral presentation, there will be a general discussion of the book that will include evaluation of its aims, methods, and effectiveness, and what further directions it lead to.

The final paper for this seminar will not be a research paper, but rather an essay in which the student takes what is most significant for them from the seminar, and writes a creative 10-15 pp. paper. The last one or two meetings of the seminar will be devoted to summarizing the readings and discussions of the whole semester, and identifying key issues. This will help students as they prepare their paper, which will not be due until finals period, thus allowing them time to take in the summary discussions that will occur at the end of the term.

Grades
Grades will be computed on the following basis:
General participation in discussion  20%
Oral presentation of readings  20%
Quality of weekly commentaries  20%
Final essay  40%

Sept. 4 1) Introduction: How Do We Define the Environment and Our Responsibility to It?
Jean Giono, *The Man Who Planted Trees* (to be read prior to class)

Sept. 11 2) The Environment Becomes a Social Problem
Rachel Carson, *Silent Spring*

Sept. 18 3) Disputes Over How Environmental Issues Are Transformed into Social Problems
Ross Gelbspan, *The Heat Is On: The Climate Crisis, the Cover-Up, the Prescription*

**Sept. 25**
4) **Ethical Issues Surrounding Environmental Problems**

Henrik Ibsen, *An Enemy of the People* (in 4 Major Plays)

Case studies from the Collaborative Initiative for Research in Environmental Health:
- Steve Wing, “Social Responsibility and Research Ethics in Community Driven Studies of Industrialized Hog Production in North Carolina” (R)
- Linda Silka, “Rituals and Research Ethics: Using One Community’s Experience to Reconsider the Ways that Communities and Researchers Build Sustainable Partnerships” (R)
- Alison Kole and Doug Brugge, “Exploring Community-Based Research Ethics Case Study: Healthy Public Housing Initiative” (R)

**Oct. 2**
5) **Natural Resources, Energy, and Politics**


**Oct. 9**
6) **Toxic Waste, Pollution, and Community Organizing**

Phil Brown and Edwin Mikkelsen, *No Safe Place: Toxic Waste, Leukemia, and Community Action*

**Oct. 16**
7) **Environmental Justice – A Burgeoning Social Movement**

J. Timmons Roberts and Melissa Toffolon-Weiss, *Chronicles from the Environmental Justice Frontline*

**Oct. 23**
8) **Environmental Issues and General Political Democracy**

William Shutkin, *The Land That Could Be: Environmentalism and Democracy in the Twenty-First Century*

**Oct. 30**
9) **Multidisciplinary Approaches to Chemicals and Disease**

Sandra Steingraber, *Living Downstream : A Scientist’s Personal Investigation of Cancer and the Environment*

**Nov. 6**
10) **Pollution, Disease, and Corporate Power**

Devra Davis, *When Smoke Ran Like Water: Unnecessary Death and Environmental Deception*

Devra Davis, guest lecturer

**Nov. 13**
11) **Ongoing Research in Health and the Environment – Breast Cancer and Health Social Movements**

Sabrina McCormick, Julia Brody, and Phil Brown, “Lay Involvement in Breast Cancer Research” (R)

Phil Brown, Stephen Zavestoski, Sabrina McCormick, and Brian Mayer, “Health Social Movements: Uncharted Territory in Social Movement Research” (R)

Sabrina McCormick, guest lecturer

Nov. 20

Ongoing Research in Health and the Environment – Asthma, Toxics Reduction, and the Precautionary Principle

Phil Brown, Brian Mayer, and Meadow Linder, “Moving Further Upstream: From Toxics Reduction to the Precautionary Principle” in press Public Health Reports. (R)


Phil Brown, Stephen Zavestoski, Theo Luebke, Joshua Mandelbaum, Sabrina McCormick, and Brian Mayer, “Clearing the Air and Breathing Freely: Disputes Over Air Pollution and Asthma” in press, Melanie Dupuis, ed., Smoke and Mirrors: Air Pollution as a Social and Political Artifact (R)

Brian Mayer, guest lecturer

Dec. 4

Student Presentations of Course Summaries and Papers

Dec. 11

Student Presentations of Course Summaries and Papers (continued) and Wrap-Up
CONTESTED ENVIRONMENTAL ILLNESSES
Sociology 187-25/Environmental Studies 188 (Research Seminar)

Phil Brown
Brown University

Seminar Description

This research seminar derives from an ongoing four-year project, funded by the Robert Wood Johnson Foundation and the National Science Foundation, that examines “contested illnesses,” which involve major scientific disputes and extensive public debates over environmental causes. That project was carried out by a research group of myself, a faculty member from Providence College, two graduate students, and there undergraduates; that group continues to work together, though two undergraduates have now graduated. Much of what you will read in this seminar derives from the work of that research group.

The seminar provides students with an opportunity to be part of this larger project through learning about work completed so far and by engaging in research in the four areas of concern: Gulf War illnesses, small air particles and asthma, environmental factors in breast cancer, and toxics reduction. By examining the social problems formulation of these diseases, students will learn the importance of lay disease discovery, and show how diverse interests shape environmental and medical knowledge and social policy.

For each disease/condition (Gulf War illness, asthma, and breast cancer) we will examine how the disease/condition came to be a social problem, by asking: 1) How have victims and their lay allies identified diseases and organized to seek redress? 2) How does the illness become contested? In particular, what are the different perspectives of major players (government agencies, professional organizations, scientific research groups, corporations, industry organizations, and public advocacy/activist groups)? What is the role of mass media in these processes? 3) How have disputes over environmentally induced diseases led to scientific and technological progress in disease detection and etiology, and the development of less toxic products and processes? How do scientists and government agencies deal with issues such as lay research participation, standards of proof, the quality of official studies, disputes over the cost-benefit analysis of risks and hazards, the official acceptance of the disease/condition and its etiology, and remediation and prevention approaches? and 4) What has been the effect of illness contestations on victims’ health and on public health policy? For the fourth component – toxics reduction – we will examine alternative upstream approaches that seek to reduce the substances that are implicated in environmentally induced diseases.

The core of the project was initially centered on:
1) ethnographic observation of Silent Spring Institute (Newton, MA - research on environmental causes of breast cancer); Boston Environmental Hazard Center (Boston, MA – research on Gulf War illnesses), Action for Community and Environment (Boston, MA – research and advocacy on environmental causes of asthma), and Toxic Use Reduction Institute (Lowell, MA – lay-initiated state agency engaged in toxics reduction).
2) interviews with researchers in those institutions, as well as with researchers, government officials, and activists involved in those areas of concern.

The project expanded to include environmental breast cancer movement groups in two other locales, an environmental justice/asthma in another locale, and the scientists and activists working on the precautionary principle (a preventive approach to potentially dangerous substances).

Students in this seminar will also study examples of other contested illnesses. We will also study writings on “critical epidemiology” that provide critiques of mainstream epidemiology and offer
innovative, more holistic approaches. We will put together such professional perspectives with lay
dimensions, to examine citizen-science alliances.

We will examine the various contested illnesses through a variety of lenses: class, gender,
race/environmental justice, social movements, lay-professional differences, sociology of knowledge, and
political economy.

Course Structure

This seminar assumes a willingness to engage in critical reading and active discussion. It also
requires small weekly writing assignments and an individual research project, including ongoing reports
about the research.

Course readings will begin with papers written by the research group, some of which are in press in
journals and book collections. Subsequent readings will include material on the 4 core areas, as well as
other related areas of contested illnesses. Students will write weekly digests/commentaries on articles,
and make weekly entries into a seminar journal that will chart the development of their thinking over the
duration of the seminar.

Each weekly seminar session will include an introductory presentation by me, and a brief
commentary on the readings from a student. This will be followed by group discussion of the readings,
including material noted in the weekly writing assignments. After the first few weeks, we will also have
presentations of research projects from startup through ongoing research, and then including final reports
at the end of the semester. There may be some group listening to interview tapes, to show diverse coding
schema and approaches to data analysis.

A paper will be due on the last day of the seminar (December 12), on a topic of the student’s choice,
selected in consultation with me. I will provide a list of possible topics, although you are not bound to
choose one of them. On September 26 students will present a brief written outline of the paper and make
a brief presentation to the seminar. We will be discussing the research in progress throughout the
semester. Papers will generally range from 12-25 pp., but can be longer if necessary. Depending on
choice of topics and quality of the research and writing, papers may be submitted for publication
(typically with co-authorship). Undergraduate and graduate students have been involved in joint
conference presentations and publications through the ongoing project.

Readings

Readings include books to be purchased, articles in a reading packet from Allegra Printing (noted by RP),
and articles available through email (noted by E)

Books available at Brown Bookstore:

Steve Kroll-Smith, Phil Brown, and Valerie Gunter, Illness and the Environment: A Reader in Contested
Medicine (New York University Press)
Daniel Kleinman, Science, Technology and Democracy (State University of New York Press)
Anne Kasper and Susan Ferguson, Breast Cancer: Society Shapes an Epidemic (St. Martin’s Press)
Sheldon Krimsky, Hormonal Chaos: The Scientific and Social Origins of the Environmental Endocrine
Hypothesis (Johns Hopkins University Press)

1) September 5
   Introduction

2) September 12
   Overview of Contested Illnesses: Asthma, Breast Cancer, Gulf War Illnesses, and Toxics
   Reduction


Phil Brown, Brian Mayer, and Meadow Linder, “Moving Further Upstream: From Toxics Reduction to the Precautionary Principle” Unpublished (E)

Phil Brown, Stephen Zavestoski, Theo Luebke, Joshua Mandelbaum, Sabrina McCormick, and Brian Mayer, “Clearing the Air and Breathing Freely: Disputes Over Air Pollution and Asthma.” Unpublished. (E)

3) September 19

Theory and Measurement Issues

the following articles in Kroll-Smith, Brown, and Gunter, *Illness and the Environment*:

Steve Kroll-Smith, Phil Brown, and Valerie J. Gunter “Introduction: Environments and Diseases in a Postnatural World”

Phil Brown, Steve Kroll-Smith, and Valerie J. Gunter, “Knowledge, Citizens, and Organizations: An overview of Environments, Diseases, and Social Conflicts”

Lawrence Busch, Keiko Tanaka, and Valerie J. Gunter, “Who Cares If the Rat Dies? Rodents, Risks, and Humans in the Science of Food Safety”

Grace Ziem and Barry Castleman, “Threshold Limit Values: Historical Perspectives, and Current Practice”

David Allen, “Threshold Limit Values in the 1990’s and Beyond: A Follow-Up”


Patricia Widener, “Lead Contamination in the 1990’s and Beyond: A Follow-Up”

4) September 26

Personal Experience, Lay Discovery and Lay Knowledge

the following articles in *Illness and the Environment*:

Sandra Steingraber, “Time”

Martha Balshem, “A Cancer Death”

Lynn Lawson, “Notes from a Human Canary”

Peter Phillimore, Suzanne Moffatt, Eve Hudson, and Dawn Downey, “Pollution, Politics, and Uncertainty: Environmental Epidemiology in North-East England”

Stella M. Capek, “Reforming Endometriosis: From “Career Woman’s Disease” to Environment/Body Connections”

Phil Brown, “Popular Epidemiology and Toxic Waste Contamination: Lay and Professional Ways of Knowing”


5) October 3 – no class – away giving lecture (reschedule if possible)

6) October 10
The Endocrine Disrupter Hypotheses and Paradigm Transformation

Sheldon Krimsky, *Hormonal Chaos: The Scientific and Social Origins of the Environmental Endocrine Hypothesis*

7) October 17
Corporate Power and Social Policy

the following articles in *Illness and the Environment*:
Wilbur J. Scott, “Competing Paradigms in the Assessment of Latent Disorders: The Case of Agent Orange”
Michael R. Reich, “Environmental Politics and Science: The Case of PBB Contamination in Michigan”
Janet Siskind, “An Axe to Grind: Class Relations and Silicosis in a 19th Century Factory”
David Rosner and Gerald E. Markowitz, “From Dust to Dust: The Birth and Rebirth of National Concern about Silicosis”
Sara A. Quandt, Thomas A. Arcurey, Coling K. Austoin, and Rosa M. Saavedra, “Farm worker and Farmer Perceptions of Farmworker Agricultural Chemical Exposure in North Carolina”
Elaine Draper, “Competing Conceptions of Safety: High-Risk Workers or High-Risk Work?”

8) October 24 – no class – away for American Public Health Association (reschedule if possible)

9) October 31
Breast Cancer

The following articles in Kasper and Ferguson, *Breast Cancer: Society Shapes an Epidemic*:
Susan Ferguson, “Deformities and Disease: The Medicalization of Women’s Breasts”
Ellen R. Shaffer, “Breast Cancer and the Evolving Health Care System”
Jane Zones, “Profits from Pain: The Political Economy of Breast Cancer”
Marcy Rosenbaum and Gun Roos, “Women’s Experiences of Breast Cancer”
Anne Kasper, “Barriers and Burdens: Poor Women Face Breast Cancer”
Carol Weissman “Breast Cancer Policymaking”
Sue Rosser, “Controversies in Breast Cancer Research”
Sandra Steingraber, “The Environmental Link to Breast Cancer”


10) November 7
Gulf War Illnesses

Steve Kroll-Smith and H. Hugh Floyd “Environmental Illness as a Practical Epistemology and a Source of Professional Confusion” in *Illness and the Environment*

11) *November 14*

**Asthma**

Pew Environmental Health Commission, “Attack Asthma” (RP)
Joel Schwartz et al., “Particulate Air Pollution and Hospital Emergency Room Visits for Asthma in Seattle” *American Review of Respiratory Disease* 1993, 147:826-831. (RP)
Conrad Schneider, “Death, Disease, and Dirty Power: Mortality and Health Damage Due to Air Pollution from Power Plants.” Boston: Clear the Air Task Force (RP)

12) *November 21* –no class – Thanksgiving vacation

13) *November 28*

**Citizen-Science Alliances and Democratic Politics**

the following articles in Kleinman, *Science, Technology and Democracy*
Steven Epstein, “Democracy, Expertise, and AIDS Treatment Activism”
Richard Sclove, “Town Meetings on Technology: Consensus Conferences as Democratic Participation”
Louise Kaplan, “Public Participation in Nuclear Facility Decisions; Lessons from Hanford”
Stephen Schneider, “Is the ‘Citizen-Scientist’ an Oxymoron?”
Sandra Harding, “Should Philosophies of Science Encode Democratic Ideals?”
Daniel Kleinman, “Democratization of Science and Technology”
the following articles in *Illness and the Environment*:
Steve Wing “Limits of Epidemiology”
John Eyles, “Environmental Heath Research: Setting an Agenda by Spinning Our Wheels or Climbing the Mountain?”


Final Presentations (depending on the number of people in the seminar, final presentations may start this session)

15) December 12

Final Presentations
ENVIRONMENTAL SOCIOLOGY
Sociology 665

Cliff Brown
University of New Hampshire

COURSE DESCRIPTION: Environmental factors always shape social phenomena, and human societies inevitably alter the natural environment. For instance, reliance on automobiles and fossil fuels in the United States has encouraged patterns of employment and residence that simply did not exist one hundred years ago. However, long-distance commuting and suburban development involve environmental costs and introduce new social problems. In the last thirty years, a growing number of sociologists have recognized the important linkages between the natural and social worlds; the field of environmental sociology attempts to integrate these connections systematically into social science research.

This course examines the relationships between human societies, biological ecosystems, and the physical environment. Major topic areas include the dynamics of social and environmental change; state policy and regulation; environmental constraints on human communities; population and economic growth; community mobilization and social movements; and inequalities in environmental risk. The course has four primary objectives. The first objective is to introduce students to the research in environmental sociology and to emphasize how a sociological perspective can inform our understanding of changes in the natural world. Although environmental sociology encompasses a large and growing literature, the course will focus upon several prominent works and will introduce students to the fundamental issues and debates in the field. The second objective is to promote students’ ability to evaluate the existing research and to understand its implications. Class discussions, lectures, writing assignments, and the final paper will all help in the realization of this goal. The third objective is to promote the development of a global perspective on environmental issues. Just as processes of environmental and social change are linked, developments originating in isolated regions often have worldwide implications. Conversely, global trends are often particularly manifest in specific locales. This course will attempt to make those critical connections evident. The fourth and final objective is to enhance students’ writing and research abilities. Toward this end, each student in the course will complete regular writing assignments and a major research paper.

READINGS: The following texts are available at the Durham Book Exchange and the University Bookstore. All readings should be completed by the class session for which they are assigned. Readings for February 19 must be purchased from Durham Copy at 54 Main Street.


Reading packet available at Durham Copy
COURSE REQUIREMENTS:

1) Participation (10%): Active participation in the classroom creates a forum for the critical appraisal of ideas, expands the range of perspectives brought to bear on a given issue, and encourages diligent preparation for class. Participation also enhances proficiency in public speaking and facilitates one’s ability to engage in debates involving complex issues. Naturally, participation requires consistent attendance. Participation grades will be based on students’ demonstrated preparedness for class and ability to (1) identify central arguments and questions, (2) critique theoretical perspectives, empirical evidence, and research methods, (3) relate their own ideas to the themes that frame the course, (4) develop and apply new approaches or insights, and (5) respond thoughtfully and respectfully to others’ comments.

Because I expect each student to devote considerable energy toward keeping up with the schedule of readings, participation weighs heavily in the final grade calculation. Please review the course schedule carefully, plan accordingly, and be prepared for each class. I will gladly give you feedback on your participation and offer suggestions for improvement at any time. I will also assign provisional participation grades at mid-semester to help you assess your performance.

2) In-class Essays (10%): To provide a variety of opportunities for developing writing skills and to encourage consistent preparation for class (both reading and note-taking), six or seven in-class writing exercises will require written responses to a question based on the day’s scheduled reading. The dates will not be announced ahead of time, and these will be closed-book assignments. However, you will be able to refer to your reading and class notes. I will grade essays in terms of the quality and clarity of the writing, the level of detail, and the effectiveness of the response. At the end of the semester, your five best essays will account for 10 percent of the course grade.

3) Response Papers (30%): Each student will complete two response papers (15 percent each). The first paper will respond to Foster’s *The Vulnerable Planet*; the second will address Bullard’s *Dumping in Dixie*. You must write each essay from the perspective of one of the three major paradigms (conservative, managerial, or radical) discussed in the Humphrey, Lewis, and Buttel text. I recommend that you select the paradigm that most closely corresponds to your own viewpoint.

*These should not be summaries of the readings, but well-crafted 5-6 page assessments/critiques of the author’s work. You should orient your response around a clear thesis that gives the paper internal coherence. Open the paper by briefly presenting your major paradigm assumptions and thesis, then use the body of the paper to respond to the author’s argument and evidence in terms of the perspective you have adopted. Essays will be graded on (1) the technical quality of the writing, (2) the originality, clarity, and organization of the overall argument/critique, (3) the extent to which you effectively present and implement a paradigm, and (4) the paper’s persuasiveness and presentation of evidence. Use of outside sources is permitted but not required; however, you must include a bibliography for any works (including course texts) cited in the paper.*

4) Exams (30%): The midterm and final exams will cover all course material, including discussions, lectures, readings, guest speakers, videos, and handouts. Exams will be a combination of multiple-choice, true/false, and short answer formats. Each exam is worth 15 percent of your final grade. Exams will not be re-scheduled except for legitimate reasons that are approved well in advance of the exam date.

5) Research Paper & Presentation (20%): Students will be required to complete a research paper on a topic that clearly addresses the interface between the natural and social environments in one of five
major domains: energy (production and/or consumption), water (oceans and/or freshwater ecosystems), agriculture (farming practices and/or food production), undeveloped areas (such as forests, grasslands, or coastal regions), or atmosphere (air quality and/or climate change). Within one of these five broad areas, you are free to select any particular topic or region that interests you. To help narrow your focus, you should take a case-study approach: research processes of environmental and social change in a specific place (such as the Amazon rainforest or the Gulf of Maine fishery), and consider how your case study relates to larger global trends. At the end of the semester, students will use their research to contribute to one of five group presentations that correspond to the major topic areas listed above. The paper constitutes 17 percent of the final grade; the presentation is worth the remaining 3 percent. Students will receive a detailed handout on the final paper and the group presentation early in the semester.

**GRADING POLICIES:** I assign grades using the UNH grading scale: A = Excellent, B = Superior, C = Satisfactory, D = Marginal, and F = Failing. Numerical equivalents for this course are: 100-96.0 = A; 95.9-92.0 = A−; 91.9-88.0 = B+; 87.9-84.0 = B; 83.9-80.0 = B−; 79.9-76.0 = C+; 75.9-72.0 = C; 71.9-68.0 = C−; 67.9-64.0 = D+; 63.9-60.0 = D; 59.9-56.0 = D−; below 56.0 = F. **Late work** loses 2 points per calendar day; work that is not submitted by semester’s end receives a grade of zero. To insure that everyone has the same chance to do well in the course, extra credit assignments are not available. **Submitted work** should be typed, double-spaced, paginated, and completely backed-up (computer file and/or hard copy). All assignments are due in class on the specified date; do not turn in floppy disks or send papers by e-mail. **Graded work** will be returned in a timely manner, generally, the class session after it is submitted. You may pick up any unclaimed exams and papers for up to one semester after the course ends. **Academic honesty** must be observed at all times. UNH policies are printed in the Student Rights, Rules, and Responsibilities handbook.

**INTERNET RESOURCES:** Course materials will be available at http://pubpages.unh.edu/~cliffb/soc655.html. Please let me know if I can make any changes to the website that will make this resource more useful. Also, the Sociology Department web page (http://www.unh.edu/sociology) includes information about the sociology major, the faculty, course offerings, and internet links. Both sites are good places to begin independent research for projects related to this course.

**COURSE SCHEDULE:**

1/22 Tues. Course Introduction
- **Questions:** What is sociology? What is this course about? What are the requirements and expectations?

1/24 Thur. Central Issues in Environmental Sociology
- **Questions:** What are the origins of environmental sociology? What do environmental sociologists study?
- **Read:** Humphrey, Lewis, & Buttel, Ch. 1

1/29 Tues. Social Theory and Environmental Paradigms
- **Questions:** What are the conservative, managerial, and radical paradigms in environmental sociology? What are the strengths and limitations of each?
- **Read:** Humphrey, Lewis, & Buttel, Ch. 2
1/31 Thur. Environmental History to the Industrial Revolution
- **Questions:** What is the state of the natural environment? What are our major environmental threats? How did pre-industrial societies both alter and depend upon their natural environments?
- **Read:** Foster, Preface-Ch. 2

2/5 Tues. Environmental History since the Industrial Revolution
- **Questions:** How has development and industrialization affected the environment? What are the Marxian and Malthusian perspectives on population growth? How do they differ?
- **Read:** Foster, Ch. 3-5

2/7 Thur. The Vulnerable Planet
- **Questions:** According to Foster, what are the primary causes of environmental degradation? Is capitalism incompatible with sustainable development? Do you agree with Foster’s assessment and conclusions?
- **Read:** Foster, Ch. 6-Afterward
- **Due:** Response paper #1

2/12 Tues. Population Growth and Environment
- **Questions:** Where is population growth most pronounced? Why has the population of some regions increased more dramatically than in others? What are the most prominent perspectives and what are the related critiques?
- **Read:** Humphrey, Lewis, & Buttel, Ch. 3

2/14 Thur. Population Growth and Environment
- **Questions:** How does global population growth affect the United States? What is the relationship between population growth and women’s status?
- **Video:** Six Billion and Beyond

2/19 Tues. The Built Environment: Cars, Highways, and Suburban Development
- **Questions:** How does reliance on the automobile affect the environment? How do the spatial dynamics of human residence patterns influence social life?
- **Read:** Course packet selections by Kay and Duany, Plater-Zyberk, and Speck

2/21 Thur. Food and Global Hunger
- **Questions:** Is a shortage of food the primary reason for global hunger? What are some of the most important variables that limit global food availability?
- **Read:** Humphrey, Lewis, & Buttel, Ch. 4

2/26 Tues. The Oceans and Fisheries
- **Questions:** How have recent environmental changes affected the fisheries? What happens when fisheries-dependent communities lose their primary resource?
- **Guest Speaker:** Prof. Larry Hamilton “Social and Environmental Change in the North Atlantic”
2/28 Thur. Energy and the Environment
- **Questions**: How does U.S. energy consumption compare to global patterns of energy use? How and why has America become dependent on petroleum? What are the major political, historical, and social factors that help to explain our reliance on oil?
- **Read**: Humphrey, Lewis, and Buttel, Ch. 5

3/5 Tues. Toxic Waste and The Woburn Cluster
- **Questions**: What were the first signs of a toxic waste problem in Woburn? What was the “Woburn Cluster”?
- **Read**: Brown & Mikkelsen, Foreword-Ch. 1

3/7 Thur. Community Response
- **Questions**: What were some of the barriers to pursuing a legal remedy? What obstacles did the community face? What is required to mobilize a community against an environmental threat? What mental health effects did Brown & Mikkelsen observe?
- **Read**: Brown & Mikkelsen, Ch. 2-3

3/12 Tues. Popular Epidemiology and Social Change
- **Questions**: What is the difference between traditional and popular epidemiology? On what basis has the scientific community criticized popular epidemiology? What counts as legitimate data for each model?
- **Read**: Brown & Mikkelsen, Ch. 4-5
- **Exam review**

3/14 Thur. Exam 1
- **8:10-9:30 a.m., Horton 307**

3/18 - 3/22 Spring Break

3/26 Tues. Exam results
- exam overview and discussion
- mid-semester grades

3/28 Thur. The Environmental Movement
- **Questions**: What is a social movement? To what extent has the environmental movement had an impact on policy? On people’s consciousness? What are some of the critiques of contemporary environmental organizations?
- **Read**: Humphrey, Lewis, and Buttel, Ch. 6

4/2 Tues. Race, Class, and Place
- **Questions**: Why are minority and low-income groups often more severely impacted by environmental problems? Why have these same groups not traditionally been part of the mainstream environmental movement? What is “uneven development”?
- **Read**: Bullard, Preface-Ch. 2
4/4 Thur. Environmental Racism
- **Questions:** What were some of the prominent environmental hazards uncovered in Texas, West Virginia, Louisiana, and Alabama communities? To what extent were these cases similar? To what extent are environmental concerns a priority among residents of these communities? How does race affect the likelihood of exposure to toxic threats?
- **Read:** Bullard, Ch. 3-5

4/9 Tues. Promoting Environmental Justice
- **Questions:** What is the “environmental justice” model? What developments encouraged the emergence of this perspective? To what extent has the environmental justice model been successful? Do you agree with Bullard’s evidence, methods, and conclusions?
- **Read:** Bullard, Ch. 6-7
- **Due:** Response paper #2

4/11 Thur. Sustainability
- **Questions:** What is “sustainable development”? What are the problems/debates regarding the notion of sustainable development? What policies and proposals might be used to promote sustainable development?
- **Read:** Humphrey, Lewis, and Buttel, Ch. 7

4/16 Tues. Politics, Risk, and the Chemical Industry
- **Questions:** What are some of the threats posed by exposure to toxic chemicals? How much do we know about these threats? How have chemical companies attempted to influence political and policy outcomes relevant to their industry?
- **Video:** Bill Moyers Reports: Trade Secrets

4/18 Thur. Politics, Risk, and the Chemical Industry (cont.)
- **Questions:** How do chemical industry representatives respond to Moyers’ report? Does Trade Secrets present an unbiased account?
- **Video:** Bill Moyers Reports: Trade Secrets (cont.)

4/23 Tues. Local Impacts of Global Processes
- **Questions:** What are the effects of environmental change in New Hampshire? How have climate and weather patterns shifted over time? What are the socioeconomic implications of these changes?
- **Guest Speaker:** Prof. David Rohall “Climate Change and New Hampshire’s Ski Industry”

4/25 Thur. The Future of the Environment
- **Questions:** Why do the authors suggest that the future of environmental protection may lie outside of environmental movements? Why and how are environmental movements themselves changing? How has globalization affected perspectives on environmental protection?
- **Read:** Humphrey, Lewis, and Buttel, Ch. 8
- **Exam Review**
4/30 Tues.  Exam 2
  •  8:10-9:30 a.m., Horton 307

5/2 Thur.  presentation groups meet -- no class

5/7 Tues.  Exam results
  •  exam overview and discussion
  •  course review
  •  evaluations

5/9 Thur.  Student Presentations
  •  Due: Final papers

5/13 Mon.  Deadline for submission of all coursework; the usual late penalties apply. Any work not submitted by 12 noon receives a grade of zero.
INTRODUCTION TO ENVIRONMENTAL POLICY ANALYSIS

Environmental Science 365

Robert J. Brulle
Drexel University

Overview:
This undergraduate course provides an introduction to the development and implementation of environmental policy in the United States. The aim of this course is to provide an understanding of how environmental policies are created, evaluated, and implemented. The course starts by examining the politics of the policy process, including the historical development of U.S. environmental policies, the key decision making arenas, and the participants in the development of environmental policy in the U.S. The second part of the course examines the theoretical approaches and practice of environmental policy analysis, including economic, social, and environmental impact assessment. The course concludes with an examination of how environmental policies are developed, implemented, and enforced through the development of environmental laws, regulations, and the federal budget process.

Course Objectives:
1. Understand the basic approaches to the politics of the policy process, including the following concepts:
   - Policy Arena
   - Discourse Analysis
   - Advocacy Coalition Approach
2. Identify the basic components of the policy analysis process, including prospective analysis and program evaluation.
3. Identify the procedures involved in conducting economic, social, environmental, and risk impact assessments.
4. Understand how to identify the applicable environmental laws and regulations for a given policy area.
5. Be able to describe the budgetary cycle, and how this impacts the ability of a government agency to carry out its programs.

Course Requirements: This course has three course requirements as follows:

1. Class Participation:
   This will count for 40% of the final grade. Class attendance is mandatory. In addition, students are expected to come to class having completed the assigned readings, and prepared to discuss the topics in class. There will be unannounced quizzes given in class on the assigned readings and lectures throughout the course of the quarter. There will be no makeup quizzes given.

2. Environmental Policy Paper:
   Each student will research one area of U.S. environmental policy. The student will then prepare a 5-7 page written report, and present the results of the research in class. Papers are due on the day of the scheduled class presentation. This paper and presentation will count for 20% of the final grade.

3 Exams
   This course will have one final examination. The final exam will constitute 40% of the course grade.
Required Texts: This course has one required text and readings that are on reserve at the library. The required text is Vig, Norman J. and Kraft, Michael E. 2000 *Environmental Policy* Washington DC: Congressional Quarterly Press

COURSE SCHEDULE

Week One Overview 27 September 2001


Week Two  History of U.S. Environmental Policy  4 October 2001

Vig and Kraft, Chapter 1

Weeks Three and Four - Environmental Policy Arenas  11 & 18 October, 2001
Vig and Kraft Chapters 3, 4, 5, & 6


PART II – THE ART AND CRAFT OF POLICY ANALYSIS HOW ARE ENVIRONMENTAL POLICIES ANALYZED AND EVALUATED?

Week Five - Models of Policy Analysis October 25, 2001


Week Six  Prospective Environmental Policy Evaluation  November 1, 2001
Economic, Social Impact, and Risk Assessment
Vig and Kraft Chapters 9-11

Week Seven  Evaluation of Environmental Programs  November 8, 2001
Patton and Sawicki pp. 362-395

PART III IMPLEMENTATION AND ENFORCEMENT: HOW ARE ENVIRONMENTAL POLICY PROGRAMS DEVELOPED, IMPLEMENTED, AND ENFORCED?

Week Eight - Environmental Law  November 15, 2001

Week Nine Environmental Regulations  November 29, 2001
Each student will research and prepare a 5-7 page written report on one area of U.S. environmental policy. The results of this research will be presented in class. A topic for this paper is due on November 8, 2001. This topic will be submitted in writing, and will be approximately 250 words in length. Papers and the presentation are due November 29, 2001. This paper and presentation will count for 20% of the final grade.

Composition of the Paper:

1. Executive Summary (one page) This page will provide a summary of the entire report. It should not exceed one typed page.

2. Introduction (one – two pages) Describe the issue you are conducting an analysis. Where appropriate, it should provide the relevant background information regarding the issue. It must define the key policy issue under consideration.

3. Alternatives Analysis (two – four pages) Describe what possible courses of action can be taken, and what their likely ecological, social, economic, and political consequences will be. You should limit yourself to three or four possible alternatives, including the “do nothing” alternative.

4. Conclusions and Recommendations (one page) Based on your analysis, you should make a series of conclusions regarding the issue being examined, and what course of action should be followed.
Introduction to Environmental Policy Analysis
Final Exam

Instructions: Place your name in the upper right hand of the first page. Circle the correct answer or fill in the answer in the space provided. When you are finished, return your exam to the instructor and leave quietly. The point total for each question is listed. The total score for the exam is 175 points.

1. What is meant by Discourse Analysis? Give an example of this approach to the study of social movements? 10 points

2. What are the three major elements of the “Advocacy Coalition Framework?” 10 points

3. The so-called “Wise Use” movement came into being in the mid 1980s. What is the purpose of this movement? 5 points

4. Overall, how effective have the environmental programs and laws passed after Earth Day been in cleaning up environmental pollution? 5 points

5. What is the difference between logical empiricism and hermeneutics? How does this define different types of policy analyses? 10 points

6. What is meant by the “Iron Triangle” regarding the policy formation process? 10 points

7. What is “Analytic Deliberation?” 10 points

8. The policy analysis process is carried out in a number of steps. Enumerate and describe each of the major components of this process. 10 points

9. Explain the difference between prospective analysis and program evaluation. 10 points

10. What is cost-benefit analysis? How does this apply to environmental policy analysis? 10 points

11. Identify five drawbacks that complicates cost benefit analysis. 10 points

12. What does NEPA mean? How does this apply to environmental actions of the U.S. Government? 10 points

13. What is the difference between a law and a regulation, and where can you find each one? Identify the following terms and their importance in environmental policy making:

14. Legislative History 5 points

15. Court Interpretations 5 points

16. Federal Register 5 points

17. GAO 5 points

18. U.S. Code Annotated 5 points

19. Jurisdiction 5 points
20. What is the difference between criminal and civil law regarding standards of proof and potential penalties? 5 points
21. What are the major steps in a Federal Agency issuing a regulation? 10 points

22. During whose Presidency did most environmental regulations become established? 5 points
   A. T. Roosevelt
   B. Nixon
   C. Reagan
   D. Carter

23. What is the difference between a budget appropriation and authorization? 5 points

24. What is the OMB, and what role does it play in the President’s Budget? 5 points

25. Why is the House Ways and Means Committee a very powerful influence on Federal government actions? 5 points

Total points possible: 175
ENVIRONMENTAL SOCIOLOGY
Sociology 218

F. Kurt Cylke Jr.
State University of New York at Geneseo

REQUIRED BOOKS

Nash, Roderick. American Environmentalism
Scarce, Rik. Eco-Warriors
Abbey, Edward. The Monkey Wrench Gang
Flavin, Christopher et. al. The State of the World 2002
Brown, Lester. Beyond Malthus
Tuxill, John. Nature’s Cornucopia
McGinn, Anne. Why Poison Ourselves?
Abramovitz, Janet. Taking a Stand
Lomborg. The Skeptical Environmentalist

COURSE OBJECTIVES

This course will explore: 1) social forces contributing to the identification, emergence and resolution of environmental crisis, 2) social forces which shape our contemporary perceptions of the environment and environmental problems, 3) relevance of traditional sociological theories and research methodologies to the understanding the nature and origins of environmental crisis. The final portion of the course will look at the variety of social responses to environmental problems.

Note: This Syllabus and accompanying work sheet are subject to modification throughout the course of the semester. It is advisable that you attend class regularly to be aware of any modifications that may be made.

COURSE REQUIREMENTS

Working from the assumption that students learn most effectively in different manners, you have the option of customizing your learning environment in this course. There are two grading options you can choose from. Before you make your selection you should read the descriptions of the midterm, final and journal.

OPTION ONE

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>15%</td>
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<tr>
<td>Final</td>
<td>15%</td>
</tr>
<tr>
<td>Research Paper 20-25 Pages</td>
<td>20%</td>
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<tr>
<td>Participation</td>
<td>50%</td>
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OPTION TWO

Midterm  15%
Final    15%
Class Project  20%
Participation 50%

OPTION THREE

Final    10%
Class Project  15%
Participation 75%

RESEARCH PAPER TOPICS

Choice of a topic for a research paper is up to the student. I would suggest you peruse the texts and select an environmental issue compatible with your academic major and general interests. The goal of this assignment is to give you the opportunity to develop a more informed understanding of issues confronting the modern world. In your quest for an informed position, I request that you avoid the use of “Mass Media” sources. Unless you have my express permission, Readers Digest, Time, Newsweek, Jet, U.S. News and World Report, are not to be used as sources for your paper. I will be available to discuss paper topics, help identify sources, and go over outlines. As a minimum you should use five books and three journal articles.

PARTICIPATION

Participation in this class is defined as being engaged with the course materials. Meaningful engagement in a college level course involves mastery of assigned readings, being prepared for, and regularly attending class meetings. Your participation grade will be earned by completing the following:

I. READINGS/COURSE JOURNAL  Option one & two  35% or Option three 50%

II. CLASS PARTICIPATION Option one & two 15% or Option three 25%
   a) Leading Discussions
   b) Participation (determined by random attendance checks)
   c) Participation in the debates

Readings/Course Journals: You are required write detailed reflexive passages as you go along. Other students have found that reflecting on the readings improves their understanding of lecture material and test performance. Further information will be presented in class. Journals entries are due at the beginning if each class period. Please meet with me individually to discuss your journals twice during the semester.

Note: Late journals indicate that you have not been keeping up with course material and hence are less than fully engaged in the course. As a general rule late materials will not earn credit. All assignments must be completed D or better to receive a passing grade for this class.
MIDTERM EVALUATION

There are several books and articles required for this course. You are to select any two chapters or articles and submit a 3 to 5 page typed essay dealing with a theme explored in the works. At the top of each essay should be a clear statement of the theme. For example if you select the Nash reader your theme might be: The incompatibility of urban culture and conservation initiatives. I do not want a simple book report. After doing the readings, select a creative theme to explore or an argument to support. Questions you might ask yourself when developing a theme might include:

- What is the significance of this essay to modern society?
- Has the author(s) made accurate assumptions about contemporary society and/or non-human environments?
- What is the author’s central theme and how well is it executed?
- What does the author fail to consider which might invalidate the central argument?
- Is the authors theme new or simply a rehashing of old ideas?

If you have further questions about this assignment please seek my help. You may also want to consult the section ON WRITING in this syllabus. If you have selected option One or Two, these essays are due no later than October 17, 2002.

FINAL EXAM

A final essay will replace the traditional final exam. Using course materials, you will write a 5-7 page essay in response to a brief reading which will distributed during the last week of class. The Final exam is scheduled for December 12th at 12:00.

CLASS PROJECT

This team project focuses on the current and future state of the environmental information in a global context. The class will be broken into research teams with specific assignments. Think of this project as the equivalent of a major research paper. Details concerning this project will be provided during the first class meeting.

IMPORTANT DATES:
Journals Due September 19th
Journals Due October 24th
Journals Due November 14th
Journals Due December 9th

WORKSHEET

Aug. 27 Introduction and Background
Aug 29 Just How Serious are Environmental Problems

    Flavin et al. Foreword, Preface, and Chapter One.
    Lomborg Chapter 1: Things are Getting Better

Sept 3 Toxins
McGinn: Why Poison Ourselves
McGinn: Reducing our Toxic Burden
Lomborg: Chapter 22: Our Chemical Fears

Sept 5  
Bio-diversity
Tuxill: Natures Cornucopia
Lomborg: Chapter 23: Biodiversity

Sept 10  
Land Use
Lomborg: Chapter 16  Acid Rain and Forest Death
Lomborg: Chapter 10  Forests are we Losing Them

Sept 12  
Population Growth
Brown et al.: Beyond Malthus
Engleman et al. Rethinking Population
Lomborg: Chapter 3 Measuring Human Welfare
Lomborg: Chapter 4 Life Expectancy and Health

Sept 17  
Climate Change
Dunn and Flavin: Moving the Climate Change Agenda Forward
Lomborg: Chapter 24 Global Warming

Sept 19  
Poore on Environmental Education

Sept 24  
The Historical Context of the Environment

**The Frontier Period Pre-1850**
- Readings:  Nash pp. 1-11

Sept 26  
Frontier Period, Continued
- Readings:  Nash 1: Black Elk
            Nash 2: William Cronon

Oct 1   
- Readings  Nash 3: Wilbur Jacobs
            Nash 4:  Catlin

Oct 3   
Discussion, Wrap up Frontier Period

Oct 8   
**The Conservation Period (1850-1945)**
- Readings:  Nash 5: Thoreau
            Nash 6 Marsh

Oct 10  
- Readings  Nash 7: Olmstead
            Nash 8: Reiger
            Nash 9: Schurz

Oct 17  
- Readings  Nash 11: Pinchot
            Nash 12: McGee
            Nash 15: Muir
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Oct 22</td>
<td>- Readings</td>
<td>Nash 16: Bates</td>
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<td>Nash 17: Hayes</td>
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<td>Nash 18: Nash</td>
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<td>Oct 24</td>
<td>- Readings</td>
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<td>Nash 25: Marshall</td>
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<td>Nash 26: Vogt</td>
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<td>Nash 27: Leopold</td>
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<td>Oct 31</td>
<td><strong>The Ecological Period (1970-present)</strong></td>
<td>- Readings</td>
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<td>Nash 30: Carson</td>
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<td>Nash 31: Pollution</td>
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<td>Nash 32: Ehrlich</td>
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<td>Nov 5</td>
<td>- Readings</td>
<td>Nash 33: Commoner</td>
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<td>Nash 35 Nader</td>
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<td>Nash 37 Hardin</td>
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<td>Nov 7</td>
<td><strong>Mainstream Environmentalism</strong></td>
<td>- Readings</td>
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<td>Nov 12</td>
<td><strong>Mainstream Continued</strong></td>
<td>- Readings</td>
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<td>Nov 14</td>
<td><strong>Critique of the Mainstream</strong></td>
<td>- Readings</td>
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<td>Nash 44: Sale</td>
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<td>Nash 45: Bookchin</td>
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<td>Nash 47 Session and Devall</td>
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<td>Nash 42 Berry</td>
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<td>Nov 19</td>
<td><strong>The Radicals</strong></td>
<td>- Readings</td>
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<td>Nov 21</td>
<td><strong>The Conservatives</strong></td>
<td>- Readings</td>
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<td>Nov 26-Dec 3</td>
<td><strong>What the future may hold</strong></td>
<td>- Readings: TBA</td>
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<td>- Readings: TBA</td>
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<tr>
<td>Dec 5</td>
<td><strong>MWG Read ALL of Abbey</strong></td>
<td>- Readings : Abbey all</td>
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SOCIAL PROBLEMS: ENVIRONMENT
Sociology 120T

Elizabeth Duffy
Kirkwood Community College

Welcome
To help provide an enjoyable and prosperous semester experience in the field of Social Problems: Environment, you are presented with this detailed Course Syllabus and Schedule. It is important that you feel confident in your studies and understand the course requirements. The following pages serve as outline to our semester together.
Do ask questions if need be.

Course Title and Description
This course examines social interaction and activity with consequences to the natural environment and in a dialectic arrangement, how that affected natural environment in turn affects society. For example, humankind pollutes the air -- how does air pollution affect humankind? Issues of Social Problems and the Natural Environment will be examined from political, anthropological, economic, and humanistic perspectives, although the foundations of sociological study will predominate.

Social Problems: Environment is the opportunity to learn how to really look at the relationships between the social and natural environments. We will examine issues of air, water, soil, forests and rain forests and other elements of nature including various forms of human and nonhuman life species. Social Problems: Environment will also include a wide range of geographic focus, including comparative state, national, and international arenas. Theoretical foundations will establish framework for discussion. Students are expected to develop a vocabulary indigenous to intellectual conversation about social problems of the natural environment, as presented in the textbook and in class lecture and discussion.

Required Textbooks


4. Also: become aware of current events regarding problems of the natural environment, through regular exploration of the subject through mass media news.

Course Objectives
1. To gain an understanding of conceptual and theoretical foundations of social problems involving the natural environment.
2. To learn about problems of the natural environment through textbooks, class lecture and discussion, experience, mass media news, and research.
3. To develop an understanding of not only the social arena, but also social movement and social change regarding the natural environment.
4. To develop skills in selection, research, and critical analysis of examples of sociological inquiry, as well as the sharing of this information.
5. To develop insight into not only our own local social arena, but also an appreciation for state, national, and global social arenas.
6. To develop a working vocabulary of social problems and the natural environment.
7. To develop an expertise in one Special Study Interest of the natural environment.

ADA Statement
Students with disabilities who need accommodations to achieve course objectives should file an accommodation application with the Developmental Education Department, Linn Hall 133, as soon as possible.

Meet Your Professor
Dr. Elizabeth Duffy is pleased to teach Anthropology and Sociology courses at Kirkwood Community College Iowa City Center. Professor Duffy’s research includes examination of United Nations environmental policy development at the Earth Summit in Brazil, and examination of historical environmental ideology in the former USSR. She also served with former Secretary of the Interior Bruce Babbitt on the original National Groundwater Policy Forum, a small group which wrote the first book of environmental public policy regarding drinking water. Dr. Duffy also spent six summers teaching overseas in International Field Study programs—which honored Dr. Duffy for “Excellence in International Education.” Previously, Professor Duffy also taught for several years at the University of Dubuque. She has traveled 40+ USA states and 30+ foreign countries.

Last Day for Complete Withdrawal
May 8, 2002

Learning Environment Expectations

1. Class Attendance
Social Problems: Environment is a class held two days per week. To come late is better than to miss class. To leave early is better than to not come at all. Every attempt will be made to begin class on time and end on time. If you cannot attend a class session, notify Professor Duffy ahead of time either in person, by Kirkwood voice mail, or by sending a message with another student. Attendance is required and any absences will be considered when assigning grade reports.

2. Rest-Rooms and Breaks
If a rest-room is needed during a normal class, the student may quietly leave the room without permission. No one should leave the room during an exam without permission.

3. Plagiarism Statement
Kirkwood Community College engages in an official policy of plagiarism:
According to Webster, to plagiarize is “to steal or pass off the ideas or words of another as one’s own ... to use created productions without crediting the source ... to commit literary theft ... to present as new and original an idea or product derived from an existing source.”

Kirkwood students are responsible for authenticating any assignment submitted to an instructor. If asked, you (the student), must be able to produce proof that the assignment you submit is actually your own work. Therefore, we (Kirkwood officials) recommend that you engage in a verifiable working process on assignments. Keep copies of all drafts of your work, make photocopies of research materials, write summaries of research materials, keep Writing Center receipts, keep logs or journals of your work on assignments and papers, learn to save drafts or versions of assignments under individual file names on computer or diskette, etc.

The inability to authenticate your work, should an instructor request it, is a sufficient ground for failing the assignment.
In addition to requiring a student to authenticate his/her work, Kirkwood Community College instructors may employ various other means of ascertaining authenticity—such as engaging in Internet searches, creating quizzes based on student work, requiring students to explain their work and/or process orally, etc.

4. Decent Normal Human Behavioral Expectations
Students are expected to elevate themselves to a high level of behavior; avoiding any disruptive or irritating behavior, while maintaining common courtesy. This is a seriously-taught class with high expectations.

- Coats are to be removed at the start of class and left until the end. Caps or hats are not to be worn in class.
- Shuffling papers and preparing to leave before the end of class will be considered culturally rude and unacceptable!
- Cell phones and pagers are not to be used during class.
- Students are not to use personal computers or recorders during class.
- Language is to be “clean” and proper for the educational environment.
- Bottled water during class is acceptable. Please do not bring in other beverages, snacks, gum, or food. Doing so may affect the quality of your participation.

Disruptions from Expectations will be considered disruption to the class, thereby harming the learning environment and thus, the student’s grade. If there is a “special” situation that affects any part of the Expectations, then the professor should be notified. The professor also reserves the right to add expectations as need arises.

Student Evaluation: Assignments

1. Each student is expected to Develop an Awareness for their natural environment and which they learn of through the mass media—and to therefore share or discuss such activity as the subject arises in readings or class lecture or discussion.

2. Each student is expected to contribute to Class Participation. One way is to serve as Discussant of an assigned chapter (each of you will have one or more) and to contribute to a discussion initiated by a classmate or teacher. It is important to also watch for new concepts as you read. These will be vocabulary terms you may not have before heard. It is important for you to understand new concepts and to be able to discuss them. So watch for these terms. They will be emphasized in class and you will be tested on them. Another requirement is that you are also a good listener and do not dominate discussions, so classmates may also participate. And, attendance is required and will be taken at each session.

3. Each student will research, prepare, and present 1 major Research Report called a Social Problem: Environment Report. This will be based on your own, self-selected, Special Study Interest. You have a wide degree of freedom in your subject, as long as it involve a social problem of the natural environment. This could be an issue of air, water, soil, forests, global warming, glacier melt, endangered animal, an activist group, law or public policy, litter, recycling, waste disposal, sewage disposal, etc. This might also focus on a small isolated problem or a large national or international problem. Where would Santa be without reindeer? That Nordic community is also endangered. Be creative and find a subject that interests you and which you will be able to find news stories about. Your subject will be acknowledged and “approved” in class; with updates on your research.

    The BASIC requirement, involving media research, is a critical analysis research report. Because this is your one major assignment, and it is in four parts, you will be given four official Research Days.
Check your Syllabus Schedule for these dates. Your final report should be approximately 10 pages, typed in Courier or New Courier 12 pt, one-inch margins, if possible. Since this is a relatively short project, carefully choose your words to provide quality.

The CHALLENGE project is for those of you who already have an understanding of sociological methods such as surveys, interviews, observation, etc. To provide a more extensive learning experience, you may choose to research your study out in the community. These projects will also be acknowledged and “approved” in class.

Note: Your professor encourages your best work, especially in that the best of the best will be considered for publication in Kirkwood’s Social Sciences Journal of published research; with your permission.

4 Two Formal Exams: Mid-Term, and Final. Mid-term design will be announced. Final design will be vocabulary matching (consult back of the “Problems” book.

Grading System

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Attendance</td>
<td>20%</td>
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<tr>
<td>Discussion &amp; Presentation</td>
<td>10%</td>
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<tr>
<td>Social Problem Research Project</td>
<td>20%</td>
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<tr>
<td>Mid-Term Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
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*An “A” student in Class Participation is one who: attends class for the full-designated time period; sits at attention; fulfills Learning Environment Expectations; sometimes contributes positive oral commentary and/or inquiry and sometimes contributes positive support to classmates through good listening skills, as indicated by nonverbal and verbal behavior. This student appropriately participates in class; thoroughly addresses all concerns; timely submits work; completes assigned work; is prompt, courteous, and polite; expresses exceptional interest/effort/quality; and is a quality speaker and listener. This is a fine student!  
B: Effort and production was as for “A” although level of success was not as complete and/or polished as for “A” level work.
C: A good attempt was made toward successful class participation; and general classroom attitude and effort were appropriate though not outstanding; indicating success without successful motivation toward achieving a higher level of standard.
D: The student has fallen short in his or her efforts; suggesting difficulties in understanding the course content, insufficient completion or preparation of the work, and/or disinterest in successfully contributing as a member of the class.
F: The student has not successfully earned a higher level of achievement.

Make-Up Policy

Work is DUE on the date specified in the Class Program. Late work will be considered on a per-item basis, dependent upon the situation. No late work will be accepted beyond the last class period before final exam day. The final exam must be taken on the scheduled exam day.

Grading Scale

<table>
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<th>Percentage</th>
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<tr>
<td>71-80 %</td>
<td>C- to C to C+</td>
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<tr>
<td>60-70 %</td>
<td>D- to D to D+</td>
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<td>0-59 %</td>
<td>F</td>
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CLASS PROGRAM (As necessary, the professor may choose to alter this schedule)

Day 1: Wednesday, January 16, 2002
° Roll Call & Name Cards
Day 2: Friday, January 18, 2002
  ○ Topic: Environmental Problems and Society
  ○ Background Reading / Discuss:
    Bell, ch# 1

Day 3: Wednesday, January 23, 2002
  ○ Topic: Environmental Sociology
  ○ Background Reading / Discuss:
    Cable, ch# 1 & 2

Day 4: Friday, January 25, 2002
  ○ Topic: Consumption & Materialism
  ○ Background Reading / Discuss:
    Bell, ch# 2

Day 5: Wednesday, January 30, 2002
  Research Day #1
  This day is provided for you to begin your Social Problem: Environment Report.
  On this day, you will not report to class. Instead, report to a library of your choice
  or to a computer for an Internet search. If you use the Internet, consult a reputable source such as U.S.
  News and World Report to begin looking for appropriate articles about the one main environmental
  social problem that is your Special Interest.

Day 6: Friday, February 1, 2002
  ○ Topic: Your Research
  ○ Be prepared to identify your chosen Special Interest. Hand-in to your teacher a brief note with name
  and subject; and be prepared to state this in class. If you know of a good source for someone’s subject that
  you won’t be using, you could offer this information in class to help each other.

Day 7: Wednesday, February 6, 2002
  ○ Topic: Industry
  ○ Background Reading / Discuss:
    Cable, ch# 3

Day 8: Friday, February 8, 2002
  ○ Topic: Capitalism & Economic Growth
  ○ Background Reading / Discuss:
    Cable, ch# 4 & 5
    [subject carries over into Day 9]

Day 9: Wednesday, February 13, 2002
  ○ Topic: Money & Machines
  ○ Background Reading / Discuss:
    Bell, ch# 3
Day 10: Friday, February 15, 2002
° Topic: Population & Development
° Background Reading / Discuss:
  Bell, ch# 4
° Provided: Class time for questions and concerns about your research project.

Day 11: Wednesday, February 20, 2002
Research Day #2
By now you should have your subject finalized and have perhaps found one good lengthy article. Use this day to again visit the library or Internet to attempt to find the remaining 3 related lengthy environmental articles needed for the assignment.

Day 12: Friday, February 22, 2002
° Topic: Ideology of Environmental Domination & Concern
° Background Reading / Discuss:
  Bell, ch# 5 & 6

Day 13: Wednesday, February 27, 2002
° Topic: Human Nature & Nature
° Background Reading / Discuss:
  Bell, ch# 7

Day 14: Friday, March 1, 2002
° Topic: Tree Huggers
  DUE: Bring to class two articles involving trees in discussion of environmental social problems

Day 15: Wednesday, March 6, 2002
° Topic: Lobbying & Deregulation
° Background Reading / Discuss:
  Cable, ch# 6 & 7

Day 16: Friday, March 8, 2002
° MID-TERM over Bell, ch#8

Day 17: Wednesday, March 13, 2002
° Topic: Your Research
  DO: Each of you should be prepared to state, in a couple minutes or so, your progress on your research report. This is not to say what you have learned, but rather, to say how you are getting along. Having trouble? Maybe someone knows of some good sources? Maybe you ran across articles that will help a classmate? etc.

Day 18: Friday, March 15, 2002
° Topic: Day 17, continued

Wednesday, March 20, and Friday, March 22, NO CLASS: Spring Break

Day 19: Wednesday, March 27, 2002
Research Day #3
By now you should have located the 4 required lengthy news articles about your one chosen environmental social issue. These must be long enough to provide you with enough information to fulfill the project’s requirements.

Day 20: Friday, March 29, NO CLASS: School Holiday
Kirkwood holiday. Relax.

Day 21: Wednesday, April 3, 2002
° Topic: Environmental Justice
° Background Reading / Discuss:
  Cable, ch # 8 & 9

Day 22: Friday, April 5, 2002
° Topic: Environmental Injustice
° Background Reading / Discuss:
  Environmental Justice Book, ch #1

Day 23: Wednesday, April 10, 2002
° Topic: Prejudice (Racism & Poverty)
° Background Reading / Discuss:
  Environmental Justice Book, ch # 2 & 3

Day 24: Friday, April 12, 2002
° Topic: Native Americans (USA Indigenous)
° Background Reading / Discuss:
  Environmental Justice Book, ch # 4 & 5

Day 25: Wednesday, April 17, 2002
Research Day #4
This is your final provided research day. By today you should be finalizing your project, meaning the articles are collected and analyzed and an introduction and conclusion are prepared.

Day 26: Friday, April 19, 2002
° DUE: Your environmental research project.
° DO: Be prepared to talk briefly about your results.
  All papers are due this day. We will allow three days so you each can make a short presentation in an appropriate form to inform the class about what you learned.

Day 27: Wednesday, April 24, 2002
° Continue presentations.

Day 28: Friday, April 26, 2002
° Continue presentations.

Day 29: Wednesday, May 1, 2002
° Topic: Government & Compensation
° Background Reading / Discuss:
  Environmental Justice Book, ch # 6 & 7

Day 30: Friday, May 3, 2002
° Topic: Global Policy & Developing Countries
° Background Reading / Discuss:
  Environmental Justice Book, ch # 8 & 9

Day 31: Wednesday, May 8, 2002
° Semester Review

Day 32: Friday, May 10
° FINAL EXAM over Vocabulary [study glossary in back of book authored by Cable]
ENVIRONMENTAL SOCIOLOGY: NATURE, CULTURE, POWER

Sociology 347

Zsuzsa Gille
The University of Illinois at Urbana-Champaign

COURSE THEME
The purpose of this course is to acquaint students with various theoretical approaches to how nature, power and culture are intertwined and with empirical studies that successfully operationalize these three basic categories and their articulation. We will seek answers to the following key questions:

◙ What is the effect of different structures of domination (patriarchy, racism, colonialism, and capitalism) on how nature is used, on the nature of environmental problems and on the social construction of nature and environmental problems?
◙ Why is our social scientific apparatus part of the environmental problem?
◙ To what extent have environmentalism and Western ecological discourse become a new form of imperialism?
◙ How do critical social theories, such as Marxist political economy, the Frankfurt School, feminism, subaltern studies and poststructuralism approach these questions?
◙ How does a sociological analysis help us in orienting ourselves in environmental conflicts and in solving environmental problems?

We will read a highly acclaimed environmental history: Carolyn Merchant’s Ecological Revolutions: Nature, Gender and Science in New England. Another book we will read in its entirety is Valerie L. Kuletz’s The Tainted Desert: Environmental and Social Ruin in the American West. We will also read smaller case studies from the highly controversial anthology edited by the most fascinating mind of American environmental history, William Cronon. Central to all three is the relationship between knowledge and unequal access to wealth, natural resources and environmental remedies. The empirical studies were selected to provide students with models of how to operationalize and research the highly abstract categories of nature, culture, and power and how to do so with the aim of social critique.
(Many of the readings are compiled in a course pack, available from Notes-n-Quotes. These are marked with (R) in the schedule below.)

COURSE FORMAT

• The course is open to advanced undergraduate students and graduate students
• The course meets twice a week, and the successful completion of this course requires regular attendance and active participation (attendance will be taken—sleeping students will count as absent).
• Instructor will provide short lectures which will be followed or interwoven with discussion

REQUIREMENTS

• The average weekly reading will be around 90 pages. Asterisks in the schedule mark the more difficult texts—please make sure you leave enough time for reading and digesting these.
• There will be quizzes.
• Students will seek out visual, textual and statistical representations of the problems/issues they decide to study—see assignments in capital letters. Students may accomplish these assignments in pairs or teams.
• There will be two take-home exams, a midterm and a final. Students will have an opportunity to rewrite midterms if they wish.
• Grades are based on class participation, including assignments in capital letters (15%), the quality of quizzes (20%), and the quality of the take-home exams (30% and 35% respectively).

SCHEDULE

**Introduction**
August 29
No reading.

**Discourses on over-population**

**September 3**


**September 5**


**September 10**


**Marxism as political vision—Marxism as a tool of understanding**

**September 12**


BRING EXAMPLES THAT ILLUSTRATE A MARXIAN RELATIONSHIP BETWEEN CAPITALISM AND ENVIRONMENTAL PROBLEMS

**September 17**

The Frankfurt School and the ‘Domination of Nature’ paradigm

September 19


BRING EXAMPLES THAT ILLUSTRATE THE “DOMINATION OF NATURE” PARADIGM.

September 24


Patriarchy and ecofeminism

September 26


BRING EXAMPLES THAT ILLUSTRATE ANY OF THE CLAIMS MADE BY THESE TEXTS.

October 1


October 3


October 8


October 10


MIDTERM DUE: October 14 noon in 319 LH, hard copies only!
Environmental Justice, Environmental Racism

**October 15**


**October 17**


The uneasy relationship between science and environmentalism

**October 22**


BRING EXAMPLES OF SCIENTIFIC ENVIRONMENTALISM OR OF SCIENTIFIC DEBATES ON PARTICULAR ENVIRONMENTAL ISSUES.

**October 24**


Read through *Album* in Cronon pp 439-444.

**October 29**


**October 31**


**November 5**


**November 7**

Green imperialism, global and local forms of environmentalism
November 12


November 14


November 19


Thanksgiving break

Ideas of Nature in Environmental Struggles
December 3

Read through Album in Cronon pp.57-66.


December 5


Cultures of risk and pollution--consuming environmentalism

December 10
Argyrou, Vassos. 1997. “‘Keep Cyprus Clean’: Littering, Pollution, and Otherness.” *Cultural Anthropology.* 12(2):159-178. (R)

BRING PRODUCTS, OBJECTS, ADS, ETC. THAT ILLUSTRATE CONSUMERIST ENVIRONMENTALISM

December 12
Szasz, Andrew. (Forthcoming.) “Inverted Quarantine/Imagined Refuge.” Santa Cruz, CA: Manuscript. (R)

FINAL PAPERS DUE: December 19
ENVIRONMENTAL MOVEMENTS

Sociology 375

Ken Gould
St. Lawrence University

From conservation to deep ecology, from back-to-the-landism to environmental justice, from animal rights to Green parties, from labor struggles to preservationists, from indigenous peoples’ struggles to neo-Malthusianism, from the neo-Luddites to the ecological modernizationists, environmental concerns have generated a wide variety of social movements and organizations, both domestically and globally. This seminar course will explore the social origins and impacts of these distinct movements and organizations with an emphasis on their conflicting and converging goals, tactics, strategies, ideologies, and constituencies. We will discuss the extent to which this eclectic assortment of interests and ideologies can be defined as a coherent social movement on regional, national, and transnational levels. Each student’s research will focus on a specific movement, a specific organization within that movement, and the relationship of that movement to the larger array of environment-related efforts to generate socioecological change. As a group, the class will develop, design, implement, and analyze an “environmental action”.

All readings are in the books listed below, or will be made available as photocopied volumes. Photocopied readings are marked with an (X). Recommended (optional) readings are marked with an (R).

Books:


**Photocopies:**


**Evaluations:**

Evaluations will be based on attendance and participation, two interrelated 10-12 page papers, performance as discussion leader, one group “action”, and one-page weekly writing assignments.

**Attendance, Participation & Weekly Assignments (APW):** This is a seminar course built upon your discussions. This requires that you make a commitment to the class to be present and prepared. Being prepared requires that you complete all of the week’s readings prior to our class meetings. I have designed the course structure, but where it takes us, what questions we raise and what answers we consider is largely up to you. Each absence will reduce your final APW grade by .5.

Each week you will be required to submit at least one full page of questions and comments on the week’s reading assignment. Your comments and questions should address the key points raised by each reading, and relate those points to your research topic(s). Incisive critiques of the readings are encouraged. These one-page assignments should help you participate in our weekly discussions, as well as with your research papers. Each missed weekly writing assignment will reduce your final APW grade by .5. Attendance, participation and weekly assignments will count for 20% of your final grade.

**Papers:** This course requires that you write 2 interrelated 10-12 page research papers on a specific “environmental” social movement, a specific group or organization within that movement, and the relationship of that movement to the larger array of environment-related efforts to generate social change. Of primary concern is your ability to synthesize and integrate information from the course readings, films, class discussions, and your own research. Late paper assignments will be downgraded by 1.0 for each day late. Each paper will count for 25% of your final grade.

**Discussion leaders:** Each week one student will serve as discussion leader. Discussion leaders will be responsible for initiating discussion of the readings. You should review briefly the main points of the readings, ask questions about those points, and provide your own reactions to what you read. Guidelines for discussion leaders appear toward the end of this syllabus. Your performance(s) as discussion leader will count for 10% of your final grade.

**Socioenvironmental Action:** As one group you will be required to design and implement some form of socioenvironmental action. You must establish issues, goals, tactics and strategy prior to implementation. You will then assess the impacts of that action, its successes and failures, in light of the course readings. Your group action will count for 20% of your final grade.

**Films:** There are 13 films/videos that will be made available for you to view during the semester as part of our class. These films are NOT optional. We will discuss reactions to the films in class, and you may reference them in your research papers and discussion leader performance. The films are listed in the course schedule, and will be shown on Tuesdays at 9:00am, 11:00am, 2:00pm, 5:00pm, 8:00pm, and 11:00pm. A complete film schedule appears at the end of the syllabus.

We will take a 10-minute break halfway through each class meeting.
## ENVIRONMENTAL MOVEMENTS COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>DAY</th>
<th>TOPICS, READINGS, &amp; ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>I. Intro. to Social Movements, Power, and Environmentalism</strong></td>
</tr>
</tbody>
</table>
| Week 1) |     | What is a Social Movement?  
Tues. 9/4) Making social change  
Film on system: “No Easy Walk” (Thur. 9/6). |
| Week 2) |     | The Nature of Power  
Tues. 9/11) The mobilization of bias  
Readings: Lukes (X) [Read this twice!]
  
  Dowie, Introduction & Ch. #1  
Film on system: “Narmada Diary” (Thur. 9/13). |
| Week 3) |     | What is Environmentalism?  
Tues. 9/18) Religion, politics, and fashion statements  
Readings: Brulle, Ch’s. # 5-9
  
  Taylor, Introduction and Ch. #2
  
  Brulle, Ch’s. # 1-4 (R)  
Film on system: “This is What Democracy Looks Like” (Thur. 9/20). |
|        |     | **III. Diverse Ideologies, Goals, Tactics, and Constituencies** |
| Week 4) |     | Tues. 9/25) NO CLASS MEETING:  
FILM ON SYSTEM AT 1:15PM  
Film on system: “Showdown In Seattle”. |
| Week 5) |     | The Anti-Corporate Globalization Movement  
Tues. 10/2) An environmentalist, labor and human rights coalition  
Readings: Danaher, Ch’s. #1-9, 13-15, 19-26
  
  Dowie, Ch. #2
  
  Danaher, Ch’s. #10-12, 16-18 (R)  
Film on system: “Acts of Defiance” (Thur. 10/4). |
| Week 6) |     | Native Americans and Indigenous Resistance  
Tues. 10/9) Land bases, treaty rights, subsistence, and spirituality  
Readings: Churchill, (pp. 15-142, 403-451
  
  Dowie, Ch. #3
  
  Churchill, (pp. 1-14, 143-402) (R)  
Film on system: “From Sea to Shining Sea” (Thur. 10/11). |
|        |     | **NOTE:** The first paper assignment (10-12 pages) on the origins, goals, tactics, and impacts of one specific “environmental” social movement organization and its relationship to the ideology, and constituency of the specific social movement that it is a part of. Due Thursday, October 25th by 5:00pm. |
| Week 7) |     | Preservation and “Radical” Environmentalism |
Tues. 10/16) Biocentrism, bioregionalism, and anthropocentrism

Dowie, Ch.’s # 4-5
Taylor, Ch. #1
Bari, pp.61-66, 82-87, 95-102, 109-164, 182-195, 218-250 (R)

Films on system: “Borderline Cases” (Thur. 10/18).

Week 8) Environmental Justice Struggles

Tues. 10/23) No sustainability without peace, no peace without justice

Readings: Bullard, Ch.’s. # 1-2, 5, 7, 10, 12
Dowie, Ch. #6
Bullard, Ch.’s. # 3-4, 6, 8, 9, 11 (R)

Film on system: “Butterfly” (Thur. 10/25).

Assignment: 1st Paper due in Ken’s mailbox on Thursday, October 25th by 5:00pm

Week 9) Anti-Nuclear Movements

Tues. 10/30) Neo-Luddites and technological appropriateness

Readings: Joppke, Ch.’s #1, 2, 4, 6, 8
Joppke, Ch.’s. #3, 5, 7 (R)

Film on system: “Varmints” (Thur. 11/1).

Week 10) Animal Rights

Tues. 11/6) Non-human Americans

Readings: Jasper

Film on system: “Fury for the Sound” (Thur. 11/8).

Week 11) EcoFeminism and Movements

Tues. 11/13) Environmentalism as or vs. patriarchy?

Readings: Merchant, Introduction, Ch.’s. #1, 5-8, Conclusion
Merchant, Ch.’s. #2-4, 9 (R)

Film on system: “Burning Season” (Thur. 11/15).

NOTE: The second paper assignment (10-12 pages) on the relationship of the “environmental” social movement examined in paper #1 to the larger array of environment-related efforts to generate social change is due in Ken’s mailbox on Thursday, December 6th by 5:00pm.

Week 12) Thanksgiving Break (11/20)

Week 13) Southern Movements

Tues. 11/27) Environment and development

Readings: Taylor, Ch.’s. # 3-10

Film on system: “Zapatista” (Thur. 11/29).

Week 14) Regionalism, Globalization, and Environmentalism

Tues. 12/4) Diversity and/or factionalism?

Readings: Taylor, Ch.’s. # 14-18
Danaher, Ch. # 27 & Conclusion

Film on system: “Earth and the American Dream” (Thur. 12/6).
Assignment: 2nd paper due in Ken’s mailbox on Thursday, December 6th by 5:00pm.

III. Reflections on Ecological Resistance

Week 15) The Future of Environmentalism

Tues. 12/11) Building a better movement

Readings: Brulle, Ch’s. # 10-11
Dowie, Ch’s. #7-8, Epilogue

Guidelines for Discussion Leaders
Discussion leaders are responsible for getting us started, but are not responsible for guiding the entire 3-hour class. When running a class discussion, I do not necessarily expect you to have complete command of the material to be discussed, though you will probably want to spend more time than usual in preparation. Your primary goal is to promote interesting class discussion of the material that explores its larger significance to issues of social movement impacts and environmental consciousness. Some time should be devoted to making sure that we all understand the reading, and you may work on this by starting us off with what you perceived to be the main point of the reading, raising questions on points that you didn’t understand or found to be unclear. The following questions may be helpful in organizing your thoughts on the week’s readings.

What did you think were the most important points made in the week’s readings?
How did you react to those points? Did you agree or disagree? Why?
Did the ideas presented in this weeks readings contradict or complement earlier readings?
Can you think of examples from other sources that support or challenge the author’s position?

Feel free to integrate your own research into your remarks. Maps, cartoons, computer-based multi-media, good stories, short videos, photos, role-plays, and any other material you find relevant should also be integrated into your discussion.

Please, no book reports.

Your turn as discussion leader be graded on its own, and will account for 10% of your final grade. Don’t be too nervous. We’ll all be there to help you out if you get “brain-locked”.

ENVIRONMENTAL SOCIOLOGY
Sociology/Environmental Studies 382

Clare Hinrichs
Iowa State University

Course Description and Objectives:

Environmental sociology can be seen as the study of relationships and interactions between society and
the environment. It asks how large social structures and organizations, as well as seemingly trivial
individual human actions affect what we call “nature” or the “environment.” It also examines how the
natural world-- its integrity, as well as its degradation-- influences the way societies are organized, the
distribution of power and advantage, and the meanings people assign to their experiences.

Because environmental sociology is an inherently interdisciplinary field, we will read work not only by
sociologists, but also by biologists, historians, philosophers and activists among others. Your expertise
and interest in an array of contemporary environmental concerns will be valuable in drawing out the
implications of course materials. However, we seek to do more than simply catalog the depressingly
familiar list of “environmental issues.” At its heart, this is a sociology course. Our exploration of
environmental problems and proposed solutions will be organized by various concepts and concerns from
the discipline of sociology. How do questions of social inequality, power, community and knowledge
figure in environmental outcomes, at the local, as well as the global level? To engage with such
questions, some background in the social sciences will be extremely useful.

It is my hope that this course will help you 1) to understand the origins and implications of different ideas
about “nature” and about the boundaries between humans and the environment; 2) to identify and
critically evaluate different social causes and consequences of both local and global environmental
problems, as well as potential solutions; 3) to gain hands-on knowledge of the opportunities and
challenges for sustainability at a large, complex institution (ISU) and 4) to develop and articulate your
own distinctive environmental vision.

Course Texts:

Two required books are available at the University Book Store and the Campus Book Store:

  (book store)

  Northwest Environment Watch. NEW Report No. 4. (book store)

All other class readings are available through e-reserve at Parks Library or via the WWW, as indicated
below on the course schedule:

The following text is on reserve at Parks Library:

- Creighton, Sarah Hammond. 1998. Greening the Ivory Tower: Improving the Environmental Track
  Record of Universities, Colleges and Other Institutions. Cambridge, Massachusetts: MIT Press.
Course Format and Approach

This course centers on reading, writing and discussion. The format will include short lectures, video presentations, guest speakers, small group activities and lots of class discussion. In lectures, I will elaborate key issues, present background and related material, and pose questions to guide our discussions. However, my lectures cannot provide a substitute for your completing the readings. The reading load varies through the semester, so you will need to pay attention to when the load lightens and take advantage of the opportunity to read ahead. In this class, keeping up with the reading is essential if you are to participate actively in class and maximize your learning.

Keeping up with the reading, however, is not enough. Throughout the course, we will work to develop a critical perspective. This simply means asking questions of the course material, rather than taking for granted what is printed on the page or shown in a video. What is being said or not said beneath the surface? Is there adequate evidence for the position being taken? If the general argument is persuasive, does it also apply to other times in history or other societies? How do ideas from readings early in the course help us interpret later readings?

I see writing as integral to critical thought and to the learning process, rather than a stand-alone technical skill. To foster learning through writing, the course provides different opportunities for writing. We will engage in informal, ungraded in-class writing that on some occasions you will share with classmates or submit to me. One goal of such informal writing is to help you formulate questions and observations you might share in class discussion. Another is simply to practice writing critically and analytically in an unpressured, low-stakes setting. We will also have more formal writing assignments, that you will submit for a grade.

Course Expectations

Formal writing assignments:

2. A reflective essay (3 1/2-4 pages) on the sociological basis of your own environmental experiences and interests. (Both a first draft and a final draft will be submitted.)
3. A collaborative group research project, conducting an “environmental assessment” of some aspect of Iowa State University’s facility or operations. (This will involve a class presentation by your group and a collaborative paper.)

Examinations:

1. An in-class mid-term exam, objective and essay questions.
2. A final exam, objective and essay questions.

Class participation and involvement:

Participation is fundamental in this course and counts toward your final grade. Beyond regular attendance of class, which is required, I expect you to engage actively and constructively with the content of the course. Your completion of any class exercises or activities will also inform my assessment of your participation.
In class discussions, I am not so interested in how often or how loudly you speak, but rather in the sorts of questions you formulate and share, the thoughtfulness of your comments and critiques, and signs that you are working to integrate the course material. I recognize that people may experience the environment and frame their own environmentalism in diverse ways. I also appreciate that, for some, it may sometimes be daunting to speak up in class. For these reasons, I expect all of us to work hard to create a class atmosphere of mutual trust and respect, so that everybody’s perspectives and concerns can be comfortably expressed and constructively debated.

I urge you to come see me at least once outside of class during the semester. Certainly you have a responsibility to let me know when you’re having difficulties with the course; I can only help if I’m well informed. I also welcome visits from students who want more information, have more information or have another viewpoint they feel the course should address. I check both voice-mail and e-mail regularly. Finally, I encourage students with verified disabilities to contact me as soon as possible to arrange reasonable accommodations to assist them in successfully completing any requirements of the course.

**Student Evaluation**

Your grade for this course will be based on 400 possible points distributed as follows:

- World summit assessment 30
- Draft of reflective essay 20
- Final reflective essay 40
- Midterm exam 90
- Final exam 90
- Collaborative research project* 100
- Class participation 20
- Student learning self-assessment 10

(* The collaborative research project includes 25 points for the group presentation to the class and 50 points for the collaborative written report. All members of groups will receive the same points for these two products. The remaining 25 points are individually allocated, based on the combined evaluations by other members of your group regarding your role in and contribution to the overall project.)
Final course grades will be assigned based on the following scale:

<table>
<thead>
<tr>
<th>Point range</th>
<th>Grade assigned</th>
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<tbody>
<tr>
<td>372-400</td>
<td>A</td>
</tr>
<tr>
<td>360-371</td>
<td>A-</td>
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<tr>
<td>348-359</td>
<td>B+</td>
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<tr>
<td>332-347</td>
<td>B</td>
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<tr>
<td>320-331</td>
<td>B-</td>
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<td>308-319</td>
<td>C+</td>
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<tr>
<td>292-307</td>
<td>C</td>
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<tr>
<td>280-291</td>
<td>C-</td>
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<tr>
<td>265-279</td>
<td>D+</td>
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<tr>
<td>240-264</td>
<td>D</td>
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<tr>
<td>239 and below</td>
<td>F</td>
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Class policies

- Discussion of issues and concepts is always welcome. Feel free to ask questions, make comments (on the topic, please!) and raise points at any time.
- Class participation is necessary for this class to be successful. Failure to attend will negatively affect your grade.
- You are responsible for all information given out in class. Failure to obtain information or receive announcements in class is no excuse for missing assignments or for turning assignments in late.
- Cheating on exams or assignments is simply wrong, will not be tolerated, and will be seriously penalized (F on the assignment, possible F in the course).
- Plagiarism is also a form of cheating that will not be tolerated in this course. If you are uncertain about whether certain uses of print or electronic content could be considered plagiarism, please ask me. You can also look at the ISU Student Handbook: <www.public.iastate.edu/~deanstdt_info/hand5.html>.
- Sociology Code of Ethics for Human Relations: The Department of Sociology is committed to providing a professional and educational environment that is free of discrimination and harassment. The department’s Code of Ethics for Human Relations and the Procedures for Filing Complaints of Discrimination or Harassment are posted on the bulletin boards on all five floors of East Hall.

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COURSE SCHEDULE

The Promise and Terrain of Environmental Sociology

August 27) Introduction to the course and some beginning concepts (no readings).


The 2002 World Summit for Sustainable Development: Johannesburg, South Africa


In Our Own Backyard: Universities as Sites for Sustainability


Creighton, Appendix A: The Talloires Declaration

September 12) Creighton, Ch. 1-2 (Scan this book now. It will be an extremely useful resource as you get into the group research project.)

Note: This will be an extremely critical class meeting! You will receive guidelines for the collaborative group research project assessing some particular aspect of Iowa State University’s impact on the environment. We will also form groups and determine their different areas of focus for the project.

Conceptual Frameworks for Environmental Sociology


Ideas of Nature, Environment, Wilderness


Summit analysis due.

A Case of Toxic Contamination and Community Response
October 1) Video: *Listening to America with Bill Moyers: Politics, People and Pollution.*


**Some Central Causes of Environmental Degradation: Production, Technology, Consumption**

October 10) *Mid-term exam in class.*


Research group progress reports due.


October 24) Video: *Affluenza.*

**Environmental Movement(s)**


October 31) Reflective essay writers’ workshop. *Bring two copies of your first draft of the reflective essay to class.*


November 7) Guest speakers on local environmental action. *Final reflective essay due in class.*

November 12) Video: *Borderline Cases: Environmental Matters at the U.S.-Mexico Border.*
The Environmental State of Iowa State University: What Have We Learned?

November 14) **Final Group ISU Assessment Presentations** (three groups and discussion).

November 19) **Final Group ISU Assessment Presentations** (three groups and discussion)

November 21) **Final Group ISU Assessment Presentations** (three groups and discussion)

   **THANKSGIVING BREAK!!!**

December 3) Summary, evaluation and integration of assessment projects

**Local Places, Regional Contexts, Global Debates**


   *Final collaborative papers on ISU assessment due December 6th 4 PM, in my mailbox, 107 East Hall.*


**Conclusion**

December 12) Video clip: *Escape from Affluenza.* Course summary, review and conclusions.
Introduction:

This course is an intermediate introduction to environmental sociology. The course will be of particular interest to students interested in exploring contrasting institutional approaches to environmental governance -- i.e., social attempts to resolve environmental degradation and improvement problems – in advanced capitalist economies. The governance institutions considered will include individuals/consumers, firms, states, social movements, media, and international regimes. As such, this semester this course does not focus on individual-level issues of natural resource and social behavior, as described in the course catalogue, but on organized and collective responses to environmental problems more generally. We will start out with a review of major theoretical perspectives in environmental sociology and then turn to questions of environmental governance.

Required Texts (available at the Rainbow Bookstore Cooperative, at 426 Gilman St.):

Required texts include a recent compendium of exemplary works in the field of environmental sociology and two recent books on environmental governance, one focusing on NGO activism and the other firm-level governance:


Note: In the remainder of this syllabus, this book will be referred to in short-hand as “Exemplary Works”


All Additional Required Readings are in a Course Packet Available from: Social Science Copy Center, 6th Floor Social Science Building.

Course Requirements:

Identification of Terms from Readings (30 %)
*Students will select 3 terms from each assigned reading and define the term and its significance in 3-5 sentences. Identifications must be e-mailed before each class. Late submissions will not earn any credit.

Four Quizzes (identification of terms from readings and short essays) (60 %)

Class Presentations/Participation in Discussions (10 %)
*Once in the semester, each student will give a brief summary of the readings at the start of class (10 -15 minutes max.).
Readings

Week 1  Course Briefing, Introduction to Environmental Sociology

1/21  Course Briefing, no assigned readings

1/23  Exemplary Works:  Introduction pp. 1-17


Week 2  Introduction to Environmental Sociology (cont.)

1/28  Exemplary Works: Social Theory and Environment pp. 73-82.


Week 3. Perspectives on the Social Bases of Environmental Problems and Improvement


Week 4. Optimistic vs. Pessimistic Theories in Debate?: Treadmill of Production vs. Ecological Modernisation


Week 5. Institutions and Governance: Worldviews, Social Movements, and Consumers

2/18  ****Tuesday, Feb 18th Quiz # 1*****

2/20 Dunlap, R.E. The “New Environmental Paradigm” Journal of Environmental Education. 9(Summer):10-19.


Week 6. Institutions and Governance: Consumers, Social Movements and the Media


Week 7. Institutions and Governance: Industry-Level and Firm-Level Self-Governance -- Regulating from the Inside


Week 8. Institutions and Governance: Firms – Regulating from the Inside (cont.)


**March 15-23 Spring Break**

**Week 9. Governance Institutions: The Environmental State**

3/25  ****Tuesday March 25 Quiz # 2****


**Week 10. Institutions and Governance: Local, Participatory Approaches**


Farber, Daniel A. 1999. Models of Reinvention (5 Pages) Available Online: Http://bostonreview.mit.edu/ndf.html#ecodemocracy


**Week 11. Governance Institutions and Science, Modernity, and Risk**


Week 12. Governance Institutions: Information- and Innovation-forcing Strategies


Week 13. International Institutions, Trade, and Governance

4/22 ****Thursday April 24 Quiz # 3***


Week 14 -- International Institutions and Governance: Transnational NGOs


Week 15 Challenges of Governance for Environmental Democracy


5/8 --- May 8 Final Quiz; Last Day of Class ----
POPULATION, ENVIRONMENT, AND SUSTAINABILITY
Natural Resources 5480

Blake D. Ratner
University of Minnesota--St. Paul Campus

Course Description:

This course examines contemporary debates over the relationships among population growth, environmental change and development. Scientists agree that the human population is transforming the ecosystems of our planet at a historic pace, and that this environmental change in turn threatens human welfare in myriad dimensions. But the importance of population growth, and its interaction with other social, economic, and political dynamics underlying environmental change are matters of intense dispute.

Because knowledge about the relationship between population and sustainability is fragmented among many specialized disciplines, each with its own piece of the puzzle and its particular conceptualization of the issues, public debates and policies often work at cross purposes or are counter-productive. In this class, we address this problem by bringing together scholars from the social sciences and natural sciences to critically evaluate the varied perspectives and to make possible a more integrated and multifaceted understanding of population growth, environmental change and sustainability. Our primary, though not exclusive, focus is on causes and consequences of environmental change for rural communities in poor countries of the “Third World” whose livelihoods depend directly on the natural resource base.

Following an introduction to the population-environment-development debate, we will examine in Part I of the course current trends in population and theories about population change, relating contemporary debates to historical views of population. In Part II, we assess alternative perspectives relating population dynamics to social and environmental change. We examine the application of the ecologist’s concept of carrying capacity to humans, as well as social science perspectives on the role of technology, institutions, and power relations in determining resource use patterns. Part III of the course focuses on responses to the challenges of population, environment, and development as represented in the debate over ‘sustainability.’

The course culminates with a student-led synthesis forum that offers a chance to integrate students’ research on case studies and reveal overarching conclusions on the themes of the course.

Course Objectives

• To critically evaluate alternative perspectives on the relationships among human population, environmental change, and development.
• To appreciate the value of an interdisciplinary approach to analyzing these relationships, and to demonstrate this value in the contributions and interactions among faculty and students in the course.
• To draw informed conclusions on the role of public policy in moving toward social and ecological sustainability.

Course Format

The class meets each Thursday for an extended session (2.5 hours), providing an opportunity for in-depth discussion. Most class sessions will include one or two guest faculty, who will make a presentation of up to 45 minutes on the week’s topic and participate in a structured discussion that integrates student
presentations on readings for the week. Each session will include a break to allow participants to reflect and refocus.

**Course Expectations and Requirements**

This will be a highly interactive course, emphasizing discussion, small-group, and other classroom participation activities. It is therefore essential that you prepare for each class meeting by reading the required material and making your own notes summarizing the main arguments contained in the readings to ready you for classroom interaction.

Your final grade will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Presentations on selected readings</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term in-class essay test (March 14)</td>
<td>30%</td>
</tr>
<tr>
<td>Integrative essay (April 18)</td>
<td>15%</td>
</tr>
<tr>
<td>Contributions to team research paper</td>
<td>35%</td>
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Your class participation will be judged on the effectiveness of your contribution to a productive dialogue, evidenced by demonstrating your familiarity with the assigned readings, sharing your own critical reflections, and listening and responding to the comments of your peers. Because these are complex issues that often touch on strongly held beliefs, it is imperative we maintain an attitude of cooperation, constructive criticism and politeness in our dealings with other seminar participants.

The team research paper will be developed collaboratively as you are given structured opportunities in class to identify topics, form a team, and present and review research progress at several in-class Research Workshops. You will also be required to do research outside of class that may involve library research, interviews, and other forms of data collection. You will be graded separately on specific contributions to the team research paper. These contributions will be defined and scheduled as negotiated with the team, requiring the agreement of the instructor.

**Required texts**


Ratner. NRES 5480-001 Course Packet. Available at the St. Paul campus bookstore.
Class Schedule and Reading Assignments

Introduction

Week 1. (Jan 24): Course Expectations, Overview

Week 2 (Jan 31): Beginning points in the debate: Neo-Malthusianism vs. Economic Growth Optimism (Guests: David Paxson, World Population Balance; Peter Jordan, Fisheries, Wildlife & Conservation Biology)


Part I. Theories about Population Change

Week 3. (Feb 7): History of Population “Problems” (Guest: David Faust, Geography)


Week 4. (Feb 14): Perspectives on Demographic Change: Causes and Responses (Guests invited: Helga Leitner, Geography; Ragui Assad, Humphrey Institute)


**Part II. Relating Population Dynamics to Social and Environmental Change**

*Week 5. (Feb 21): Carrying Capacity and Ecosystem Services (Guest: Bill Cunningham, Genetics, Cell Biology/Dev)*


Note: Dr. B. Meredith Burke, a distinguished demographer from California, lectures on population stabilization at 7:00 PM on February 25th at the Macalester Campus Center. Register online for the event at: [http://worldpopulationbalance.org/about/lecture.html](http://worldpopulationbalance.org/about/lecture.html).


Note: Calculate your own ecological footprint and make country comparisons: [http://www.ecologicalfootprint.org](http://www.ecologicalfootprint.org)

*Week 7. (March 7): Food Security and Agricultural Sustainability (Guests: Vernon Cardwell, Agronomy; Jen Blecha, Geography)*


Additional reading TBA.

*Week 8. (March 14): In-class Mid-term essay test.*

*(March 21: No class - Spring Break)*

*Week 9. (March 28): In-class Team Research Workshop I.*

*Week 10. (April 4): Social Analysis of Resource Scarcity and Livelihood Insecurity*


*Week 11. (April 11): Environmental Resource Conflict (Guest: Les Everett, Water Resources Center)*


** Integrative take-home essay questions distributed in class.**

**Part III. The Search for Sustainability**

Week 12. (April 18): Sustainability and Livelihood Security (Guest: Terry Gipps, Alliance for Sustainability)

** Integrative essay due in class.**


Week 13. (April 25): In-class Team Research Workshop II

Week 14. (May 2): In-class Team Research Workshop III

Week 15. (May 9): Synthesis Forum

**Final team research papers due in class.**

INSTITUTE FOR SOCIAL, ECONOMIC & ECOLOGICAL SUSTAINABILITY

This course is co-sponsored by the College of Natural Resources, the Department of Fisheries, Wildlife, and Conservation Biology, and the Institute for Social, Economic, and Ecological Sustainability (ISEES) with financial support from the World Population Fund of The Minneapolis Foundation.
Many of the most vexing problems of contemporary environmental change are not technical but instead social and institutional. This course emphasizes current theory and research in the young field of environmental sociology aimed at addressing these problems. Students will analyze the relationships among patterns of environmental resource use, social inequities, and conflict, as well as a range of responses including local environmentalism, the international “sustainable development” movement, alternative natural resource management regimes, and new mechanisms for local, regional, and global “governance.”

Course Requirements:

Students are required to complete one in-class exam, one take-home exam, and one research paper. The exams (April 24 and May 22) will be short-essay format, requiring you to both demonstrate familiarity with assigned readings and classroom lectures and activities as well as critically apply key concepts introduced in the course.

For the research paper, you must identify and undertake an original analysis of a case that exemplifies social and institutional challenges of environmental change. As steps towards the final product, you must submit: a one-page prospectus that articulates the main question you will address and your preliminary thesis, along with an annotated list of at least 6 sources (due April 12). You are encouraged to meet with the instructor as you identify a topic of interest for your paper, develop a guiding question, and then craft your argument. The final paper should be 6-8 pages, single-spaced, and is due in class on the last session, May 29. The due date will not be extended.

The course will emphasize opportunities for critical questioning, discussion, small-group, and other classroom participation activities. It is therefore essential that you prepare for each class meeting by reading the required material and making your own notes summarizing the main arguments contained in the readings to ready you for classroom interaction. Questions to focus your reading and help you prepare for discussion will be distributed for each section of the course. Lectures will complement but not substitute for the readings. Your class participation will be judged on the effectiveness of your contribution to a productive dialogue, evidenced by demonstrating your familiarity with the assigned readings, sharing your own critical reflections, and listening and responding to the comments of your peers.

In determining the final grade, equal weight will be given (one-third each) to the two exams and the research paper. In the case of borderline grades, classroom participation will be the deciding factor. All assignments must be completed to receive a passing grade. Repeated absences will detract significantly from the final grade.

The following books are required and are available at the campus bookstore:


Additional readings are available on library reserve.

**Class Schedule and Reading Assignments**

**Viewing Nature Sociologically: Theoretical Traditions**

March 27  Introduction

March 29  Dickens. *Society and Nature.* Introduction, Chapters 1, 2.

**The Political Economy of Environmental Change I: A Marxian Account**


**Environmental Resource Conflict and Violence**

April 10, 12  Homer-Dixon. *Environment, Scarcity, and Violence.* Chapters 1-4


**NOTE: PROSPECTUS for research paper due in class April 12.


April 24 EXAM 1.

Collective Action, Environmental Governance, and Sustainability

Apr 26, May 1 Prugh, Costanza, and Daly. The Local Politics of Global Sustainability.


The Political Economy of Environmental Change II: A Weberian Account

May 10 Murphy. Rationality and Nature. Chapters 2, 5.

May 15 Murphy. Rationality and Nature. Chapter 7 (Chapter 6 recommended).


**EXAM 2: Take-home exam distributed in class.**

May 22 **EXAM 2 due in class.** Student presentations on research papers.

May 24 Student presentations on research papers.

May 29 Synthesis Discussion. **RESEARCH PAPER DUE IN CLASS.**
Questions for Readings on Environmental Resource Conflict and Violence

Week of April 10

Homer-Dixon

- Homer-Dixon claims that the debate over the effects of population growth has grown sterile, with advocates reverting to several rigid positions. How convincing is his call for an alternative analytical approach?
- What is distinctive about Homer-Dixon’s conceptualization of environmental resource scarcity? What assumptions seem to underlie his identification of factors producing scarcity? What do these reveal about the theoretical traditions he draws on?

Thailand cases

- Who are the main stakeholders in the competition for land, forest, and water resources in northern Thailand?
- What are the factors that produce resource scarcity and competition in this context? How well does it fit Homer-Dixon’s model?
- In the Chom Thong dispute, what are the different interests each group has with regard to forest land use? How do these relate to different visions for the future, or conceptions of development?
- What factors of social, institutional, or political context present obstacles to resolving the Chom Thong dispute? What organizational strategies or policy reforms might help this and similar instances of resource conflict in northern Thailand be resolved equitably?

Week of April 17

Homer-Dixon

- How does Homer-Dixon’s approach to analyzing conflict and violence compare to the approach of the general political economy tradition? To what extent does Homer-Dixon draw on this or alternative theoretical traditions?
- How convincing is his thesis on the critical role of “ingenuity” in managing resource scarcity and competition?

Burma and Cambodia cases

- How well does Homer-Dixon’s model explain the conflicts over forest and land resources in Burma and Cambodia? What factors does it leave out?
- How useful is Homer-Dixon’s model in explaining the relationship between scarcity and violence in these cases?
- Does environmental resource scarcity in these cases seem to be an underlying factor in explaining the ongoing civil war in Burma or the threat of renewed instability in Cambodia, or is it merely a symptom of more basic reasons for social conflict?
Each question is designed to be answered in about 25 minutes, though you have the full class period to complete the exam. Write your answers (please write clearly!) in the exam book provided. Please take several minutes to outline your answer before writing to strengthen the organization and clarity of your argument. Make sure to indicate the number of the question you are answering.

Answer 3 questions total. Choose one question from each section.

1. The rational choice and political economy traditions provide different answers to the question, What should be done to address environmental resource scarcity and conflict? Explain the differences between these approaches and assess their value as applied to two cases of your choosing.

2. Identify and explain three main respects in which Peter Dickens (Society and Nature) and Thomas Homer-Dixon (Environment, Scarcity, and Violence) differ in their assessment of the sources of environmental scarcity.

3. Thomas Homer-Dixon argues that a society’s supply of “ingenuity” is central in determining its capacity to avert violent conflict. Write a letter to Professor Homer-Dixon in which you evaluate the strengths and weaknesses of his argument as applied to one case from Southeast Asia.

4. Choose one of the cases from Southeast Asia discussed in class. Write a letter to the editor of the national newspaper in which you point out some of the social effects of environmental scarcity in the country, and suggest implications for policy officials.

5. Explain the concepts of “alienation” and “disembedding” as used by Dickens. Give one example in which you feel that the concepts appropriately describe changing human relationships with nature and one example in which they do not. What key characteristics distinguish your two examples?

6. “Capitalist markets are a main source of environmental degradation.” “Market incentives provide a powerful lever for improving environmental resource use.” Using examples from the class, offer evidence in support of both these statements. Explain under what circumstances one or both statements may hold.

[Please return this sheet with your exam book.]
Do not include your name on your typed responses.  
Please attach this page as the cover sheet to your completed exam.

This is a take-home, open-book exam. Please take several minutes to outline each answer before writing to strengthen the organization and clarity of your argument. Make sure to indicate the number of the question you are answering. Your short-essay responses must be typewritten and single-spaced. One page per question is recommended; the maximum is 2 pages per question. Printing on the back side of used paper is encouraged. Your responses must be submitted IN CLASS on MAY 22.

Answer 2 questions total. Choose one question from each section.

1. Using an example from class, identify in what ways the state may pose a threat to common property natural resource management regimes, and in what ways it may help support them.

2. Evaluate the strengths and weaknesses of the concept of “strong democracy” (outlined in the Local Politics of Global Sustainability) as a path to sustainability. Use examples from class to illustrate your argument.

3. Explain how environmental problems have brought attention to the question of governance at the international scale. Give examples of the roles of states, corporations, and civil society in improving international environmental governance.

4. Raymond Murphy asserts that both ecofeminism and deep ecology represent efforts at “derationalization.” With reference to either ecofeminism or deep ecology, argue (a) that espousing this approach indeed requires a renouncement of western rationalization, or (b) that its principles may be applied and adapted in the context of western rationalization.

5. To what extent do you think Murphy’s proposals for improving environmental accountability may prove effective responses to the “ecological irrationality” of modern society?

6. What are the merits and limits of class analysis in assessing strategies for progress towards social and environmental sustainability?

Your short-essay responses will be evaluated on the following criteria:
• Organization & Clarity of your argument
• Convincing Use of Concepts from the course
• Effective Use of Case Material to support your argument
• Original Analysis / Insight / Creativity
GLOBALIZATION AND THE ENVIRONMENT
Sociology 403

J. Timmons Roberts
College of William and Mary

COURSE DESCRIPTION AND CONTENT:

What are the effects of globalization on the environment? Who benefits and suffers most from global environmental problems? To address these questions, we first need to understand globalization, a remarkably sloppy term. Second, we need to decide whether anything new is going on. We need background on how previous stages in the global system affected the environment: were they worse or better or just different than current types of destruction? And I will argue throughout this course that to begin to assess the effects of globalization on the environment we need to study social systems, local and national and global.

For example, Hurricane Mitch dumped record rainfall on Nicaragua, Honduras and Guatemala, causing landslides that killed thousands of people and created a devastating disaster of homelessness and desperation. How did the ownership of land influence where people lived, farmed, and deforested? We quickly see that so-called “natural” disasters are caused or made worse by social inequalities.

Can people get organized and change the course of history to control globalization so that the environment will be protected? Even the world’s most radical social analysts have begun to realize that organized groups of laborers and poor people will probably not bring about a profound revolution in our global economic system. A few are beginning to argue that the change might come from an unexpected corner: environmentalism. On the one hand, the ecological contradictions of our economic system threaten to undermine its ability to persist, and on the other, the cross-class and increasingly cross-national social movements of environmentalism are perhaps forcing capitalism to reorient itself.

William and Mary opened an office last year in Washington DC, an extraordinary resource for studying global environmental issues. On October 23 you all will get to travel there and meet with officials in federal and international agencies, with environmentalists and indigenous rights activists. You’ll hear first hand what’s at stake in these issues.

COURSE GOALS AND OBJECTIVES:

This course is designed to provide students with some broad knowledge about the most current issues in how globalization is driving and reshaping environmental problems and struggles. The readings, lectures, discussions and documentary films are chosen to mix depth of knowledge about concrete realities and sociological perspectives on these environmental problems and social struggles. Case study readings and term paper research will bring greater depth of knowledge about one topic and case. Students will develop their skills in synthetic and analytic reading, writing, and verbal presentation of ideas through frequent small papers and a final term paper and presentation. Discussion in class is designed to stimulate critical thought.

The Readings:
This is primarily a reading course: the reading load is about a half to a book a week [100-200 pages]. I have selected a series of seven books. The books are:

6. Crucial readings will be posted on the course Blackboard site, some to be announced as the semester progresses.

**COURSE REQUIREMENTS:**
Your requirements are attendance, participation, a short paper on an Earth Summit WSSD issue, 4 of the 5 short discussion papers; at least two brief Reactions (see below) and a research paper/presentation.

There are no tests, but the discussion papers force you to keep up with the readings. On attendance: I do take attendance and since we have relatively few meetings any missed days will hurt badly. Being a reading course, to understand what we're talking about and to participate, YOU MUST KEEP UP WITH THE READINGS AND COME PREPARED TO OUR MEETINGS. I ask students questions on the readings and keep track of their level of preparedness.

**Discussion Papers:** The class will be divided into two groups which will alternate weeks preparing short papers on the reading. These type-written, single-spaced papers are due by 3 p.m. on the day before our Weds. class (Tuesday). They should be posted to our class listserver, available on the class Blackboard site (visit http://blackboard.wm.edu). Write the paper in a word processing program, then cut and paste the text into the blackboard email text box, and send it to “all users.” The paper will be delivered as e-mail to all subscribers of the list. Do not send attachments in Word.

All class members are responsible for signing on and reading each other’s papers before the scheduled class. Those students not writing a paper for that week are required to write at least three reaction questions/responses on the ideas of at least two of the student discussion papers. Discussion papers should be kept to two pages single spaced if possible. Bring Reactions to class to be read and handed in that Thursday (the next day), and/or better yet post them to the listserver by 1 hour before class.

These discussion papers should discuss at least two readings, and please do not choose the two shortest ones. The papers should include 4 parts: 1. An introductory paragraph or two raising a paradox or central question about the topic of the readings, and telling us where the rest of the paper will go. This is crucial. 2. a very brief (concise) summary of the central points or arguments the author(s) present(s) [2-3 paragraphs]. 3. a brief assessment of the strengths and weaknesses of the authors’ central argument [2-4 paragraphs]. Without being authorities, comment here on whether the author’s evidence really supports what they set out to do and their conclusions. How does their viewpoint color the interpretations they make? Say why you agree or disagree with their project and conclusions. Here I encourage you to be contentious and take a risk by taking a strong stand that will get debate going in class. Finally, 4. Provide two discussion questions related to the readings. One should be a lingering question for you, and the other a question that will promote class discussion. I am looking for well-written papers which critique the readings directly, support their arguments, and which draw in questions and issues raised in other readings and earlier in the course. Details of the research paper are below.

**METHODS OF EVALUATION:**
I will calculate final grades roughly as follows: WSSD issue paper (10%); four of the five discussion papers (40%); one term paper/presentation (30%); Washington Trip discussion paper (10%); and class participation (10%), including Reactions and evidence you’re keeping up with the readings. To reduce anxieties, you should also know that just putting in the work will pay off. If you do all the assignments seriously, come to all the seminars and participate, you will get a reasonable grade. I hope that we can build an exciting, open forum here for all to participate. That means everyone helping by allowing others to talk and encouraging differences of opinion. Do not worry about asking what you might consider a naive or “stupid” question--others are probably also wondering the same thing. Because
the class comes from diverse backgrounds and trainings, we need to be aware that some will need basic background information to bring them into the group. Stay tuned-in: some of these basic reviews will contain information you thought you knew...but maybe didn’t. Also, in a seminar I expect students to learn each other’s names, and treat each other with respect.

**Calendar Fall, 2002: Subject to revisions, check Blackboard site for updates**

**Week 1 (Weds., Aug. 28): Introduction:** Introductions, What is globalization? What are its impacts on the environment? Discussion of globalization and the environment, modernization, globalization and the development project. Yearley, Buttel, powerpoint, Introduction to the course, syllabus. Description of the WSSD Johannesburg events transpiring, assign topic areas for next week’s papers. Video: “Endangered Planet” if there’s time.

**Week 2 (Sept. 4): Earthsummit.biz? Briefing Ourselves on the World Summit on Sustainable Development in Johannesburg, South Africa, ending today. Can treaties and International Agencies deal with global environmental issues?**

“The Summit will address more than individual issues of concern such as poverty or the environment. Sustainable development addresses the interface between human society and the physical world. Specifically, the Summit will focus on actions to address major sustainable development challenges, such as how to spread the benefits of globalization, alleviate poverty, manage natural resources and promote responsible consumption and production. Special attention will also be given to the special needs of Africa and Small Island Developing States and to issues surrounding the health/environment nexus.”

**Readings:** Roberts and Thanos Chapter 1; Earth Summit Websites: [www.unep.org](http://www.unep.org), [www.johannesburgsummit.org](http://www.johannesburgsummit.org), [www.earthsummit.biz](http://www.earthsummit.biz), [http://www.johannesburgsummit.org/html/basic_info/parallel_events.html](http://www.johannesburgsummit.org/html/basic_info/parallel_events.html)

**Writing:** All students write 2 single-spaced page briefing papers this week on their Johannesburg topic areas, post on blackboard by Tuesday 5 pm.

**Week 3 (Sept. 11): Opposing views on Globalization and the Environment 1: “All is Lost”**

**Readings:** Joshua Karliner *The Corporate Planet: Ecology and Politics in the Age of Globalization.*

**Writing:** Group A: Email it to me and to the class listserv by Tuesday at 3 pm.

**Week 4 (Sept. 18): Opposing views on Globalization and the Environment 2: “All is Not Lost”**


**Writing:** Group B: Email it to me and to the class listserv by Tuesday at 3 pm.

**Week 5: (Sept. 25): A Climate of Injustice: Who Will Suffer Most with Climate Change?**


**Writing:** Group A papers


**Reading:** Roberts, Parks, Gelbspan excerpts, [www.heatisonline.org](http://www.heatisonline.org), others to be announced on blackboard site

**Writing:** Group B papers

**Week 7: (Oct. 9): Social and Ecological Worlds Out of Balance: Agriculture and Rural Crises in Mexico and Central America.** The structure of world agriculture, agribusiness, seed/pesticides/GMOs and trading companies, alternatives like organics, shade-grown, fair trade, land reform, etc.

**Readings:** Roberts and Thanos Ch. 3a 3b; Barkin, others TBA

**Writing:** Group A write on at least two chapters. Two possible short videos

Fall break Oct 12-15, class meets Weds.

**Week 8: (Oct. 16) Tropical Forests: parks or people?**

**Reading:** Book: Vandermeer and Perfecto: *Breakfast of Biodiversity*; excerpts from *Parks in Peril.*

**Writing:** Group B contrast Breakfast of Biodiversity to Parks in Peril pieces

**Week 9 (Oct 23): Weds. DC CONFERENCE!** 8:30 am van meet at Morton front door, box lunch and introduction to the office 12-1 pm. Session I: 1:15-2:45 pm; Session II: 3:15-4:45 pm. Debriefing 5-6, van returns about 9 pm.

**Reading:** To be announced. Probably websites from the groups we’ll be meeting with.

**Writing:** All students required to email me a one or two-page summary of what you saw and heard, plus a synthesis of these ideas with readings and discussions we’ve had so far. Due the following Monday at 9 am.

TOPICS DUE for term paper: write two paragraphs about what you will study and how, list 5 or more sources you will use.

**Week 10 (Oct. 30): Native Challenges to Mining Companies, the Response from the South**

**Readings:** Gedick book *Resource Rebels*, Guha exerpt; Roberts and Thanos Ch. 6

**Writing:** Group A

**Week 11 (Nov. 6): Maquiladoras, NAFTA, WTO and the Environment/Development debate.** Do firms seek “pollution havens?” Do nations have to get more polluted first in increasing their standard of living so that later they can clean up? Video “Stepan Chemical”

**Readings:** Roberts and Thanos Ch. 2; others TBA on border ecology/WTO

**Writing:** Group B

**Week 12 (Nov. 13): The Brown Agenda: Urban environmental crises and movements**

**Readings:** Roberts and Thanos Ch. 4, World Resources 1996-7 Ch 1; Rhys Jenkins Ch. 1; others TBA

**Writing:** Group A

**Week 13: (Nov. 20): Revisiting and Summing up: Social change, internationalism, and sustainability: where are we?**

**Reading:** Roberts and Thanos Chapter 7, Guha conclusion,
Writing: Group B writes on these chapters

Week 14 (Nov. 27) THANKSGIVING BREAK

Week 15 (Dec. 4): LAST DAY: Student papers/presentations 8-10 minutes each, on your term paper topic.

Exam week: (Our exam period is Dec. 17, 8:30-11:30 am): We will finish student papers/presentations, your term papers are due at exam time. Hand me a copy before you present. We can do some lunch afterwards.
Information for preparing the research paper
J. Timmons Roberts

The research paper is your chance to investigate in more depth one issue related to environment and political economy that particularly interested or puzzled you. For the paper the narrower you can define your question, the better. Be as specific as possible in your question, and your topic can be further narrowed by examining only specific countries and a specific time period. You may do a paper based entirely on library research and literature review on a topic, and/or an empirical analysis of an available data set. You may want to write a proposal for future research project including a thesis, dissertation, etc. If you are doing a similar paper for another class or have done such a paper previously, please inform me in advance. A short description of your plans for your research paper is due October 28th or earlier. This description should include about two paragraphs introducing what you plan to do, provide an initial outline, and list about 10 sources you’ve found which look useful. You are strongly advised to start early and avoid the last-minute crunch. This is a major piece of work that cannot be left to the last week. Come by to discuss your paper ideas or questions early.

As a guideline only, these papers should be about 12-18 pages, not including tables, figures and references. All formats (for footnoting, references, etc.) must be of the style used in the American Sociological Review (examples above in coursepack list). The organization of your paper will be enhanced by looking over how such journal articles are structured and sub-sections used throughout the text to guide the reader. Even within that one journal the layout of articles varies dramatically, depending on whether the paper is historical, empirical, etc. Still, make sure that at a minimum you have 1) an introduction that clearly states the objectives and limitations of your paper, and provides some idea of what directions you will go; and 2) a summary that condenses your findings, whether and how what you found met you objectives, and provide conclusions about your findings and their implications. Though it sometimes seems repetitive, these introductory and concluding remarks often make the difference in a readable and unintelligible piece. As someone once said, “tell them what you’re going to tell them, tell them, then tell them what you told them.” This rule applies also to sub-sections within the body of your paper: tie them to earlier sections, say what you’ll do, do it, then summarize and lead us into the next section.

Also keep in mind:

a. Try to be analytical and not just descriptive. That is, describe what others have said but do not accept it uncritically. The best literature reviews point out the important and useful parts of previous works and point out their shortcomings.
b. Define and clarify the concepts you use, especially those most central.
c. Organizing your paper in a logical sequence is possibly the most important step.
d. Document your statements, use social science and news sources of information, but do not plagiarize. That is, if you got an idea from somewhere, cite the source! For example, this syllabus borrows heavily from that of Professor Rubin (Rubin 1991: 3). If you use someone’s words, use quotes and cite them. Make it clear which are your ideas and which are the other authors’.
e. If you make subjective or value statements, support your opinion with factual information.
f. Where appropriate, relate your paper to material you learned in class.
g. Before turning it in, proofread your paper and make two copies. Turn in only one.
Congratulations. You have been appointed to the World Bank’s Inter-American Development Fund’s team of specialists who will be proposing solutions and judging requests for funding from the World Summit on Sustainable Development now underway in Johannesburg. As is common with such prestigious assignments, however, the work begins in just one week. Your reputation as an intelligent and informed member of the panel requires you and your team quickly assess the problems and potential of the issue on which you will be asked to deliberate. You need information, in a usable and digestible form, quickly. First, consider the main questions that you would need to answer to be able to evaluate the problems and promise of a nation.

Assignment: Choose one issue: conduct “rapid assessment” library and internet research on development patterns of that issue, write two-three page (single-spaced) “Executive Summary/Rapid Assessment” of the issue. Use the sites listed on the syllabus, but beyond that, no further readings are due [you should spend at least six hours on this].

These are to be handed in the day before our next meeting by 5:00, to be posted to the class email list on our Blackboard site. After that time read them for the seminar. At the end of this you will have a briefing book on the issues.

You should divide your summary into sections which should be labeled clearly for quick reading.
1. Main questions you believe you need to address to assess this problem and promise it might bring.
2. Basic description of the problem.
3. Social aspects of the issue. Sociological insights. For example, who is suffering most? Who is benefiting? Compare regions and nations by wealth and part of the world. Are there patterns in positions by Asian, African, or Latin American nations? What about by oil producers, the wealthy G-7 or poor G-77, or by Europe and the USA? Who within nations are benefiting and suffering because of your issue?
4. One or two paragraphs on what direction you believe this issue should be resolved.
5. One or two paragraphs on how you think it is likely to be resolve, at the WSSD and after. What is blocking better solutions?
ENVIROMENTAL SOCIOLOGY
Sociology 272

Tamara L. Smith
Loyola University of Chicago

Course Description
In this course, we will explore humans’ relationship with the natural environment. Particularly, we will study how people interact with each other in dealing with controversies surrounding how humans ought to relate to the natural environment. The course readings will provide an overview of major topics and concepts in the field. In class discussions we will critically analyze and apply the sociological imagination to real-life environmental crises. Homework assignments will give you practical experience in research, analysis, and persuasive writing and speaking. Although this class is listed in the sociology department, we will draw upon the knowledge of multiple disciplines, as well as activist sources. My hope is that you will finish this course with an urgent desire to use the knowledge and skills you honed throughout the semester to help resolve environmental problems.

Texts
In order to minimize your expenses, many of the readings will be in the class reader (for which I will charge only the cost of photocopying), as well as supplemental handouts that I will distribute throughout the semester. In addition to these, you will also need to buy or check out from a library the following books:


I would suggest consulting www.mysimon.com to compare prices of these texts on the internet. Please note: I will put at least one copy of each book on reserve at Cudahy Library.

Some of the course assignments require you to find articles from major newspapers or magazines. Below I’ve listed the web addresses of some of the periodicals you can use for these assignments:
Course Requirements
In this course I require several small assignments throughout the term and a larger research project at the end of the term. Every week (except as noted on schedule below) I will ask you to find and turn in (preferably via e-mail) an article relevant to the class from a major periodical. Three times during the semester you will choose an article about which you will answer several analytic questions. The following week you will submit a 2–3 page paper summarizing your analysis of the same article and answering further questions about the article. (See assignment sheet for details.) These short papers will give you experience in critically engaging with texts, and keep you aware of current issues in environmental sociology. You will also write an annotated bibliography, and give a 5-minute oral summary of your findings in class, due mid-term. This bibliography will allow you to explore a topic of your choice in-depth and will provide source materials for your final paper. You will give a short oral presentation of your final project findings during the last regular class meeting. You will also have the opportunity to gain extra credit points. You can:

1. Review books, films, or videos related to the class (mainstream theatrical-release films such as Silkwood, The Burning Season, A Civil Action, Erin Brockovich are acceptable, as are documentaries);

2. Attend and report on an environmental presentation, such as a conference or movement organization informational meeting; AND/OR

3. Participate in and report on an environmental activist event.

Assignment Points:

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<th>Assignment</th>
<th>Points each</th>
<th>Total points</th>
<th>Due dates</th>
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<td>Weekly articles</td>
<td>5</td>
<td>60 (c. 19% of grade)</td>
<td>Every week, except as noted below.</td>
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<td>Article questions</td>
<td>10</td>
<td>30 (c. 10% of grade)</td>
<td>1 Feb, 22 Feb, 28 Mar</td>
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<td>Article analysis papers</td>
<td>20</td>
<td>60 (c. 19% of grade)</td>
<td>8 Feb, 29 Feb, 4 Apr</td>
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<td>Annotated bibliography oral presentation</td>
<td>15</td>
<td>15 (c. 5% of grade)</td>
<td>21 Mar</td>
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<td>Annotated bibliography</td>
<td>50</td>
<td>50 (c. 16% of grade)</td>
<td>21 Mar</td>
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<td>Final paper draft outline</td>
<td>15</td>
<td>15 (c. 5% of grade)</td>
<td>11 Apr</td>
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<tr>
<td>Final paper</td>
<td>75</td>
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<td>Extra credit</td>
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Grading scale

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<td>80–89</td>
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<td>60–69</td>
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<td>59 or below</td>
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I will allow rewrites on all written assignments except for the final paper. If you decide to rewrite your assignment, your grade will not be negatively affected if you “do worse” the second time. You must turn in any rewrites within one week after receiving the original grade. You may choose a different article for the rewrite or you may re-analyze the original piece.

Schedule

Please note that some dates are tentative—particularly guest lecture dates. I will announce any changes to the schedule in class. Attendance is very important in this course. You are responsible for contacting me for pertinent information and obtaining notes from one of your classmates if you miss a session. All readings and assignments are due on the class dates listed below.

I. THE BASICS

18 Jan  First class; overview of course
        Video: Earth on Edge [excerpts]
        No readings or articles due.

25 Jan  Introduction to Environmental Sociology
        Bell Chapter 1: Environmental Problems and Society (pp. 1–32)
        Bell Chapter 5: The Ideology of Environmental Domination (pp. 145–172)
        Bell Chapter 6: The Ideology of Environmental Concern (pp. 173–206)
        Article due

1 Feb   Philosophical roots of environmental issues
        Bell Chapter 7: The Human Nature of Nature (pp. 207–241)
        Cronon Chapters 1–9 [will divide the chapters among the class]
        Guest Lecturer: Randall Honold, DePaul University philosophy department
        Article due
        Article analysis 1 questions due

8 Feb   Philosophical roots of environmental issues, continued
        Cronon Chapters 10–17 [will divide the chapters among the class]
        Article due
        Article analysis 1 paper due

15 Feb  Consumption and Population
        Video: Affluenza
        Bell Chapter 2: Consumption and Materialism (pp. 35–64)
        Bell Chapter 3: Money and Machines (pp. 65–101)
        Bell Chapter 4: Population and Development (pp. 103–141)
        Topic for annotated bibliography due; Article due

II. IMPORTANT ISSUES
22 Feb  **Agriculture, Biotechnology**  
Teitel, and Wilson: Genetically Engineered Food: Changing the Nature of Nature  
[excerpts]
Lappé and Bailey: Against the Grain: Biotechnology and the Corporate Takeover of Your Food [excerpts]  
Food First: Hunger Myths and Facts  
Chapters from Tokar: Redesigning Life:  
1. From Golden Rice to Terminator Technology: Why Agricultural Biotechnology Will Not Feed the World or Save the Environment  
6. Ecological Consequences of Genetic Engineering  
Guest lecturer: Ronnie Cummins, Organic Consumer Association  
*Article due*  
*Article analysis 2 questions due*

29 Feb  **Globalization; Agriculture, continued**  
Shiva: Biopiracy  
Video: Breaking the Bank [excerpts]  
[article from *Race and Class* Globalization issue; other readings]  
*Article due*  
*Article analysis 2 paper due*

7 Mar  **SPRING BREAK—NO CLASS**

14 Mar  **Environmental Justice**  
Irwin Weintraub: Fighting Environmental Racism: A Selected Annotated Bibliography  
Bullard: Dumping in Dixie: Race, Class, and Environmental Quality [excerpts]  
Bullard: Unequal Protection: Environmental Justice and Communities of Color  
[excerpts]  
Video: Towards environmental justice: an ecofeminist perspective  
*Article due*  
*Final project topic due*

21 Mar  **Ecofeminism**  
Seager: Earth Follies [will divide the chapters among the class]  
*Annotated bibliography due*  
*Short oral presentations on annotated bibliography*  
*No article due this week*

28 Mar  **Pollution and Community Action**  
Gibbs: Dying from Dioxin [will divide the chapters among the class]  
Excerpts from: Brown, Phil and Edwin J. Mikkelsen: No Safe Place: Toxic Waste, Leukemia, and Community Action  
*Article due*  
*Article analysis 3 questions due*
III. ENVIRONMENTALISM AS SOCIAL MOVEMENT

4 Apr  Organic Food, Critical Mass, Voluntary Simplicity Movements (liberal)
Bell Chapter 8: Organizing the Ecological Society (pp. 245-280)
Article due
Article analysis 3 paper due

11 Apr  Deep Ecology, Social Ecology (revolutionary/radical)
Lee:  Earth First! Environmental Apocalypse [excerpts]
Merchant:  Radical Ecology [excerpts]
Foreman:  EarthFirst! Manifesto
Guest lecturer:  Brian Tokar (or Cindy Milstein), Institute for Social Ecology
Article due
Final paper draft outline due

18 Apr  Greenwashing and “Astroturf” Groups (corporate)
Tokar:  Earth For Sale [will divide the chapters among the class]
Guest Lecturer:  Liane Casten, Chicago Media Watch
Toxic Sludge Is Good for You [excerpts]
Article due

25 Apr  Environmental Backlash (countermovement)
Helvarg:  The War Against the Greens [excerpts]
Rowell:  Green Backlash [excerpts]
Video:  Who Bombed Judi Bari?
Article due

2 May  Final Projects
Final projects oral presentations
No article due this week

9 May  Wrap-Up
Final projects oral presentations, continued [if class is too large to schedule all in previous session]
Final paper due
No article due this week
SOCIETY AND ENVIRONMENT: HISTORICAL AND CONTEMPORARY DYNAMICS, ISSUES, AND ETHICS

Sociology 332

David A. Sonnenfeld
Washington State University, Tri-Cities

Description

The relationship between humans and the non-human environment is complex and problematic. We are part of the environment/ ecosystem, even while we alter it for our own varied purposes. What are the philosophical, institutional, and ethical dimensions of this relationship?

Students in this course will study classical and contemporary social theory on humans’ relationship with the natural environment; examine the relationship between the political state and resource development, with an emphasis on the American west; learn about American environmental social movements; and engage in a debate about the controversial animal liberation movement. Several related films will be shown.

In addition to reading and discussing course texts and films, students will conduct a semester-long research project on a particular historical or contemporary environmental issue, and learn about local environmental issues through reading the Tri-City Herald.

Successful completion of this course fulfills “M”, writing in the major, requirements.

Prerequisites

Recommended: successful completion of lower division social science courses; upper division college writing proficiency or concurrent enrollment in writing class.

Requirements

Students are required to:

- Attend all lectures, discussions, and films; read the required texts;
- Read the Tri-City Herald daily;
- Each week, submit an abstract, written in your own words, of an article involving a local environmental issue from the Tri-City Herald (1 p., typed, double-spaced);
- Complete two mid-term exams and a final exam;
- Complete a research paper on a topic relevant to the course; due by the beginning of the last class session (Wed., Dec. 12, 7:15 pm). It should be typed, double-spaced, c. 10-12 pp. in length, plus references, and include proper citations (see Lester 1999); and
- Make an oral presentation at the end of the semester based on your research.

See the course website (address below) for further information on the semester-long research project and weekly newspaper abstracts.
Grading
Mid-terms (2) & final examination 40%
Term paper & oral presentation 30%
Attendance, participation & weekly abstracts (11) 30%

Texts

Required

Tri-City Herald, daily & Sunday subscription

Recommended

Films

Research Assignments
#1 Identify tentative topic; begin background library research; request interlibrary loans as necessary (Week 1)
#2 Research proposal due – 1 p., typed, double-spaced; plus preliminary bibliography (Week 3)
#3 Working paper due, including updated bibliography; informal presentation of preliminary findings (Week 7)

#4 Abstract, detailed outline, and bibliography due for final paper (Week 13)

#5 Oral presentations; research portfolio (including final paper) due no later than the beginning of last class session (Week 15)

Schedule

Social Theory & the Environment

Week 1 - Introduction
Monday – Class Introduction

Recommended

Lester, Writing Research Papers
*** Read the Tri-City Herald daily ***

Wednesday – Library Orientation

Library orientation & tour *** Meet in the CIC Library ***

Week 2 – Property Theory I: Classical Liberal & Reform Perspectives
Monday

Required

Macpherson, Property, ch’s 1-2
*** Newspaper Abstract #1 DUE ***

Wednesday

Required

Macpherson, Property, ch’s 2-3

Week 3 - Property Theory II: Marxian & Utilitarian Perspectives
Monday

Required

Macpherson, Property, ch’s 4-5
*** Newspaper Abstract #2 DUE ***

Wednesday

Required

Macpherson, Property, ch’s 5-6, 12

*** Research Assignment # 1 DUE ***

Week 4 – Property Theory III: Contemporary Conflicts
Monday

Film:

The New Range Wars. 1991. (57 min.)

*** Newspaper Abstract #3 DUE ***

Wednesday

Mid-Term Examination
Historical Perspectives

Week 5 - Western Water I: Water & Power

Monday
Research Workshop I – Round Table: Research Topics

*** Newspaper Abstract #4 DUE ***

Wednesday

Film:

_Cadillac Desert._ 1997. PBS. (270 min., VHS);

Week 6 - Western Water II: The Political State & Resource Development

Monday

Required

Worster, _Rivers of Empire_, ch’s 1-2

*** Newspaper Abstract #5 DUE ***

Wednesday

Required

Worster, _Rivers of Empire_, ch’s 3-4

Week 7 - Western Water III: Water & the Modern West

Monday

Required

Worster, _Rivers of Empire_, ch’s 5-6

*** Newspaper Abstract #6 DUE ***

Wednesday

Required

Worster, _Rivers of Empire_, ch’s 6-7

Social Movements

Week 8 – American Environmentalism I: Historical Roots

Monday

Research Workshop II – Round Table: Preliminary Findings

*** Research Assignment #2 (Progress Report) DUE ***

Wednesday – Urban & Industrial Origins

Required

Gottlieb, _Forcing the Spring_, ch’s 1-2

Week 9 - American Environmentalism II: Race, Class & Gender

Monday – The Role of Women & Minorities

Required

Gottlieb, _Forcing the Spring_, ch’s 6-7

[note: this assignment is not a typographical error – we will be reading some of the ch’s in a different order than in the book]

Recommended

Brown, _No Safe Place_

Film

_Toxic Racism._ 1994. WGBH. (60 min.)
*** Newspaper Abstract #8 DUE ***
Wednesday – Occupational Health & the Environment
Required
  Gottlieb, Forcing the Spring, ch’s 7-8
*** Assignment # 6 Due ***
Week 10 - American Environmentalism III: Professional & Grassroots
Monday
Required
  Gottlieb, Forcing the Spring, ch’s 4-5
Recommended
  Brulle, Agency, Democracy, and Nature
*** Newspaper Abstract #9 DUE ***
Wednesday
Mid-Term Examination
Environmental Ethics
Week 11 – Animal Liberation I – Ethics & Politics
Monday – Ethics & Animals
Required
  Singer, Animal Liberation, Prefaces, ch’s 1-2
Recommended
  Singer, How Are We To Live?
*** Newspaper Abstract #10 DUE ***
Wednesday – Meat Factories
Required
  Singer, Animal Liberation, ch 3
Guest Speaker
TBA
*** Research Assignment # 3 DUE ***
Week 12 – Animal Liberation II – Human-Animal Relations
Monday – Holiday: Veteran’s Day – No Class
Wednesday – “Speciesism”
Required
  Singer, Animal Liberation, ch’s 4-6, Appendices
*** Newspaper Abstract #11 DUE ***
THANKSGIVING BREAK
Week 13 – Animal Liberation III – Debate
Monday
  Working session in preparation for the debate
Wednesday
  Debate
  Conclusion
Week 14 – Special topic: Sociology of Risk
Monday – The Risk Society I
Required
  Beck, Risk Society, ch. 1, Risk Distribution
(reading available on 2-hr. reserve at the CIC Library)

**Recommended**

Perrow, *Normal Accidents*

*Wednesday – The Risk Society II*

**Required**

Beck, *Risk Society*, ch. 2, Politics of Knowledge

(reading available on 2-hr. reserve at the CIC Library)

**Week 15 – Student presentations**

*** Semester-Long Research Paper Due, Wed., Dec. 12, 7:15 pm ***

**FINAL EXAMINATION**

**Notices**

**Accommodations**

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may cause requested accommodations to be unavailable. All accommodations must be approved each semester by the Disability Services Coordinator, West 269B, tel. (509) 372-7351.

**Academic Integrity**

*Plagiarism* entails knowingly representing others’ work as your own without properly acknowledging the source. It includes copying material from course texts and other published materials, “cutting and pasting” from electronic sources, and unattributed paraphrasing. Acts of academic dishonesty are defined in the Student Handbook and are violations of Washington State University’s Standards of Conduct. Students will be accountable for such acts. If you have any questions about how to properly use & cite others’ work, please consult Lester (1999, ch. 5), your instructor, and other campus resources.

**SOCIETY AND THE GLOBAL ENVIRONMENT**

*Sociology 389/689*

Russell A. Stone

*American University*
Course Description

An exploration of the relationship between the environment and society, looking at how sociologists and others have analyzed the growing concern for environmental quality at the local, national and global levels. The course will discuss the emergence of the “environmental movement,” the areas of human knowledge and activity that have merged into current environmentalism, and several theoretical approaches that sociologists bring to analysis of the relationship between the environment and society. Organization theory, demography, global modeling, public opinion and attitude research, international conferences, key crises, technological change, and international development have all influenced, and been influenced by the society-environment relationship, and these will be considered in a comparative context.

Required Books (available in University Bookstore from <efollett.com> - all paperbacks)

Bell, Michael, An Invitation to Environmental Sociology, Pine Forge Press, 1998

French, Hilary, Vanishing Borders, Norton/Worldwatch, 2000


Additional readings may be made available on reserve in Bender library (downstairs), distributed in class, or required from the Internet. Fair use copyright guidelines permit a reader to make one copy for personal use.

Course Format and Requirements

This course consists of lectures, readings, and informal discussions; individual presentations; perhaps some films or video views; and written assignments, some of which will be shared with classmates. We may have one or more guest speakers who will also lead discussions. Since the enrollment for this course will likely include of students from varied backgrounds, we will encourage examples, comments and illustrations drawn from the personal experiences of class members. Participants are expected to assist and further the learning of others in the course as well as their own. People may participate in “panels” that will be responsible for enhancing our discussion by bringing questions and critical comments from the readings to each meeting for consideration. Individual or collaborative research projects will also be described in class as work progresses, widening the range of topics to be considered beyond those in the readings and lectures. You are encouraged to bring additional relevant materials to the attention of the class - readings, videos, Internet sites, etc. - and to share your own experiences and insight.

Requirements

Class participants are expected to do the reading for each class in advance and to come to class prepared to take responsibility for their own in-class learning by: listening knowledgeably; asking questions to increase their understanding; discussing issues in order to develop an informed point of view; remembering and integration class concepts into their own overall knowledge base; and contributing to enhancing the learning of others in the course.
Grades will be based on four elements:

1. **commentary notes (handed in before each class) and class participation/discussion leadership.**
   The nature of the commentary notes, discussion leadership, participation and subsequent “write-up” will be described at the first session. (Also, see guideline below.) Effective contribution to the class, and overall seminar participation will be worth **20%** of the final grade.

2. **two commentary write-ups**, to be submitted one week after your discussion leadership in class or your commentary note is chosen for write-up. (15% each, total **30%**)

3. a **mid-term research project**, individual or collaborative, your choice. Possible projects will be discussed in the first and second sessions, and a **written 1-parag. description** of your project will be due at the **fourth meeting, Feb. 6.** It may be a “free-standing” project, or it may be a preliminary segment of a larger project, if you choose to continue with the topic for your final project. The project itself is due **March 6.** (20%).

4. a **final research project**, individual or collaborative, your choice. This may be a **substantial extension** of your project begun earlier, or you may shift to a new topic, possibly based on your explorations or discussions in the course. Collaborations may continue, new ones may be established, or you can work individually. Plans must be finalized, **in writing, by March 27.** The project itself is due **May 1.** (But, shoot for Apr. 24, last class). (30%)

**Guidelines** for Commentary Notes, and Commentaries

Handing in a “**commentary note**” will be your “**ticket of admission**” to **each** class (unless you are a discussion leader for the meeting). The note should be a brief comment, question, or point of discussion based on the readings for the class, and on your own experience/perceptions that relate to the topic/readings of the day. It can be as short as a 1-sentence question that you wish to have discussed, or a short paragraph commenting on, or criticizing the reading of the day. You may also raise related issues from current happenings, from your research project, or from your own experience. The “catch” is, your commentary note may be chosen for discussion in any given class. If so, you must be prepared to elaborate on what you wrote and help lead a discussion on the topic.

If you are called upon, you will be expected to **write up** an extended essay on the topic, building on the class discussion and elaborating your own commentary. This will be due at the beginning of the next class. Each participant will do **two** write-ups during the semester. Expected length, about 5-6 pages (1500 words) or more.

Your commentary should include a brief oral discussion about your commentary note. **Remember** that everyone in the class will have read the books **ahead of time**, so your commentary should focus on your own comments, comparisons, questions, and critique. (Don’t be shy about criticizing ideas or commenting on them - there are no “right” or “wrong” views - and diverse opinions and comments make things more interesting!)

As part of your presentation, tell us about yourself and your experiences related to the course. Have you done, or are you doing environment-related work? travel? research? What have you experienced that relates to the topic of today, or other course topics?

As the course progresses, you will also be asked to update us on your **research project**.

**Attendance**
We meet once a week for 2 hours in a time block designed for seminars, so missing even one class results in your losing a substantial portion of the course material. A variety of learning activities will take place at each class meeting, requiring your active participation. Regular and punctual attendance each week is expected, and will be checked at the beginning of each class. Attendance and participation that reflects timely mastery of the readings will be taken into account in reaching a decision on “borderline” grades. Cutting class/leaving early (even once!) can result in a grade reduction. If a problem arises making it impossible for you to attend a class, I appreciate being informed, in advance if possible. In any event you are responsible for making up work you missed (check with classmates), and no one is excused from scheduled presentations or deadlines for written assignments. Late projects or assignments will be graded down, unless you have prior permission, for good cause.

Grading Standards

Student performance in this course will be guided by the following standard criteria:
A  Excellent work in fulfilling each course requirement - improvement during the semester will be taken into account.
B  Very Good work in fulfilling each course requirement - with evidence of improvement taken into account.
C  Satisfactory, acceptable work in fulfilling each course requirement.
D  Unsatisfactory or incomplete work.
F  Failure to meet minimum course goals and expectations.

A letter grade will be assigned for each of the grading components, using the University’s standard grading system (A, A-, B+, etc.). The final grade will be the weighted average of the grades (grade x % weight). Papers and written answers are evaluated on the basis of factual accuracy, comprehensiveness and precision, effective and persuasive argument, organization, attention to elimination of errors in spelling and grammar, and evidence of editing and polish. For oral presentations and participation in discussions we listen to assess thoughtfulness, evidence of reading and applying ideas from the course, mastery of the subject matter, ability to identify and present the main points, and comparisons/synthesis of materials.

An incomplete grade is not possible in this course other than for documented reasons of health or emergency beyond the student’s control. If approved by the instructor, an incomplete agreement must be completed in writing before the day of the final exam.

Written work submitted after the deadline will be graded down, but all the work must be submitted to avoid an F for the course. Papers may not be rewritten or resubmitted. An original paper or an exam may be reassessed if you believe it has been unfairly evaluated, but if you choose this option you take the risk that the original grade may be lowered in the reevaluation. All papers and research work should include full citations, in proper academic format, of all sources used or consulted.

Academic Integrity

The Academic Integrity Code of American University describes the standards for academic conduct, rights and responsibilities of members of the academic community, and procedures for handling allegations of academic dishonesty. A copy of the code may be obtained from the Office of the University Registrar. Your continued registration in this course means you acknowledge awareness of the Code and agree to abide by it. Violations of the Code will not be tolerated and offenses will be reported to the Dean of the College of Arts and Sciences for academic hearing and discipline. In particular, all written work should be your own. Plagiarism consists of presenting someone else’s work as yours, whether it is from another student or the author of a book, article, or Internet posting that you have read. When in doubt, cite the
source. The course does actively encourage discussion among class members, with the instructor - inside and outside the classroom, and with others in your academic community. However, when it comes to writing a paper, it must be your own thoughts in your own words. Submission of collaborative papers (two or more authors) signifies agreement that the authors have contributed equally to the project (same grade for all authors), and that the amount of work reflects (it will be evaluated as) the equivalent of two (or more) individual projects.

Course Outline and Schedule (tentative)

Jan. 16  Introductions - all around - the topic, the class, the books, the projects/requirements
Introduction to the Course - What is Environmental Sociology? - aspects and topics.
  What’s “global” about it? Preliminaries, and organization.
  How environmentalism all began . . . one view.
  Rachel Carson’s *Silent Spring* -VHS3110 or Fooling with NatureVHS5187

Jan. 23  Environment Issues - Social Science links

Jan. 30  Eco-systems and Social Systems - and “evolution” in social thought
  Readings: *Bell*, Chap. 2; *Harper*, Chap. 2;


Feb. 13. Demography: - Population, food and Development - Malthusianism, old and neo-

Feb. 20  Ideologies and Envir. Domination - Religion, Individualism, Gender/Patriarchy
  Readings: *Bell*, Chap. 5

Feb. 27  Ideologies and Envir. Concern - Moralism, Materialism, Democracy/equality
  Readings: *Bell*, Ch.6

March 6  The “Social Constructionist” Approach
  Readings: *Bell*, Chap. 7. (+ project 1 due)

SPRING BREAK

March 20 Collective Action - Avoiding the “Tragedy of the Commons,” - Sustainable Living
  Readings: *Bell*, Chap. 8. + environmental. justice

March 27. Energy - Social and Policy aspects
  Readings: *Harper*, Chap. 6. (+ project 2 statement due)

April 3. Social Theories – Future studies and the “Limits to Growth” controversy

April 10. Attitudes and Action - American environmental movement, and public opinion
  Readings: *Harper*, Chap. 9. (+ the case of Love Canal)
April 17. **Questioning Social Structures** - Markets, Politics, and Policy  

April 24. **Global Issues** – dealing with growing globalization  
Readings: *French*, Chaps. 9-10, *Harper*, Chap. 10. (+ project 2 due today, or May 1, noon at latest)
Environmental Interest Groups

This is a list of some of the major environmental interest groups (and a couple that aren’t so major) in the U.S. Some that you are familiar with may not be listed either because they were overlooked or because they do not have a World Wide Web “home page.”

Defenders of Wildlife  http://www.defenders.org/
Friends of the Earth  http://www.foe.org/
Greenpeace International  http://www.greenpeace.org/greenpeace.html
Izzac Walton League  http://www.planetcom.com/iwlar/
League of Conservation Voters  http://www.lcv.org/
National Parks and Conservation Association  http://npca.org/
National Wildlife Federation  http://www.igc.apc.org/nwf/
Natural Resources Defense Council  http://www.nrdc.org/nrdc/
Nature Conservancy  http://www.tnc.org
Sierra Club  http://www.sierraclub.org
Western Environmental Law Center  http://www.efn.org/~welc/index.htm
Wilderness Society  http://www.wilderness.org
World Wildlife Fund (US)  http://www.wwf.org

Research Organizations *

Resources for the Future  http://www.rff.org
Worldwatch Institute  http://www.worldwatch.org
World Resources Institute  http://www.wri.org
Millennium Institute  http://www.igc.apc.org/millenium

Government and International Organizations *

The World Bank (IBRD)  http://www.worldbank.org
Agency for International Development (USAID)  http://www.info.isaid.gov
U.N. Environmental Program  http://www.unep.no or http://www.unep.ch/unep.html
Environmental Protection Agency (EPA- USA)  http://epa.gov/
Sweden  http://www.tellus.com
- try other countries!
President’s Council for Sustainable Development  http://www.whitehouse.gov/WH/EOP/pcsd

The Environmental Movement
The following are groups that are part of the environmental movement as distinguished from environmental interest groups. Some that you are familiar with may not be listed either because they were overlooked or because they do not have a World Wide Web home page.

Alliance for Justice  http://essential.org/afj/
Citizens Clearinghouse on Hazardous Wastes  http://www.essential.org/cchw
Environmental Justice

Environmental Justice is an emerging and powerful part of the environmental movement that emphasizes the impacts of environmental insults on the poor, the powerless, people of color, women, and children.

EcoNet’s Environmental Racism/Environmental Justice Resources
http://www.igc.apc.org/envjustice/
The Environmental Justice Gopher gopher://gopher.igc.apc.org/11/environment/envjustice (for information about numerous groups and issues)
The President’s Executive Order on Environmental Justice
http://www.fs.fed.us/land/envjust.html

Environmental Publications

The following are some of the major, influential, and/or notable periodicals in the environmental arena:

Audubon Activist http://www.audubon.org/audubon/atoc.html
Defenders’ Magazine http://www.defenders.org/magazine.html
Earth First! Journal http://www.envirolink.org/orgs/ef/
National Parks Magazine http://npca.org/np/96-07/ja96-mag.html
Sierra http://www.sierrac club.org/sierra/

Source: Rik Scarce’s Environmental Sociology course web site, with additions (* Additional Categories)

Networks and Links *

Communications for a Sustainable Future http://csf.colorado.edu
ASA section is EnvTecSoc
ECOLECON is Envir. Economics
RACHEL’s Newsletter http://www.envirolink.org/pubs/rachel
The Earth Council (Costa Rica) http://www.ecouncil.ac.cr
Envirolink http://www.envirolink.org has ENS - Envir. News Service
Global Network for Environment and Technology http://www.gnet.org
Green Pages http://eco-web.com

BOOKS on Environmental Sociology (Give me your favorites to add to the list !)
SILENT SPRING - Rachel Carson
SMALL IS BEAUTIFUL - Schumacher
THE POPULATION BOMB - Paul Ehrlich
THE CLOSING CIRCLE - Barry Commoner
STATE OF THE WORLD series - World Watch Institute
THE LIMITS TO GROWTH - D. Meadows et al.
MANKIND AT THE TURNING POINT - A. Pecei
THE SOCIOLOGY OF SURVIVAL: Social Problems of Growth - Charles Anderson
OVERSHOOT: The Ecological Basis of Revolutionary Change - William Catton
GLOBAL 2000 - Gerald Barney
THE ECO-SPASM REPORT - Alvin Toffler
THE RESOURCEFUL EARTH - Julian Simon and Herman Kahn (reply to Barney)
SCARCITY OR ABUNDANCE - A DEBATE - Julian Simon and Norman Myers (AU reserve)
LOVE CANAL: Science, Politics and People - Adeline Levine
LOVE CANAL: MY STORY - Lois Gibbs
THE ENVIRONMENT: FROM SURPLUS TO SCARCITY - Allan Schnaiberg
ENVIRONMENTALISTS: Vanguard of a New Society - Lester Milbrath
ENVISIONING A SUSTAINABLE SOCIETY - Lester Milbrath
EARTH IN THE BALANCE - Al Gore
NO TURNING BACK: Dismantling the Fantasies of Environmentalism - Wallace Kaufman
ENVIRONMENT, ENERGY AND SOCIETY - Graig Humphrey and Frederick Buttel
EARTH CARE: Women and the Environment - Carolyn Merchant
RADICAL ECOLOGY - Carolyn Merchant
EARTH FOLLIES: Coming to Feminist Terms with the Global Envir. Crisis - Joni Seager
ECOPOPULISM: Toxic Waste and the Movement for Environmental Justice - Andrew Szasz
SOCIOLOGY, ENVIRONMENTALISM, GLOBALIZATION - Steven Yearley
ECOLOGICAL RESISTANCE MOVEMENTS - Bron Raymond Taylor, ed
ENVIRONMENTAL ACTIVISM AND WORLD CIVIC POLITICS - Paul Wapner
ATTITUDES TOWARD THE ENVIRONMENT - Everett Ladd
ENVIRONMENTAL VALUES IN AMERICAN CULTURE - Kempton et al.
GREEN DEVELOPMENT - William Adams
PEOPLE, PENGUINS AND PLASTIC TREES - Pierce and Van de Veer
GREEN DEVELOPMENT - William Adams
ENVIRONMENT, GROWTH AND DEVELOPMENT: Sustainability - Peter Bartelmus
ONLY ONE EARTH - Barbara Ward
AMERICAN ENVIRONMENTALISM - Riley Dunlap and Angela Mertig
ENVIRONMENT AND SOCIETY-THE ENDURING CONFLICT-A. Schnaiberg and K. Gould
VIEWING THE WORLD ECologically - M. Olsen, D. Lodwick and R. Dunlap
A CIVIL ACTION – Jonathan Harr
INTERNATIONAL HANDBOOK OF ENVIR.SOCIOLOGY – M. Redclift and G. Woodgate
HANDBOOK OF ENVIRONMENTAL SOCIOLOGY - R. Dunlap and W. Michelson
“JOURNAL OF SOCIAL ISSUES” - Fall 2000 – new Dunlap scale, etc.
THE SKEPTICAL ENVIRONMENTALIST – Bjorn Lomborg
ENVIR. PROBLEMS AND HUMAN BEHAVIOR – Gardner and Stern
COURSE DESCRIPTION
In this course you will learn about environmental sociology – the study of interactions between humans and the environment. This will involve issues from a diversity of disciplines including anthropology, biology, economics, geography, and history. We will explore how human societies affect the environment, and, in turn, how human societies are shaped by the environment. As the title of the course suggests, we will examine the role technology plays in mediating societal-environmental interactions, and the risks that societies generate through the development of technologies and modification of the environment.

REQUIRED TEXTS

Optional Text

OTHER READINGS may be assigned. I will either put them on reserve in the library for you to read, or I will direct you to an appropriate website to access them. These readings will be announced in class and you will be responsible for reading them whether or not you were in attendance when they were announced.

Graded Assignments

**Two Exams (50 points each):** There will be a mid-term and a final exam. For both exams you will be responsible for all material covered in class and in the readings (including readings from the required texts and any other readings assigned in class). The mid-term will be given in class (11/5) and will be a mixture of multiple choice, short answer and essay. The final will be a take home essay exam. It will be handed out the last day of class before finals week (December 3rd) and will be due Thursday of finals week (December 12th) by 4pm in the sociology office, 736 PLC (we will NOT meet in class on finals week).

**Project proposal (20 points) and final project paper (60 points):** The project for this class involves you making some change in your lifestyle that reduces your impact on the natural environment or serves to bring about environmentally positive social change. This is intended to be a challenging and educational project whereby you can experience the structural, social,
cultural and other factors that constrain widespread social change along ecologically sensitive lines. You will select what type of change in your lifestyle you would like to make. Some examples of changes include becoming a vegetarian or vegan, giving up driving a car, purchasing only locally produced products, and not using electricity. You may also choose to engage in some form of environmental activism. The length of time you will need to continue with this behavior depends of the difficulty entailed. I expect that four (4) weeks would typically be a sufficient amount of time for most types of lifestyle changes, although some maybe much shorter (for example, giving up electricity for three days would probably be sufficient). The key point is that the behavior must be a change – i.e., not something you do already. The project does not require that you are successful at making the change, only that you make a sincere attempt at it. You will be required to make a short proposal (2-4 pages) of what you intend to do (basically laying out the ground rules and duration of time you think appropriate) and explaining briefly why it is important for the environment. This proposal will be due on October 15th. I may require that you make some modifications to the plan (for example, choose a different activity or change the duration of time). Once I have approved the proposal you should implement the change and keep a journal of your experiences (note that you are not required to turn in this journal). You may find the change quite difficult and you may have failures at certain points – that is part of the learning experience. The final paper should be 10-15 double-spaced typed pages and explain (1) the details of the lifestyle modification you made, (2) the environmental significance of the lifestyle modification (including citation of appropriate sources to back up your claims), and (3) what you learned from the experience. One book that may be useful in selecting a lifestyle modification that may reduce your impact on the environment is the optional book listed above by Brower and Leon. You will be graded on how creative you are in developing and implementing your project and how well you research and write your paper. I will provide more details on this project in class and you should speak to me (or send me an email) to seek clarification if you are uncertain how to proceed or just want to discuss any options you are considering. We will regularly discuss how your projects are going in class. Note that illegal activities cannot be part of your project.

Various in class activities (20 points): From time to time in class there may be a pop quiz or other assignment. These will not be announced in advance and you can only receive credit for them if you are in attendance (or have a legitimate excuse and inform me that you will be absent before class).

Additional requirement for graduate students – in class lecture (50 points): In addition to being held to higher standards on the other assignments, graduate students will also be required to give a 50 minute lecture to the class on a topic and date to be negotiated. All graduate students will need to schedule a meeting with me to discuss this assignment.

SUBMITTING WRITTEN WORK
All work due on a particular day should be submitted in class. If, for some reason, you cannot be in class on the day an assignment is due you can turn in the assignment to the sociology office (736 PLC) before class. Late work will not be accepted. If you do submit work to the sociology office it would be in your interest to have the sociology department secretary stamp your paper with the official department date stamp. DO NOT submit work via email or under my office door!
All written work should be typed, double-spaced, using a reasonable sized font -- not too large and not too small. Typically, 12-point font is appropriate.
I will be happy to discuss any concerns or complaints about points awarded on written work or comments/editorial suggestions made on your papers. I have a set of standard expectations for evaluating written work and am looking for thoroughness, thoughtfulness, and insight when grading your papers. However, if you would like me to review your points on any paper, I ask that you put your questions or
concerns in writing and attach them to your paper so that I can review both before discussing them with you.

CLASSROOM POLICIES

Academic Etiquette: Please arrive in class on time and do not leave early (or pack up to leave early). Both arriving late and leaving early can be very disruptive. In addition, any talking while another member of the class is speaking (this includes me) will not be tolerated. Most importantly, you are at all times required to be respectful to all members of this class.

Academic Integrity: Cheating and plagiarizing (submitting the work of others as your own) are serious offenses. Plagiarism refers to borrowing the work, ideas, or knowledge of others for personal gain. It includes exam cheating, borrowing from published sources without citation, and using the ideas of others without citation. **Cheating or plagiarizing will result in an F for the course** and your name will be submitted to the University administration.

Participation: Success in this class depends largely on your level of participation in the classroom. While I realize that all students do not feel comfortable speaking in class, my hope is that we can make this an atmosphere in which everyone will feel that they can participate. Each student is responsible for attending class, being prepared for class, and contributing to the activities in class. We will frequently discuss the topics covered in this course, some of which may be controversial. I hope that discussions will be lively and interesting. I encourage everyone to feel free to engage enthusiastically in these discussions. This is a safe environment in which I want all students to feel comfortable. To ensure that our discussions will be productive, it is essential that at all times you are respectful to other members of the class. Raised voices, insults, and threats are NEVER appropriate. If you behave disrespectfully toward other members of the class, you will be asked to leave.

Attendance: I expect you to be in class, although I will not typically take attendance. Each of you will be responsible for any material, announcements, assignments, and/or schedule changes made during lecture. If you miss a lecture you will need to ask another student for details of what was covered in class; I will not repeat information in class for those who have missed classes. Also, note that 20 points of your grade comes from “various in class activities” (see above) that will not be announced in advance, for which you will receive credit only if you are in class.

Disability Accommodations: Reasonable accommodations are available for students who have a documented disability. **Please notify me during the first week of class** of any accommodations needed for this course.
# Reading/Assignment Schedule**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and course overview</td>
<td>Syllabus</td>
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<tr>
<td>10/1</td>
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<tr>
<td>Week 2</td>
<td>Environmental sociology –history and domain</td>
<td>HLB Ch. 1-2</td>
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<tr>
<td>10/8</td>
<td></td>
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<tr>
<td>Week 3</td>
<td>Population, development, and the environment</td>
<td>HLB Ch. 3-4</td>
<td>Project proposal due</td>
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<tr>
<td>10/15</td>
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<tr>
<td>Week 4</td>
<td>Energy Environmental Movements</td>
<td>HLB Ch. 5-6</td>
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<tr>
<td>10/22</td>
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<tr>
<td>Week 5</td>
<td>Sustainable Development</td>
<td>HLB Ch. 7-8</td>
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<tr>
<td>10/29</td>
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<tr>
<td>Week 6</td>
<td>Discussion and Review Mid-term Exam</td>
<td></td>
<td>Mid-term Exam (in class)</td>
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<tr>
<td>11/5</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Environmental history</td>
<td>O’Brien Ch. 1-4</td>
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<tr>
<td>11/12</td>
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<td></td>
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<tr>
<td>Week 8</td>
<td>Science and society</td>
<td>O’Brien Ch. 5-8</td>
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<tr>
<td>11/19</td>
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<tr>
<td>Week 9</td>
<td>Technological risks</td>
<td>O’Brien Ch. 9-14</td>
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<tr>
<td>11/26</td>
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<tr>
<td>Week 10</td>
<td>Ecological reform</td>
<td>O’Brien Ch. 15-18</td>
<td>FINAL PROJECT PAPER DUE HAND OUT FINAL EXAM (DUE 12/12)</td>
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<tr>
<td>12/3</td>
<td></td>
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<tr>
<td>Finals Week</td>
<td>NO meeting this week. The final exam is due by 4pm on Thursday (12/12) in the sociology office, 736 PLC.</td>
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Readings listed for each week should be completed before class that week.

**Disclaimer**: We will try to stick to this syllabus and reading schedule. However, I reserve the right to make changes. Students will be notified in class in advance. (I am not responsible for those absent from class).
Grading

I do not grade on a curve – the grades are based on points alone. Note, however, that in the unlikely event that the overall average grade for the class is particularly low, I may give everyone a set number of points in order to improve the average – i.e., any potential changes to the grading system will only serve to improve your grade and will be given fairly to everyone. The points scale listed below is for undergraduates only – for graduate students the same percentage scale will be used, but there are a total of 250 points possible.

A - Superior, a mark of excellence
A+ 195-200 points (97.5 – 100%)
A 186-194 points (93 – 97%)
A- 180-185 points (90 – 92.5%)

B - Outstanding, very good
B+ 175-179 points (87.5 – 89.5%)
B 166-174 points (83 – 87%)
B- 160-165 points (80 – 82.5%)

C - Good, average for most college students
C+ 155-159 points (77.5 – 79.5%)
C 146-154 points (73 – 77%)
C- 140-145 points (70 – 72.5%)

D - Passing but needs improvement
D+ 130-139 points (65 – 69.5%)
D 120-129 points (60 – 64.5%)

F - below 60% is not a passing grade

Project proposal (20 points) ________________________
Mid-term Exam (50 points) ________________________
Final project paper (60 points) ________________________
Final Exam (50 points each) ________________________
Various in class activities (20 points) ________________________

TOTAL EARNED ________________________

Divide total earned by total possible to get your percentage:  TOTAL EARNED = %
200 (possible)
In the future, the continued degradation of natural resources, shortcomings in environmental responses, and renewable resource constraints may increasingly lead to food insecurity and conflict situations. Changes in global biogeochemical cycles and the complex interactions between environmental problems such as climate change, ozone depletion, and acidification may have impacts that will confront local, regional, and global communities with situations they are unprepared for. Previously unknown risks to human health are becoming evident from the cumulative and persistent efforts of a whole range of chemicals, particularly the persistent organic pollutants. The effects of climate variability and change are already increasing the incidence of familiar public health problems and leading to new ones, including a more extensive reach of vector borne diseases and a higher incidence of health-related illness and mortality. If major policy reforms are not implemented quickly, the future might hold more such surprises.

United Nations Global State of the Environment Report

COURSE DESCRIPTION

This seminar course examines environmental phenomena from a political economic standpoint. Topics covered in this course include theories of political economy, the role of environmental sociology in explaining the human dimension of the environment, the nature of the modern environmental state, national and grassroots political responses to environmental hardships and grievances, the political economy of land use and distribution of environmental hazards, and societal adaptations to environmental crises. Because this course is a senior seminar, it requires active participation, critical interrogation of course readings, and lively intellectual discussion.

REQUIRED TEXTS


COURSE OBJECTIVES

1. Provide students with a repertory of concepts and theories to understand the impact of political economic arrangements on environmental phenomena.
2. Introduce students to methodological and philosophical issues with regard to the reciprocal relationship between society and the environment.

3. Improve students’ critical thinking and writing skills through intensive reading and writing assignments.

4. Provide students an opportunity to conduct an in-depth political economic analysis of an environmental issue in a group setting.

5. Encourage students to think of environmental problems from a critical standpoint to rise above personal indifferences to public issues.

COURSE REQUIREMENTS AND EVALUATION

REFLECTION ESSAYS

Reflection essays provide students an opportunity to interact critically with course materials, allowing for clarification thoughts, and preparation for meaningful class discussion. Reflection essays must incorporate assigned readings with proper annotation and citation method. Students are responsible for completion of four of eight reflection essays. Reflection essays are worth 50 points each, totaling 200 points. No late reflection essays will be accepted, and no more than 4 reflections essays will be graded.

1. Contrast the various approaches to understanding political economic arrangements in society. Due September 11th.
2. Detail the various human impacts on the biophysical environment. Due September 18th.
3. Justify the role of social science in explaining the human dimension of environmental phenomena. Due October 4th.
4. React to the following statement: The modern capitalist state is an instrument of the ruling class with regard to environmental policy. Due October 25th.
5. Explain, roots, rise, and significance of the modern environmental movement to the political economy of society. Due November 6th.
6. What are the causes of grassroots environmentalism? Due November 15th.
7. React to the following statement: Economic factors, not race, bear much of the explanatory weight for the geographic distribution of undesirable land-uses. Due December 4th.
8. Is capitalist mode of production sustainable? Due December 11th.

ATTENDANCE, PARTICIPATION AND DISCUSSION

Students are expected to attend all classes and actively participate by completing all required reading. Students who do not attend class will not be able to pass this course. Students are advised strongly to notify me in advance of any absences for which they wish to be excused. Each class period students (as assigned in class) will be responsible for leading class discussion. This involves a 20-25 minute informal presentation of the assigned reading, providing a summary and critical analysis. Students leading class discussion are responsible for providing each class member with a handout. Participation is worth a maximum of 100 points toward the final course grade.

GROUP PROJECT
The purpose of the group project is to conduct an in-depth, political economic investigation of an environmental issue at the municipal, provincial, or national level. The group project comprises five components:

1. Project Proposal (1-2 pages) outlining broadly the research topic. Due September 18th. Worth 25 points.
4. Group Presentation of research (20 minutes plus 10 minutes of question and answer). December 11th. Worth 25 points.

FINAL GRADE SCALE

The total number of points you earn on reflection essays, participation and group project determine your grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>450+ points</td>
</tr>
<tr>
<td>B+</td>
<td>440-449 points</td>
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<tr>
<td>B</td>
<td>400-439 points</td>
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<tr>
<td>C+</td>
<td>390-399 points</td>
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<tr>
<td>C</td>
<td>350-389 points</td>
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<tr>
<td>D</td>
<td>325-349 points</td>
</tr>
<tr>
<td>F</td>
<td>less than 324 points</td>
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</table>

INCLEMENT WEATHER POLICY

The University of Tennessee, Knoxville will remain open except in the most severe weather conditions. The Chancellor may officially close or suspend selected activities of the University because of these conditions. Campus and local radio and TV stations will be notified so that appropriate announcements may be made. If the University remains open, faculty and staff are expected to make every reasonable effort to maintain their regular work schedules, but are advised to avoid undue risks in traveling. Students who are absent due to weather conditions are responsible for missed class work, and it is the instructor’s responsibility to provide reasonable opportunity for students to make up missed work or exams.

DISABILITY SERVICES

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 191 Hoskins Library at 974-6087. This will ensure that you are registered properly for services.

ACADEMIC HONOR STATEMENT

An essential feature of The University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. All students are expected to abide by The University of Tennessee Honor Statement, which reads:

As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my personal commitment to honor and integrity.

TENTATIVE SCHEDULE
Section I: Theories of Political Economy, Power and Capital Accumulation

Week 1
R August 23 Introduction

Week 2
T August 28


R August 30


Week 3
T September 4


Section II: Inventory of Human Impact on the Environment

R September 6


Week 4
T    September 11


R    September 13
FILM: *Koyaanisqatsi (Life Out of Balance).*

Section III: Theorizing the Human Dimension: Political Economy of the Environment

Week 5
T    September 18


R    September 20


Week 6
T    September 25

R  September 27


Section IV: Modern Capitalist State and Environmental Policy

Week 7

T  October 2


R  October 4


Week 8

T  October 9


R  October 11  No Class - Fall Break

Week 9

T  October 16


Section V: Political Economy of the Environmental Movement

**R October 18**


**Week 10**

**T October 23**


**R October 25**


Section VI: Political Economy of Grassroots Environmentalism

**Week 11**

**T October 30**


R November 1


Week 12

T November 6


Section VII: Political Economy of Environmental Justice and Racism

R November 8


Week 13

T November 13


R November 15


Week 14
T November 20


R November 22 No Class - Thanksgiving Break

Week 15
T November 27


Section VIII: Ecological Modernization and the Sustainability of Capitalism

R November 29


Week 16
T December 4


R December 6 Group Presentations
ENVIRONMENTAL SOCIOLOGY
Sociology 320

Stephen Zavestoski
University of San Francisco

Overview
Most people see the physical environment as something to be scientifically understood and technologically managed. This perspective overlooks the fact that the characteristics of societies—their cultures, traditions, beliefs, values, institutions, etc.—figure in the ways that humans relate to the environment. The purpose of this course is to explore the ways in which the characteristics of human societies—with an emphasis on Western Industrial societies like the United States—influence human/environment relationships.

Key questions that will guide us through the course include
- What influences the ways that humans relate to the environment?
- What are the social and environmental consequences of various ways of relating to and using the environment?
- What are the roles of science and technology, the government and the economy, and/or religion and culture in relating humans to the environment?

In addressing these questions, we will consider multiple perspectives, integrate knowledge from various disciplines in order to arrive at a comprehensive picture of human/environment relationships, and engage in discussion and thinking aimed at identifying the social, cultural, structural, and ecological constraints and opportunities for developing a sustainable human/environment relationship.

Our objective is not to identify evidence that human uses of the environment are resulting in various types of environmental crises. We will assume that on some level—whether large or small, local or global—this is already the case. Given this assumption, it might seem that one objective of the course will be to seek solutions to existing environmental problems. Rather than seeking solutions, our aim will be to explore the social complexities of environmental problems. Through this process we will identify possible essential elements in specific and general solutions to environmental dilemmas.
**Student Learning Outcomes**

By the end of the course, it is expected that the student will:
1) Be a more critical observer of the relationship between humans and the environment;
2) Understand how sociological perspectives provide insight into environmental problems;
3) Be able to convey in writing the social components of a specific environmental problem;
4) Be able to convey verbally the social components of a specific environmental problem

**Teaching Philosophy**

Learning is a process of self-improvement and self-realization that requires us to open our minds up and challenge our taken-for-granted assumptions about the world. It is not a process of merely acquiring information. Given this, the course is designed to provide us with a common language that we can use to question our conventional notions of reality. Such questioning is most effective when we relate individual experiences, then discuss and debate how such experiences apply to the ideas and theories presented in the readings.

In order for this learning process to be effective, it is necessary that we all have a certain amount of shared knowledge and understanding. This is where the course readings come in. If we all come to class knowing that we have read the same information, that information can serve as a basis for us to exchange ideas, relate experiences, and broaden our perspectives.

**Class structure**

Time spent in class will be devoted to a combination of discussion, in-class exercises, group activities, and occasional lectures. In order to keep up with the class, and to participate in the discussions and in-class exercises, **all students will come to class each Monday having completed all of the readings indicated on the syllabus for that week.**

*Attendance*—though attendance will not be taken regularly, it is my belief that poor attendance is a reflection of a student’s indifference toward her/his education. In addition, absences may disrupt class activities requiring a group effort, and/or may result in a failure to learn of assignments, due date changes, and other important information.

*Exams*—There will be a take-home final exam which will require you to demonstrate your understanding of the readings and your ability to compare/contrast and integrate various ideas. (30 points)

*Quizzes/Assignments*—Five quizzes and/or assignments (5 points each) will be given/due on unscheduled dates (i.e., pop quizzes). Each quiz will require you to answer a question drawing on the readings for that week. The assignments will generally be brief writing exercises. Quiz make-ups will not be offered unless you have an officially excused absence on that day. (25 points total)

*Group Projects*—Each group will be responsible for a presentation on a chosen topic. You will be responsible for providing readings for the rest of the class, presenting material on your chosen topic/issue, and leading discussion (10 points). Based on what you learned in preparing to lead the class, you will write a group research paper.
detailing the topic and reflecting on possible causes of, and solutions to, the problem (15 points). (25 points total)

**Class Participation**—Because a large part of the course will include discussion and other in-class activities, participation is an important part of the class. In case you are not inclined to be very talkative in class discussions, please arrange to see me so we can work out an agreement that will allow you to get your participation points. (20 points)

**Grades**—100 points are possible. Letter grades will be based on a typical 100-point scale: A=93-100; A-=90-92; B+=87-89; B=83-86; B-=80-83 etc.

**Assignment Standards**
The take-home final exam, the group paper, and any other take-home assignments should be submitted to me via Microsoft Word email attachment before 5 p.m. on the due date. These should be double-spaced, in a 12-point font, and with one-inch margins. Proper credit should be given to other sources where ideas you discuss are not your own. Proper citation format includes the author, year, and page, when necessary (Taylor 1991: 256), in the text. When referring directly to the author in the text, use just the year and page.

Example: Morgan (1987: 121) uses an informal, rather than sociological, definition of alienation in her analysis of suicide.

Your list of references should use the format used in the “Required Texts” section below.

All written assignments will be returned ungraded if any of the following mistakes are made:

- Incorrect use of “their,” “there,” and “they’re;”
- Incorrect use of “its” and “it’s;”
- Incorrect use of possessives (i.e., apostrophes)

You may fix the mistakes and resubmit the assignment the next day without a penalty. Mistakes on the rewrite will result in an automatic grade reduction.

**Official Business**
For anyone with any type of disability or special needs, accommodations can be made in order to ensure that the classroom is accessible and that your needs are met. Please inform me if you have special needs, and I will be happy to make the necessary adjustments to accommodate you.

Cheating is unethical, and will not be tolerated under any circumstances. Cheating is not limited to examinations. I consider turning in someone else’s work, copying from someone else, and plagiarism, among other things, as cheating. **Those who are caught cheating will receive an automatic F on the assignment and appropriate institutional action will be taken.** There should be no need to cheat. I am always available if you need an assignment explained, if you need help, or if you just need ideas on how to get started on an assignment.
Required Texts (Available in the Bookstore)

Reading Schedule

EH=Ecologies of the Heart  
IES=An Invitation to Environmental Sociology  
EC=Ecotopia  
DH=Discordant Harmonies

PART I: THE HUMAN RELATIONSHIP TO THE ENVIRONMENT

WEEK ONE—HUMANS AND THE ENVIRONMENT  
Read:  
1. Syllabus  
2. Handout  
3. EH Ch. 1  
4. DH Intro

WEEK TWO—WHAT ARE OUR “ENVIRONMENTAL PROBLEMS”?  
Read:  
1. IES Ch. 1

WEEK THREE—CONSUMPTION AND THE ENVIRONMENT  
Read:  
1. IES chapters 2-3  
Video: “Affluenza”

WEEK FOUR—ENVIRONMENTAL BELIEFS, ATTITUDES and CONCERN I  
Read:  
1. IES Chapters 5-7

WEEK FIVE—ENVIRONMENTAL BELIEFS, ATTITUDES and CONCERN II  
Read:  
1. IES Chapter 8  
2. EH Ch. 2, 4-5

WEEK SIX—ENVIRONMENTAL BELIEFS, ATTITUDES and CONCERN III  
Read:  
1. EH 6-8

WEEK SEVEN—ENVIRONMENTAL BELIEFS, ATTITUDES and CONCERN IV  
Read:  
1. EH 9-11

PART II: APPLYING ENVIRONMENTAL SOCIOLOGY

DATES
Aug. 26, 28  
Sept. 4  
Sept. 9, 11  
Sept. 16, 18  
Sept. 23, 25  
Sept. 30, Oct. 2  
Oct. 7, 9
WEEK EIGHT—SUBURBAN SPRAWL Oct. 14, 16
Read:  1. internet resources:
   http://www.sierraclub.org/sprawl/
   http://www.sprawlwatch.org/
   http://www.theatlantic.com/politics/sprawl.htm

WEEK NINE—INFECTIOUS DISEASE: THE CASE OF WEST NILE VIRUS Oct. 21, 23
Read:  1. handouts
   2. internet resources:
      http://www.westnilefever.com
      http://www.cdc.gov/ncidod/dvbid/westnile/index.htm

WEEK TEN—SCIENCE, DEMOCRACY AND ENVIRONMENT I Oct. 28, 30
Read:  1. DH Ch. 1-7
      Video: Frontline “Fooling with Nature”

WEEK ELEVEN—SCIENCE, DEMOCRACY AND ENVIRONMENT II Nov. 4, 6
Read:  1. DH 8-12 and postscript

WEEK TWELVE—ENVIRONMENT AND HEALTH I Nov. 11, 13
Read: TBD

WEEK THIRTEEN—ENVIRONMENT AND HEALTH II Nov. 18, 20
Read: TBD

WEEK FOURTEEN—TOWARDS AN ECOTOPIA Nov. 25, 27
Read:  1. EC entire book

WEEK FIFTEEN—GROUP PRESENTATIONS Dec. 2, 4
HEALTH AND THE ENVIRONMENT
Sociology 390

Stephen Zavestoski
University of San Francisco

Throughout the world we are witnessing an increasing number of illnesses and diseases due to our own environmental pollution. In order to understand this trend, this course will begin with an overview of sociological perspectives on health and illness. We will explore questions such as:

♦ What is “health?”
♦ How do people become ill?
♦ What is the role of the sick person in society?
♦ How do social institutions, such as medicine, work, religion, gender, race, and class, affect people’s health?”

From there, we will begin investigating how illness is related to human-caused environmental problems such as air and water pollution. In looking at the links between health and the environment, we will address how the social construction of scientific knowledge shapes illness, how people with environmental illness mobilize to identify the causes of their condition, and how health policy gets shaped. We will focus on a variety of diseases and conditions, including:

- Breast cancer
- Prostate cancer
- childhood leukemia
- autism
- Alzheimer’s
- Asthma

What is known about these diseases? What are the symptoms and prognoses? Who gets them? How are they treated? How does society react to them? Are they caused by environmental pollution? If we do not know whether they are, why not?

Student Learning Outcomes
By the end of the course, it is expected that the student will:

1) Understand the basic social factors that influence human health and illness;
2) Understand the ways in which human activities alter the environment, and how these alterations affect human health;
3) Be able to identify the challenges a disease group faces in linking its condition to environmental causes;  
4) Acquire sufficient tools of sociological analysis to think critically about the roles of science, medicine, government, and media in obstructing or pursuing arguments of environmental causation;  
5) Be able to offer a comprehensive account, verbally and in writing, of a particular disease condition and the efforts of those with the disease to identify environmental causes.

Teaching Philosophy  
Learning is a process of self-improvement and self-realization that requires us to open our minds up and challenge our taken-for-granted assumptions about the world. It is not a process of merely acquiring information. Given this, the course is designed to provide us with a common language that we can use to question our conventional notions of reality. Such questioning is most effective when we relate individual experiences, then discuss and debate how such experiences apply to the ideas and theories presented in the readings.

In order for this learning process to be effective, it is necessary that we all have a certain amount of shared knowledge and understanding. This is where the course readings come in. If we all come to class knowing that we have read the same information, that information can serve as a basis for us to exchange ideas, relate experiences, and broaden our perspectives.

Class structure  
Time spent in class will be devoted to a combination of discussion, in-class exercises, group activities, and occasional lectures. In order to keep up with the class, and to participate in the discussions and in-class exercises, all students will come to class each Monday having completed all of the readings indicated on the syllabus for that week. The readings will include the required texts listed below, as well as a number of articles (available on Blackboard or as handouts), and occasional articles or websites on the Internet.

Everything you will need for the course is available on Blackboard. This includes assignment descriptions, your grades, and announcements of due dates assigned and/or changes to those dates.

Grades will be calculated based on the following components (weighted as indicated):

Class Participation (20%)—Because a large part of the course will include discussion and other in-class activities, participation is an important part of the class. Your participation grade includes several components.

Attendance: Though attendance will not be taken regularly, it is my belief that poor attendance is a reflection of a student’s indifference toward her/his education. After your third absence, your participation grade will suffer. In addition, absences may disrupt class activities requiring a group effort, and/or may result in a failure to learn of assignments, due date changes, and other important information. Please learn of missed assignments from other students in class. I cannot respond to everyone’s inquiries about what was missed when you were absent.

Discussion: Much of each class period will entail group discussion. This may take place in small groups, or as an entire class. Your contributions to these discussions will make up another part of your participation grade. See the document “Discussion Guidelines” under the Course Documents link in Blackboard to learn more about discussion.
expectations. Some students are not inclined to talk in class. If this is the case, I urge you to speak with me so we can set some goals that will allow you to get class participation points.

Blackboard: There will be a number of occasions when you will be asked to contribute to an online discussion on Blackboard. For each of these occasions, the expectations for your participation will be specified.

Exams (25%)—There will be a take-home mid-term weighted 10% and take-home final weighted 15%. These exams will require you to demonstrate your understanding of the readings and your ability to compare, contrast and integrate various ideas.

Quizzes/Assignments (25%)—Five quizzes and/or assignments (weighted 5% each) will be given/due on unscheduled dates. These may be in the form of short in-class essays responding to course readings, or they may be 1-2 page papers on a topic related to the course. Quiz make-ups will not be offered unless you have an officially excused absence on that day.

Research Project (30%)—You will have the option of working alone or in groups of 2-3. Expectations will vary depending on whether you are working individually or in a group of two or three. The “Course Assignments” link on Blackboard has a detailed description of the project and its due dates. Each individual or group will turn in a paper as well as give a presentation in class.

Grading
For each assignment, including class participation, you will receive a grade based on 100 points. These grades will then be weighted according to the percentages indicated above. Your final semester grade will be based on 100. Letter grades will be determined as follows:

- <60 = F
- 60-62 = D-
- 63-66 = D
- 67-69 = D+
- 70-72 = C-
- 73-76 = C
- 77-79 = C+
- 80-82 = B-
- 83-86 = B
- 87-89 = B+
- 90-92 = A-
- >93 = A

There will be no rounding of grades. There may be an extra credit opportunity, but I would urge you to work your hardest on each assignment so that your grade reflects the effort you put into your work. Students who seek extra credit opportunities often do so to make up for mediocre efforts they put into assignments.

Assignment Standards
The take-home exams, the disease project, and any other take-home assignments should be submitted to me using the Digital Dropbox available through the “Tools” link in Blackboard. Your documents should be in Microsoft Word format and placed in the dropbox before 5 p.m. on the due date.

Assignments should be double-spaced, in 12-point Times New Roman, and with one-inch margins on all sides. Proper credit should be given to other sources where ideas you discuss are not your own. Proper citation format includes the author, year, and page, when necessary (Taylor 1991: 256), in the text. When
referring directly to the author in the text, use just the year and page. Example: Morgan (1987: 121) uses an informal, rather than sociological, definition of alienation in her analysis of suicide. You can also use the “External Links” button on Blackboard to link to a thorough description of how to cite your sources (print or electronic).

All written assignments will be returned ungraded if any of the following mistakes are made:

- Incorrect use of “their,” “there,” and “they’re;”
- Incorrect use of “its” and “it’s;”
- Incorrect use of possessives (i.e., apostrophes)

You may fix the mistakes and resubmit the assignment the next class period without a penalty. Mistakes on the re-write will result in an automatic grade reduction. I will also return ungraded any papers that would have received less than a C. You will be given one week to revise and resubmit the paper. Consider these chances to re-write your papers a form of “extra credit.”

**Official Business**

For anyone with any type of disability or special needs, accommodations can be made in order to ensure that the classroom and learning environment are accessible. Please inform me if you have special needs, and I will be happy to make the necessary adjustments to accommodate you.

Cheating is unethical, and will not be tolerated under any circumstances. Cheating is not limited to examinations. I consider turning in someone else’s work, copying from someone else, and plagiarism, among other things, as cheating. **Those who are caught cheating will receive an automatic F on the assignment and appropriate institutional action will be taken.** There should be no need to cheat. I am always available if you need an assignment explained, if you need help, or if you just need ideas on how to get started on an assignment.

**Course texts (Required)**


**Reading Schedule**

<table>
<thead>
<tr>
<th>WEEK ONE—WHAT IS HEALTH?</th>
<th>Jan. 28, 30</th>
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<tbody>
<tr>
<td>Read: 1. Syllabus</td>
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<tr>
<td>2. HISB Ch. 1</td>
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<table>
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<tr>
<th>WEEK TWO—WHO GETS SICK AND WHY?</th>
<th>Feb. 4, 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read: 1. HISB Ch. 2-4</td>
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</table>
WEEK THREE—WHAT DOES IT MEAN TO GET SICK (Emotions, Social Support, and Self) Feb. 11, 13
Read:  1. HISB Ch. 5-7
Due: Project Topic and abstract (2/11)

WEEK FOUR—HOW DO WE KNOW WHAT WE KNOW? (Part I) Feb. 18, 20
Read:  1. HISB Ch. 8-9
2. CIC Ch. 1

WEEK FIVE—HOW DO WE KNOW WHAT WE KNOW? (Part II) Feb. 25, 27
Read:  1. IE Ch. 1-4,
Due: Research plan (2/25)

WEEK SIX—WHAT DO WE KNOW ABOUT DISEASES AND THE ENVIRONMENT? Mar. 4, 6
Read:  1. Web readings on autism, leukemia, Alzheimer’s, Parkinson’s (on blackboard)
2. IE Ch. 22

WEEK SEVEN—ENVIRONMENTAL RISKS TO PUBLIC HEALTH Mar. 11, 13
Read:  1. SS
Due: Midterm (3/11)

SPRING RECESS Mar. 17-21

WEEK EIGHT—PUBLIC RESPONSES TO ENVIRONMENTAL HAZARDS (Part I) Mar. 25, 27
Read:  1. CIC Ch. 2-6

WEEK NINE—PUBLIC RESPONSES TO ENVIRONMENTAL HAZARDS (Part II) Apr. 1, 3
Read:  1. IE Ch. 13, 16
Due: Literature Review (4/3)

WEEK TEN—TOXIC CONTAMINATION CASE STUDIES (Part I) Apr. 8, 10
Read:  1. NSP

WEEK ELEVEN—TOXIC CONTAMINATION CASE STUDIES (Part II) Apr. 15, 17
Read:  1. IE Ch. 11, 14-15, 24
WEEK TWELVE—ALTERNATIVE APPROACHES TO ENVIRONMENTAL CAUSATION Apr. 22, 24
Read: 1. LD
       2. IE Ch. 19
Due: Data Analysis (4/24)

WEEK THIRTEEN—DISEASE FOCUS: CANCER Apr. 29, May 1
       2. Assorted web sites (on blackboard)

WEEK FOURTEEN—STUDENT PRESENTATIONS May 6, 8
Due: Final Research Project (5/8)

WEEK FIFTEEN—STUDENT PRESENTATIONS May 13, 15
GRADUATE-LEVEL SYLLABI AND INSTRUCTIONAL MATERIALS

ENVIRONMENTAL SOCIOLOGY
“The real issues in sustainability aren’t technical,” an agronomist said to me a couple of years ago, “they’re social.” An over-statement perhaps—sustainability certainly also involves many real, and often difficult, technical issues. But this agronomist’s words are indicative of how researchers from across the disciplines are increasingly coming to value the importance of a sociological perspective in the study of the environment. This seminar presents a graduate-level introduction into that important perspective.

The organization of the seminar, rather immodestly, roughly follows the organization of a book of mine, An Invitation to Environmental Sociology, which we will also read in the second week of the semester. I hesitate to assign my own book, fearing it might discourage debate. But it does provide a general overview and synthesis of the field. Besides, you might as well know what I think about the various topics we will cover, and I don’t want to lecture. (We will also read in the following week another overview and synthesis of the field, co-authored by another member of the Department of Rural Sociology, Fred Buttel.)

The course is intended to be an occasion to read, to write, and to discuss—not a sit-back-and-take-notes-for-the-exam class. So please accept my invitation to engage in critical, cooperative interchange with each other (including me!). That’s what a seminar should be all about. Call it the “three r’s” of a seminar: reading, ‘riting, and responding.

As for the ‘riting part, the main work of the seminar will be the preparation of 3 critiques (roughly 1000-1500 words) of the readings and one medium-length policy review or social science essay (roughly 2500-3000 words). The later will be the entire focus of the last few weeks of the course and will be submitted for publication to the journal Society and Natural Resources (which is edited here in the Department of Rural Sociology) at the conclusion of the semester.

Books


Bell, Michael M. 1998. An Invitation to Environmental Sociology.


A Note on Student Evaluation
Your grade for this course will be based on the following: the three critiques (33%), the final paper (33%), and class participation (33%).

A Note on the Critiques
The point of the critiques is to give you a chance to develop your own views on the readings, to communicate those views to the class, and to demonstrate your command of what we’ve read thus far. The format is simple: Write a critical appraisal of some particular theme in the readings—and email the result to the class. (The critiques will be discussed in class in small groups.) The best critiques will be those that a), aptly capture the selected theme; and b) develop a coherent and distinctive argument about that theme. Give your essay a title and list beneath that the works covered in your critique. Also, note that each critique should emphasize the course material of the preceding third of the course. You may rewrite your critiques as often as you like, should you be unsatisfied with your grade. The critiques are due, in turn, on October 4th, November 1st, and November 21st.

A Note on the Final Paper
The central written work of the course will be the preparation—and submission—of a 2500-3000 word (about 10 to 12 double-spaced pages) policy review or social science essay. This is both easier and harder then it sounds. On the easy side is that you do not have to spend months interviewing and running regression analyses to write a publishable policy review or essay. The hard side of all this, though, is that such pieces generally require a far higher level of writing and theoretical reasoning then a piece that mainly reports research findings. Thus, the best papers will be those that exhibit good writing and that develop your own lines of reasoning, and not merely report on those of others. As to topic, I will welcome anything that would be of interest to environmental sociology and that fits with the description of policy reviews and essays that Society and Natural Resources invites, which is as follows:

“Policy Reviews and Essays: Policy Reviews examine current or proposed policies associated with natural resource management. These articles can raise questions of policy, propose alternative action, or critique current or proposed policy. An essay is a creative article discussing social science issues related to natural resources or the environment. Total length of these manuscripts should not exceed 12 double spaced, typed pages.”

Please note that a topic statement of your policy review or essay is due October 18th, and a revised topic statement and preliminary bibliography is due November 8th. We will be discussing everyone’s first draft in class during the final two weeks of the course. Your completed first draft is due via email to the entire class 48 hours before the session in which it is to be discussed. Two copies of the final draft (one for grading and one for submission), along with a cover letter to the journal’s editors, are due December 18th by 5pm.

A Note on Discussion Format
The bulk of each class session will be devoted to an open discussion of the day’s reading. Each discussion will be conducted as a kind of thematic “pot luck” in which each seminar participant is expected to bring to the class a few thoughts on the significance of the readings, plus a discussion question or two. We’ll begin the discussion on the day’s readings by “setting the table” of our pot luck, going around the room and gathering everyone’s thoughts and discussion questions in turn. Also, for each class someone will serve as “scribe,” taking notes on behalf of the whole group so others can concentrate on the discussion. The scribe will bring to the next class copies of an outline—no more than one side of paper in length—of what was discussed in the previous class. We will begin each class with a review of the scribe’s outline, and we will conclude with a brief overview of the reading for the next class. The daily pattern will thus normally be as follows:

1. review of “scribe” notes from previous class
2. “setting the table”
3. open discussion
4. overview of readings for next time
A Note on Class Participation
Your grade for class participation will not be a measure of how loud you were, or of how often you spoke. Rather, it will reflect the extent to which you were “there.” I will evaluate your “thereness” based equally on 1) your engagement (including the quality of your listening) in class discussions; 2) attendance; 3) your participation in “table setting” and as a “scribe”; 4) your engagement with the written work of other seminar members during in-class small-group discussions of critiques and during the whole-class discussion of policy reviews and essays during the final two weeks of term. Grading in this area will be based on the initial assumption that everyone will get full credit in all areas of participation, with deductions made for negligent or “unthere” performance, if necessary.

A Note on Getting Ahold of the Books and Readings
All but one of the books for the course are available at the University Bookstore, as well as being on reserve at the Steenbock Library. The exception is my An Invitation to Environmental Sociology; that one is available through me for $25, the price with the “author’s discount” Sage gives me, which saves you $17 a copy and means I make no royalties. (You may want to contact me before the semester starts to get ahold of a copy, as we will be reading the entire book for the second week of classes.) The other readings are on both electronic and hardcopy reserve at Steenbock Library. There is, however, no “course pack.”

COURSE SCHEDULE

Week One (9/4)
1. Introduction
   No reading.

The Moral

Week Two (9/9, 9/11)
2. Envisioning Environmental Sociology I


Further reading


3. Author Meets Critics: Michael Bell and An Invitation to Environmental Sociology

Week Three (9/16, 9/18)

4. Envisioning Environmental Sociology II


Further reading


Week Four (9/23, 9/25)

6. The Realist-Constructionist Debate


Further reading


7. Two More Divides: Natural Resource Sociology, Human Exemptionalism, and Environmental Sociology


Further reading


Week Five (9/30, 10/2)

8. Environmental Justice and the Environmental Racism Controversy


**Further reading**


Further reading


Mol, Arthur P.J. and Frederick Buttel, eds. 2002. The Environmental State Under Pressure. JAI.


*First critique due 10/4.*

**THE MATERIAL**

**Week Six (10/7, 10/9)**

10. *The Treadmill of Consumption*


**Further reading**


11. *The Treadmill of Production*


Further reading


Week Seven (10/14, 10/16)

12. Technology and the Social Auto-Pilot


Further reading


13. Technology, Disaster, and Community


Further reading


First topic statement of policy review or essay due 10/18.

Week Eight (10/21, 10/23)

14. Population and the Great Limits to Growth Debate


Further reading


15. The Great Development Debate


Further reading


Week Nine (10/28, 10/30)

16. The Environment as a Social Actor


Further reading


17. The Environmental Sociology of the Body, Health, and Food


Further reading


*Second critique due 11/1.*

**THE IDEAL**

**Week Ten (11/4, 11/6)**

**18. Environment, Domination, and Culture**


**Further reading**


**19. The Ecofeminism Debate**


Further reading


Revised topic statement and preliminary bibliography due 11/8.

Week Eleven (11/11, 11/13)

20. The Rise of Concern for the Environment


Further reading


21. The Risk Society Thesis


Further reading


Week Twelve (11/18, 11/20)

22. What is Nature, Anyway?


**Further reading**


23. *What is Wilderness, Anyway?*


Further reading


*Third critique due 11/22.*

**THE PRACTICAL**

**Weeks Thirteen and Fourteen (12/2, 12/4, 12/9, 12/11)**

*In-class discussion of policy reviews and essays. First draft of policy review or essay due via email to entire class 48 hours before the class in which it is to be discussed.*

**Final Due Date for All Work**

**December 18th, 5pm.** Final drafts of papers must be turned in with two copies: one for grading and one ready for submission to *Society and Natural Resources*, including a cover letter.

*—Indicates book, not on electronic reserve.*
Overview:
This course examines the theoretical models of policy analysis and their practical applications. The aim of this course is to develop an understanding of the social, political and ethical context of policy research, and how this understanding can be translated into an applied practice of policy analysis. To accomplish this, the students conduct an analysis of the epistemological and methodological assumptions of the major approaches of the policy sciences, and how each of these approaches translates into specific practices of environmental policy analysis. The class concludes with a review of the state-of-the-art developments in the creation of a policy process that is both competent and just.

Course Requirements:

1. Class Participation:
The key to success for this course is active participation by all involved. What is sought is to develop a cooperative atmosphere of mutual learning. The class should be seen as the cumulative development of a group conversation. Active and meaningful participation in the class discussions is required. We want to be able to use the time together as a group to share and critique ideas. Accordingly, the students should use the time between classes to become conversant with the material. A key part in learning new ideas is through their use. Brief summaries of portions of the readings will be presented by students at each class meeting. These summaries will be assigned by volunteers or the instructor at the preceding class meeting. Each presentation should consist of a brief description of ideas presented, and what the particular reading adds to the overall conversation in the course. In addition, the student should suggest some discussion questions for the class to consider. The presentation should total about 10 minutes in length. Participation in class will constitute 25% of the course grade.

2. Examinations:
The course requires the completion of three take home examinations spread out over the quarter. In general, the questions will be distributed at the end of class, and will be due at the beginning of class the next week. The length of the written exam answers to each question will be expected to be between 5-7 pages. These three examinations will constitute 75% of the course grade.

Required Texts:
The following texts are required. In addition, there is a package of required reading on electronic reserve in Hagerty Library.


Course Schedule

Week One  September 25, 2001
Introductions, Course Overview, and Administrative Matters

Week Two  October 2, 2001  Assessment of Logical – Empiricist Approaches


Week Three  October 9, 2001  Assessment of Logical-Empiricist Approaches (cont.)


Brown, R.H., Bureaucratic Bathos, Or How to Be a Government Consultant Without Really Trying, in *Administration and Society*, Vol. 10, No. 4, February 1979

Week Four  October 16, 2001  Hermeneutic Approaches to Policy Analysis
Skinner, Chapters 2, 4, & 5


Week Five  October 23, 2001  Hermenutic Approaches to Policy Analysis (cont.)
Roe, *Narrative Policy Analysis*, 1-75


Kaplan, Thomas J., *Reading Policy Narratives: Beginnings, Middles, and Ends*

Week Six  October 30, 2001  Critical Theory and Policy Research
Skinner, Chapters 6 & 7

Chapters 1-3 in Renn, Weblor and Wiedemann

Week Seven  November 6, 2001  Critical Theory and Policy Research

Chapters 4-end Renn, O., Webler, T., and Wiedemann, (eds.)

Week Eight  November 13, 2001
NRC *Understanding Risk: Informing Decisions in a Democratic Society*
Week Nine  November 27, 2001
Understanding Risk (cont.)

Week Ten  December 4, 2001
Class Wrap Up
THEORY AND PRACTICE OF ENVIRONMENTAL POLICY ANALYSIS
ENVR 771 Fall 2001

Take Home Examination #1

Instructions: Answer each of the following questions and submit your written answers no later than the beginning of class, October 23, 2001. In total, your answer should not exceed 3,000 words, exclusive of references. In addition, all of the answers should be fully referenced. A bibliography of the referenced works that do not appear in the syllabus should be attached. All of the work must be your own, and you must no receive any assistance from anyone in the completion of this exam.

1. This course has surveyed three basic approaches to policy analysis based on empirical-analytic epistemology. What are these approaches, and what are their relative strengths and weaknesses?

2. What is the nature of the relationship between performing accurate and reliable empirical policy analysis and the political realities of organizational life? How does this aid or hinder the use of information in creating and implementing different policies?

Take Home Examination #2

Instructions: Answer the following questions and submit your written answers no later than the beginning of class, November 8, 2001. In total, your answer should not exceed 3,000 words, exclusive of references. In addition, all of the answers should be fully referenced. A bibliography of the referenced works that do not appear in the syllabus should be attached. All of the work must be your own, and you must no receive any assistance from anyone in the completion of this exam.

1. What are the philosophical and sociological bases of Narrative Policy analysis?

2. How would one go about performing this type of policy analysis?

Take Home Examination #3

Instructions: Answer the following question and submit your written answer no later than the beginning of class, December 4, 2001. In total, your answer should not exceed 3,000 words, exclusive of references. In addition, all of the answers should be fully referenced. A bibliography of the referenced works that do not appear in the syllabus should be attached. All of the work must be your own, and you must no receive any assistance from anyone in the completion of this exam.

What is the relationship between rationality and democracy as defined by critical theory? How does this relate to the practice of policy analysis?
Course Description

Sociology/Rural Sociology 948 is a seminar in environmental sociology aimed at providing a survey of major macrosociological approaches in the field. In addition to stressing macrosociological theories in environmental sociology, the material covered in the course will be topical and selective. The topics and/or emphases of the seminar will include the question of the relevance of the classical tradition to environmental sociology, the institutionalization of environmental sociology, political economy of the environment, cultural sociologies of environment and risk, the sociology of environmental science, consumption and the environment, ecological modernization, the environmental movement and environmental mobilization, the political economy of sustainability, political ecology, and the globalization of ecology, environmental activism, and environmental regulation. Topics vary from semester to semester.

Prerequisites

All course participants must have graduate standing. The course has been designed for persons who are sociology graduate students, for graduate students who are sociology minors, and/or for those who have previously taken Sociology/Rural Sociology 748, "Environmental Sociology," or the equivalent (e.g., Soc/Rural Soc 541 or related courses in other social science disciplines). Graduate students in environmental studies, geography, or related fields who have social science backgrounds (particularly those who have previously taken Sociology/Rural Sociology 748 or a comparable social science course) are also encouraged to enroll. Others should consult with the instructor before enrolling.

While Soc/Rural Soc 748 and 948 are designed to be complementary, it has been customary that students would take 748 first, and take the 948 seminar course with its major paper requirement later. I recognize, however, that some students will not be able to take Soc/Rural Soc 748 and 948 in sequence. Thus, while it is my view that most students will get more out of Soc/Rural Soc 948 if they have had Soc/Rural Soc 748 first, any graduate student in the social sciences or environmental studies, or any graduate student in the natural sciences who is minoring in an area related to environmental sociology, will be welcome to enroll if s/he has some substantial graduate-level background in the social sciences.

Course Format, Requirements, and Evaluation

This course will have a seminar format. Most weeks the instructor will begin the seminar with a presentation of 25 to 35 minutes, with the remainder of the class time being devoted to seminar discussion.

The requirements for this course are as follows:

(1) It is absolutely essential that each participant attend regularly, be prepared for the seminar, and participate actively and regularly in the seminar discussions (!). The usual rules—that active participation is welcomed, but overly assertive participation that discourages involvement by others is not—apply here.
(2) Each course participant will be responsible for preparation of one “enrichment exercise” during the semester. During the first week or two of the course each participant should sign up for one week for which s/he will be responsible for preparing an enrichment exercise.

The purpose of an enrichment exercise is two-fold. First, an enrichment exercise provides an opportunity for each seminar participant to do some additional reading on a topic that is of particular interest to him or her. Second, the purpose of an enrichment exercise is to enrich the seminar participants’ understanding of the material that is being discussed during a given week.

The basic requirement for an enrichment exercise is (1) that a student will read some piece of literature (typically one book or a couple of articles) that is germane to the topic of a given week, and (2) make a 10- to 15-minute presentation at the seminar summarizing this material and drawing connections between it and one or more of the assigned readings for the week. While it is not necessary to prepare a written version or summary of the enrichment exercise presentation, it is often the case that seminar participants are best able to digest the additional material if it is summarized in written form, even if it takes the form of a few paragraphs or “bullets.”

Three strategies for enrichment exercises are particularly welcome, though there are certainly other possibilities as well. One strategy is to select a piece of literature that occupies an important place in the ancestry of certain works that we are reading. A good example of an “ancestry-type” enrichment exercise would be to read James O’Connor’s Fiscal Crisis of the State, which has been drawn on heavily by Allan Schnaiberg, and to identify some important respects in which O’Connor’s work has influenced Schnaiberg. A second strategy is to explore a related area of work or piece of literature. An example of this strategy would be to explore a related area of work or piece of literature. An example of this strategy would be that during the week of the course devoted to environmental justice, one might read and comment on a major piece of scholarship on the anti-toxics movement (e.g., Andrew Szasz’s EcoPopulism, University of Minnesota Press, 1994). A third strategy is to read and comment on empirical literature relating to a given topic. For example, there are now a number of empirical studies on environmental justice, ecological modernization, and other areas that could be drawn upon. A fourth option would be to pick some pieces of literature that draw on alternative theoretical or methodological approaches which are not represented in the required readings. Fifth, a piece of related literature from a discipline other than sociology would be appropriate.

If there are any weeks of the course for which there are two enrichment exercises being prepared, I strongly encourage both seminar participants to discuss their projects and to give some thought to devising a division of labor. My strong preference, though, is to have just one enrichment exercise per seminar session.

Please do feel free to consult with the instructor about possible enrichment exercise topics.

(3) Each participant enrolled for credit will prepare a seminar paper that is related to one or more of the major course themes. The parameters for the seminar paper are the standard ones for an advanced graduate seminar (20-30 pp. in length). The topic chosen should relate to the major themes of the course. A good rule of thumb is that if there are no apparent linkages between the topic you have chose and at least two of the readings in the course, you should probably identify another topic. Put somewhat differently, because the main component of evaluation in this course is the seminar paper, I will not feel comfortable if you paper has been prepared for another course, or if you simply turn in a paper that represents research you have done for your master’s thesis. A significant connection to the themes of the course is required. Please discuss your topic with the instructor before proceeding. Papers must be typewritten and double-spaced. Please submit a copy of your paper and keep the original. Papers are due
the Wednesday of exam week if you want to avoid an incomplete. Papers turned in after that date will be read at my convenience—and not necessarily in time to avoid an incomplete.

Auditors are welcome, but auditors will be expected to fulfill requirements (1) and (2). In particular, I would rather not have auditors in the course if these persons intend to attend only a few classes during the semester.

The grade for the course will be based on the final seminar paper, though the instructor reserves the right to adjust the grade for the course by 0.5 (e.g., from A to AB, or from BC to B) based on exceptionally good or very inadequate seminar preparation and participation.

Readings

There are no required books in the course. All readings will be made available online through Steenbock Library.

http://www.library.wisc.edu/libraries/Steenbock/reserves/courses/rs948/rs948f01.htm

Note that the syllabus on electronic reserve is already out of date. Do not rely on the Steenbock electronic syllabus for the correct schedule of sessions or the correct reading list.

In a few instances (noted by "FYI" and “optional, in-depth readings” at the end of weekly reading lists) I have identified parallel readings that you might find useful. These are not required.

Schedule of Topics and Readings

Part I: THE CLASSICAL TRADITION AND THE INSTITUTIONALIZATION OF ENVIRONMENTAL SOCIOLOGY

Week I: Course Briefing, The Origins and Institutionalization of Environmental Sociology (September 5)

Please do your best to skim these articles for the first meeting of the seminar:


Optional, in-depth reading: David Goldblatt, Social Theory and the Environment (Westview, 1996), Introduction; Martell, Chapter 6; Frederick H. Buttel, “Environmental Sociology and the Sociology of Natural Resources: Strategies for Synthesis and Cross-Fertilization,” in G. Lawrence et al. (eds.), Environment, Society, and Natural Resource Management (Northampton, MA: Edward Elgar, 2001). Students with little background in environmental sociology may want to skim an introductory text such as

**Week II: Major Issues in Environmental Sociology (September 12)**


**Week III: Marxism and the Environment, I (September 19)**


[Note that you may want to skim the Ted Benton’s article (“Reflexive Modernization or Green Socialism?) that we will read in connection with ecological modernization theory.]

**Week IV: Marxism and the Environment, II: Foster’s “Rift Analysis,” and Dickens’ Critical Realism (September 26)**

John Bellamy Foster, “Marx’s theory of metabolic rift: classical foundations for environmental sociology,” American Journal of Sociology (September 1999).


**Week V: Schnaiberg, the Treadmill of Production, Growth Machines, and Environmental Political Economy (October 3)**


Skim the section of F. H. Buttel, “Social Institutions and Environmental Change” (In M. Redclift and G. Woodgate, International Handbook of Environmental Sociology, 1997) in which “treadmills” and “growth machines” are discussed.

FYI: John Logan and Harvey Molotch, Urban Fortunes (University of California Press, 1987); Andrew E. G. Jonas and David Wilson, eds., The Urban Growth Machine: Critical Perspectives Two Decades Later (State University of New York Press, 1999).
PART II: NEW DIRECTIONS IN ENVIRONMENTAL SOCIOLOGY IN THE 1990S

Week VI: Cultural Sociologies of the Environment: Risk Society and Reflexive Modernization (October 10)

Ulrich Beck, Ecological Enlightenment (Humanities, 1995), Chapter 1 ("Politics in Risk Society").


David Goldblatt, Social Theory and the Environment, Chapter 5 ("The Sociology of Risk: Ulrich Beck").


Week VII: Cultural Sociologies of the Environment, II: Social Constructionism, Postmodernism, the Hybridity of Nature, and the Retreat From Realist-Objectivism (scheduled for October 17—need to reschedule to October 16)


Matthew Gandy, “Postmodernism and environmentalism: complementary or contradictory discourses?” In M. Redclift and G. Woodgate (eds.), International Handbook of Environmental Sociology (London: Edward Elgar, 1997), Chapter 9.

(You will find it useful to re-read Goldman and Schurman, “Closing the ‘Great Divide’. . .,” Annual Review of Sociology [2000].)


Week VIII: Consumption, Consumtionism, and the Environment


Week IX: Ecological Modernization, I: The Rise of Ecological Modernization Thought and the Renaissance of Realist-Objectivism (October 31)


**Week X: Ecological Modernization, II: Critique and Response (November 7)**


**Week XI: Environmental Justice and Environmental Racism: Social Movement, Movement "Frame," Research Tradition, and Worldview (November 14)**


FYI: Note the special issue of American Behavioral Scientist on “Advances in Environmental Justice” (Vol. 43, January 2000), edited by Dorceta Taylor.

**Week XII: The Environmental State and Environmental Reform (November 28)**


**PART III: ENVIRONMENT AND DEVELOPMENT**

**Week XIII: Environment, Sustainability, and Development (December 5)**


Optional, in-depth reading: Martell, Chapter 2.

FYI: Madhav Gadgil and Ramachandra Guha, Ecology and Equity (Routledge, 1995); Michael Redclift, Sustainable Development (Methuen, 1987);.

**Week XIV: Political Ecology (December 12)**


Peter Vandergeest, Mark Flaherty, and Paul Miller, “A Political Ecology of Shrimp Farming in Thailand,” Rural Sociology 64 (1999):573-596; Jasper Goss, Mike Skladany, and Gerald Middendorf,
The classical tradition/(ir)relevance of the classical tradition to environmental sociology

“Paradigms”/(ir)relevance of mainstream sociology: environmental sociology as a “new paradigm”

Metatheory vs. theory

Units of analysis (society, and the national/societal/extra-societal [ultimately global] environment as units of analysis)

Treadmills and growth machines

Ecological neo-Marxism

Social constructionism, and cultural sociology in general

Environmental sociology as explanation of degradation vs. gateway to environmental reform/improvement

Marxism and environmental sociology

Modernity, Reflexive Modernizationism, Risk Society, and Ecological Modernization: pessimism, alarmism, and degradationism transcended?

Science and environment

Nature of environmentalism and environmental mobilization

First World and Third World Environmentalism: Debates Over Postmaterialism

Environmental Inequalities and Environmental Justice

“Greening” and sustainable development

Environmental science and epistemic communities

Environment-Consumption Relationships and Consumptionism
Optional Topic

Murphy’s Ecological Neo-Weberianism


COURSE DESCRIPTION:

The general subject of this doctoral level course is the unequal distribution of environmental risks across various status hierarchies. We will first examine the sociological literature on the topic of environmental racism to identify some of the gaps. The remainder of the course reflects our estimation of the areas in general sociology that promise an improved understanding of environmental racism. As a result, we examine, among other topics, social stratification, differing modes of production, institutional discrimination, the epidemiological transition, the American apartheid system, environmental policy, the demographics of land use and occupancy, the legal grounds for establishing environmental racism, and environmental justice and national security. The literature covered will include historical, sociological, and legal sources. The format of the course is lecture and discussion.

The specific objectives of this course are:

- to provide you with a specific knowledge of environmental justice, an area of emphasis within the field of environmental sociology;
- to demonstrate how to address a body of literature to identify trends, deficiencies, and established facts;
- to sharpen your understanding of methodology and statistics within a specific substantive area;
- to contribute to your understanding of the nature and purpose of literature reviews; and
- to de-mystify the process of specialty examinations.

COURSE REQUIREMENTS:

Final grades for the course will be based on class participation (occasionally we will assign readings for which you will be responsible in leading discussion), the preparation of three specialty examination-type questions, and a final examination in which students answer one of their own questions.

The purpose in the requirement of specialty examination questions is to demonstrate the close connections among individual articles/books, literature reviews, and specialty exam questions. Students tend to write literature reviews that consist of brief, discrete descriptions of a number of articles on a general topic, organized either randomly or chronologically. Instead, literature reviews should be thematic and analytical, indicating how one cluster of articles is related to another cluster and what gaps exist in the literature - what questions have not been addressed that should be. Such writing requires that you analyze and integrate the literature. It is this type of understanding of the literature that forms the basis for faculty's writing of specialty examination questions. Therefore, the plan is to help you learn, simultaneously, about literature reviews and specialty examinations.

You will write three specialty exam questions on the topic of environmental racism. Each question should elicit an essay that is similar to literature reviews on specific topics - it should require a response that synthesizes and analyzes the literature. A draft of your questions is due on October 31 for our review and comments. Your revised questions are due November 28. On the day of the final exam, you will be given one of your questions to write an essay.
Course grade 30% class participation, 30% 3 questions, 40% final exam.

READING MATERIALS:

Assigned readings include a series of articles and books. The required articles are listed in the next section of this syllabus and are available in the Reserve Room of the library. Besides the required readings, the next section also lists optional readings that should be useful to you in writing the specialty exam questions. The required books are listed below and are available at local bookstores.


Please note on articles with JSTOR you may find this reference at <http://www.jstor.org> and download as adobe file. Articles designated with LEXIS NEXIS may be obtained through the Hodges Library links to data bases.

LECTURE TOPICS AND READINGS

Lecture 1: (Cable) "Introduction to the Topic of Environmental Racism"

"Review of the Environmental Racism Literature: Environmental Racism? Yes and No"

This lecture provides a selective review of the literature that identifies some important shifts of emphasis in the research area. From 1987 to 1994, the literature is dominated by studies reporting evidence of environmental racism. Some were case studies but by 1992 a shift to quantitative methodologies was apparent. The focal dependent variable tended to be waste disposal sites. In 1994-1995, researchers began to report on studies that failed to find evidence of environmental racism. Since 1995, the literature has featured some thoughtful methodological reflections in efforts to explain the discrepant findings in the literature.

Required readings:
None

Optional readings:


**Lecture 2:** (Hastings) "Social Inequalities: Modes of Production and Status Differentiation versus Status Discrimination"

This lecture covers some basic elements for an understanding of social inequalities. Inequalities are discussed as a product of different modes of production. Distinctions are made between status differentiation and status discrimination.

*Required readings:*


*Optional readings:*


**Lecture 3:** (Cable) "Intro to Social Stratification, I: Why do Social Inequalities Occur?"

Distinctions are made between two types of explanations for social stratification: biopsychological explanations and sociocultural explanations. Modes of production and the role of social surplus in institutionalized stratification are discussed.

*Required readings:*

None

*Optional readings:*


**Lecture 4:** (Hastings) "The Unequal Distribution of Risks"
Discusses the nature and distribution of risks that derives from the carrying capacity of the earth and from population size and density.

**Required readings:**


**Optional readings:**

Beck. Risk Society.

Suggest web sites on inequality.

**Lecture 5:** (Cable) "Intro to Social Stratification, II: Global Stratification and Hegemonic Culture"

Addresses the relationship between social class and life chances of the individual. Reviews Wallerstein's concepts of core, periphery, and semi-periphery nations in a global stratification system. Discusses the legitimation of class structure through a hegemonic culture.

**Required readings:**

None

**Optional readings:**


**Lecture 6:** (Cable): "Racial Inequalities and Black Life Chances"

Examines the life chances of black Americans in the following areas: socioeconomic status (e.g., education, occupational status, income); social institutions (e.g., family life and political life); health (e.g., mortality rates, quality of health care, homicide, homelessness, and adolescent pregnancy and childbearing).

**Required readings:**


**Optional readings:**

None

**Lecture 7:** (Hastings) "The Demographic and Epidemiological Transition"
Discusses the initial and revised theories of the demographic and epidemiological transition. Examines the mortality transition in the US in three time periods; frontier, rural, and urban differentials in mortality; and morbidity and mortality differentials across class, race, and gender. Addresses patterns of land use and occupancy resulting in segregation and hypersegregation.

 Required readings:


 Optional readings:


Lecture 8: (Cable) "Racial Inequalities and Institutional Discrimination"

Discusses concept of institutional discrimination. Distinguishes between direct and indirect and between intentional and unintentional discrimination to describe four types of racial discrimination: isolate, small-group, direct institutionalized and indirect institutionalized. Provides application of institutional discrimination framework to the economic institution to discuss six mechanisms of economic discrimination: recruitment practices; screening practices; tracking systems; promotion practices; terms and conditions of employment; and layoff, discharge, and seniority practices.

Required readings:


Optional readings:


Lecture 9: (Cable) "Industrialization and the Establishment of the American Apartheid System, 1619-1954"

A selective history of the US that analyzes the entrenchment of de jure institutional discrimination based on race. Examines how changes in economic needs influenced the organization of labor in ways that promoted racist institutions and shaped cultural forces supporting racism.

Required readings:


Optional readings:


Lecture 10: (Hastings) "Environmental Racism"

Offers a review of basic definitions on the relationship between attitudes and behavior as discussed in theories and compares those definitions with rhetorical definitions of environmental racism and with legal definitions of environmental discrimination.

Required readings:


Optional readings:

Lecture 11: (Mix) "Review of Statistical Studies"

Examines and categorizes the statistical studies in environmental racism, emphasizing various operationalizations of dependent and independent variables. Discusses role of race, of class, and race X class in siting decisions.

Required readings:


Optional readings:


Lecture 12: (Hastings) "The Siting Process"

Discusses who the decision-makers are in siting a noxious facility. Examines the factors driving the decision to site: historical patterns of land use, social status of host community, economic forces, legal constraints and anticipated resistance. Discusses risk differentials in siting, speed of clean-up of toxic site, and in corporate fines imposed.

Required readings:


Optional readings:


Pamela Davidson and Douglas L. Anderton. 1998. "Demographics of dumping II: A national environmental equity survey and the distribution of hazardous materials handlers." PAA.


Lecture 13: (Cable) "Institutional Discrimination in Housing"

Application of Feagin and Feagin's institutional discrimination framework to housing. Discussion of role of housing discrimination in discrimination in other social institutions. Relevance for environmental racism.

Required readings:


Optional readings:

None

Lecture 14: (Hastings) "Science, Risk, and Environmental Illness"

Examination of the medical model of harm and the role of expert testimony in litigation. Examination of environmental illness, comparing perceptions of scientists with those of popular or folk epidemiologists. Identifies problems in proving harm and intent to harm in court.

Required readings:


Optional readings:


Lecture 15: (Cable) "The Failure of Environmental Policy"

Provides a quick introduction to public policy in general and environmental policy in particular. Analyzes the failure of environmental policy as a product of the conflicting roles of the modern liberal democratic state. Discusses the history of the US Environmental Movement and its role in environmental policy.

Required readings:


Optional readings:


Lecture 16: (Cable) "A Case Study of Environmental Racism: Oak Ridge and the Scarboro Community"

Takes an historical approach in explaining present environmental racism in Oak Ridge. Discusses the relevance of the debate over the significance of race in American life.

Required readings:


Optional readings:


Lecture 17: (Mix) "Environmental Equity and Environmental Justice"

What is meant by fairness in the distribution of risk? What is meant by fairness in the distribution of benefit? Is fairness pragmatically possible?

Required readings:


Optional readings:


Lecture 18: (Cable) "Environmental Justice and National Security"

Brings in a global perspective of environmental racism and environmental justice. Analyzes the role of environmental justice in national security.

Required readings:


Optional readings:


SUGGESTED LINKS ON ENVIRONMENTAL RACISM
Environmental Justice(1)
Environmental Justice(2)
Penn Activist web page
POPULATION AND THE ENVIRONMENT
Sociology 5161

Lori M. Hunter
University of Colorado at Boulder

OVERVIEW: This course provides an overview of social science theory and research relating human population to environmental context. Population processes influence the demands placed upon land, air, and water environments -- as the environment provides resources necessary for human survival. Population processes also relate to environmental pollutants -- air, water, and land environments all act as sinks, or repositories, for the pollution generated by contemporary production and consumption processes.

In general, our readings and discussions provide insight into different arenas of association between humans and the environmental context. For instance, we explore the values and perceptions which individuals hold regarding the environment. We also examine human population factors related to climate change, biodiversity, and the ways in which gender mediates human-environment associations. Specific regional research allows the opportunity to consider the ways in which demographic processes exert influences on these environmental resources, as well as the ways in which environmental characteristics exert influence on demographic processes. Finally, we spend a week examining the social distribution of environmental hazards, an issue termed “environmental justice.”

The readings represent recent academic research from multiple social science disciplines including sociology, geography, economics, and political science. Through the course of the semester, we will examine theoretical and empirical work at local, national, regional, and international scales, examining a wide range of domestic and international issues which relate to human-environment interactions.

SPECIFIC AIMS: Following this course, students should be familiar with:

♦ several theoretical perspectives from the social sciences used to examine interactions between population and the environmental context;
♦ specific examples of recent social science research on the social dimensions of environmental context, including public opinion and the social distribution of risk;
♦ specific examples of recent social science research on the environmental implications of population dynamics;
♦ specific examples of recent social science research on the reciprocal effect of environmental factors on demographic processes;
♦ the role of mediating factors (e.g., technology, policy, culture) in shaping the relationship between population and the environment;
♦ the methodological dilemmas characterizing social and natural science linkages;
♦ many resources available to researchers examining human-environment interactions.
**READINGS:** The weekly readings represent journal articles and book excerpts offering a glimpse of current research on each topic. The readings are available from Michele Noe in the Sociology office. It is suggested you photocopy the articles for review at your own pace.

**EVALUATION:** The grade for this course will be based upon:

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Percentage of final score

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<th>Component</th>
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<td>Discussion “guide”</td>
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<tr>
<td>Weekly Article Summaries &amp; “Provocations”</td>
<td>15</td>
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<tr>
<td>Class Participation</td>
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<tr>
<td>Summary Paper and Presentation (due May 2)</td>
<td>30</td>
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<td>Final “Comprehensive” Exam (date TBD)</td>
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**Discussion “guide”:**
Each student will select one week for which they will act as the seminar’s discussion “guide”. The weekly “guide” will meet with Lori prior to class to review the main messages of the week’s reading. The student will act to bridge the various articles and enlighten the group on relevant resources and information available elsewhere. To relate the assigned articles to material outside of the reading list, the discussion guide will bring in material relevant to the subject but not included on the syllabus -- e.g., charts, graphs, texts, quotes.

**Summary Paper and Class Presentation:**
On Tuesday, March 21, students will commit to a particular topic on which to focus more in-depth in a 10-15 page, double-spaced, summary paper. The paper should critically review existing research and knowledge. Papers are due May 2, when students will also offer a short class presentation of the material.

**Final “Comprehensive” Exam:**
On a pre-arranged date during finals week, students will be given two questions, each to be answered within 4-5 pages, double-spaced. The questions will be handed out at 8:00 a.m., to be returned by 5:00 p.m. The format is designed to reflect what could be expected from a doctoral comprehensive examination.

**Weekly Article Summaries / Provocations:**
Each student will be responsible for a brief summary of each of the assigned readings, in addition to bringing questions/comments on the week’s reading material (“provocations”). The summaries and “provocations” will be submitted to the instructor and returned the following week.

**Class Participation:**
Intellectual discourse is central to the learning process and to this course. However, class participation is not based strictly on quantity, but also quality. Remember to ground your comments in the material we are reading, and to respect other points of view.

*Please come see me, call me, or send an E-mail, if you have any questions, concerns, or problems!*

**DETAILED SCHEDULE**
Week 1  Jan 18  Introduction and Overview

♦ Review syllabus;
♦ Handout/discussion of electronic discussion lists;
♦ Sign up for weeks in which to guide class discussion.

Week 2  Jan 24  Population and Environment Overviews

- Population and Environment Overviews
- Demography and the Environment
- The Environmental Context of the Population “Debate”


THE ENVIRONMENTAL CONTEXT OF THE POPULATION “DEBATE”


Week 3  Jan 31  Theoretical Frameworks: Differing Perspectives on Population-Environment Interactions


Brief excerpts from classic, oft-cited literature:


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**Week 4  Feb 7  Common Property Resources: Theory and Practice**


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**Week 5  Feb 14  Human Perceptions of the Environment, Environmental Values**


**Week 6 Feb 21  Data & Research Methods for Examining Population-Environment Interactions**


**Research Examples:**


**Week 7  Feb 28  Regional Research i:  Asia**


Week 8  March 7  Regional Research II: Africa


Week 9  Mar 14  Regional Research III: Latin America and South America


Week 10  Mar 21  Regional Research IV: North America


Week 11 Mar 28 Spring Break

Week 12 April 4 Population and Climate Change


Week 13 Apr 11 Gender and the Environment


Week 14 Apr 18 Population and Biodiversity


Week 15 Apr 25 The Environment as Hazard


Week 16 May 2 Paper Presentations

Final Exam Date to be determined
SOCIAL IMPACT ANALYSIS
Sociology/Anthropology 867

Angela G. Mertig
Michigan State University

Course Overview:
Social Impact Assessment (SIA) can be broadly defined as the study of how social groups (e.g., families, communities, societies) respond to and are affected by significant changes in their environment. Typically, SIA is done in an anticipatory manner, attempting to estimate the potential effects of a future event, project, or policy. Historically, the practice of SIA in the United States grew out of the federal Environmental Impact Assessment process mandated by the National Environmental Policy Act of 1969. Because of this, SIA practitioners have typically studied cases involving projected changes in the natural resource situation of a community.

This course will focus on the utilization of SIA in the context of changing natural resource situations. The use of SIA in such cases has had a relatively troubled history, ranging from the virtual non-recognition of social impacts to the over-reliance on economic data to measure social impacts to the lack of influence of genuine SIA studies. This course will begin by focusing on the historical, epistemological, and ideological aspects of SIA as currently practiced and as idealized by various practitioners.

The course will then focus on the design and methodologies of SIA. Students will be introduced to the early stages of conducting an SIA. Important steps in the beginning of any SIA involve determining: 1) the manner in which the public and various interested parties will be involved in the process; 2) the exact nature of the project, event or policy and any alternative scenarios regarding its future development; 3) the baseline conditions existing in a community prior to the advent of the projected change; and 4) the anticipated impacts and affected parties.

The course will continue by focusing on social research techniques that can be used to examine the anticipated impacts on the community and to discover previously unanticipated impacts or affected groups. While there are a plethora of useful techniques, students will be introduced specifically to the use of qualitative methods (in-depth interviews, oral histories, focus groups, field observation), documentary and secondary data sources, and structured surveys.

Finally, the course will reflect on the implications of SIA research. Once SIA research has been conducted, it can be utilized to modify or mitigate the effects of the proposed or expected change. Furthermore, SIA should allow for the continual monitoring of the community regarding the actual outcome of the change process. Monitoring and evaluation of actual outcomes can aid the impacted community and improve the implementation of future SIAs.

In sum, this course is intended to provide a practical introduction to the field of SIA. As such, students should come away equipped with the ability to understand, interpret and design social impact assessments. They should also gain some expertise in and an appreciation for the breadth of methodologies available for SIA research.
Course Evaluation Procedures:

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<td>Class Participation</td>
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<td>Discussion Group</td>
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<tr>
<td>EIS Review Paper</td>
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<td>Scoping Matrix</td>
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<tr>
<td>Matrix Presentation</td>
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<td>Project Presentation</td>
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Class Participation: You are expected to participate in class. You should respond (thoughtfully, analytically, and politely) to the ideas presented by others and be prepared to discuss class materials. While class participation is important in any class, it is especially important in a graduate level course. As a graduate student you should become proficient at understanding, analyzing, critiquing and discussing the work of others.

Discussion Group: Individuals or small groups (depending on class size) will be responsible for leading discussions for an assigned class period. Specific class periods will be determined on the first day of class. The discussants are expected to prepare relevant and intriguing questions, based on reading materials, that they will pose to the class. Discussants will be largely responsible for maintaining a satisfactory level of discussion during the class period; they should anticipate being responsible for covering from one and a half to two hours of the class period. (An alternative model would be for the discussants to devise a class activity related to that week’s topic.)

EIS Review Paper: Each student will prepare a short paper (approximately 5 pages) reviewing the SIA content of two to three Environmental Impact Statements that are available at the MSU main library and that have been prepared for projects within Michigan as well as elsewhere. A separate hand out will clarify the exact nature of this paper assignment (to be provided on September 21, 2000).

Scoping Matrix: Each student will participate in a small group exercise to prepare a matrix (and accompanying explanation) of possible impacts and affected groups for a potential, hypothetical, actual or historical project of the group’s choosing (approved by the instructor). A separate hand out will clarify the exact nature of this assignment (to be provided on October 5, 2000).

Matrix Presentation: Each group (above) will present their scoping matrices and scenarios to the entire class for discussion. Presentations/discussions will be given on October 19, 2000. The length of the group presentation will depend upon the number of students within each group; however, each student should anticipate preparing for at least five minutes of presentation and at least five minutes of discussion revolving around the entire group’s presentation.

Class Project:
The class (as a whole) will focus on a local situation of interest (determined through class discussion early in the term). After the class has determined the key aspects of the situation that should be investigated, small groups (or individuals) will select which aspect(s) they would like to investigate and begin collecting data as if they were doing so for a full-fledged social impact assessment. While most groups will undoubtedly choose to conduct in-depth interviews of key actors (at least two interviews per group), others can (time permitting) choose to collect data through other means (e.g., field observation, secondary or documentary data collection, a brief survey). Groups may also choose to combine methods. In any case, the amount of work done per student should at least be the rough equivalent of conducting, transcribing and analyzing one in-depth interview (of 1 to 2 hours each). As the data collection progresses students will be expected to informally share their insights in class. More details on this project will be discussed throughout the class. Unless students desire an earlier timeline, groups will be assigned on October 19, 2000.
Project Presentation: On the final day of class, groups will be asked to formally present a 10-15 minute summary of their project results (see above). Groups should be prepared to respond to criticisms from their colleagues. Each student in the group should be equally involved in presentation.

Project Paper: Each student will be responsible for separately preparing a paper on their portion of the project. At a minimum, papers should include: 1) a brief description of the overall situation; 2) a lengthier description of the particular aspect(s) the group focused on; 3) a thorough description and justification of the methods used to gather data; 4) a thorough overview of findings from the group’s data collection; and 5) an analysis of how these findings would fit into a social impact assessment of the situation. Stronger papers will also use information gleaned from the data collection of other groups (as ascertained in class discussion and/or by reviewing materials gathered by other groups). Where relevant, students should also try to incorporate insights from the literature discussed in class. The paper should be around 15-20 pages in length.

Schedule and Reading List:
August 31 Introduction to the Class

September 7 The National Environmental Policy Act and Environmental Impact Assessment

Readings:

September 14 Introduction to Social Impact Assessment (SIA)

Readings:
Social Ecology Press.


September 21  Problems and Controversies in Social Impact Assessment

**Readings:**

**Assignment Given:** EIS Review Paper

September 28  Public Involvement in Environmental and Social Impact Assessment

**Readings:**

October 5  Early Stages of SIA: Project Delineation, Baseline Conditions, Scoping

**Readings:**
Assignment Due: EIS Review Paper  
Assignment Given: Scoping Matrix

October 12  
Research Design in Social Impact Assessment

Readings:

October 19  
Presentations of Scoping Matrices

Assignment Due: Scoping Matrix  
Assignment Given: Class Project

October 26  
Qualitative Methods in SIA (I): Interviews, Oral Histories, Focus Groups

Readings:

November 2  
Qualitative Methods in SIA (II): Field Observation, Ethnography

Readings:
November 9  

**Readings:**


November 16  

**Readings:**


November 23  

**Readings:**


November 30  

**Readings:**

Readings:


December 7 Project Presentations

*Project papers due middle of finals week*
General Objectives:
You are to become acquainted with actual Final Environmental Impact Statements (EIS) and to become accustomed to locating them in the library. You are to analyze EISs in terms of the social scientific information presented (or not presented, as the case may be). Your analysis should keep in mind at least two things: 1) what SIA scholars believe should be included in any EIS/SIA; and 2) how EIS/SIA has typically been conducted.

Description of Assignment:
On an attached sheet I have provided a list of three existing EIS projects for each student in the class. I located (in MAGIC) the final EISs for several projects within Michigan (ranging in time from 1978 to 1999) and also for recent (1998+) projects conducted in other areas of the country. These statements are currently available at the Main Library on campus. While these statements have not been placed on reserve, all of them can be found in the Government Documents section of the library. Furthermore, most of them are on Microfiche which cannot leave the library. These projects have been (somewhat) randomly assigned to individuals, but I made sure that each person had one Michigan project and I tried to vary the agencies involved in the EISs selected for any one person. While there are three projects listed, you are only required to analyze two of the projects. The third is optional.

You are to locate the Final EIS for your projects and conduct a brief content analysis of each. Attached you will find a two page matrix with important social variables listed. Use this matrix to determine the content of social impact information in your project statements. Use the key to fill in the appropriate responses to the following questions: Is the social variable/information discussed when the baseline (pre-project/no project) conditions of the community/area are analyzed? Is it discussed when analyzing impacts of the project or its alternatives? If so, did the writers indicate if the impact would be negative, positive or neutral to the community/area? If a variable is discussed is there any indication of how it was measured or assessed? If so, what technique(s) did they use to measure the variable? Feel free to add variables that were discussed but are not on the form.

In addition to filling out the matrix, you are to write a short paper (approximately 5 pages) on the results of your analysis. You should include the following information for each project:
• Provide a brief description of the project
  Y What is/was intended?
  Y When is/was the project to start? When was the EIS published?
  Y Where is/was the project going to occur?
  Y What agency is/was overseeing the project? Are there other parties involved?
  Y At what stage of the project was the EIS done? (In other words, do you think a lot of planning or work already occurred?)
• Can you tell who prepared the EIS, especially the social impact sections? What are their credentials (highest degree, area of expertise)?
• Provide a brief description of how the public was involved (or not)
• Discuss the social impacts included (or not)
  Y Summarize the findings from the matrix
  Y Was it easy to find the social impacts? How were they labeled?
  Y Do you think the assessors adequately considered the social impacts?
  Y Are there any social impacts they missed that should be discussed?
Did the assessors use adequate methods for determining social impacts? Did they do any primary research? Did they cite any social scientific literature?

Optional: If you located both the draft and final EIS, is there an indication that the environmental and/or social impacts had an influence on the final statement or even the final decision?
General Objectives:
The purpose of this assignment is to introduce you to scoping as an essential component of SIA. In general, scoping means the determination of groups and issues that need to be considered, evaluated and addressed in an adequate SIA study. While scoping continues throughout the SIA (as new information becomes available), this assignment will focus on a preliminary scoping of issues/groups involved in some project of your group’s choosing. This exercise should not only introduce you to the myriad of topics, social issues, and impacted groups involved in any natural resource-related project, but it is also meant to introduce you to the thought processes involved in adequately scoping out the impacts of a project.

Description of Assignment:
I have assigned you to three groups:
Group 1: Brian, Keri, Kimberly, Laura
Group 2: Jonathan, Maite, Melissa, Michael
Group 3: Ivan, Peggy, Wendy

Each group is to choose some natural resource-related project or topic. The project can be something that someone in the group is already familiar with or it can be something totally new to all members of the group; likewise, the project can be an actual or a hypothetical one (which requires that the group determine the key elements of the project). Using this project, each group is to construct a matrix of the impact issues and impacted groups involved and that should be considered if an SIA were to be conducted on the project. I have attached a matrix that can be used to fill in the appropriate information (you will probably need to use more than one sheet). You can modify the matrix and use your own design, but try to use the same coding scheme for determining the nature of impacts. I have also attached an example of a “completed” matrix.

In addition to completing the matrix, each group is to prepare a brief paper describing the project, the impact issues, the impacted groups, and the reasons why the group coded the impacts as they did. This paper does not need to be overly extensive; write enough about each issue/group so that someone unfamiliar with the project can understand the basic ideas.

Each group will present a brief overview of their matrix (and accompanying paper) on October 19. Each group will be given about half an hour to present their ideas; this will be followed by about 20 minutes of class discussion on the material presented. Each member of the group is expected to contribute to the scoping process, including the written and oral presentation of ideas. By presenting your work in class, you enable other class members to fill in additional issues or groups that you may not have thought about. This is the essence of scoping—no one person can reasonably be expected to think of all the possibilities!
This weekly seminar will survey environmental sociology, emphasizing the diversity of contemporary theories of society-nature relations, critical discussions of conventional views, alternative perspectives on the role of science and/or policy, and social movements. The course will explore the many of the historical dynamics of ecological transformation and common responses to ecological problems. Further, social and natural scientific assumptions about environmental conditions, change and crisis will be reviewed. Readings reflect the exciting, multidisciplinary character of environmental sociology and are taken from sources in sociology, geography, history, philosophy, economics, and ecological science.

At present, the course gives short, or no, shrift to Deep Ecology and Animal/Natural Rights in their many forms. Further, it can be seen to underplay conventional interpretations of the centrality of industrialization, technology and pollution to environmental problems. These latter issues will arise throughout the course of the semester, while the first two will likely to remain under-emphasized.

Assignments:

FIRST: Each student will be responsible for providing a critical overview (~3-4 pages) of (at least) one week's readings during the semester. This "commentique" will be posted to the seminar's WebTalk pages by 5pm on the Monday before the Thursday session. (Webtalk is available at: http://clcgi.cl.msu.edu/~rudya/cgi-bin/soc865/webtalk/system) Half of the seminar will then be responsible for producing 1-2 pages of remarks about the commentique (also posted to WebTalk), or about other issues the readings not included in the initial piece, by Wednesday at 3pm.

This process will allow us to have a shared and evolving series of questions and perspectives generated BEFORE the seminar. This way I do not wholly set the agenda and the intellectual conversation is already started before we gather. Further, each seminar will begin with a collective exercise that distills, and places on the blackboard, the key remaining questions and the primary topics for seminar discussion. After that, the conversations are allowed to take on a life of their own. The goal of all of this is to reduce the amount of uncomfortable or tentative silence in the room and the amount of prodding I have to do. In the best of seminars students teach themselves at least as much, if not more, than the professor teaches them.

SECOND: The final assignment for the class can be executed in one of two ways. The first option is to prepare a question, and an answer, equivalent to that which might be associated with a component of a comprehensive exam on Environmental Sociology. The second option is to investigate and interpret a particular empirical environmental problem, crisis, or policy debate using materials from the seminar and others appropriate to such an exercise.

Thoughts/Suggestions: There are two wonderful texts that students can and should access for suggested reading and public presentation strategies. Paul Edwards, in the School of Information at the University of Michigan, has posted to his website an article titled “How to Read a Book” (which also works for sets of articles) and another on “How to Give a Talk” (which can also work for seminar participation). Both are excellent guides to ease, facilitate, and accelerate these two activities, I recommend them highly.
Expectations:

You cannot do well in this seminar unless you are actively engaged in it. Nevertheless, I am fully cognizant that some folks participate more during seminar meetings than others do. For those who speak less often in the seminar, your weekly written work will be of additional importance.

While there is no absolute formula for grades... the largest part of the grade will derive from written and oral participation in the seminar process. A key component of this will be connected with evidence of synthetic learning and intellectual development. Improvement over the course of the semester counts for a great deal –this is NOT advice to do shoddy work at the start.

In both your WebTalks and final projects, the expectation is that logically constructed arguments will be developed. I am fairly intolerant of strong, unsupported claims and opinions. In the academic arena, what one thinks is far less important than why one think what one thinks. We all have opinions but what matters within intellectual discussions is the clear statement and fair defense of those perspectives in open exchanges with others who (often) hold alternative interpretations.

Texts:

There are no books to buy for the course, though there is a two volume course pack available through the University Bookstore, SBS and Ned’s

Weekly Readings

SEPT. 6: ENVIRONMENTAL SOCIOLOGY

SEPT. 13: ENVIRONMENTAL JUSTICE

SEPT. 20: THE IDEA OF NATURE

NOON, WED. SEPT. 26: ECOFEMINISM

OCT. 4: (ANARCHIST) SOCIAL ECOLOGY
OCT. 11. OVER-POPULATION/CONSUMPTION

OCT. 18: TRAGEDY OF THE COMMONS

OCT 25: RISK AND ECOLOGICAL MODERNIZATION

NOON, WED., OCT. 31: ENVIRONMENTAL HISTORY

NOV. 8: POLITICAL ECOLOGY & DEVELOPMENT

NOV. 15: ECOLOGICAL MARXISM
5. Three Contributions to the Symposium on the Second Contradiction Thesis:

11:00 AM, TUES., NOV. 20: THE PRODUCTION OF NATURE

NOV. 29: CONSTRUCTIONS OF NATURES


**DEC. 6: THE HYBRIDITY OF NATURE**


ENVIRONMENTAL SOCIOLOGY: COMPARATIVE AND HISTORICAL PERSPECTIVES  
Sociology 532

David A. Sonnenfeld  
Washington State University, Tri-Cities

Description
This seminar surveys classical and contemporary foundations of Environmental Sociology. Designed to complement other graduate offerings in Sociology at WSU, this course aims to give graduate students a solid foundation from which to conduct further studies, research, and teaching in Environmental Sociology. It critically examines contributions from a variety of theoretical perspectives, including Marxian, Weberian, social constructivist, eco-feminist, social network, and ecological modernization; and utilizes historical and contemporary case studies from around the globe, including Africa, the Americas, Asia, and Europe. Participants will examine theoretical antecedents to Environmental Sociology, study the application of sociological approaches to pressing environmental issues, examine the intersection between social inequalities and the environment, look at environment-related social movements, and analyze the response of social, political and cultural institutions to environmental change. The course is designed as a reading seminar, with short (1-2 pp.) essays on weekly readings and a longer, integrative final paper.

Course Requirements
Weekly. Each week, by 8 am Monday, students will write and deliver by electronic mail to all seminar members short (1-2 pp.) critical commentaries on one aspect of that week’s readings. These should be short, tight, documented essays arguing a particular point or perspective. Students will read each others’ commentaries as well as the assigned texts prior to Wednesday’s seminar session.

Final Paper. As a final project, students will prepare and submit an intermediate-length (8-10 pp.), integrative, critical review essay based in the first instance on course texts. This paper may develop one of the themes raised in a weekly commentary, or a new theme. Essays engaging with and reflecting on the usefulness and/or applicability of course material to student research topics are welcomed. Additional texts and empirical material may be brought in as well. The paper should be typed, double-spaced, and include a cover sheet and complete bibliography. Students will give a brief presentation on their final paper during the final course session.

Grading
Weekly commentaries 60%
Final paper & talk 20%
Participation 20%

Auditing
This course must have a minimum number of registered students (currently ten) for it to "make." Once that number has been reached, I am willing to consider requests to audit this course. My minimum requirement for all participants including auditors, is that you make a commitment to me and other seminar participants to do the required weekly readings & written commentaries.

Logistics
The seminar will meet in Pullman each Wednesday afternoon, from 2:30-5:30 pm. The instructor will lead the seminar in Pullman several times during the semester; otherwise, he will do so from the Tri-Cities via the Washington Higher Education Telecommunications System (WHETS). There may be participants from WSU Tri-Cities and WSU Vancouver as well.
Office Hours

Pullman          Tri-Cities
Wilson 204F        West 207E
TBA               MW 1:30-2:30 pm
Tel. (509) 335-7226 (x 57226)  Tel. (509) 372-7375 (x 27375)
Fax (509) 335-6419   Fax (509) 372-7100
E-mail:  sonn@wsu.edu  E-mail:  sonn@wsu.edu

Texts

Required

Recommended

Acknowledgements
For helpful suggestions for readings, the instructor would like to thank Maurie Cohen, Reuben Deumling, Donald Moore, David Pellow, Gene Rosa, Gert Spaargaren, Noël Sturgeon, and Rick Wilk; and WSU graduate students Leah Christian, May Penuela, Julie Rice, and Caroline Wilson. An earlier version of
this course was taught Spring 2000, in the Energy and Resources Graduate Program at the University of California, Berkeley. That course was developed with support from the S.V. Ciracy-Wantrup Fellowship program and the Energy and Resources Group.

COURSE OUTLINE

Introduction

Wk 1 – What Is "Environmental Sociology"? An Overview

Required


Recommended

Dunlap and Michaelson, eds., *Handbook of Environmental Sociology*


Redclift and Benton, eds., *Social Theory and the Global Environment* (H)

Redclift and Woodgate, eds., *International Handbook of Environmental Sociology* (R)

Other

Bell, *An Invitation to Environmental Sociology*

Catton, *Overshoot*


Dunlap, et al., *Sociological Theory and the Environment* (H)

Field and Burch, *Rural Sociology and the Environment*

Freese, *Evolutionary Connections*


Goldblatt, *Social Theory and the Environment*

Humphrey, et al., *Environment, Energy, and Society*


Mehta and Ouellet, eds., *Environmental Sociology*

Schnaiberg and Gould, *Environment and Society*

* KEY:  (E) = Electronic reserve, via Griffin library catalog, see: <http://griffin.wsu.edu/search~/>  
(H) = Holland Library Reserve Reading Room  
(L) = Available online, via WSU electronic gateway: <http://www.wsulibs.wsu.edu/ejlist/>  
(R) = Holland Library reference collection (non-circulating)


Theoretical Foundations

Wk 2 – Marx: Structures of Accumulation & the Environment

Required

Foster, *Marx's Ecology*

Recommended


O'Connor, J., *Natural Causes*


Schnaiberg, “The Expansion of Production: Capital, Labor and State Roles,” ch. 5 (pp. 205-273) in *The Environment* (H)

Other


Bunker, *Underdeveloping the Amazon*

Burkett, *Marx and Nature*

Dickens, *Society and Nature*

Dickens, *Reconstructing Nature*


Harvey, *Conditions of Postmodernity*

Marx, *Capital*, Vol. 1

O'Connor, M., ed. *Is Capitalism Sustainable?*

Polanyi, *The Great Transformation*

Smith, N., *Uneven Development*

Wk 3 – Weber: Bureaucracy, Rationality & the Environment

Required

Murphy, *Rationality and Nature*

Recommended


Paehlke and Torgerson, *Managing Leviathan* (H)

Torgerson, Douglass, “Limits of the Administrative Mind: The Problem of Defining Environmental Problems,” ch. 9 (pp. 110-127) in Dryzek and Schlosberg, eds., *Debating the Earth* (H)

Other

Gottlieb, *Forcing the Spring*

Tarr, *The Search for the Ultimate Sink*
Wk 4 – Consumption & Environment

Required
Adorno and Horkheimer, “The Culture Industry,” pp. 120-167 in Dialectic of Enlightenment (E)
Marcuse, ch. 1, “The New Forms of Control” (pp. 1-12), and ch. 3, “The Conquest of the Unhappy Consciousness” (pp. 56-83) in One-Dimensional Man (H)
Schnaiberg, “The Expansion of Consumption: Does the Tail Wag the Dog?” ch. 4 (pp. 157-204) in The Environment (H)

Recommended
Cohen, and Murphy, eds. Exploring Sustainable Consumption
Mumford, “Normalize Consumption!” pp. 390-400 in Technics and Civilization (H)
Wilk, "Consumption, Human Needs & Global Environmental Change," Global Environmental Change

Other
Bourdieu, Distinction
Daly, Beyond Growth
Douglas & Isherwood, The World of Goods
Durning, How Much Is Enough?
Ewan, Captains of Consciousness
Goodman and Redclift, Refashioning Nature: Food, Ecology & Culture
Illich, Towards a History of Needs
Schor, Juiliet B., “Can the North Stop Consumption Growth?” pp. 68-84 in Bhaskar and Glyn, eds., The North, the South, and the Environment
Schor and Holt, eds. The Consumer Society Reader
Lury, Consumer Culture
Mazur, ed., Beyond the Numbers
McCracken, Culture and Consumption
Miller, ed., Acknowledging Consumption
Ottes, ed., The Sociology of Consumption
Redclift, Wasted: Counting the Costs...
Redclift and Woodgate, eds., International Handbook of Environmental Sociology (R)
Shiva, Close to Home
Strasser, Waste and Want: A Social History of Trash
Strasser and McGovern, eds., Getting and Spending
Westra and Werhane, eds., The Business of Consumption

Wk 5 – Social Construction of Environmental Problems

Required
Hannigan, Environmental Sociology

Recommended
Taylor, Peter J. and Frederick H. Buttel. 1992. “How Do We Know We Have Global Environmental Problems?” Geoforum 23:405-416

Other
Burningham, Kate. 1998. “A Noisy Road or Noisy Resident?” Sociological Review 46: 536-563
Harvey, Justice, Nature & the Geography of Difference
Redclift and Benton, eds., Social Theory and the Global Environment
Redclift and Woodgate, eds., International Handbook of Environmental Sociology
Woodgate, Graham and Michael Redclift. 1998. “From a ‘Sociology of Nature’ to Environmental Sociology,” Environmental Values 7:3-24

Assignment
Due in class on Week 7: a one paragraph (c. 150 word) abstract of your final paper, plus ten references
The World-System, States & Natural Resources
Wk 6 – Environmental Imperialism

Required
Chew, World Ecological Degradation

Recommended
Goldfrank, et al., eds., Ecology and the World-System (H)

Other
Bunker, Underdeveloping the Amazon
Crosby, Ecological Imperialism
O'Connor, J., Natural Causes
O'Connor, M., ed., Is Capitalism Sustainable?
Redclift, Sustainable Development
World Commission on Environment and Development, Our Common Future

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Wk 7 – Environmental States

**Required**

Broadbent, *Environmental Politics in Japan*

**Recommended**


**Other**

Dryzek, *Politics of the Earth*

Fox and Brown, eds., *Struggle for Accountability*

Hirt, *A Conspiracy of Optimism*

Jänicke and Weidner, eds., *National Environmental Policies*

Litfin, ed., *The Greening of Sovereignty*

Lipschutz and Conca, eds., *The State and Social Power in Global Environmental Politics*

O'Connor, M., ed., *Is Capitalism Sustainable?*

Paehlke and Torgerson, eds., *Managing Leviathan*

Richardson, et al., *Winning the War of Words*

Scott, *Seeing Like a State*


Szasz, *Ecopopulism*

Vogel, *Trading Up*

Young, *Natural Resources and the State*

Young, *Resource Regimes*

Young, ed., *Global Governance*

Wk 8 – Political Ecology/ Society & Natural Resources

**Required**


**Recommended**

Blaikie, *The Political Economy of Soil Erosion in Developing Countries* (H)
Blaikie and Brookfield, *Land Degradation and Society* (H)


Other

Berry, *Chiefs Know Their Boundaries*

Berry, *No Condition is Permanent*

Bonanno and Constance, *Caught in the Net*


Bryant, *The Political Ecology of Forestry in Burma, 1824-1994*

Bryant and Bailey, *Third World Political Ecology*

Carroll, *Community and the Northwestern Logger*


Field and Burch, *Rural Sociology and the Environment*

Fortmann and Bruce, eds., *Whose Trees?*


Freudenburg, and Gramling, *Oil in troubled waters*

Gedicks, *The new resource wars*

Goldman, ed., *Privatizing Nature*


Lee, et al., eds., *Community and Forestry*

Macpherson, *Property*

McCay, and Acheson, eds. *The Question of the Commons*

McCay, *Oyster Wars and the Public Trust*

McEvoy, *The Fisherman's Problem*
Ostrom, *Governing the Commons*
Peet and Watts, eds., *Liberation Ecologies*
Peluso, *Rich Forests, Poor People*


Peluso and Watts, *Violent Environments*

Rocheleau, et al., *Feminist Political Ecology*


Rose, *Property and Persuasion*

Ryan, *Property*


Young, *Natural resources and the state*

Young, *Resource regimes*

Environmental Inequalities

Wk 9 – Race/ Ethnicity

**Required**

Hurley, *Environmental Inequalities*

**Recommended**

Hofrichter, ed. *Reclaiming the Environmental Debate*


(Review: Hannigan, “Reconstituting Environmentalism: Environmental Justice as a Defining Concept,” pp. 120-125 in *Environmental Sociology*)

(Review: Murphy, “Environmental Classes and Environmental Conflict,” ch. 8 [pp. 163-190] in *Rationality and Nature*)

**Other**

Beck, *Risk Society*

Brown, Phil, *No Safe Place*

Bryant and Mohai, eds., *Race and the Incidence of Environmental Hazards*

Bryant, ed. *Environmental Justice*

Bullard, ed., *Confronting Environmental Racism*

Bullard, *Dumping in Dixie*

Bullard, et al., eds., *Unequal Protection*
Cole and Foster, From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement
Faber, The Struggle for Ecological Democracy
Gottlieb, Forcing the Spring
Gregory, Black Corona
Harvey, Justice, Nature, and the Geography of Differences
Hofrichter, ed., Toxic Struggles
Kuletz, The Tainted Desert
Mutz, Bryner & Kenney, eds. Justice and Natural Resources
Pulido, Environmentalism and Economic Justice
Roberts & Tofolon-Weiss, Chronicles from the Environmental Justice Front Line
Szasz, Ecopopulism
United Church of Christ, Toxic Wastes and Race
Westra & Lawson, eds., Faces of Environmental Racism
Wright, The Death of Ramon Gonzales
Assignment
Due in class, Week 11: two copies of a 1 p. outline of your final paper, plus revised abstract & ten references for same.
   Wk 10 – Gender
Required
Agarwal, A Field of One's Own
Recommended
Rose, "Women and Property: Gaining and Losing Ground," ch. 8 in Property and Persuasion
Sturgeon, Ecofeminist Natures
Other

Blunt & Rose, eds. Writing Women and Space


Jackson and Pearson, Feminist Visions of Development

Leach, Rain Forest Relations

Littig, Feminist Perspectives on Environment and Society

Mellor, Feminism & Ecology


Merchant, Earthcare

Redclift and Woodgate, eds., International Handbook of Environmental Sociology (R)

Sachs, Women Working in the Environment

Salleh, Ecofeminism as Politics

Sandilands, The Good Noured Feminist: Ecofeminism and the Quest for Democracy

Schroeder, Shady Practices: Agroforestry and Gender Politics in the Gambia

Shiva, Staying Alive

Silliman & King, eds., Dangerous Intersections: Feminist Perspectives on Population, Environment, and Development

Strather, Marilyn, After Nature

Warren, Ecofeminism and Why it Matters

Warren, Ecofeminist Philosophy

Warren and Erkal, eds., Ecofeminism: Women, Culture, Nature

Resistance & Reform

Wk 11 – Environmental Social Movements

Required

Taylor, Ecological Resistance Movements

Recommended


Hofrichter, ed. Reclaiming the Environmental Debate


Sturgeon, Ecofeminist Natures

Other

Bonnano and Constance, Caught in the Net

Brown, et al., No Safe Place

Brulle, Agency, Democracy, and Nature

Dawson, Eco-Nationalism

Dowie, Losing Ground
Assignment
Due in class, Week 12: two copies of your typed, double-spaced "buddy comments"

Wk 12 – The Built Environment

Required
Evans, ed., Liveable Cities?

Recommended
Dunlap & Michaelson, eds., Handbook of Environmental Sociology


Other
Abu-Lughod, New York, Chicago, Los Angeles: America's Global Cities
Cronon, Nature’s Metropolis: Chicago and the Great West
M. Davis, City of Quartz: Excavating the Future in Los Angeles
M. Davis, Ecology of Fear: Los Angeles and the Imagination of Disaster
Gottlieb, Environmentalism Unbound
Gregory, Black Corona
Gugler, ed., Cities in the Developing World
Harvey, Social Justice and the City
Inoguchi, et al., eds. Cities and the Environment
Jonas and Wilson, eds., The Urban Growth Machine
Logan and Molotch, Urban Fortunes
Luccarelli, Lewis Mumford and the Ecological Region
Lutzenhiser and Biggart, eds., Market Structure and Energy Efficiency
Marcuse, P., et al., eds. Globalizing Cities: A New Spatial Order?
Mazmanian and Kraft, eds. Toward Sustainable Communities
Pazzoli, Human Settlements and Planning for Ecological Sustainability
Scott and Soja, eds., The City
Tarr, Search for the Ultimate Sink
Wachs and Crawford, eds., The Car and the City
Weinberg, et al., Urban Recycling

Wk 13 – Ecological Modernization

Required
Mol and Sonnenfeld, eds., Ecological Modernisation Around the World

Recommended
Rock, Pollution Control in East Asia

Other
Andersen, Governance by Green Taxes
Angel and Rock, eds., Asia's Clean Revolution
Beck, Ecological Enlightenment, esp. ch. 10, “Sociology and the Ecological Issue”
Beck, Risk Society
Beck, The Reinvention of Politics
Beck, World Risk Society
Beck, Giddens & Lash, eds. Reflexive Modernization
Dryzek, "Industrial Society and Beyond: Ecological Modernization," pp. 136-152 in Politics of the Earth
Dryzek, Rational Ecology
Dryzek and Schlosberg, eds., Debating the Earth
Giddens, Consequences of Modernity. The
Giddens, “Modernity Under a Negative Sign: Ecological Issues and Life Politics,” ch. 8 in Beyond Left and Right
Hajer, Politics of Environmental Discourse
Lash, et al., eds., Risk, Environment and Modernity

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Mol, Globalization and Environmental Reform (H)
Mol, Refining Production
Mol, et al., eds., The Voluntary Approach to Environmental Policy (H)
O'Neill, Waste Trading Among Rich Nations
Spaargaren, et al., eds., Environment and Global Modernity (H)
Weale, New Politics of Production
Conclusion
Wk 14 – Open Session (TBD)
Wk 15 – Student Presentations

SUPPLEMENTAL BIBLIOGRAPHY


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