

ENVIRONMENTAL SOCIOLOGY NEWS

Newsletter of the American Sociological Association's
Section on Environmental Sociology

April 2019

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FROM SECTION CHAIR

Spring Greetings! I hope the winter season treated each of you well. I hope that you've had productive times and got at least a little rest. Here are some updates from me on:

- *Council Activities*
- *Indigenous Peoples, Settler Colonialism and ASA*
- *Teaching About Climate Change*
- *Public Sociology, Your Voice and Mind Needed Now!*



Council Activities:

As I mentioned in last month's newsletter, the Section Council is continuing to work behind the scenes both to formalize the Committee on Racial Equity and within each of our internal committees to examine how their

Continued on page 2

INSIDE THIS ISSUE

MESSAGE

- | | |
|---|----------------------------------|
| 1 | From Section Chair, Update Pg. 1 |
|---|----------------------------------|

CALLS/ANNOUNCEMENTS

- | | |
|---|--|
| 2 | Social Science Extreme Events Research (SSEER) Web Map Now Live, Pg. 4 |
| 3 | 2018 Social Science Extreme Events Research (SSEER) Census, Pg. 4 |
| 4 | Global Map of Academic Hazards and Disaster Research Centers, Pg. 5 |
| 5 | Mini Conference: Animals, Ecology, and Society, Pg. 5 |

PUBLICATIONS

- | | |
|---|---|
| 6 | Books, Pg. 6 |
| 7 | Journal Special: Journal of World-Systems Research, Pg. 9 |
| 8 | Journal Articles and Book Chapters, Pg. 9 |

TRANSITION

- | | |
|---|---------------------------|
| 9 | Career Transition, Pg. 11 |
|---|---------------------------|

From the Chair (cont'd)

practices can be modified to better support and reflect our entire community. We'll share results of that in the next month or so after our upcoming conference call. Meanwhile if you do have ideas on positive directions either from your perspectives as section participants, or from serving in section leadership in any way please do email them to Jill or I and we'll incorporate them into our Council conference call later this month (norgaaard@uoregon.edu).

Indigenous Peoples, Settler Colonialism, and ASA:

Other exciting news in this area concerns changing the intellectual and meeting culture regarding settler-colonialism. This past Fall a number of Indigenous and non-Indigenous sociologists sent a letter to ASA Council asking for some updates on the approach ASA has taken with Indigenous Peoples. Here are some excerpts from our Letter:

Dear ASA Council,

We are a group of Native and non-Native sociologists. We have been meeting to discuss the relationship of the ASA to Native Nations, the conceptualization of Indigenous peoples by sociologists, and the experience of Native scholars within ASA. . . Indigenous invisibility and erasure from mainstream theory, and from the ASA as a regular section, is harmful to the discipline because it perpetuates an incomplete understanding of racialization, reinforces a revisionist history, discourages Native scholars from becoming sociologists, and so much more (Robertson 2015). . . We ask that you take the following immediate steps to address this situation:

- *Institutionalize the practice of opening annual meetings with territorial acknowledgement (e.g. Presidential Address as well as Plenary sessions). In particular, making connections with Native communities in the meeting location and inviting them to speak would be appropriate.*
- *Create visible acknowledgment of Indigenous territoriality on the ASA website and materials (e.g. ASA homepage, Footnotes, ASA conference program book).*
- *Offer at least one Regular Session on Indigenous Peoples/Native Nations each meeting, including at the 2019 meeting. Having a regular session each*

year is supportive of, and critical for the development of, Indigenous scholars and scholarship on colonialism, sovereignty and Native survivance.

- *Support the immediate development of a Section on Indigenous Peoples/Native Nations **that is not constrained by numbers**. The numbers criteria replicates U.S. genocidal policies that deny resources to Indigenous communities and undermines the strength of Native Nations.*
- *Put concerted attention into Council meetings and Program committee to reaching out to Native scholars who may not be sociologists, but who bring important insight for Plenary speakers and who could help address the gaps in knowledge in our discipline (e.g. positive recent examples of this include the Plenary delivered by Dr. Audra Simpson at 2017 meetings in Montreal, the Presidential Plenary at the International Sociological Association with Kim Tallbear (<https://www.youtube.com/watch?v=9AW8Ufb6uKs>)).*
- *Develop an ongoing mechanism to continue to work on the relationship of ASA to Native Nations and Indigenous scholars.*

We've recently heard back from ASA council and five of these six steps will be going into effect (most unfortunately we are not permitted to form a section with fewer than 200 members). If you are interested in knowing more about any of the above or be involved with the possible formation of a new Section on Indigenous Peoples and Settler-Colonialism please drop me an email.

Teaching about Climate Change:

I for one really appreciated the thread that Celene Krauss began on the emotional dimensions of the challenge in teaching about climate change. I am sure she spoke for many of us! Given the relationships between emotions, denial, political action and all the many sources of stress we each face, this is an important thing for us to think about not only for our students but also ourselves. So thank you Celene for the authenticity of your words, thank you for raising this and thank you to all of you who wrote back. A number of valuable resources were shared. These included:

Continued on page 3

From the Chair (cont'd)

- The recent book by Jeffrey Kiehl, "Facing Climate Change."
- Carbon Conversations, out of the UK:
<http://www.carbonconversations.co.uk/p/about.html>
- Greta Thunberg's opinions on "We don't need your hope. We need action."
<https://www.youtube.com/watch?v=RjsLm5PCdVQ>
<https://www.youtube.com/watch?v=F8g0zmDvxRw>
- Digital platform for climate educators, developed by faculty across the University of California and California State University systems but open-access and relevant to all:
<http://ejc.orfaleacenter.ucsb.edu/nxtterra-project-page/>
- Podcast by Sarah Jaquette Ray "Big Planet, Big Feels." <https://www.bigplanetbigfeels.net/>
- The Radical Hope syllabus:
<https://radicalhopesyllabus.com/syllabi/>
- Is This How You Feel?"
<https://www.isthisshowyoufeel.com/index.html> has simple ideas for educators to enable students to share their emotions.

Personally, I also appreciate Ashley Cunsolo Willox's piece on Climate Change as the Work of Mourning, Rebecca Solnit's books *Hope in the Dark* and *A Paradise Built in Hell*, Jonathan Lear's *Radical Hope: Ethics in the Face of Cultural Devastation*, Joanna Macy's *Active Hope: How To Face the Mess We're In Without Going Crazy* and a new book by my Eugene Colleague Mary DeMocker, *A Parent's Guide to Climate Revolution* (which is relevant for more than parents) to name a few. Some time ago I launched a Climate Change Teach In with materials all posted on the website. Many of those could be updated. If anyone wants a go at this please send materials to our website manager Nathan Lindstedt and he will post them nathan.lindstedt@wsu.edu (thanks Nathan!).

Public Sociology, Your Voice and Mind Needed Now!

Lastly, I want to encourage all of you to be getting your work in the media. We've had concerned focus on public sociology for the last several years, thanks in particular to Ken Gould for stepping up our game. We are at a time when sociological understandings of the

world are critically important. Those of you who know me personally may know that I am not "predisposed" to wanting to be a public person. But I speak to the media regularly about climate change, environmental justice and indigenous issues because I feel it is my responsibility. It can be scary, but speaking even as someone who has come under attack mostly, it is interesting and kind of fun (and it is rewarding for one's career too because more people will know what you are doing).

Our website has had a request up for more resources on how to do this and Nathan reports that he needs more input on the following: Guides for Writing Opinion Pieces; Guides for Writing Press Releases; and Guides for Speaking to the Media. I am hoping to jump start this by sharing the following resources:

- An excellent public outlet for academics is The Conversation: <https://theconversation.com/us>.
- The Op Ed Project is excellent resource and their team can provide support as well. Their focus is on countering the over representation of male op ed writers: <https://www.theopedproject.org/>.
- Tanya Golash-Boza's wonderful site *Get A Life PhD* (which if you are not familiar with, I highly recommend). It covers so many topics, from responding to a revise and resubmit to doing an academic presentation or negotiating job offers). It has a piece on writing an op ed <http://getalifeph.d.blogspot.com/2012/11/how-can-academic-publish-oped.html>

Please send YOUR suggestions for additional materials for this section of our site to our website manager Nathan Lindstedt and he will post them nathan.lindstedt@wsu.edu (thanks Nathan!).

Please do continue to share your accomplishments in terms of academic publications, media engagement, and public sociology of all types on our website, Twitter (hashtag [@EnviroSocASA](https://twitter.com/EnviroSocASA) [not a lot of action here folks but I know not everyone is as technologically inept as I am]), and listserv. Given the observations made about gender and race on the listerv in particular, you are especially encouraged to share and promote the accomplishments of those who may be less likely to do so themselves!

Continued on page 4

From the Chair (cont'd)

To that end my climate denial work was recently used by the BBC to frame this wonderful five part series on denial <https://www.bbc.co.uk/programmes/m000357k> and I've been doing a lot of thinking about fire, climate change and colonialism through my work with the Karuk Tribe. Last summer we made this six minute video Revitalizing Our Relationship With Fire. Check it out! <https://www.youtube.com/watch?v=SF3MNPuqzSg>

Thanks for all you do, keep it up, take care of one another and I hope to see you in New York in August!

Kari Marie Norgaard, Section Chair
Associate Professor of Sociology and Environmental Studies, University of Oregon

CALLS/ANNOUNCEMENTS

Social Science Extreme Events Research (SSEER) Web Map Now Live

The Social Science Extreme Events Research (SSEER) web map is an initiative of the CONVERGE project headquartered at the Natural Hazards Center at the University of Colorado Boulder. The map is free to access through the following website: <https://converge.colorado.edu/research-networks/sseer/researchers-map>.

The map highlights the location of SSEER researchers by geographic location and includes information about them, including their organizational affiliations and job titles. Future versions of this map will allow users to view researchers' disciplinary foci, methodological expertise, the types of hazards and disasters they study, the events they have researched, and other information. The map is designed to serve as a resource for connecting researchers, practitioners, and policy makers to advance ethically-grounded disaster research and move it into action. When disaster strikes, the map can also be invaluable in identifying locally-affected researchers to ensure that they are recognized and included in post-disaster research efforts.

While this is not yet a complete census of the global social science hazards and disaster research community, it represents a first attempt to map the geographic location of researchers and—as additional layers are added—highlight their extraordinary range of

skills and disciplinary expertise. If you are a social or behavioral scientist who studies hazards and disasters and are interested in joining the SSEER network, please follow this link (<https://hazards.colorado.edu/join-SSEER>) to complete the 7-minute sign-up survey. The map will be updated regularly, and the associated census of social scientists will be released annually (<https://converge.colorado.edu/research-networks/sseer/researchers-census/2018>).

SSEER is a National Science Foundation-supported network for social science hazards and disaster researchers. The purpose of SSEER is to identify and connect social science researchers to one another, to interdisciplinary teams, and to communities at risk to and affected by hazards and disasters. For additional information, please contact Lori Peek, Principal Investigator, at Lori.Peek@colorado.edu.

2018 Social Science Extreme Events Research (SSEER) Census

The Natural Hazards Center at the University of Colorado Boulder recently released the results of the Social Science Extreme Events Research (SSEER) 2018 Census (available at <https://converge.colorado.edu/research-networks/sseer/researchers-census/2018>).

The census results are based on responses gathered from social scientists who responded to a “call to social scientists”

(<https://hazards.colorado.edu/news/director/a-call-to-social-scientists>) to complete the SSEER survey in 2018. While this is not yet a complete census of the global social science hazards and disaster research community, it represents a first attempt to characterize the wide range of disciplinary skills and expertise among social scientists who study hazards and disasters. Moving forward, the Center will release the results of the SSEER census annually. If you are a social scientist and have not yet joined, you are encouraged to follow this link: <https://hazards.colorado.edu/join-SSEER>. Your data will be included in the 2019 census report and will be added to the SSEER map (<https://converge.colorado.edu/research-networks/sseer/researchers-map>).

Continued on page 5

Extreme Events Research Census (cont'd)

The SSEER Census report is organized into the following categories:

- **Discipline and Professional Expertise:** SSEER researchers were asked to identify their primary discipline(s) and to include up to five key words or phrases that best capture or describe their expertise.
- **Education and Professional Status:** SSEER researchers were asked to share information about their highest level of education and their primary professional status and affiliation.
- **Status as a Hazards and Disaster Researcher:** In order to properly assess the state of the hazards and disaster research workforce, SEER researchers identified which of the following categories best describes their current status as a researcher: a) *core researcher*, b) *periodic researcher*, c) *situational researcher*, or d) *emerging researcher*.
- **Research Methods and Data Collection Approaches:** Social scientists often use a wide range of methods and approaches regarding research design, data collection, and data analysis. To capture the range of skills among this community, SSEER researchers were asked to indicate their primary approaches to data collection and analysis.
- **Disaster Types, Phases, and Specific Extreme Events:** Social scientists often study different disaster phases, disaster types (natural, technological, willful acts of violence), and specific events. The SSEER report includes information on these separate categories.
- **Demographics:** One area of special concern is whether or not those studying disasters reflect the composition of the communities and populations being studied and served. With this in mind, the SSEER Census report closes with information regarding the socio-demographic characteristics of SSEER researchers in terms of age and years of research experience, race and ethnicity, and gender identity.

SSEER is part of a National Science Foundation (NSF) Natural Hazards Engineering Research Infrastructure (NHERI) initiative called CONVERGE, which supports social science, engineering, natural science, and

interdisciplinary hazards and disaster researchers. Questions should be directed to Lori Peek, Principal Investigator of CONVERGE, at Lori.Peek@colorado.edu.

Global Map of Academic Hazards and Disaster Research Centers

The Natural Hazards Center at the University of Colorado Boulder has just finished a major update to their online listing and interactive mapping portal of university-based hazards and disaster research centers. This [Global Hazards and Disaster Research Centers Map](https://hazards.colorado.edu/resources/research-centers) (<https://hazards.colorado.edu/resources/research-centers>) is designed to increase connections, communication, collaboration, and access to emerging research both within and across nations.

The Natural Hazards Center launched this initiative because the landscape of hazards and disaster research is changing rapidly. With more academic centers globally, and with the increased ease of distributing information, it is as important as ever to share expertise across borders and boundaries and to recognize the work that is occurring the world over.

As of March 2019, there are **350** university-affiliated hazards and disaster research centers on the map. The United States is home to the highest concentration of academic research centers—150 identified so far. But the team at the Natural Hazards Center recognizes that the list is not yet complete. The map is meant to be a living repository, so if you have questions, if you know of a center that is not currently listed, or if you see information regarding a center that needs updated or corrected, please contact please contact Lori Peek (lori.peek@colorado.edu).

You can read more about this effort, here (<https://hazards.colorado.edu/news/director/making-connections>). This mapping project was supported by the National Science Foundation and ESRI.

Mini Conference: Animals, Ecology, and Society

Mini-conference sponsored by the Section on Animals and Society of the American Sociological Association and hosted by the Environmental Studies Department of New York University

Continued on page 6

Animal, Ecology, and Society Mini-Conference (cont'd)

Organizing committee: Erin Kidder, Casey Riordan, Corey Wrenn, and Richard York.

When: August 9, 2019, 1:00-5:00, with check-in beginning at 12:30

Where: NYU Silver Center, Hemmerdinger Hall 100 Washington Square East, New York, NY 10003

How to register (registration is free):

https://docs.google.com/forms/u/1/d/e/1FAIpQLScZBL7hl8FvjRieZWmOtWaELFsMMi9aHj32w7xfbHxoQI19A/viewform?usp=send_form

Schedule:

Check-in

12:30-1:00 – Check-in and mingle

Welcome

1:00-1:10 Welcoming remarks by Richard York, A&S Chair, and Colin Jerolmack, Chair of NYU Environmental Studies

Panel 1

1:10-1:50 Leslie Irvine – “Animals and Social Problems: Lessons for a More-than-Human World”

1:50-2:30 Colter Ellis and Kelly E. Knight – “Lizard Brains: The Somatic Experience of Trauma and the Animal Within”

2:30-2:50 Discussant: Colin Jerolmack

Break

2:50-3:10 – Break with coffee and light snacks

Panel 2

3:10-3:50 Linda Kalof – “Fostering Emphathy with Animals and Nature through Visual Imagery”

3:50-4:30 Stefano Longo – “Animals, Capitalist Development, and Ecology”

4:30-4:50 Discussant: Erin Kidder

Closing remarks

4:50-5:00 Closing remarks by Corey Wrenn, A&S Chair-elect

Informal, no host reception

5:15-7:00 Amity Hall, 80 West 3rd St.

PUBLICATIONS

Books

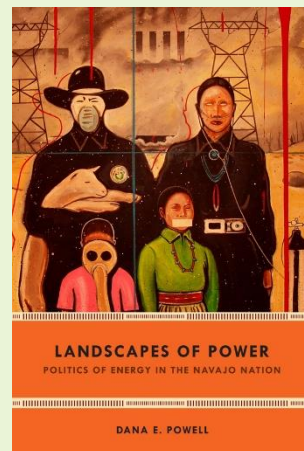
Landscapes of Power: Politics of Energy in the Navajo Nation.

Dana E. Powell

(Duke University Press, 2018)

<https://www.dukeupress.edu/landscapes-of-power>

In *Landscapes of Power* Dana E. Powell examines the rise and fall of the controversial Desert Rock Power Plant initiative in New Mexico to trace the political conflicts surrounding native sovereignty and contemporary energy development on Navajo (Diné) Nation land. Powell's historical and ethnographic account shows how the coal-fired power plant project's defeat provided the basis for redefining the legacies of colonialism, mineral extraction, and environmentalism. Examining the labor of activists, artists, politicians, elders, technicians, and others, Powell emphasizes the generative potential of Navajo resistance to articulate a vision of autonomy in the face of twenty-first-century colonial conditions. Ultimately, Powell situates local Navajo struggles over energy technology and infrastructure within broader sociocultural life, debates over global climate change, and tribal, federal, and global politics of extraction.



Dana E. Powell is Assistant Professor of Anthropology at Appalachian State University.

There's Something in the Water: Environmental Racism in Indigenous & Black Communities.

Ingrid R. G. Waldron

(Halifax and Winnipeg: Fernwood, 2018)

<https://fernwoodpublishing.ca/book/there8217s-something-in-the-water>

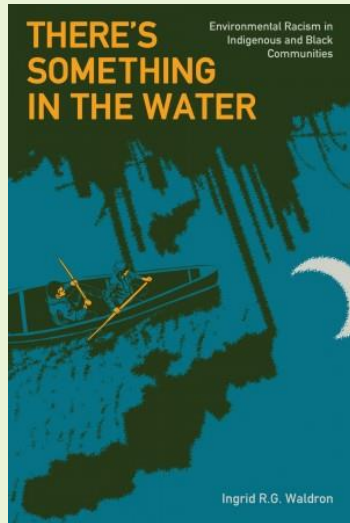
In “There's Something In The Water”, Ingrid R. G. Waldron examines the legacy of environmental racism

Continued on page 7

There's Something in the Water (cont'd)

and its health impacts in Indigenous and Black communities in Canada, using Nova Scotia as a case study, and the grassroots resistance activities by Indigenous and Black communities against the pollution and poisoning of their communities.

Using settler colonialism as the overarching theory, Waldron unpacks how environmental racism operates as a mechanism of erasure enabled by the intersecting dynamics of white supremacy, power, state-sanctioned racial violence, neoliberalism and racial capitalism in white settler societies.



By and large, the environmental justice narrative in Nova Scotia fails to make race explicit, obscuring it within discussions on class, and this type of strategic inadvertence mutes the specificity of Mi'kmaq and African Nova Scotian experiences with racism and environmental hazards in Nova Scotia. By redefining the parameters of critique around the environmental justice narrative and movement in Nova Scotia and Canada, Waldron opens a space for a more critical dialogue on how environmental racism manifests itself within this intersectional context.

Waldron also illustrates the ways in which the effects of environmental racism are compounded by other forms of oppression to further dehumanize and harm communities already dealing with pre-existing vulnerabilities, such as long-standing social and economic inequality. Finally, Waldron documents the long history of struggle, resistance, and mobilizing in Indigenous and Black communities to address environmental racism.

Ingrid R. G. Waldron is an associate professor in the Faculty of Health at Dalhousie University and the Director of the Environmental Noxiousness, Racial Inequities & Community Health Project (The ENRICH Project).

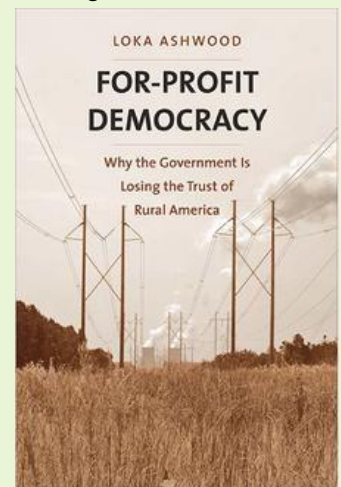
For-Profit Democracy: Why the Government is Losing the Trust of Rural America. New Haven, Connecticut:

Loka Ashwood

(Yale University Press, 2018)

<https://yalebooks.yale.edu/book/9780300215359/profit-democracy>

Why is government distrust rampant, especially in the rural United States? This book offers a simple explanation: corporations and the government together dispossess rural people of their prosperity, and even their property. Based on four years of fieldwork, this eye-opening assessment by sociologist Loka Ashwood plays out in a mixed-race Georgia community that hosted the first nuclear power reactors sanctioned by the government in three decades. This work serves as an explanatory mirror of prominent trends in current American politics. Churches become havens for redemption, poaching a means of retribution, guns a tool of self-defense, and nuclear power a faltering solution to global warming as governance strays from democratic principles. In the absence of hope or trust in rulers, rural racial tensions fester and divide. The book tells of the rebellion that unfolds as the rights of corporations supersede the rights of humans.



Loka Ashwood is assistant professor in the department of agricultural economics and rural sociology at Auburn University. She is a former award-winning journalist whose work has been published in books and sociological journals.

Shocks, States, and Sustainability: The Origins of Radical Environmental Reforms

Thomas K. Rudel

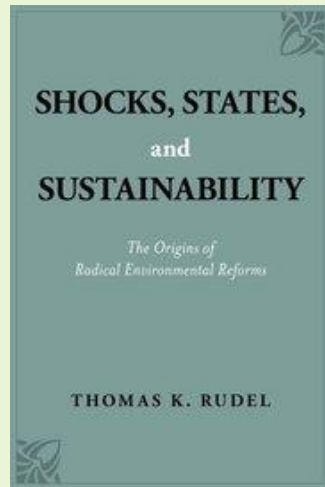
Oxford University Press, 2019

<https://global.oup.com/academic/product/shocks-states-and-sustainability-9780190921019?cc=us&lang=en#>

Continued on page 8

Shocks, States, and Sustainability (cont'd)

For the past three decades, scientists have urged us to abandon fossil fuels as rapidly as possible. Despite these pleas, the global energy sector has retained a familiar profile, dominated by the use of oil and natural gas. Only states have powers that are commensurate with rapidly reshaping societies in sustainable ways, but how do their politics enable surges in sustainability? *Shocks, States, and Sustainability* answers this question through a comparative historical study of four radical environmental reforms: in



the Dust Bowl during the New Deal, in Britain after World War II, in Cuba after the Soviet collapse, and in the Gulf of Maine after the Depression. This analysis suggests that states reform environmental practices in the aftermath of focusing events that draw popular attention to environmental degradation and suggest sharp limits in the availability of natural resources. These crises prompt the creation of encompassing coalitions of diverse peoples who push through laws and regulations that conserve natural resources.

Thomas K. Rudel is Distinguished Professor Emeritus in the Departments of Human Ecology and Sociology at Rutgers University.

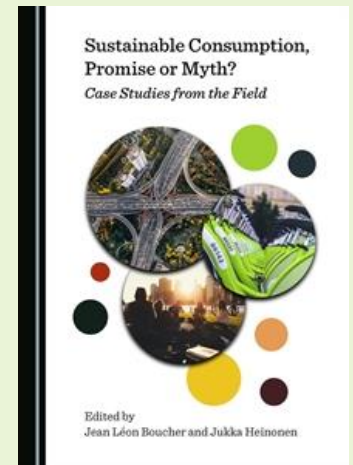
Sustainable Consumption, Promise Or Myth? Case Studies from the Field

Jean Léon Boucher and Jukka Heinonen (Editors)
Cambridge Scholars Publisher, 2019

(<https://www.cambridgescholars.com/sustainable-consumption-promise-or-myth-case-studies-from-the-field>)

This book brings together a number of recent case studies from the broad field of sustainable consumption. As they evaluate the promises, myths, and critiques of sustainable consumption, these essays can also be categorized into a range of different societal perspectives, from the individual to collectivities.

The first chapters explore the personal consumer, discussing how individual consumptive choices relate to lifestyle and culture, and how choices are reflected in the carbon footprints of consumers and vehicles like the automobile. The ongoing phenomenon of outsourcing production and thus the emissions of cities—in more affluent countries—and the resulting “low-carbon illusion” of cities is analyzed, as is the inefficiency of density policies to mitigate these emissions.



The volume then moves on to consider community-based resource sharing, environmental entrepreneurs, spillover effects and learning possibilities. Also investigated are intentional communities born of alternative economic thought, suburban neighborhoods, and questions of whether cultural activities can be considered within the field of sustainability in lower-income city outskirts.

The third part of the book analyzes different social movements in sustainability, as well as the limits of policy, government regulation, and the potential for mainstreaming sustainable consumption.

In each chapter, scholars explore sustainability, from the individual to the collective, in order to improve understandings of consumer lifestyles and provide critiques of the processes of societal transition toward more sustainable human-environmental life.

Jean Léon Boucher is a Postdoctoral Research Fellow at the University of British Columbia, Canada. Formerly a Mechanical Engineer, he gravitated to the social sciences and completed doctoral studies in Sociology at George Mason University, USA.

Jukka Heinonen is a Professor at the Faculty of Civil and Environmental Engineering of the University of Iceland and an Adjunct Professor at Aalto University, Finland.

Journal Special Issue: Journal of World-Systems Research (JWSR)

The editorial team of Journal of World-Systems Research (JWSR) is pleased to announce the publication of the Winter/Spring 2019 issue (Volume 25, Number 1) of the Journal of World-Systems Research (<http://jwsr.pitt.edu/ojs/index.php/jwsr>). This special issue contains information on a symposium on Corporate Power and Local Democracy and research articles, and several essay memorializing Dr. R Scott Frey. This issue's symposium on Corporate Power and Local Democracy offers incisive analyses of the dangers of growing corporate concentration along with strategic lessons from grassroots struggles and emerging initiatives to reclaim democracy and community. Research articles include analyses of Islamic ethical challenges to the capitalist world-system, the effects of China's trade policies on environmental protection, and the ways global power relations shape knowledge production. See below the Table of Contents of this issue. The Journal of World-Systems Research, which is the official journal of the American Sociological Association's section on Political Economy of the World-System, is available free online at jwsr.pitt.edu.

Table of Contents

Symposium:

Corporate Power and Local Democracy:
Challenges, Opportunities and Strategies

- Dynamics and Terrains of Corporate Power and Local Democracy in the 21st Century, by Ben Manski & Jackie Smith.
- From Carbon Democracy to Carbon Rebellion: Countering Petro-Hegemony on the Frontlines of Climate Justice, by Theo LeQuesne.
- Water is a Human Right! Grassroots Resistance to Corporate Power, Caitlin Schroering.
- Corporate Power versus Community Power: A Santa Barbara Story, by Richard Flacks.
- Reclaiming Democratic Control: The Role of Public Ownership in Resisting Corporate Domination, by Thomas Hanna.
- Building Dual Power for a Symbiotic Future, by Barry Feldman and Mason Herson-Hord.

Research Articles:

- Puzzling Politics: A Methodology for Turning World-Systems Analysis Inside-Out, by Leslie C. Gates and Mehmet Deniz.
- Do China's Environmental Gains at Home Fuel Deforestation Abroad? A Cross-National Analysis, by John M. Shandra, Michael Restivo, and Jamie M. Sommer.
- The World-Systemic Dynamics of Knowledge Production: The Distribution of Transnational Academic Capital in the Social Sciences, by Martón Demeter.
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TRANSITIONS

Career Transition

Amanda McMillan Lequieu, PhD candidate at the University of Wisconsin-Madison, has been appointed Assistant Professor of Environmental Sociology at Drexel University, Philadelphia, starting Fall 2019. She'll be joining the Sociology Department at Drexel. Amanda will conclude her doctoral studies this spring.

Congratulations!