

ENVIRONMENTAL SOCIOLOGY NEWS

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

Fall 2020

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SECTION CHAIR'S MESSAGE

As we make our way through Fall 2020, I find myself completely overwhelmed with life and work with no balance or separation between the two. Perhaps you are experiencing the same. COVID-19, worsening racial inequality, and the impending election -only days away as I write this – weigh heavily on me. I know many of you have been doing impressive work through public sociology and citizen political actions to address these problems and help make all in society safer and healthier.



Our section has made its own progress on beginning to address some of these problems. The Ad Hoc Committee on Racial Equity (Raoul Liévanos, Jennifer Carrera, Lauren Richter, and Elisabeth Wilder) has transitioned to a standing Committee on Racial Equity and Exclusion (CREE). Jill Harrison gathered a strong

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Chair's Message (cont'd)

slate of candidates and in consultation with the Ad Hoc committee, I have invited three faculty (Debarvna Roy, Assistant Professor, Nazareth College; Yao Li, Assistant Professor, University of Florida and Jennifer Carrera, Assistant Professor, Michigan State University) and three graduate students (Rachel McKane, PH.D. Candidate, Vanderbilt University; Yasi Shaker, Graduate Student, University of Utah and Roger Renteria, Graduate teaching assistant, University of Utah) to serve. We welcome these committee members and thank them for their time and effort as they continue the [great work started](#) by the Ad Hoc Committee on Racial Equity.

Our council is currently integrating the goals of CREE into their activities. For example, Jordan Besek, section nominations chair, has sought to recruit a slate of diverse committee nominations that you will be voting on next year. Meanwhile, Norah Mackendrick, chair-elect, has been writing the section's session descriptions for next year's conference program with input from section and non-section members and an eye towards diversifying perspectives and making the program more inclusive of marginalized voices. I welcome all of you to share your suggestions and communicate with any of us at any time regarding the section's work.

In the meantime, I wish you all good luck and health in your personal and professional lives.

Sincerely,

Rachael Shwom

Chair, Environmental Sociology Section of the American Sociological Association

Associate Professor, Department of Human Ecology
Rutgers University

FEATURE ESSAYS

Social Science Contributions to the Study of Zoonotic Spillover: Normal Accidents and Treadmill Theory

Michael Ryan Lengefeld (Goucher College)

Greg Hooks (McMaster University)

Chad L. Smith (Texas State University)

The spillover of viruses from animal to human populations is an enduring threat to human health. The COVID-19 pandemic is only the most recent instance. Over the many millennia that the human species has existed, there were 219 viruses known to infect humans as of 2012. Given this modest total, the rate of novel infections in recent years is striking as major outbreaks of the following diseases have all occurred in recent decades: HIV/AIDS (first detected in the mid-20th Century, worldwide infections since the 1980s), Zika (first detected in 1940, major outbreaks since 2007), Ebola (first detected in the 1940s, major outbreak in 2014), SARS coronavirus (2003), H1N1 influenza (2009), and Middle East Respiratory Syndrome (MERS 2012).

The threat of zoonotic spillover is accelerating. It is estimated that there are over 1.5 million unknown viruses in animal reservoirs; over 600,000 (perhaps as many as 850,000) of these viruses have the potential to infect humans. Sustained collaboration between the natural sciences and the social sciences is essential if we are to anticipate and come to terms with zoonotic spillover: "understanding of the social factors shaping the dynamics of interest, as well as more explicit and effective addressing of policy issues within the research framework are obvious benefits from working with social sciences; for the social sciences, more detailed understanding of the biological processes of interest can both raise vital new questions and beneficially refine research approaches." We offer two social science contributions to the study of zoonotic spillover: normal accidents and treadmill theory. These concepts help us identify high-risk activities and social structures and processes that heighten the likelihood of zoonotic spillover.

In Normal Accidents, Charles Perrow's immediate concern is the failure of tightly integrated and complex technological systems – e.g., the Challenger disaster. Although each individual component is engineered to meet exceedingly high standards (e.g., failures occurring 1 time in a million trials), when every component must work, there are thousands of them, and trials are repeated multiple times in a range of conditions, the chances of a catastrophic accident are surprisingly high – in a statistical sense, accidents are normal. Although the normal accidents and zoonotic spillover are not completely analogous, the logic of

normal accidents offers lessons for thinking about zoonotic spillover.

Zoonotic spillover is quite rare. Multiple barriers impede “the flow of a pathogen from a reservoir host to a recipient host. Spillover requires the pathogen to pass every barrier and thus can only occur when gaps align in each successive barrier within an appropriate window in space and time. Consequently, zoonotic spillover is a relatively rare event, and although humans are continually exposed to many potentially infectious pathogens that are derived from other species, most of these microorganisms cannot infect or cause disease in humans.” Pathogen spillover events can be linked with human-animal interactions with both natural hosts (such as bats) and intermediate hosts (such as domesticated animals). Although the risk posed by a single encounter or even several hundred encounters is quite low, the chance of spillover grows as the number of encounters grows. If encounters are frequent enough, spillover becomes “normal” – in the Anthropocene Epoch these encounters are growing rapidly – and in some cases exponentially.

Treadmill theory – the second social scientific contribution emphasized in this essay⁸ – sheds light on social processes that make encounters with novel viruses more likely and increase the risk of such encounters. Several human activities have already caused and elevate the risk of future zoonotic spillover, including climate change, hunting, human migration, landscape changes, livestock trade, and environmental contamination — and these threats have been accelerated with the process of globalization.⁹ A treadmill spans the biophysical and the social/cultural realms and refers to an anthropocentric process wherein: (1) powerful organizations appropriate and transform nature to amass power and capital, (2) competition among these organizations propels accelerating degradation of the environment, and (3) these organizations obscure, distort and suppress information about the environmental damage. The macrosocial context, the organizations at the center of them, and the elites that command these organizations make these treadmills distinct. A “treadmill of production” is derived from and propels economic competition; a “treadmill of destruction” is fueled by geopolitical and military rivalries. Treadmills of

production and destruction accelerate environmental degradation and heighten the risk of zoonotic spillover.

The dangers posed by treadmills are distinctive because powerful organizations exploit nature and extract resources in competition with rivals that threaten their organizational vitality – and potentially their survival. These powerful organizations are caught on a treadmill of environmental degradation – and the pace of degradation quickens. For example, unless corporations keep pace in resource extraction and production processes (even if these processes result in dangerous discharges to the environment), they will often be at a severe disadvantage and profits will shrink (or disappear altogether). Treadmills of destruction are driven by arms races and wars – leading to spiraling degradation of the environment. In the context of war and arms races, failing to keep pace with adversaries can lead to debilitating losses and total military defeat. These organizations distort and suppress information about the environmental degradation they are causing.

In recent decades – and continuing (if not accelerating at present) – treadmill dynamics are exacerbating the threat of zoonotic spillover. Two recent episodes of zoonotic spillover – AIDS and Ebola – highlight the risks posed by a “treadmill of destruction.” AIDS and Ebola spillovers are thought to be the result of the consumption of bushmeat and anthropogenic land-use changes. The killing of wild animals for human consumption exposed humans (and their domesticated animals) to viruses harbored by these wild animals. The problem is exacerbated by anthropogenic land-use changes that alter human and wildlife migration patterns. Due to this repeated exposure, the AIDS virus and the Ebola virus made its way to the human population. For the past several decades, national armies (albeit poorly supplied), guerrilla armies and a wide range of irregular armed forces have engaged in a prolonged and multi-sided conflict in the Sahel region of Africa. Many of these armed forces have been living off the land – often in kleptocratic fashion. This includes unsustainable consumption of bushmeat – purchased in markets or killed and consumed directly by armed forces or civilians attempting to survive in the context of disrupted livelihoods and living arrangements. Leading conservation biologists have documented that the regions impacted by these wars are driving an unprecedented and potentially irreversible wave of

extinctions. This systematic killing and consumption of wild animals, exacerbated by land-use changes, constitutes a sharp spike in the number of human encounters with novel viruses and elevates the risk of zoonotic spillover.

The dynamics at work in the Amazon rainforest highlight the threats posed by a “treadmill of production.” Whereas the treadmill of destruction is focused on military and geopolitical competition, a treadmill of production is driven by economic competition – growth and profits. With Brazilian governmental support, vast tracts of the Amazon forest are being cleared to make way for large agricultural operations – ranching prominent among them. This aggressive clearcutting – including setting fire to large swaths of the forest — may push the deforestation to a tipping point that changes regional weather patterns and the global climate. The Amazon rainforest is an exceptional ecological hotspot. Hundreds of thousands of species are found in this forest – and only in this forest. It is estimated that the Amazon rainforest is home to 10% of all species on Earth. This implies that roughly 10% of all viruses are hosted by these animals. As their unique ecosystem shrinks or disappears altogether, animals will be stressed (many will go extinct) and they (and the tens of thousands of viruses they host) will come into sustained contact with cattle herds and with people.

We endorse calls for interdisciplinary collaborations to anticipate zoonotic spillover — and we believe the social sciences can make valuable contributions. The concept of normal accidents reminds us that even rare events are likely to occur with repeated trials over a range of contexts. Treadmill theory points to human organizations and processes that generate repeated exposure to novel viruses and heighten the risk of these exposures. Treadmills are a uniquely pernicious type of human activity. Zoonotic spillover is exacerbated by environmental transformation and biodiversity degradation propelled by treadmills of destruction and production.

Note: the essay was originally [published](#) at The Evolution Institute and lightly edited to exclude the references and notes for brevity.

Using case studies in the environmental sociology classroom

Amanda McMillan Lequieu (Drexel University)

I designed my Sociology of the Environment course around the concept of environmental case studies. I knew this 200-level course would draw an interdisciplinary group of students from across colleges in the university. I designed a core, course-long assignment in an environmental sociology course to that sought to embrace and reflect the varied interests of the students in the course. At the end of the course, students submitted a high-quality, well-researched paper in the format of an article that could be submitted to the journal [Case Studies of the Environment](#). The goal of this multi-stage assignment was to enable students to systematically and accurately analyze—and professionally communicate—an aspect of human-environment interaction. I encouraged students to consider three approaches to guide their selection of a case. Cases could be 1) place-specific, analyzing local relationships, impacts, and conflicts, 2) process-specific, focusing on a system or other flows of a commodity, migrating animal, plant, or insect, or movement of water and air, or 3) problem-specific, involving a multi-site issue concerning a policy, for instance.

In detailed instructions for this assignment, I asked students to do more than simply summarize a case. They needed to both present their case as a “case of” a broader human-environmental process, problem, or conflict and situate their case in response to at least one concept or theory learned in our Sociology of the Environment Course. The task of locating a specific case study within wider patterns, histories, or processes is core to the sociological approach; it is also a challenging skill for students to master.

To equip students to produce a sociologically mature and polished final product, I broke this assignment into four components—all of which were graded, but only two requiring individualized instructor feedback. First, students “reverse-outlined” one case study from *CSE*. In class, we discussed the value of peeling back the veneer of polished writing to trace the decisions made by authors concerning organization, argument, and evidence. Outside of class, students read a *CSE* article of their choosing, summarized the paper in their own

words, outlined the paper paragraph-by-paragraph, and concluded the assignment with a one-paragraph discussion of the paper's organization. I prompted them to select at least one of the following questions to spur reflection: How did this paper present its argument? Why might the authors have made certain organizational choices? What worked, what didn't work in this paper? Is there an imbalance in the ratio of paragraphs/treatment of themes? Could the authors have combined or separated ideas to communicate their main point more clearly? I graded this assignment pass/fail.

Next, students submitted a topic and basic outline. Since, for the purposes of the course, these essays would be based on existing research rather than original data, this step required students to conduct initial research outside of class to determine whether or not there was sufficient and accurate information available for this assignment. Students summarized their case study idea in one paragraph and wrote a thorough, one- to two-page outline. I offered feedback on the topics and outlines.

The most popular portion of this assignment was the third component—our in-class presentation day. In the final week of the course, students prepared speed slide shows—five minute, five-slide presentations. Based on students' case study topics, I broke the class of thirty students into thematically-related groups of five (i.e. Sustainability; Climate Change; Food Systems). The brevity of the presentations created energy; they had to be concise and yet also thorough. Crafting a concise talk forced students to hone in on the most important and exciting aspects of their research. I broke the class (thirty students) into thematically-related groups of five based on their paper topics. In advance of their presentations, students submitted their 5-slides to our online learning platform for pass/fail grading. The true purpose of this assignment, however, was to enable students to help each other think through their arguments and make sure they addressed all components of the CSE final paper rubric.

In small groups of five, students presented their slides to each other on a laptop or tablet. Following each five-minute, five-slide presentation, each speaker received five minutes of questions and constructive suggestions from the group. Students rotated presenting within the

group, with another student watching the clock and the remaining students taking notes on a form based on the learning goals of the final paper assignment. As I circulated through the classroom, it was evident how much students were enjoying learning about each other's case studies and how engaged they were in offering each other feedback.

I want to note that, while the presentation stage was exciting for students in-person, it can work well even in a hybrid or online-only format. Maintaining the thematic conference-session model, instructors can break students into small groups to present pre-recorded or live speed talks to classmates, and students can use chat functions to offer feedback.

The final stage of our case study-centered course was the submission of completed case studies. Students submitted final papers in the format of CSE's Article Case Template. I am currently working with several undergraduates to submit their particularly well-developed papers to CSE subsequent to revisions.

Two thoughts in conclusion. First, this scaffolded assignment was structured over a systematic presentation of key theories of environmental sociology. Specifically, students enjoyed Kenneth and Tammy Lewis's edited volume, *Twenty Lessons in the Environment*. This text thematically links categories of environmental 'cases' with key theoretical and interpretive frames used by sociologists. Second, a few words on the utility of case studies. In and of themselves, case studies necessarily are limited in scope—snapshots of a conflict or concern delimited by time, space, or theme. Not only do case studies serve as excellent entry-points for students into a real-world phenomenon, but when systematically interpreted in an environmental sociology class, case studies can offer students analogies, models, and *cases of* broader social processes. In short, case studies can help our students see C.W. Mill's 'public issues' in the 'private troubles' of human-environment interaction.

CALLS/ANNOUNCEMENTS

ASA Indigenous Peoples and Native Nations Section

Please join our exciting new section, the Sociology of Indigenous Peoples and Native Nations section, to help support sessions addressing Indigenous issues in the

2021 ASA Annual Meeting. The Sociology of Indigenous Peoples and Native Nations Section is the first section in the 115 years of the American Sociological Association that provides an official space for scholarship on Indigenous sociology. The purpose of the section is to encourage and promote research with, by and for Indigenous Peoples, as well as the teaching of issues relating to Indigenous Peoples and Native Nations worldwide. Any member of the American Sociological Association who shares these research or teaching interests is encouraged to become a member of this section.

To join, visit the member portal at <https://asa.enoh.com/> then click on “Join a Section” under “Join/Renew.”

If you have questions about the Indigenous Peoples and Native Nations section, please email the outreach coordinator, Levin Welch at lwelc004@ucr.edu, or our section president, Angela Gonzales at Angela.A.Gonzales@asu.edu.

Author nominations for the National Climate Assessment

The [U.S. Global Change Research Program](#) (USGCRP) is pleased to announce that the [call for author nominations and technical inputs](#) for the Fifth National Climate Assessment (NCA5) is now open. USGCRP is seeking nominations for authors with relevant subject matter expertise and backgrounds, including in the social sciences.

The [Social Science Coordinating Committee](#) at USGCRP has been working to further integrate social science contributions and topic areas into NCA5 and future NCAs. Engagement from the social science community in writing, reviewing, and submitting technical inputs to the report is integral to achieving this goal.

To help increase participation, USGCRP and the Social Science Coordinating Committee are hosting an informational webinar for social scientists interested in contributing to NCA5 on October 27, 2020, from 3:30–4:30 PM ET. The webinar will focus on increasing the integration of social sciences throughout NCA5, and highlight opportunities for researchers and individuals to get involved. Anyone from the social science community

who is interested in the webinar can register at [this link](#), and connection information and a calendar hold will follow. The presentations will be recorded for those unable to attend live.

USGCRP encourages you to share this announcement with your networks and consider [submitting author nominations and technical inputs](#) before the Federal Register Notice closes on November 14 at 11:59 PM ET. If you have additional questions about the webinar or about the public call itself, please contact Austin Scheetz (ascheetz@usgcrp.gov).

CALL FOR PAPERS: Special Issue: Environmental Justice and the Challenge of Black Lives Matter

Submission Deadline: January 31, 2021

Guest Editor: David N. Pellow, PhD, Professor of Environmental Studies, University of California, Santa Barbara, CA

<https://home.liebertpub.com/cfp/special-issue-environmental-justice-and-the-challenge-of-bla/292/>

This special issue of *Environmental Justice* will feature papers that expand and challenge the received wisdom on anti-Black racism and the Black Lives Matter movement (and the Movement for Black Lives) by reframing associated topics through the lens of environmental justice theory, methods, and politics. The reality of state-sanctioned violence against peoples of African descent is on full display for the world to see, recoil at, and respond to. Scholars have explored the economic, cultural, political, and psychological dimensions of anti-Black racism and our responses to this deadly phenomenon. However, we urgently need a deeper grasp of the environmental and ecological dimensions of this challenge in order to more fully comprehend the driving forces behind it and to develop more effective scholarly and policy frameworks for confronting and transcending it. Authors are encouraged to be creative and bold in their approach to this call.

All manuscripts should be submitted online by January 31, 2021. All submissions will be subject to a rigorous peer review. We encourage submissions of original

research articles, reviews, commentaries, historic essays, policy briefs, and impact papers.

Suggested topic areas include, among others:

- Black Lives Matter/Movement for Black Lives and environmental justice
- Black joy, Black arts, Black culture, and environmental justice
- Climate justice and the struggle for Black liberation
- Food justice and the struggle for Black liberation
- Economic justice and the struggle for Black liberation
- Health justice and the struggle for Black liberation
- Housing justice and the struggle for Black liberation
- Transportation Justice and the struggle for Black liberation
- No More “I Can’t Breathe”: The interconnectedness between the fight for black lives and air pollution in black communities
- Multidisciplinary approaches to examining anti-Blackness and Black liberation struggles
- The prison industrial complex, abolition, and environmental justice
- No More Sacrifice Zones: Fighting against environmental slavery in black communities
- New modes of linking and expanding intersectionality into the realm of Black liberation
- Comparative/relational frameworks for linking Black Lives Matter to the struggles of other subjugated populations around the United States and the world

Visit [Environmental Justice](#) to learn more, read past issues, and view author submission guidelines.

Queries to the editor to propose a topic prior to submission are encouraged. Please contact [Jennifer Kuhn](#) to initiate your query or for any further details.

CALL FOR PAPERS

Sustainability and Environmental Justice under Neoliberalism — Sites of Resistance and Acceptance

Submission Deadline: August 31, 2021

Guest Editors:

Stephanie Malin, PhD, Associate Professor of Sociology
Colorado State University

Jill Lindsey Harrison, PhD, Associate Professor,
Department of Sociology, University of Colorado-
Boulder

David Ciplet, PhD (Sociology), Assistant Professor
Department of Environmental Studies, University of
Colorado-Boulder

As societies contend with multiple socioecological crises such as climate change and COVID-19, we have an opportunity to build more just, democratic, and sustainable economic, political, and technological systems. Yet, in the last 40 years, neoliberal capitalism’s cultural and institutional influence have shaped the present moment in powerful ways. Neoliberalism refers to a globally dominant system of ideologies, narratives, programs, and policies that privilege free markets and trade, advocate for privatizing public resources, deregulate and reregulate environmental and other rules, and shrink social safety nets. As such, it works against the prospects for just transitions. The internalization and institutionalization of market-based thinking erect significant barriers to meaningful and transformative social change around climate justice and other environmental justice issues.

Environmental justice activism has often challenged neoliberalism; these “sites of resistance” help to transform systems of power. However, many actors in environmental politics have succumbed to market pressures and even internalized neoliberal norms, contributing to “sites of acceptance” to risky industrial activities and undermining environmental justice practices and tenets within civil society, regulatory institutions, and policy contexts. Actors within sites of acceptance mobilize to support risky industrial activities such as mining, milling, and oil and gas production; reject large-scale environmental regulations and support corporate self-regulation; and oppose efforts to draw down atmospheric greenhouse gases and otherwise support climate justice. In the name of efficiency, marketization, and urgency, individuals and institutions comprising sites of acceptance also accept or embrace top-down and non-inclusive policy processes and those that neglect considerations of equity and justice. In the process, environmental politics often reproduce systems of privilege and inequality,

further disempowering marginalized communities that are disproportionately impacted by polluting industries and a changing climate.

Thus, environmental activism can usher in transformative changes to neoliberal structures of power, or alternatively, it can serve to solidify and stabilize hegemonic neoliberal structures and conditions of governance — and reproduce or deepen inequality experienced by marginalized communities. This special issue is designed to create an opportunity wherein scholars can analyze the role of distinct social responses to sustainability and environmental justice in the context of neoliberalism.

We invite research that examines these issues from three different perspectives:

1. Investigations of “sites of acceptance,” the role of neoliberal norms in driving them, and the challenges they may create for activists pursuing climate and environmental justice and transitions to more socially just systems;
2. Investigations of “sites of resistance” that offer examples of important counters to neoliberal systems and illustrate their transformative potential as a result;
3. Empirically grounded conceptual or theoretical contributions that may guide transformative social or political responses for a just transition in neoliberal contexts.

Submission Deadline: All manuscripts should be submitted for consideration by August 31, 2021.

All manuscripts should be submitted online using [Manuscript Central](#) by August 31, 2021. All submissions will be subject to a rigorous peer review. We encourage submissions of original research articles, reviews, and perspectives.

Please send a proposal of up to 2 pages to Guest Editors [Stephanie Malin](#) and [David Ciplet](#) for consideration prior to official submission to the journal.

PUBLICATIONS

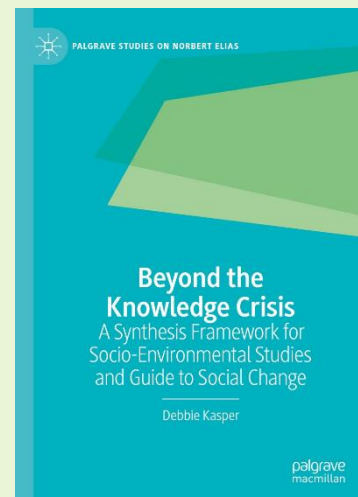
Books

Beyond the Knowledge Crisis: A Synthesis Framework for Socio-Environmental Studies and Guide to Social Change

Debbie Kasper
(Palgrave Macmillan, 2020)
<https://www.palgrave.com/us/book/9783030483692>

In the face of complex, interwoven, planet-scale problems, many cite the need for more integrated knowledge—especially across the natural and social sciences. Excessive specialization, they argue, gets in the way of knowing what we know, much less being able to use it to address urgent socio-environmental crises. These concerns, it turns out, go back centuries. This book picks up where most leave off, exploring the history of how we got here and proposing a way forward. Along the way, readers find that the synthesis long called for depends on theoretical advancements in social science. Fortunately, the author argues, we have everything we need to achieve those advancements, thanks largely to the contributions of Norbert Elias. Integrating his insights with history, science, sociological theory, and more, this book neatly packages the upgraded paradigm we need to be able to meaningfully address complex socio-environmental problems and more intentionally shape humanity’s collective future.

DEBBIE KASPER is Associate Professor in Environmental Studies and Howard S. Bissell Chair in the Liberal Arts at Hiram College.



The Good Farmer: Culture and Identity in Food and Agriculture

Burton, Rob, Jérémie Forney, Paul Stock, and Lee-Ann Sutherland
(Earthscan, 2021)

<https://www.routledge.com/The-Good-Farmer-Culture-and-Identity-in-Food-and-Agriculture/Burton-Forney-Stock-Sutherland/p/book/9781138727960>

Developed by leading authors in the field, this book offers a cohesive and definitive theorisation of the concept of the 'good farmer', integrating historical analysis, critique of contemporary applications of good farming concepts, and new case studies, providing a springboard for future research.

The concept of the good farmer has emerged in recent years as part of a move away from attitude and economic-based understandings of farm decision-making towards a deeper understanding of culture and symbolism in agriculture. The Good Farmer shows why agricultural production is socially and culturally, as well as economically, important. It explores the history of the concept and its position in contemporary theory, as well as its use and meaning in a variety of different contexts, including landscape, environment, gender, society, and as a tool for resistance. By exploring the idea of the good farmer, it reveals the often-unforeseen assumptions implicit in food and agricultural policy that draw on culture, identity, and presumed notions of what is 'good'. The book concludes by considering the potential of the good farmer concept for addressing future, emerging issues in agriculture.

This book will be of interest to students and scholars of food and agriculture and rural development, as well as professionals and policymakers involved in the food and agricultural industry.



ROB J. F. BURTON is a Principal Researcher at Ruralis – Institute for Rural and Regional Research, Trondheim, Norway.

JÉRÉMIE FORNEY is an Assistant Professor at the Anthropology Institute, University of Neuchâtel, Switzerland.

PAUL STOCK is an Associate Professor in the Department of Sociology and the Environmental Studies

Program at the University of Kansas, Lawrence, Kansas, USA.

LEE-ANN SUTHERLAND is a Research Leader in the Social, Economic and Geographical Sciences Department at the James Hutton Institute, Aberdeen, UK.

Lessons in Environmental Justice. From Civil Rights to Black Lives Matter and Idle No More

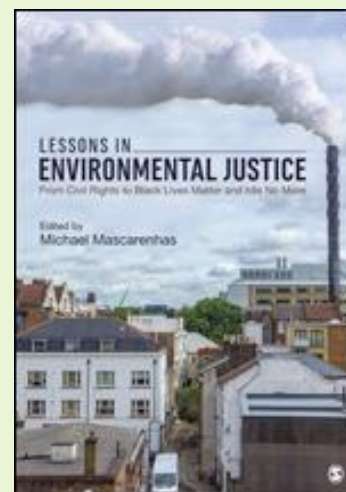
Michael Mascarenhas

(Sage, 2020)

<https://us.sagepub.com/en-us/nam/lessons-in-environmental-justice/book260893>

Lessons in Environmental Justice provides an entry point to the field by bringing together the works of individuals who are creating a new and vibrant wave of environmental justice scholarship, methodology, and activism. The 18 essays in this collection explore a wide range of controversies and debates, from the U.S. and other societies. An important theme throughout the book is how vulnerable and marginalized populations—the incarcerated, undocumented workers, rural populations, racial and ethnic minorities—bear a disproportionate share of environmental risks. Each reading concludes with a suggested assignment that helps student explore the topic independently and deepen their understanding of the issues raised.

MICHAEL MASCARENHAS is an Associate Professor in the Department of Environmental Science, Policy and Management at the University of California, Berkeley.

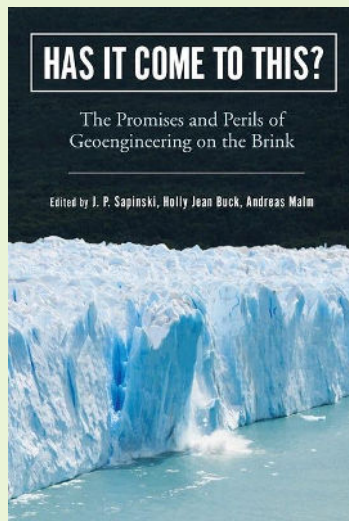


Has It Come to This? The Promises and Perils of Geoengineering on the Brink

J.P. Sapinski, Holly Jean Buck, Andreas Malm
(Rutgers University Press, 2020)

<https://www.rutgersuniversitypress.org/has-it-come-to-this/9781978809352>

Geoengineering is the deliberate and large-scale intervention in the Earth's climate system in an attempt to mitigate the adverse effects of global warming. Now that climate emergency is upon us, claims that geoengineering is inevitable are rapidly proliferating. How did we get into this situation where the most extreme path now seems a plausible development? Is it an accurate representation of where we are at? Who is this "we" who is talking? What options make it onto the table? Which are left out? Whom does geoengineering serve? Why is the ensemble of projects that goes by that name so salient, even though the community of researchers and advocates is remarkably small? These are some of the questions that the thinkers contributing to this volume are exploring from perspectives ranging from sociology and geography to ethics and Indigenous studies. The editors set out this diverse collection of voices not as a monolithic, unified take on geoengineering, but as a place where creative thinkers, students, and interested environmental and social justice advocates can explore nuanced ideas in more than 240 characters.



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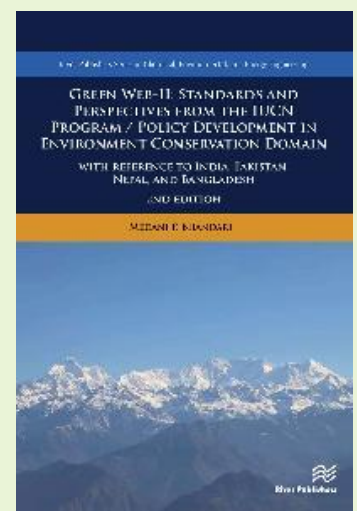
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Green Web-II: Standards and Perspectives from the IUCN Program/ Policy Development in Environment Conservation Domain

Medani P. Bhandari (River Publishers, 2020)

https://www.riverpublishers.com/book_details.php?book_id=768

This second edition of the book, "Green Web-II: Standards and Perspectives from the IUCN Program / Policy Development in Environment Conservation Domain- with reference to India, Pakistan, Nepal, and Bangladesh" investigates the IUCN's role in global biodiversity conservation policy as well as in national program development in India, Pakistan, Nepal and Bangladesh. It explores how nature protection priorities and approaches are promoted or addressed by IUCN, and how environment conservation policies are created and maintained in states of South Asia with different capacities. It also evaluates IUCN's competency in biodiversity, climate change, nature conservation and environmental policy formulation at the global, regional and country levels. This book adds to our knowledge firstly by contributing to a small but growing body of work on the sociology of international organizations. International Governmental Organizations (IGOs), have previously been mainly the subject of political science. Secondly, it critically explores one of the largest and most active nature conservation organizations in the world. Thirdly, it also explores how IUCN actually goes about building protectoral programs with individual member nations. Finally, the research also shows the historical development of global institutions and IUCN's activities with member nations in helping to define or redefine the concept of global governance. The outcomes of this research will also be beneficial for global collaboration, networking, and for the identification of common concerns among the many environmental and conservational organizations at the international and national level. In this broader sense, the research outcomes might be beneficial to constituencies of the global North as well as global South because of the nature and coverage of IUCN and its role in conservation policy formation. This effort may serve as a model for additional research on international organizations.

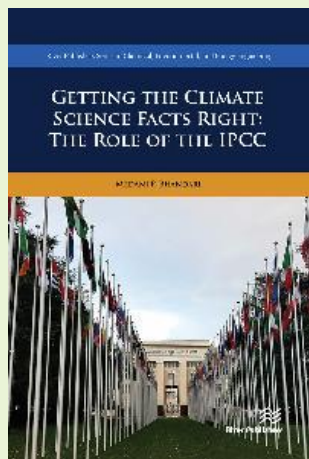


Getting the Climate Science Facts Right: The Role of the IPCC

Medani P. Bhandari (River Publishers, 2020)
https://www.riverpublishers.com/book_details.php?book_id=759

Getting the Climate Science Facts Right - discusses climate change science with reference to the Intergovernmental Panel on Climate Change (IPCC). Addressing climate change is the most important public priority of the 21st Century. Unlike many issues, however, this issue is being driven by both science and its interface with politics. The main institution for bridging this division between science and international politics is the IPCC. As such it is the main source of the facts from which climate change policy is developed. This book describes the ways in which the IPCC arrives at these facts and so can be sure they are complete and evidence based.

Seldom in history has science had such a direct relationship with politics. The negotiation of an international policy regime requires, at its outset, an agreement on the facts. In this case, the facts are scientific, complex and contentious. Governments have recognized this and have, by using the IPCC, set up institutional machinery to provide facts from a source and in a manner that they can accept. The way in which the IPCC functions is unique in that it melds the way in which science achieves consensus with the way governments do at the international level. Starting with a process to examine, review and debate scientific findings leading to a consensus about scientific fact, usually expressed as probabilities that the findings will hold over time, the IPCC then concludes by using the kind of consensus-development mechanism that the United Nations typically uses to achieve agreements leading to the formation of policy regimes.



The book examines the structure of the IPCC, its composition and its procedures in order to achieve an understanding of its role and future. This book addresses how climate change science was developed; how climate change impacts have been analyzed by various scholars, agencies, and other stakeholders; what roles international, nongovernmental and governmental organizations play in addressing climate change issues. The book incorporates climate change deniers' arguments and counter arguments. It also does not shy away from some problematic results (for example the immature data interpretation of IPCC,

particularly in its 2007 report). Finally, the book also presents a case study of climate change impacts, including air, water and soil pollution, in major South Asian cities.

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