

ENVIRONMENTAL SOCIOLOGY NEWS

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

Winter 2022

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SECTION CHAIR'S MESSAGE

Welcome to 2022! For me, it feels like a year has elapsed since New Year's Eve. The news of Omicron's spread and the decline of American democracy leads to much doomscrolling past my bedtime. This is not a healthy way to start the year. I don't recommend it. Here are some updates about our section.

Our council and various committees have been busy over the past few months. In mid-December, the Committee for Racial Inclusion, Equity, and Justice (CRIEJ) hosted an evening Theory and Community-Building Café featuring Dr. Andrew Curley. A recording of the talk is now available (see page 3 for the link). This was the first of three cafés. The next one is scheduled for March 2022. The intended audience is BIPOC scholars and students, including those from outside our section. Spread the word! To learn about why BIPOC spaces are so valuable, I recommend Kelsey Blackwell's 2018 essay published in *The Arrow* (<https://arrow-journal.org/why-people-of-color-need-spaces-without-white-people/>). CRIEJ is also hosting a BIPOC listserv. If you'd like to join the

listserv or suggest speakers for the cafés send an email to criejenv@gmail.com. I'm grateful to Devparna Roy, Yao Li, Yasi Shaker, and Roger Renteria for organizing these cafés and the listserv.



Alissa Cordner and the Teaching, Training and Practice Committee (Allison Ford, Ben Manski, Chloe Tucker, Matthew McLeskey, Nick Theis, Paul Stock, Shiv Issar, and Stacia Ryder) have been collecting your materials and suggestions to update the section website with new syllabi and materials as part of diversifying the environmental sociology cannon and teaching about the climate crisis. If you submitted something, thank you! Updates to our website should be available in the coming weeks, and Alissa will announce them on our section email listserv. If you use any of these materials in your teaching, remember to acknowledge the instructor or author who created them.

Finally, the portal for the ASA Annual Meeting is now open. The meeting is in-person and is scheduled for August 5-9th in Los Angeles, CA. Our chair-elect, Sandra Marquart-Pyatt is this year's program organizer. We have three paper sessions and a full roundtable session. This year, ASA is again allowing you to submit an extended abstracts or full paper. Submit by February 9th, 2022 on the ASA online conference portal. Allow me to share a tip I learned after organizing the section's 2021 program. When you submit your paper/abstract, include the environmental sociology roundtables as one of your targets (even if you rank it last). Organizers can accommodate many papers for roundtables, but are much more limited in what they can accept for the paper sessions. Even polished papers are assigned to roundtables; it's not a reflection of the quality of the work. In my experience, these sessions tend to be well attended and generate great discussion.

Enclosed you'll find an update from Phil Brown, Alissa Cordner and Laurel Schaidler on their PFAS Sites and Community Resources Map, as well as a feature essay by Corrie Grosse on "solidarity work" in response to the Line 3 tar sands pipeline running through Anishinaabe territory in Minnesota. We welcome your essays and reflections for future newsletters. If you have something you'd like to submit, contact John Chung-En Liu (chungenliu@ntu.edu.tw).

Be sure to take a look at the new books and articles published by section members.

This newsletter was put together by our editor, John Chung-En Liu. It's a lot of work and he gets it out on time, every time. Thank you, John!

Norah MacKendrick
Chair, Environmental Sociology Section of the
American Sociological Association
Associate Professor, Department of Sociology
Rutgers University

CALLS/ANNOUNCEMENTS

Diversifying the Canon, Teaching Resources, and Teaching about the Climate Crisis

The Teaching, Training and Practice Committee, led by Alissa Cordner, is calling for materials 1) related to Diversifying the Canon and updating teaching resources including sample syllabi, to be collected by Google Form (link below) and/or email 2) related to teaching about the climate crisis, to be collected by a Google Form (link below). Please submit your materials by January 31st

Materials related to [Diversifying the Canon](#) and updating [teaching resources](#) including sample syllabi. Led by [Shiv Issar](#) and [Paul Stock](#)

Our collective efforts to diversify the canon of environmental sociology needs to center efforts to further decolonize it. This, perhaps, would be one of the most significant opportunities that the present might offer us all towards exercising reflexivity in the interest of representing our section, and we hope that you would be a part of it! We encourage you to begin by visiting the "[Diversifying the Environmental Sociology Canon](#)" webpage, and think about research by BIPOC scholars and academics from the global south that ought to be included there.

Our goals here are three-fold. Firstly, we wish to address the matter of scholarly underrepresentation within our sub-discipline. Secondly, we hope to receive recommendations for books and articles that concern marginalized and vulnerable communities from across the world. Please feel free to do so with reference to our existing "Interest Areas". (If your recommendations stem from original syllabi or reading lists that you use for pedagogical purposes, we encourage you to submit your materials to TRAILS as well, in the interest of having them peer-reviewed and published.) Finally, we hope to bolster the existing list of "interest areas" within the project so as to broaden the scope of literature that we could include and represent. If you wish to make recommendations for new interest areas, we would be grateful if you could prepare a short bibliography to accompany it, along with a brief 200-word write-up that might

explain the reasons for your specific recommendation(s).

Please send us recommendations for the inclusion of additional materials and/or interest areas. If you have recommendations for additional resources to add to existing [Interest Areas](#), please email them directly to Shiv and Paul (sissar@uwm.edu and paul.stock@ku.edu). If you would like to propose a new Interest Area, please use this [Google Form](#) (or <https://forms.gle/HNxqkqQgsAES97VV6>).

Materials related to [teaching about the climate crisis](#): Led by [Allison Ford](#), [Chloe Tucker](#), and [Nick Theis](#)

We are updating the section's webpage on [resources for teaching about climate change](#). Please share your materials with us! We are accepting syllabi, assignments, class activities, reading suggestions (both articles and books), films and other audio visual materials (short videos, episodes, or pod-casts), and web-links. We will accept material for full-length climate courses as well as single units or resources. If you teach it, we want it. Also, feel free to include a brief commentary about how you use materials, particularly if you assign materials for the purpose of critique. Submissions can be made through this [Google Form](#) (or <https://docs.google.com/forms/d/e/1FAIpQLSeEFNcMXO6q07LRuIf2Up4WUiIEplPPBTCocLScmZlap6O5Xw/viewform>).

American Sociological Association Environmental Sociology Section Call for Papers (Deadline 2/9/2022)

We are happy to announce the section sessions for ASA and encourage ALL members (especially our new ones) to submit their papers. Papers can be submitted through the [2022 Annual Meeting portal](#) and the Deadline to submit is February 9, 2022 at 11:59 p.m. Eastern.

- **[Current Research in Environmental Sociology](#)**
We welcome papers that showcase current research in environmental sociology. Empirical and theoretical works are encouraged.
- **[Environmental Sociology I: Open Topic](#)**
We invite submissions on any and all topics in environmental sociology. This is an open session that will incorporate papers that fit within broader work in environmental sociology but may not fit within other sessions. We especially encourage submissions from scholars whose work brings diverse voices and perspectives into Environmental Sociology.
- **[New Directions in Environmental Sociology](#)**
Paper submissions are encouraged on topics broadly related to environmental sociology. Papers may be either national or international in scope.
- **[Section on Environmental Sociology Roundtables](#)**
Roundtable discussions of paper submissions for the Section on Environmental Sociology. Paper submissions are encouraged on topics broadly related to environmental sociology. Papers may be either national or international in scope. Empirical and theoretical works are encouraged.

Theory & Community-Building Cafés & recording of Andrew Curley's talk

It is with great pleasure that I am presenting the Zoom recording of the inaugural Theory and Community-Building Cafe held on Wednesday December 15th, 2021. This inaugural Cafe recording includes the intellectually-scintillating lecture given by Dr. Andrew Curley, Assistant Professor at the School of Geography, Environment and Development of the University of Arizona. Dr. Curley trained as a development/ environmental sociologist at Cornell. Dr. Curley is a Diné member of the Navaho Nation and his work has focused on coal and development in the Navaho nation. His work has now expanded to cover water rights, water politics and natural resource conflicts between Native American nations and the United States government in general. His December 15th lecture is titled: "New New Deals and Colonial Implications: The Legacies of Coal in Today's Energy and Infrastructure Planning."

The Theory and Community-Building Cafes are organized by the ASA's Environmental Sociology section's Committee for Racial Inclusion, Equity, and Justice (CRIEJ). Members of CRIEJ are: Yasamin Shaker, Roger Renteria, Yao Li, and I.

If there are any issues accessing this Zoom recording, please send me an e-mail (off-list): <https://drive.google.com/file/d/1SV0kqQSBSUL06LYgizzTFzcpFfR77lft/view>

We will hold the next Theory and Community-Building Cafe in March 2022. If you identify as a BIPOC scholar and would like to participate in this series of lectures or would like to nominate a BIPOC-identifying scholar to give a talk as part of this series, please let us know at:

criejenv@gmail.com

happy holidays,
Devparna (chair, CRIEJ)

The PFAS Sites and Community Resources Map

[A new online map launched this week](#) brings together information about known and suspected PFAS contamination sites across the United States with resources for affected communities and information about state action. This unique and interactive tool, called the PFAS Sites and Community Resources Map, was developed by the [PFAS Project Lab](#) at Northeastern University's Social Science Environmental Health Institute (SSEHRI), [Silent Spring Institute](#), and the [PFAS-REACH](#) team. This map is a new and improved version of the Community Resources map previously available on the PFAS Exchange website.

The PFAS Sites and Community Resources Map identifies 1,781 known sites of PFAS contamination based on the PFAS Project Lab's PFAS Contamination Site Database. Additionally, we have identified 57,806 sites that are suspected of being contaminated, including current and former military sites, airports required to use PFAS-containing firefighting foam, industrial facilities, wastewater treatment plants, and railroad fire incidents.

"This map brings together what we now know as all of the known and suspected sites of PFAS contamination in the U.S.," says Dr. Phil Brown, co-director of the PFAS Project Lab co-director and Distinguished Professor at Northeastern University. "This truly paints a visual picture of how widespread PFAS contamination is across the country and how many communities are likely impacted," adds Dr. Alissa Cordner, Associate Professor at Whitman College and co-director of the PFAS Project Lab.

In addition to mapping these known and suspected contamination locations, the map provides a nationwide portrait of PFAS advocacy groups, biomonitoring and health studies, and state action to show states that have enacted drinking water regulations and conducted PFAS testing. "We wanted to provide information not only on the extent of contamination in the U.S., but also highlight communities and states that are trying to do something about it," says Dr. Laurel Schaidler,

Senior Scientist at Silent Spring Institute and lead investigator on PFAS-REACH.

The map has interactive features that allow the user to explore more specific elements of contamination including detected PFAS levels and information about contamination at known sites, and details about types of facilities suspected of using or releasing PFAS in some way. The goal of this map is to educate and inform researchers, regulators, and community members to support the development of health-protective regulations, and to empower impacted communities to advocate for their health.

“PFAS data can be hard to find and isn’t always presented in a format that is useful for impacted residents or decision-makers,” says Ricky Salvatore, lead research assistant working on the map and a student at Northeastern University. “We want this map to combine many different types of information in a user-friendly format.”

About this project:

The PFAS Project Lab studies social, scientific, and political factors related to per- and polyfluoroalkyl substances (PFAS). We produce rigorous, accessible research about the PFAS contamination crisis through collaborations with impacted communities, leading interdisciplinary researchers, and nonprofits. We share this PFAS research with impacted communities and a broad range of other stakeholders. <https://pfasproject.com/>

Silent Spring Institute is the leading scientific research organization dedicated to uncovering the links between chemicals in our everyday environment and women’s health, with a focus on breast cancer prevention. Founded in 1994, the institute is developing innovative tools to accelerate the transition to safer chemicals, while translating its science into policies that protect health. <https://www.silentspring.org/>

PFAS-REACH is a multi-year project (PFAS Research, Education, and Action for Community Health) funded by the National Institute of Environmental Health Sciences, and is led by Silent Spring Institute in collaboration with Northeastern University and Michigan State University. The community partner organizations are Testing for Pease, Massachusetts Breast Cancer Coalition, and Community Action Works. <https://pfas-exchange.org/>

Website Address: <https://pfas-exchange.org/connecting-communities/>

Contact information:

Dr. Phil Brown: p.brown@northeastern.edu, (617) 373-7407

Dr. Laurel Schaider: schaider@silentspring.org, (617) 332-4288 ext 224

Dr. Alissa Cordner: cordneaa@whitman.edu, (509) 527-5124

FEATURE ESSAYS

Resistance and Creation: Line 3 and Just Alternativesⁱ

Corrie Grosse

Assistant Professor of Environmental Studies
College of St. Benedict and St. John's University
cgrosse001@csbsju.edu

Line 3 is one of the last tar sands pipelines, all with devastating human, environmental, and climate consequences. It crosses 192 bodies of water, threatens wild rice lakes vital to Anishinaabe identity and subsistence, and violates Anishinaabe treaty rights to hunt, fish, and gather in a healthy environment. By bringing thousands of non-Native workers to Anishinaabe territory, it threatens to exacerbate the crisis of missing and murdered Indigenous women, girls, and relatives.ⁱ The Environmental Impact Statement for Line 3 estimated its damage from climate change using the social cost of carbon metric as \$287 billion dollars over 30 years (Minnesota Department of Commerce 2019:466).

For the last seven years, Indigenous and non-Indigenous water protectors have resisted this pipeline, in public hearings, in the courts, in the streets, and in Northern Minnesota, locking down to pipeline infrastructure and standing together as treaty people. Despite an overwhelming number of public comments against the pipeline, the MN Department of Commerce's findings that the pipeline has no economic benefit to the state, and the faulty logic of Enbridge's oil demand forecast in a world on the brink of a transition to renewable energy, Line 3 now runs oil. Line 3's approval evidences the lack of accountability of public processes, institutions, and elected officials to the Anishinaabe, residents of Minnesota, young people, sacred manoomin (wild rice), the water we all depend on, and everyone who is and will be harmed by the climate crisis that tar sands extraction accelerates. In a world rapidly moving to binding climate targets, renewable energy, and jobs that care for, rather than kill people and the more-than-human world, oil pipelines make no sense. As Winona LaDuke often urges, let's move on past the fossil fuel era, let's take the green path.

Native and non-Native organizations in Minnesota are doing just that, working together to spearhead clean and just alternatives to oil. Honor the Earth partnered with the Rural Renewable Energy Alliance (RREAL) to build 8th Fire Solar (<https://8thfiresolar.org/>), a Native-run solar thermal panel manufacturing facility on the White Earth Nation, employing White Earth people. The Leech Lake Band of Ojibwe also worked with RREAL to install solar on their tribal buildings. Students of the Leech Lake Tribal College earned their solar installation licenses during the installation of the panels and revenue from the energy helps low-income Native households pay their electricity bills. Red Lake tribal member Robert Blake founded the non-profit Native Sun Community Power Development (<https://www.nativesun.org/>), and Solar Bear (<https://solarbear.earth/>), the only Native or person of color owned solar installation company in Minnesota. Solar Bear challenges the prison industrial complex through its Just Solar Returning Citizens Initiative to employ formerly incarcerated individuals. Native Sun and partners just received a Department of Energy award for the Upper Midwest Inter-Tribal Electric Vehicle Charging Community Network to construct electric vehicle charging routes connecting Native Nations from Red Lake to Standing Rock. Non-Native climate justice organization, MN350 (<https://mn350.org/>) (in coalition with many other organizations), has helped win a number of successes promoting renewable energy policy and clean transportation.

Within this milieu of resistance and creation, I have worked to engage myself and my students as scholar activists in solidarity with our Native neighbors. A few of the organizations we have partnered with include Honor the Earth, Native Sun, and MN350.

Through relationship building and brainstorming with Winona LaDuke, Honor the Earth's Executive Director, our collaboration with Honor the Earth developed into two tasks: creating a water protector curriculum (<https://www.corriegrosse.com/wp-content/uploads/2020/04/Water-Protector-Curriculum.docx>) and developing content for the Welcome Water Protector website

(<https://welcomewaterprotectors.com/>) to support folks traveling to Minnesota to protect the water from Line 3. We also helped plant potatoes, swam in the lake with water protectors, accompanied LaDuke on errands, and helped prepare meals and do dishes. My students and I spent a morning picking potato bugs off plants – something that really gives you appreciation for the labor involved in organic produce! – and afternoons cleaning vegetables. We toured 8th Fire Solar and posed for water protector photos in front of the Enbridge (the company that built Line 3) office in Park Rapids, MN (see photo).



My students, Winona, and me making "Ws" for water protector in front of the Enbridge sign

I call this engagement solidarity work. It does not include participant observation, interviews, or institutional review board approval. I had originally planned to think of my work with LaDuke in these conventional ways, but then my mentor Kari Norgaard cautioned me to consider, why? Why would I want to take field notes at this stage? Instead, she advised, I should get connected with people and do a lot of listening. I am glad I followed her advice.

LaDuke and I continued to collaborate throughout the school year. She gave the keynote address for my college's Peace Studies Conference that I co-organized on "Native Resilience: Overcoming Assimilation Through Education and Action," and spoke as one of three climate experts for the virtual "Solve Climate by 2030 Event" that we held in concert with nearly every state in the country in

the lead up to Earth Day 2020. For both events, I worked to maximize the honorarium and minimize labor involved for LaDuke and Honor the Earth. I also worked to maximize student engagement with LaDuke while she was on campus. We have about twenty Native and Indigenous students on our campus and it was deeply important for them to see and meet a Native woman as a keynote speaker—something that is too rare.

Some of the other ways I am working toward my goal of cultivating relationships of solidarity with Native communities is through education and grant writing. I have collaborated with my colleague Ted Gordon to teach climate justice to 6th and 7th graders at the Mille Lacs Nay-Ah-Shing tribal school (see Gordon, Grosse, and Mark 2021). I and a student attended the 2019 weeklong Native Studies Sumer Workshop for Educators (NSSWE), organized by the St. Cloud State University American Indian and Multicultural Resource Centers and hosted by the Red Lake Nation. When we returned, we partnered with Gordon (who attended the 2018 NSSWE workshop hosted by the Mille Lacs Band of Ojibwe) to facilitate a series of pedagogy workshops and a dialogue group tasked with proposing structural changes to enhance Native and Indigenous inclusion at my college. In January 2021, I collaborated with Gordon, Tribal Historic Preservation Officer of the White Earth Nation, Jaime Arsenault, and the Sisters of the Order of St. Benedict, to secure a \$50,000 grant to collect oral histories of the Native boarding schools run by the founders of the college where I work (in 2021, the Sisters issued a formal apology to the White Earth Nation for their role in running the boarding schools). Ninety percent of the money goes directly to White Earth to employ White Earth youth to conduct oral histories with their elders.

Finally, I have been engaging my students in solidarity work through Climate Action Workshop, a course on climate and racial justice activism that I teach each fall. One organization we partner with is MN350, a climate justice organization that, while not Native, supports Native resistance to Line 3 and is well resourced for involving students—something for which Honor the Earth has less capacity in a broader context of fewer resources going toward Native organizations (First Nations Development Institute 2018). My students have

completed internships with MN350's pipeline resistance team and engaged in solidarity work with different sectors of the organization through projects in my class that fulfill needs identified by MN350. The most successful collaboration resulted in the Intersections of Climate Justice resource (<https://www.corriegrosse.com/wp-content/uploads/2020/04/Intersections-of-Climate-Justice.pdf>), which is meant to help climate activists learn about, communicate, and uplift organizations working on the social justice aspects of climate crisis. We also just finished collaborating with Native Sun throughout fall 2021, with students creating solar potential maps for all Native Nations in MN as a way to help Native Sun demonstrate the benefits of solar energy for Native Nations.

I hope sharing my experiences will be useful to settler scholar activists who wish to work with Native communities. I want to stress that I am at the beginning of my journey and others have built much longer fruitful collaborations than I (See Hormel and Norden 2016, Hormel 2016, Maldonado 2019, Norgaard and Reed 2017, Norgaard, Reed and Bacon 2018). I am indebted to the wisdom they have shared with me.

I am also in a privileged position to do this work, living in close proximity to Native nations with thriving organizations, languages, and more-than-human relatives, and working at an institution where I have the space to develop long term relationships for the sake of co-imagining a just and vibrant future, rather than solely for academic publishing. From what I have learned so far, building the kind of relationships for engaging in solidarity work requires honesty, humility, persistence, dedication to quality work and follow through, and empathy. It means being yourself, asking for help, being realistic about your capacity, and sharing your resources. I hope to continue to hone these skills, expand my circle of relationships, and engage in work—as a teacher, scholar, activist, and neighbor—that supports the self-determination of Native peoples. I urge

scholars, teachers, learners, and activists to center relationships with and leadership by Native and other marginalized communities who are most affected by environmental injustice and best equipped to imagine and practice truly just and sustainable futures. Solidarity and trust will be critical to realizing the future that our communities and students deserve.

ⁱ Resistance and creation references Foran's (2014) framework for understanding political cultures that spark radical social change. When examining urban areas, where 71% of Native people live, Minnesota is one of the ten states with the highest number of cases of missing and murdered Indigenous women (Urban Indian Health Institute 2019).

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PUBLICATIONS

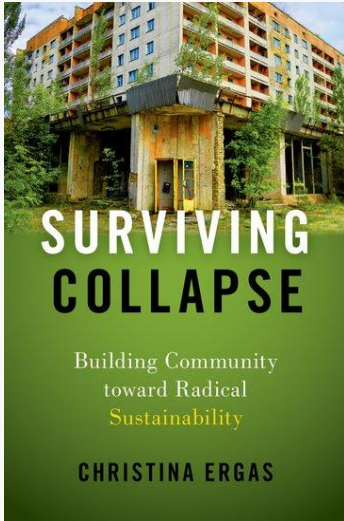
Books

Surviving Collapse: Building Community Toward Radical Sustainability

Christina Ergas

Oxford University Press

<https://global.oup.com/academic/product/surviving-collapse-9780197544105?q=ergas&lang=en&cc=us>



"As major environmental crises loom, Christina Ergas makes the argument in *Surviving Collapse* that one possible way forward is a radical sustainable development that turns the focus from monetary gain to social and ecological regeneration and transformation. Employing qualitative and cross-national comparative methods, Ergas examines two alternative, community-scale, socioecological models of development: the first is a grassroots urban ecovillage in the Pacific Northwest, United States, while the second is a government-subsidized, but cooperatively run, urban farm in Havana, Cuba. While neither are panaceas, they prioritize social and ecological efficiency and subsume economic rationality towards those ends. Featuring cases that not only allow us to synthesize their strengths but evaluate their weaknesses, *Surviving Collapse* reveals varied paths toward reaching radical urban sustainability and empowers us all to imagine, and possibly build, more resilient futures."

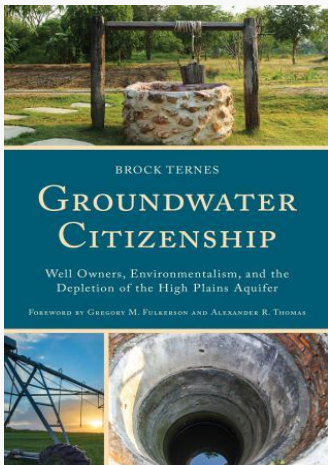
Christina Ergas is an Assistant Professor in the Department of Sociology at University of Tennessee.

Groundwater Citizenship: Well Owners, Environmentalism, and the Depletion of the High Plains Aquifer

Brock Ternes

Lexington Books

<https://rowman.com/ISBN/9781666903478/Groundwater-Citizenship-Well-Owners-Environmentalism-and-the-Depletion-of-the-High-Plains-Aquifer>



The tremendous loss of groundwater has been a longstanding concern in Kansas, where areas of the High Plains aquifer have plummeted. *Groundwater Citizenship: Well Owners, Environmentalism, and the Depletion of the High Plains Aquifer* investigates water conservation efforts, environmental priorities, and water supply awareness among private water well owners, a key social group whose water usage is pivotal to safeguarding aquifers. This book discusses how reliance on private and public water supplies influences watering practices by asking if owning a well changes the propensity to conserve water. To explore how water supplies shape environmental actions and beliefs, sociologist Brock Ternes constructed a one-of-a-kind dataset by surveying over 850 well owners and non-well owners throughout Kansas. His analyses reveal that well ownership influences several dimensions of water consumption, and he identifies how Kansans' notions of environmentalism are recalibrated by their

systems of water provision. This book frames well owners as unique conservationists whose water use is shaped by larger structures—aquifers, water laws, and food systems. *Groundwater Citizenship* takes a sociological look at water systems to facilitate adaptive approaches to sustainable resource management.

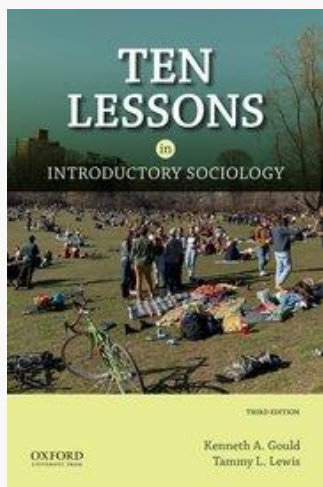
Brock Ternes is visiting assistant professor in the Department of Sociology and Criminology at the University of North Carolina - Wilmington.

Ten Lessons in Introductory Sociology, Third Edition

Kenneth A. Gould and Tammy L. Lewis

Oxford University Press

<https://global.oup.com/academic/product/ten-lessons-in-introductory-sociology-9780197618820>



Designed to introduce students to key concepts and methods in sociology and to engage them in critical thinking, *Ten Lessons in Introductory Sociology* provides a brief and valuable overview to four major questions that guide the discipline:

* Why sociology? * What unites us? * What divides us? * How do societies change?

With chapters from six members of the ASA's Environmental Sociology section (Stella Capek, Ken Gould, Jason Konefal, Tammy Lewis, Amalia Leguizamón, and Brian Obach), the book integrates environmental sociology and issues of socio-environmental dynamics throughout. *Ten Lessons* helps students discover "the sociological imagination" and what it means to be part of an engaged public discourse.

Kenneth A. Gould is Dean of the School of Humanities and Social Sciences, and Professor of Sociology at Brooklyn College of the City University of New York, and Professor of Sociology and Earth and Environmental Sciences at the CUNY Graduate Center.

Tammy L. Lewis is Associate Provost for Faculty and Administration, and Professor at Brooklyn College of the City University of New York and Professor at the CUNY Graduate Center in Sociology and Earth and Environmental Sciences.

Journal Articles and Book Chapters

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Section Website:

<http://www.envirosoc.org/wordpress/>

Section Listserv: envirosoc@listserv.neu.edu

Grad Listserv: envirograds@listserv.neu.edu

Facebook: [facebook.com/EnviroSocASA/](https://www.facebook.com/EnviroSocASA/)

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