

Department of Sociology & Criminology
Faculty of Arts
University of Manitoba
SOC 7160 Environmental Sociology



Photo Credit: Troy Moth, "Invisible Horseman."

Fall 2018
3 Credit Hours

Wednesday, 11:30-2:15, Room 335 Isbister
Instructor: Dr. Hudson
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Office Hours: W: 10:00-11:00; F: 11:00-12:00
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The Point of Taking This Class:

This class immerses students in the theoretical and empirical debates of environmental sociology. It will provide students with an in-depth understanding of how sociologists have attempted to grapple with the relationship between human societies and their environments. Students will critically engage with various theoretical and analytical frameworks from which to understand environmental problems as social problems (and in some cases, vice-versa). It will provide you with the knowledge and tools to uncover the cultural, political, and economic roots of environmental problems, while evaluating the prospects for change through social action.

A Typical Class:

This is a graduate seminar. My first assumption is that you are a smart and critical person, with some interesting questions, thoughts, doubts, and convictions about the world around you. My second assumption is that graduate seminars should be driven by their participants, and not by the instructor. Anything else would be a total waste of topics as lively as those on offer, and a waste of your big, fruitful brains. As such, you will be expected to contribute to the class on a regular basis. By “regular basis,” I mean every single time we get together as a class. This class sinks or swims on the enthusiasm, insight, questions, and arguments contributed by its participants, and NOT on the long-windedness (eloquent though it may be) of the instructor. You have a great deal to offer your colleagues. Offer it.

Discussions will be based on the assigned readings. As such, I expect that you will have completed and taken a moment to reflect upon these readings. Without this basic requirement, all is lost. I will likely do some lecturing to lay a foundation for discussion or to provide background to the issues at hand. There may be a few films. For the most part, however, this is a chance for you to challenge yourself and your peers to think about and discuss critical environmental, social, and political issues in a way that gets beyond platitude and goes deeper than what currently passes for “common sense.” A typical class will feature frank but collegial disagreement and debate backed up by supporting information. **You will do well to bear in mind what you likely already know: that sociology is not just general knowledge; it is empirically-based questioning of “common-sense” understandings of the world.**

Required Texts and Reading:

There are two required books, both available in the bookstore:

Malm, A. 2018. *The Progress of this Storm: Nature and Society in a Warming World*. New York: Verso

Latour, B. 1993. We Have Never Been Modern. Cambridge: Harvard University Press.

Other readings are posted online on UM Learn and available as hardcopies in the Sociology photocopy room.

The files on UM Learn are in .pdf format, so you'll need Adobe Reader or something similar to read them. You can download Adobe Reader for free from www.adobe.com.

Assessment:

Your grade for this class will be determined by the quality of your reading journal submissions, your final paper and presentation, your leadership of two seminars throughout the semester, and your participation in the class discussions. The grade will be broken into a point system with a maximum of 500 points as follows:

Participation: 100

Reading Journal: 180

Final Paper: 150

Seminar Lead: 70

Reading Journals: You will submit journal entries for each day of class, including a brief summary of the reading, your critical reflections, and a provocative question or comment on at least one of the readings for that day. These will collectively comprise your reading journal, upon which I will provide evaluative feedback 3 times during the semester (60 points each). Journal entries will be submitted by 2 PM the day before class to the class's electronic discussion forum on D2L.

Once during the semester, each student will take the lead in the class seminar. Some students will have to "share space" by dividing up a class. Leading the seminar will involve providing a brief overview or summary of what you thought were the main points of the day's readings, and preparing several questions for class discussion based on the readings. While you will be expected to touch on all of the readings, you might focus on one for purposes of generating conversation. You might also consider integrating any relevant, contemporary issues into the discussion, use video clips, podcasts, etc... The point is to get the class engaged in a relevant discussion.

Final Paper: Papers should be a maximum of 20 pages and relevant to the field of environmental sociology. They should demonstrate your ability to critically mobilize concepts and theories presented in the class, logically construct and defend a thesis or argument, and be consistent with academic norms of expression, argument, evidence, and style.

Participation grades will be posted on an ongoing basis (at least once every two weeks), and averaged over the term to calculate the 100 point total. Journals will be compiled, submitted, and evaluated after October 3, October 24, and November 28. As such, I

suggest you write your weekly submissions in a Word or text document and paste them into UM Learn, so you have an actual journal (and reference document) at the end of it all. I will do my best to get these back within a week. Grades for seminar leading and for final papers will be given out at the end of semester.

Letter grades will be assigned as follows:

A+	90-100%	450-500 points
A	80-89%	400-449 points
B+	76-79%	378-399 points
B	70-75%	350-377 points
C+	66-69%	328-349 points
C	60-65%	300-327 points
D	50-59%	250-299 points
F	49% or less	0-249 points

The last date for voluntary withdrawal from the course is **November 19, 2018**.

Rules, Rules, Rules.

1. Classroom Comportment.

We want to maintain an environment of lively discussion that allows for disagreement and a diversity of views and perspectives. Basically, this means behaving respectfully toward the instructor and toward one another. It also means that you have a responsibility to yourself and to the rest of the class to speak your mind, and to do so in a way that furthers the conversation. We must all be willing and able to speak, to support our arguments with logic and empirical evidence, and to be willing to modify our pre-existing stances and beliefs.

Part of maintaining a respectful environment is being fully present. Turn off your cell phones, iPhones, iPods, iPads, and other gadgetry. If you must take notes on a laptop, please do so, but keep your computer use to those activities necessary for class participation.

2. Academic Integrity:

Students should acquaint themselves with the University's policy on plagiarism, cheating, exam personation, ("**Personation at Examinations**" (**Section 5.2.9**) and "**Plagiarism and cheating**" (**Section 8.1**)) and duplicate submission by reading documentation provided at the Arts Student Resources web site at http://www.umanitoba.ca/faculties/arts/student_resources/Student_responsibilities_integrity.html . Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them.

Should you engage in any acts of academic dishonesty, expect no mercy from me if you get caught. While most of these acts are pretty straightforward, some students are a bit uncertain about plagiarism.

PLAGIARISM: READ THIS. I WILL ACCEPT NO EXCUSES FOR PLAGIARISM.

While it sounds fancy, **plagiarism** is basically ripping off somebody else's writing and ideas and presenting them as your own. **It is serious, and it is easily avoided.** If you get an idea from somewhere else and present it in your work, whether you are quoting directly from it or not, provide a proper citation in an acceptable format. If it is a direct quote, place it in quotation marks. In the body of your text, you can provide a parenthetical citation like (Smith 2017: 267), where Smith is the author's last name, 2017 is the year of publication, and 267 is the page upon which you found the idea or quotation. Then give a full reference in a separate reference section at the end, like so:

Smith, Bob. 2017. *My Unbelievably Brilliant Book of Ideas*. New York: Conglomerate Publishing Co.

For citations of journal or newspaper articles, online sources, presentations, and other tricky stuff, consult a style guide like the one found at:

http://www.chicagomanualofstyle.org/tools_citationguide.html

Cutting and pasting material from the Web is NOT research. It is plagiarism, and it will be detected. Do not cut and paste from the Web or any other source.

You should also be aware that it is a serious breach of academic integrity to manipulate, falsify, or falsely represent data used in a paper, presentation or thesis. The Faculty of Arts treats data manipulation as exceptional cases of academic fraud, with penalties of 'F' on the paper, 'F-CW' in the course, and suspension ranging from 2-5 years.

3. Late Work

I expect you to complete the course assignments by the due dates listed above. Failure to do so will result in a 15% reduction in your grade each day for the first three days, after which time you will receive a zero grade on the assignment.

In the event that you fall victim to a documentable catastrophe, or feel called to participate in a pivotal event designed to bring about revolutionary change in the world, either of which results in a late assignment, come and explain your situation to me, and we'll arrive at an accommodation.

4. Unclaimed term work disposal

Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

Topics and Events Calendar:

Readings should be completed BEFORE the date listed.

S5: Introductions

S12: Environmental Sociology: Classical Roots and Contemporary Paradigms

Buttel, F. H., P. Dickens, R. E. Dunlap, and A. Gijswijt. 2002. Sociological Theory and the Environment: an overview and introduction. In Dunlap, Riley E., Frederick H. Buttel, Peter Dickens, and August Gijswijt (eds.). 2002. *Sociological Theory and the Environment: Classical Foundations, Contemporary Insights*. New York: Rowman & Littlefield.

Buttel, F. H. 2002. Environmental sociology and the classical sociological tradition: some observations on current controversies. In Dunlap et. al.

Goldman, Michael and Rachel A. Schurman. 2000. "Closing the 'Great Divide': New Social Theory on Society and Nature." *Annual Review of Sociology* 26:563-584.

Dunlap, R. E. and W. R. Catton, Jr. 1994. Struggling with human exemptionalism: the rise, decline and revitalization of environmental sociology. *The American Sociologist* 25:5-30.

Hannigan, J. 2007. "Contemporary Theoretical Approaches to Environmental Sociology," Ch. 2 in Hannigan *Environmental Sociology 2nd ed.* Abingdon: Routledge.

White, Damian F. 2004. "Environmental Sociology and Its Future(s)." *Sociology*. 38(2):389-397.

S19: Social Constructions, Realism, and the Nature/Culture Divide I

Latour, Bruno. 1991. We Have Never Been Modern.

S26: Social Constructions, Realism, and the Nature Culture Divide II

Malm, Andreas. 2018. The Progress of this Storm: Nature and Society in a Warming World, pp 1-118.

O3: Social Constructions, Realism, and the Nature Culture Divide II (Continued)
(Reading Journal Submitted for Feedback)

Malm, Andreas. 2018. The Progress of this Storm: Nature and Society in a Warming World, pp. 119-231.

O10: Capitalism and the Environment I
Ecological Modernism and the Treadmill of Production

Eco-Mod:

Buttel, F. H. 2000. Ecological modernization as social theory. *Geoforum* 31: 57-65.

Mol, Arthur P.J. and Gert Spaargaren. 2000. "Ecological Modernization Theory in Debate: A Review." *Environmental Politics* 9(1): 17-49.

Sonnenfeld, David A. 2000. Contradictions of Ecological Modernization: Pulp and Paper Manufacturing in SE Asia. *Environmental Politics*. 9(1): 235 — 256.

Fisher, Dana R. and William R. Freudenburg. 2001. "Ecological Modernization and its Critics: Assessing the Past and Looking Toward the Future." *Society and Natural Resources*. 14: 701-709.

Treadmill:

Schnaiberg, Allan and Kenneth Alan Gould. 1994. Chapters 3 & 4 in *Environment and Society: The Enduring Conflict*. New York: St. Martin's Press.

Schnaiberg, A. D. N. Pellow, and A. Weinberg. 2002. The treadmill of production and the environmental state. Pp. 15-32 in A. P. J. Mol and F. H. Buttel (eds.), *The Environmental State Under Pressure*. London: Elsevier Science

Obach, Brian K. 2007. Theoretical Interpretations of the Growth in Organic Agriculture: Agricultural Modernization or an Organic *Treadmill*? *Society and Natural Resources*. 20 (3): 229-244.

Konefal, J. and M. Mascarenhas. 2005. The Shifting Political Economy of the Global Agrifood System: Consumption and the *Treadmill of Production*. *Berkeley Journal of Sociology*. V.49: 76-96.

O17: Capitalism and the Environment II
Ecological Marxism & World Ecology

EcoMarxism:

O'Connor, J. 1988. "The Second Contradiction of Capitalism," in *Capitalism, Nature, Socialism* 1, October.

O'Connor, J. 1994. *The Conditions of Production and the Production of Conditions in Natural Causes: Essays in Ecological Marxism*. New York: Guilford Press.

Foster, J. 1999. Marx's Theory of Metabolic Rift: Classical Foundations for Environmental Sociology. *American Journal of Sociology* 105(2): 366-405.

World Ecology:

Moore, J. 2017. Metabolic rift or metabolic shift? dialectics, nature, and the world-historical method. *Theory and Society* 46(4): 285-318.

Moore, J. 2015. Cheap Food and Bad Climate. *Critical Historical Studies* (Spring): 1-43.

O24: Environmental Governance (Reading Journals Submitted for Feedback)

Dauvergne, P., and Lister, J. 2011. Governing Timber Consumption. Ch. 6 in Dauvergne and Lister, *Timber*. Cambridge: Polity Press.

Ciplet, D., and Roberts, J Timmons. 2017. Climate Change and the Transition to Neoliberal Environmental Governance. *Global Environmental Change* 46: 148-56.

Cooper, Mark H. 2017. Open Up and Say "Baa": Examining the Stomachs of Ruminant Livestock and the Real Subsumption of Nature. *Society and Natural Resources* 30(7): 812-828.

O31: Micro-Level Research

Dietz, Thomas, Paul C. Stern, and Gregory A. Guagnano. 1998. Social Structural and Social Psychological Bases of Environmental Concern. *Environment and Behavior*. 30(4): 450-471.

Lutzenhiser, L. and B. Hackett. 1993. Social stratification and environmental degradation: understanding household CO₂ production. *Social Problems* 40(1): 50-73.

Shove, E. and A. Warde. 2002. Inconspicuous consumption: The Sociology of Consumption, Lifestyles, and the Environment. In Dunlap et. al.

Norgaard, K. 2006. "We Don't Really Want to Know": Environmental Justice and Socially Organized Denial of Global Warming in Norway. *Organization and Environment* 19(3): 347-370.

N7: Science, Management, and the Environment

Hannigan, J. 2007. "Science, Scientists, and Environmental Problems," Ch. 7 in Hannigan, *Environmental Sociology*, Abingdon: Routledge.

Yearley, S. 2009. "Green Ambivalence About Science." Ch. 8 in Yearley, *Cultures of Environmentalism*, London: Palgrave MacMillan.

Bavington, D. 2010. Managing to Endanger: Creating Manageable Codfisheries in Newfoundland and Labrador, Canada. *Maritime Studies*.

York, R. The Science of Nature and the Nature of Science. Ch. 7 in Gould, K. & T. Lewis (eds) *Twenty Lessons in Environmental Sociology*. New York: Oxford

Robertson, Morgan M. 2006. The nature that capital can see: science, state, and market in the commodification of ecosystem services. *Environment and Planning D: Society and Space* v.24: 367-387.

N21: Producing Consumers:

Dawson, M. 2003. The Consumer Trap. Ch. 9 in Dawson, M. *The Consumer Trap: Big Business Marketing in American Life*. Urbana: University of Illinois.

Clapp, Jennifer. 2014 Financialization, distance and global food politics, *Journal of Peasant Studies*, 41:5, 797-814.

Bergmann, Frithjof. 2000. Ecology and New Work: Excess Consumption and the Job System. Ch. 28 in Schor, J.B. and D.B. Holt (eds) *The Consumer Society Reader*. New York: The New Press.

N28: Environmental Justice (Reading Journals Submitted for Feedback)

Engels, Friedrich. 1987[1886]. *The Conditions of the Working Class in England*. New York: Penguin. Pp. 97-98; 127-138.

Pellow, David N. 2000. Environmental Inequality Formation: toward a theory of environmental injustice. *American Behavioral Scientist* 43(4): 581-601.

Agyeman, Julian, D. Scholsberg, L. Craven & C. Matthews. 2016. Trends and Directions in Environmental Justice: From Inequity to Everyday Life, Community, and Sustainability. *Annual Review of Environment and Resources* 41: 321-40

Byrne, J., L. Glover, and C. Martinez. 2002. The Production of Unequal Nature. Ch. 11 in Byrne, J. et. al. (eds) *Environmental Justice: Discourses in Political Economy*. New York: Transaction Publishers.

Hurlbert, M. and J. Rayner. 2018. Reconciling power, relations, and processes: The role of recognition in the achievement of energy justice for Aboriginal people. *Applied Energy* 228: 1320-1328.

D5: Wrap up & Spillover. Final papers due.