

Department of Sociology
Faculty of Arts
University of Manitoba

SOC 7160 T01 Environmental Sociology



Fall 2011
3 Credit Hours

Thursdays, 11:30-2:30, Room 335 Isbister

Instructor: Dr. Hudson

Address: Isbister 333

Office Hours: W: 10:00-11:00; R: 2:30-3:30

Telephone: 272-1655

E-Mail: hudsonm@cc.umanitoba.ca

The Point of Taking This Class:

Some bad news: Between 2000 and 2005, the world lost forest acreage the size of Germany. An area larger than Canada suffers from some degree of desertification and each year fifty million acres become too degraded for crop production or are lost to urban sprawl. 40 percent of the world's people already live in countries that are classified as 'water stressed.' 75 percent of marine fisheries are already fished to capacity, with only 10 percent of large predator fish stocks remaining from their original levels. Every person on earth can be shown to harbor detectable levels of dozens of Persistent Organic Pollutants and other toxic substances. Between now and tomorrow at this time, another estimated 5.7 species will have gone extinct. Over the next 100 years or so as many as half of the earth's species, representing a quarter of the planet's genetic stock, will functionally if not completely disappear. And then there is climate change.

Humanity faces a daunting array of environmental problems at local, regional, and planetary scales. These have been framed primarily as problems we can solve with improved technology and management. But to what degree are environmental problems rooted in social forces that run deeper than technology and management? To what degree are the latter two phenomena problems, rather than solutions? Our interactions with non-human nature are heavily conditioned by culture, and by political and economic structures. 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 may 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 platitudes 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:

Readings are posted online on JUMP and available as hardcopies in the Sociology photocopy room.

The files on JUMP 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: 150

Final Paper & Presentation: 200 (150 paper; 50 presentation)

Seminar Lead: 50

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. Journal entries will be submitted by 2 PM the day before class to the class's electronic discussion forum, at <http://thethirdhudson.weebly.com/7160-blog.html>

Twice during the semester, each student will take the lead in the class seminar. This 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. 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 and Presentation: You will present a summary of a final research paper prepared for the class, in the style of an academic conference presentation. Each student will be given a 15 minute slot on a panel to be assembled once topics are chosen. The final class of the semester will be devoted to presentations. The instructor will act as the discussant, and students will be expected to ask pertinent and critical questions of the presenters. Papers should be a maximum of 20 pages and relevant to the field of environmental sociology.

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 16, 2011.

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 and cheating (section 8.1), exam personation and duplicate submission (see Section 5.2.9 in the University of Manitoba Undergraduate Calendar found online under UManitoba Catalog 2011-2012 – General Academic Regulations – Section 8). The common penalty in Arts for plagiarism on a written assignment is F on the paper and F (CW) for the course. For the most serious acts of plagiarism, such as the purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (CW) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department in Arts or from all courses taught in or accepted for credit by this Faculty. The Faculty is considering adopting a zero-tolerance approach for "cheating" on either a term test or a

final examination. Under this approach, students for whom allegations of cheating have been upheld will receive a final course grade of F (CW) and a minimum two-year suspension. Multiple offences of cheating will result in an increased term of suspension.

If you engage in any of the above offenses, 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 2005: 267), where Smith is the author's last name, 2005 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. 2011. *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 10% reduction in your grade each day for the first five 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.

Topics and Events Calendar:

Readings should be completed BEFORE the date listed.

S8: Introductions

S15: 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.

S22: Social Construction of the Environment

Yearley, S. 2002. The social construction of environmental problems: a theoretical review and some not-very-Herculean labors, in Dunlap et. al.

Hannigan, J. 2007. "Social Construction of Environmental Problems and Issues" Ch. 5 in Hannigan, *Environmental Sociology 2nd ed.* Abingdon: Routledge.

Ungar, S. 1995. Social scares and global warming: beyond the Rio convention. *Society and Natural Resources* 8: 443-456.

Scarce, R. 1998. "What Do Wolves Mean? Social Constructions of *Canis lupus* by 'Bordertown' Residents." *Human Dimensions of Wildlife* 3: 26-45.

Dunlap, R.E. and A. McCright. 2008. A Widening Gap: Republican and Democratic Views on Climate Change. *Environment: Science and Policy for Sustainable Development*. September/October.

S29: Deep Ecology & Ecofeminism (Reading Journal Submitted for Feedback)

Berry, T. 1995. The Viable Human. Ch. 1 in Sessions, G. (ed) *Deep Ecology for the Twenty-First Century*. Boston: Shambala.

Naess, Arne. 2010. The Shallow and the Deep Ecology Movement. Ch. 27 in Keller (ed) *Environmental Ethics: The Big Questions*. West Sussex: Wiley-Blackwell.

McLaughlin, Andrew. 2010. The Heart of Deep Ecology. Ch. 28 in Keller (ed).

Sessions, G. 1995. Ecocentrism, Wilderness, and Global Ecosystem Protection. Ch 32 in Sessions.

Merchant, Carolyn. 2010. Feminism and the Philosophy of Nature. Ch. 36 in Keller (ed).

Plumwood, Val. 2010. Nature, Self, and Gender: Feminism, Environmental Philosophy, and the Critique of Rationalism. Ch. 37 in Keller (ed).

Bryson, L. K. McPhillips, and K. Robinson. 2005. Turning Public Issues into Private Troubles. Ch. 8 in King and McCarthy (eds).

O6: Ecological Modernization

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.

Scheinberg, Anne. 2003. "The Proof of the Pudding: Urban Recycling in North America as a Process of Ecological Modernisation." *Environmental Politics*. 12(4):49-75.

Clausen, R. and Richard York. 2008. Global biodiversity decline of marine and freshwater fish: A cross-national analysis of economic, demographic, and ecological influences. *Social Science Research* 37(4) December: 1310-1320.

O13: Ecological Marxism

Dickens, P. 2002. A Green Marxism? Labor processes, alienation, and the division of labor. Pp. 51-72 in Dunlap et al.

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

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

Foster, J. Clark, B. and York, R. 2010. Rifts and Shifts. Ch. 2 in Foster et. al., *The Ecological Rift: Capitalism's War on the Earth*. New York: Monthly Review Press.

Clausen, R., and Clark, B. 2005. The Metabolic Rift and Marine Ecology: An Analysis of the Ocean Crisis Within Capitalist Production. *Organization & Environment*, 18(4): 422-444.

O20: Treadmill of Production

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.

O27: Environmental Governance (Reading Journals Submitted for Feedback)

Frank, David John, Ann Hironaka, and Evan Schofer. 2000. "The Nation-State and the

Natural Environment Over the Twentieth Century.” *American Sociological Review* 65(1): 96-116.

Buttel, F. H. 2000. World society, the nation-state, and environmental protection: comment on Frank, Hironaka, and Schofer. *American Sociological Review* 65:117-121.

Frank, D. J., A. Hironaka, and E. Schofer. 2000. Environmentalism as a global institution: reply to Buttel. *American Sociological Review* 65: 122-127.

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

Goldman, Michael. 2001. “Constructing an Environmental State: Eco-governmentality and other Transnational Practices of a ‘Green’ World Bank.” *Social Problems* 48(4): 499-523.

Castree, Noel. 2008. Neoliberalising Nature: The Logics of Deregulation and Reregulation. *Environment and Planning A* v 40: 131-152.

Castree, Noel. 2008. Neoliberalising Nature: Processes, Effects, and Evaluations. *Environment and Planning A* v 40: 153-173.

N3: 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.

Gatersleben, B., L. Steg, and C. Vlek. 2002. Measurement and determinants of environmentally significant consumer behavior. *Environment and Behavior* 34(3): 335-362.

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.

N10: 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. 7 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

Roberson, 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.

N17: A16: 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.

Princen, T. 2008. Distancing: Consumption and the Severing of Feedback. Ch. 5 in Princen, T., M. Maniates, and K. Conca (eds) *Confronting Consumption*. Cambridge, MA: MIT Press.

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.

N24: 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.

Taylor, Dorceta E. American Environmentalism: The Role of Race, Class, and Gender in Shaping Activism 1820-1995. Ch. 7 in King and McCarthy (eds.)

Cole, L. and Foster, S. 2001. *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York: NYU Press. Ch. 2 "The Political Economy of Environmental Racism."

Fox, J. 1999. Mountaintop Removal in West Virginia: An Environmental Sacrifice Zone. *Organization and Environment* 12(2): 163-183.

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

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.

D1: Paper Presentations