

# ALS 5932/FOR 6934 Environment & Society

Fall 2018

Zoom Meetings: Wednesdays Periods 4-6 (10:40 – 1:40)

Online Course

**Instructor: Alison E. Adams**

**“Office” Hours:** Mondays 1:00-2:00, Tuesdays 10:30-11:30, and by appointment

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## COURSE DESCRIPTION

The purpose of this course will be to provide a broad overview of environmental and natural resource sociology, focusing on the prevailing theories and approaches used to examine the complex relationship between human societies and the biophysical environment. Throughout this course, we will analyze the societal causes and consequences of resource scarcity, environmental degradation, and environmental conflict. Viewing environmental problems as social problems, we will focus on the structural conditions that produce environmental problems and inhibit their solutions. The primary goal for this course is to allow students to develop an understanding of contemporary environmental issues from a social science perspective. Students in this course will explore the intersection of major social and environmental issues through writing, reading, and the development of an environmental project throughout the semester. The class is designed for students of all backgrounds in agriculture and natural resources. *For fall 2020, this course will be a synchronous online course with online lecture and discussion via Zoom.*

## STUDENT LEARNING OUTCOMES

Upon completion of this course, students should be able to:

- Describe major contemporary environmental sociology perspectives, including ecological modernization, treadmill of production, and environmental justice
- Develop socio-ecological knowledge by identifying and critically analyzing the social causes and consequences of environmental change
- Identify and use primary and secondary data to conduct a case study research project on an environmental/natural resource problem or issue
- Present an in-depth synthesis of socio-ecological perspectives and issues covered in this course
- Develop a journal-ready research article or submission-ready research proposal centering on an environmental or natural resource case study

## REQUIRED MATERIALS

King, Leslie and Deborah McCarthy Auriffeille. **2020.** *Environmental Sociology: From Analysis to Action (4th ed.)*. Lanham, Maryland: Rowan and Littlefield Publishers, Inc.

ISBN# 1538116782 (*Abbreviated K&A*)

Bell, Shannon Elizabeth. 2016. *Fighting King Coal: The Challenges to Micromobilization in Central Appalachia*. Cambridge, MA: The MIT Press.  
ISBN# 9780262528801

Additional required and optional readings will be made available through our course website on Canvas.

### COURSE WEBSITE AND ONLINE ACCESS

We will be using Zoom for lectures and large and small group discussions throughout the semester.

We will be using a Canvas course website throughout this semester grade management, access to course materials, course announcements, and submission of class assignments. Please check this site often to look for announcements, postings, and other important information.

### COURSE ASSESSMENTS

#### ***Readings Reviews***

The reading reviews will consist of a *two to three paragraph summary* of the readings and/or other assigned sources for that week, followed by a *one paragraph discussion* of how the readings and other sources fit into our more general discussion for that week (e.g., institutional sources of environmental problems, environmental justice etc.). ***Readings reviews should be submitted via Canvas by Tuesday at midnight each week.*** A more detailed assignment sheet will be available online to help students craft their weekly reading reviews.

#### ***Environmental Project***

The purpose of this project is to help students understand the social nature of environmental problems, and to examine the dynamic relationship between human societies and our biophysical environment. This project will be completed in several steps and each step will be submitted as a separate assignment.

Students will identify a case of environmental/natural resource, conflict, contamination, threat or other issue. They will detail the issues or problems and their social consequences, identify human physical or social health impacts of the problem, and examine community or citizen organizing around this issue.

Components of this project may include: 1) a case overview; 2) an analysis of the environmental problem or issue; 3) a discussion of the social impacts of the issue for local, regional, and broader communities or groups; and 4) a discussion of any community or broader conflict surrounding the issue; 5) a summary of efforts to resolve or mitigate the issue.

The final component of this assignment will be a journal-ready research article or a submission-ready proposal that includes a literature review and a presentation of your findings and analysis of the case, if relevant. Several detailed assignment sheets will be available online to help guide

students in their development of this project. In addition, I will schedule one-on-one time to meet with students and advise them on the development of this paper.

***Discussion Sessions***

The discussion portion of this course will serve to provide an opportunity for students to pose questions and engage in meaningful conversation about the readings, lecture topics, and additional films and materials that are a part of this course. Each week, I will provide a series of questions related to the topic at hand. These questions will be designed to foster discussion and scholarly debate. The purpose of these discussions is to gain perspective, ask questions about materials, and engage in a conversation about salient environmental and natural resource topics.

***Presentation of Readings***

The purpose of this assignment is to encourage students to delve into readings that are particular interest to them, and generate discussion in the class. Every student will give an overview of the readings and then lead discussion on the readings for one week during the semester. The student will be expected to provide the overview and discussion via Zoom on the Wednesday of their chosen week.

The presentation portion should synthesize the readings, rather than just summarize their content. Students are encouraged to make connections between the material in the readings and other course content, discussions, or even current events. The discussion portion should be more than just questions about the readings. Discussion should delve into what people think about the readings, criticisms, foster questions, etc. This can include class activities, additional readings, presentation of relevant short videos or website materials, or whatever other creative ways students want to use to engage their peers in critical discussion and in-depth analysis of that week’s topic.

***Final Project Presentation***

The purpose of this assignment will be to provide a ten- to fifteen-minute presentation of your paper or proposal for the course. The format of these presentation will be left up to the students, but could include PowerPoint slides, video presentations, and/or class discussions.

***Attendance Policy***

*Attendance to each class is crucial to students’ success in this course.* I strongly encourage each student to make every effort to attend class. In cases of illness or unforeseen circumstances that prevent your attendance, please let me know as soon as possible before class.

**GRADING**

Readings Reviews (13 x 10 points each)	130 points
Environmental Project	
Case selection and overview	25 points
Literature review and methods section	100 points
Complete journal article	200 points
Final Presentation	25 points
Readings Presentation	20 points
	<b>Total Points Available = 500 points</b>

### Final Grade Calculations

A	450 and above	C	350-374
B+	425-449	D+	325-349
B	400-424	D	300-324
C+	375-399	F	299 and below

### Lateness Policy

Late assignments will lose 10% of the total points available for each day the assignment is late. If you have extenuating circumstances, please let me know as far ahead as possible so that we can make alternative plans for your assignment submissions.

### **ACADEMIC HONESTY, SOFTWARE USE, UF COUNSELING SERVICES, SERVICES FOR STUDENTS WITH DISABILITIES**

In 1995 the UF student body enacted an honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office. (Source: 2011-2012 Undergraduate Catalog).

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

### Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or

criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

### *Campus Helping Resources*

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

*University Counseling & Wellness Center*, 3190 Radio Road, 352-392-1575,

[www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)

Counseling Services

Groups and Workshops

Outreach and Consultation

Self-Help Library

Training Programs

Community Provider Database

*Career Resource Center*, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)

### *Students with Disabilities*

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.

0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

### *Course Evaluations*

Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

## COURSE SCHEDULE

*Note: Additional readings will be assigned and made available through Canvas after the first week of class.*

Week	
1	<b><i>Foundations of Environmental and Natural Resource Sociology</i></b>
September 2 <sup>nd</sup>	No readings
2	<b><i>Social Constructionism and Environmental Problems</i></b>
September 9 <sup>th</sup>	Angelo, Hillary and Colin Jerolmack. "Nature's Looking Glass." Pp. 25-32 in K&A *Capek, Stella M. 2009. "The Social Construction of Nature: Of Computers, Butterflies, Dogs, and Trucks." Pp. 11-24 in <i>Twenty Lessons in Environmental Sociology</i> .
3	<b><i>Paradigms of Environmental Sociology: Thinking about Problems and Solutions</i></b>
September 16 <sup>th</sup>	*Gould, Kenneth A., David N. Pellow, and Allan Schnaiberg. 2004. "Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask." <i>Organization &amp; Environment</i> 17 (3): 296-316. * Spaargaren, Gert, and Arthur P.J. Mol. 1992. "Sociology, Environment, and Modernity: Ecological Modernization as a Theory of Social Change." <i>Society &amp; Natural Resources</i> 5(4): 323-344. Vail, Benjamin. "Ecological Modernization at Work? Environmental Policy Reform in Sweden at the Turn of the Century." Pp. 81-96 in K&A
4	<b><i>Institutional Sources of Environmental Problems</i></b>
September 23 <sup>rd</sup> <b><i>Note: Case Study and Overview Due</i></b>	Foster, John Bellamy. "Why Ecological Revolution?" Pp. 35-48 in K&A Longo, Stefano and Rebecca Claussen. "The Tragedy of the Commodity: The Overexploitation of the Mediterranean Bluefin Tuna Fishery." Pp. 63-80 in K&A *Bonds, Eric, and Liam Downey. 2012. "'Green' Technology and Ecologically Unequal Exchange: The Environmental and Social Consequences of Ecological Modernization in the World-System." <i>Journal of World Systems Research</i> 18 (2): 167-86.
5	<b><i>Technological and Natural Disasters</i></b>
September 30 <sup>th</sup>	Ritchie, Liesel Ashley, Duane A. Gill and J. Steven Picou. "The BP disasters as an Exxon Valdez Rerun." Pp. 207-214 in K&A. Beamish, Thomas D. "Silent Spill: The Organization of an Industrial Crisis." Pp. 215-226 in K&A

	Kroll-Smith, Steve, Vern Baxter, and Pam Jenkins. "Left Chance: Hurricane Katrina and the Story of Two New Orleans Neighborhoods." Pp. 227-236 in K&A
6	<b><i>Environmental Justice</i></b>
October 7 <sup>th</sup>	*Mohai, Paul, David Pellow, and J. Timmons Roberts. 2009. "Environmental Justice." <i>Annual Review of Environment and Resources</i> 34: 405-430. *Martinez-Alier, Joan, Leah Temper, Daniela Del Bene, and Arnim Scheidel. 2016. "Is There a Global Environmental Justice Movement?." <i>The Journal of Peasant Studies</i> 43(3): 731-755. *Pellow, David N. 2016. "Toward a Critical Environmental Justice Studies: Black Lives Matter as an Environmental Justice Challenge." <i>Du Bois Review: Social Science Research on Race</i> 13(2): 221-236.
7	<b><i>Coal and Activism</i></b>
October 14 <sup>th</sup>	<i>Fighting King Coal: Introduction and Part I</i>
8	<b><i>Environment and Gender</i></b>
October 21 <sup>st</sup>	<i>Fighting King Coal: Part II and Conclusion</i>
9	<b><i>Intersectionality and the Environment</i></b>
October 28 <sup>th</sup>	Clark, Brett, Daniel Auerbach, and Karen Xuan Zhang. "The Du Bois Nexus: Intersectionality, Political Economy, and Environmental Justice in the Peruvian Guano Trade in the 1880s." Pp. 113-128 in K&A Brown, Karida L., Michael W. Murphy, and Appollonya M. Porcelli. "Ruin's Progeny: Race, Environment, and Appalachia's Coal Camp Blacks." Pp. 129-142 in K&A. Stull, Valerie, Michael M. Bell, and Mpumelelo Newadi. "Environmental Apartheid: Eco-Health and Rural Marginalization in South Africa." Pp. 143-158 in K&A. Bryson, Lois, Kathleen McPhillips, and Kathryn Robinson. "Turning Public Issues into Private Troubles: Lead Contamination, Domestic Labor, and the Exploitation of Women." Pp. 159-170 in K&A.
10	<b><i>Environmental Protest and Activism</i></b>
November 4 <sup>th</sup>	*Adams, Alison E. and Thomas E. Shriver. 2017. "Tactics and Targets: Explaining Shifts in Grassroots Environmental Resistance." <i>Social Currents</i> 4(3): 265-281. *Almeida, Paul and Linda Brewster Stearns. 1998. "Political Opportunity and Local Grassroots Environmental Movements: The Case of Minamata." <i>Social Problems</i> 45 (1): 37-60.

	*Pellow, David. 2001. "Environmental Justice and the Political Process: Movements, Corporations and the State." <i>Sociological Quarterly</i> 42 (1): 46-6.
11	<b><i>No Class Veterans Day</i></b>
November 11 <sup>th</sup>	
12	<b><i>Environment and Health</i></b>
November 18 <sup>th</sup> <b><i>Note: Literature Review and Methods Section Due</i></b>	*Adams, Crystal, Phil Brown, Rachel Morello-Frosch, Julia Green Brody, Ruthann Rudel, Ami Zota, Sarah Dunagan, Jessica Tovar, and Sharyle Patton. 2011. "Disentangling the Exposure Experience: The Roles of Community Context and Report-back of Environmental Exposure Data." <i>Journal of Health and Social Behavior</i> 52(2): 180-196. *Brown, Phil. 2007. "Citizen-Science Alliances and Health Social Movements: Contested Illnesses and Challenges to the Dominant Epidemiological Paradigm." Pp. 1-42 in <i>Toxic Exposures: Contested Illnesses and the Environmental Health Movement</i> . Columbia University Press. *Cable, Sherry, Thomas E. Shriver, and Tamara Mix. 2008. "Risk Society and Contested Illness: The Case of Oak Ridge Nuclear Workers." <i>American Sociological Review</i> 73(3): 380-401.
13	<b><i>No Class Thanksgiving Break</i></b>
November 25 <sup>th</sup>	
14	<b><i>Action and Changes</i></b>
December 2 <sup>nd</sup>	Lifitin, Karen. "Ontologies of Sustainability in Ecovillage Culture: Integrating Ecology, Economics, Community and Consciousness." Pp. 289-302 in K&A. Bartlett, Peggy. "Campus Alternative Food Projects and Food Service Realities: Alternative Strategies." Pp. 318-330 in K&A. Pellow, David N. and Hollie Nyseth Brehm. "From the New Ecological Paradigm to Total Liberation: The Emergence of a Social Movement Frame." Pp. 331-347 in K&A.
15	<b><i>Course Wrap Up and Discussion</i></b>
December 9 <sup>th</sup> <b><i>Note: Final Paper Due Final Presentations due on VoiceThread by December 10<sup>th</sup></i></b>	No readings

\* Denotes resource available through Canvas

***Note: The readings reviews will be due via Canvas on Tuesdays by midnight. This is a tentative list of readings and may be subject to change during the course of the semester.***