

## ENVIRONMENTAL SOCIOLOGY

### SPRING 2012

Professor Bruce Podobnik

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Office Hours: Mon, Wed, and Frid, 3-4pm (please sign up on my online calendar)

### Course Overview

This course introduces students to a variety of research traditions and debates within the field of environmental sociology. We will explore the ways in which historical and contemporary patterns of human evolution have created ecological problems; why harmful effects of pollution often disproportionately impact disadvantaged groups; and what kinds of social movements have mobilized to protect ecosystems and communities from environmental degradation. In addressing these topics, the course will compare and contrast social dynamics in the global north and the global south. As we move through the course, students will be introduced to social movements research, network analysis, and other approaches used in the social sciences.

### Course Requirements

- 1) Class participation (10% of final grade). Students are expected to actively engage in classroom discussions. Attendance and extra credits will also be reflected in this grade.
  - 2) Reading quizzes (10% of final grade). Frequent online quizzes will test each students' ability to reflect critically on the assigned readings.
  - 3) Activities associated with class project (10% of final grade). Students in this class will work on a content-analysis project that examines global warming-focused social protests.
  - 4) Mid-term exam (10% of final grade). There will be an in-class mid-term examination in this course. Students must take the exam on its assigned day, with exceptions requiring prior notification and approval.
  - 5) Research Paper, First Draft (15% of final grade). Your research paper must be at least 12 pages in length, and must conform to the instructions provided.
  - 6) Peer Review Work on Research Paper (5%). Each student is required to provide a detailed review of a draft of another student's paper.
  - 7) Presentation about Research Paper (10 %). Each student is required to make an in-class presentation on their research paper.
  - 8) Research Paper, Second Draft (15% of final grade). This second draft must reflect substantial improvement, based on comments from a student peer and the professor.
  - 9) Final exam (15% of final grade). There will be an in-class final exam in this course. Students must take the exam on its assigned day, with exceptions requiring prior notification and approval.
- \*Additional instructions for all of these assignments will be provided in class.

### Required Course Texts

- 1) *A New Green History of the World*, by Clive Ponting.
- 2) *Global Energy Shifts*, by Bruce Podobnik.
- 3) *Twenty Lessons in Environmental Sociology*, edited by Gould and Lewis.
- 4) *Conservation Refugees*, by Mark Dowie.
- 5) *The Transition Handbook*, by Rob Hopkins.
- 6) *Gaviotas*, by Alan Weisman.
- 7) Other required readings are available on our course moodle site.

Wed, Jan. 18      **Course Introduction**

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Frid, Jan. 20      **World-Ecological Perspectives I**

Ponting, *A New Green History of the World*, pp. 1-8, 17-42, 52-86.

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Mon, Jan. 23      **World-Ecological Perspectives II**

Polanyi, Section from “The Great Transformation,” reading on class moodle site.

Bookchin, “The Emergence of Hierarchy,” reading on class moodle site.

Zerzan, “Enemy of the State,” reading on class moodle site.

Baring and Cashford, “The Myth of the Goddess,” reading on class moodle site.

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Wed, Jan. 25      **World-Ecological Perspectives III**

Ponting, *A New Green History of the World*, pp. 87-90, 97-115, 137-144, 168-198, 265-293, 409-423.

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Frid, Jan. 27      **Class Project Training**

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Mon, Jan. 30      **Global Energy Shifts I**

Podobnik, *Global Energy Shifts*, pp. 1-17, 38-91.

Paper proposal due.

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Wed, Feb. 1      **Global Energy Shifts II**

Podobnik, *Global Energy Shifts*, pp. 92-168.

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Frid, Feb. 3      **The State and Environmental Change**

Pellow, “The State and Policy,” pp. 47-58 in *Twenty Lessons in Environmental Sociology*.

Youngman, “Understanding Disaster Vulnerability,” pp. 176-190 in *Twenty Lessons in Env Sociology*.

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Mon, Feb. 6      **Corporations and Environmental Change**

Campbell, “Corporate Power,” pp. 68-84 in *Twenty Lessons in Environmental Sociology*.

Schnaiberg, “Labor Productivity and the Environment,” pp. 59-67 in *Twenty Lessons in Environmental Sociology*.

Gould and Lewis, “Eco-Tourism,” pp. 269-288 in *Twenty Lessons in Environmental Sociology*.

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Wed, Feb. 8      **Social Movements and Environmental Change**

Brulle, “US Environmental Movements,” pp. 211-227 in *Twenty Lessons in Environmental Sociology*.

Lewis, “Environmental Movements in the Global South,” pp. 244-254 in *Twenty Lessons in Env Sociology*.

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Frid, Feb. 10      **Social Networks and Environmental Change**

Halpern, “Social Capital,” reading on class moodle site.

Fussell, “Leaving New Orleans,” reading on class moodle site.

Paper update due.

Mon, Feb. 13      **Technology and Environmental Change**

Gould, "Technological Change and the Environment," pp. 95-106 in *Twenty Lessons in Env Sociology*.

York, "The Science of Nature," pp. 85-94 in *Twenty Lessons in Environmental Sociology*.

Davis, "Who Will Build the Ark?" reading on class moodle site.

Class project update due.

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Wed, Feb. 15      **Culture and Environmental Change**

Tavakolian, "Indigenous Cultures," pp. 255-268 in *Twenty Lessons in Environmental Sociology*.

Mellor, "Ecofeminist Thought," reading on class moodle site.

Broder, "A Cultural Barrier to Action on Climate Change," reading on class moodle site.

Aldhous, "How Psychology can help the Planet Stay Cool," reading on class moodle site.

Nisbet, "Communicating Climate Change," reading on class moodle site.

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Frid, Feb. 17      **Social Inequalities and Environmental Change**

Mascarenhas, "Environmental Inequality," pp. 127-140 in *Twenty Lessons in Environmental Sociology*.

McCormick, "The Sociology of Environmental Health," pp. 142-152 in *Twenty Lessons in Env Sociology*.

Mohai, "African American Concern for the Environment," reading on class moodle site.

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Mon, Feb. 20      **Social-Ecological Inequalities in Portland**

Stroud. "Environmental Racism in Portland," reading on class moodle site.

Podobnik. "Pollution in Portland," reading at this website: <http://legacy.lclark.edu/~podobnik/pollution.htm>.

Clarren, "Air of Concern," reading on class moodle site.

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Wed, Feb. 22      **Living a Low-Impact Life in Portland**

Guest lecture.

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Frid, Feb. 24      **Student Presentations**

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Mon, Feb. 27      **Social-Ecological Inequalities at the Global Level I**

Dowie, *Conservation Refugees*, pp. pp. viv-99.

Class project data files due.

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Wed, Feb. 29      **Social-Ecological Inequalities at the Global Level II**

Dowie, *Conservation Refugees*, pp. 153-269.

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Frid, Mar. 2      **Student Presentations**

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Mon, Mar. 5      **Local Environmentalism in the Global North I**

Hopkins, *The Transition Handbook*, pp. 8-103.

First draft of research paper due.

Wed, Mar. 7      **Local Environmentalism in the Global North II**

Hopkins, *The Transition Handbook*, pp. 104-224.

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Frid, Mar. 9      **Student Presentations**

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Mon, Mar. 12    **Local Environmentalism in the Global South I**

Weisman, *Gaviotas*, pp. 3-90.

Peer review due.

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Wed, Mar. 14    **Local Environmentalism in the Global South II**

Weisman, *Gaviotas*, pp. 93-227.

Romero, "An Isolated Village Finds the Energy to Keep Going," reading on class moodle site.

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Frid, Mar. 16    **Student Presentations**

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Mon, Mar. 19    **In-Class Midterm Exam**

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Wed, Mar. 21    **Student Presentations**

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Frid, Mar. 23    **Local Environmentalism in Portland**

Field trip to the Tryon Life Community.

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**Spring Break (March 24-April 1)**

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Mon, Apr. 2      **Radical Environmentalism in the Global North I**

Foreman, "Strategic Monkeywrenching," reading on class moodle site.

Flukiger, "The Radical Animal Liberation Movement," reading on class moodle site.

Earth Liberation Front, read materials on this website: <http://www.elfpressoffice.org/>.

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Wed, Apr. 4      **Radical Environmentalism in the Global North II**

Jensen, "Endgame," reading on class moodle site.

Fackler, "With Whaling Ships Under Attack, Japan will Recall Fleet," reading on class moodle site.

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Frid, Apr. 6      **Student Presentations**

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Mon, Apr. 9      **Radical Environmentalism in the Global South I**

Bandyopadhyay and Shiva, "Development, Poverty, and Growth," reading on class moodle site.

Guha and Martinez-Alier, "Gandhi and the Environmental Movement," reading on class moodle site.

Second draft of research paper due.

Wed, Apr. 11     **Radical Environmentalism in the Global South II**  
O'Neill, "Curse of the Black Gold," reading on class moodle site.  
Economy, "The Great Leap Backward?" reading on class moodle site.  
Hein and Niazi, "A Well-Founded Fear," reading on class moodle site.

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Frid, Apr. 13     **Student Presentations**

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Mon, Apr. 16     **Climate Change Activism**  
Roberts, "Climate Change," pp. 191-207 in *Twenty Lessons in Environmental Sociology*.  
Podobnik, "Mobilizing Against Global Warming," reading on class moodle site.

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Wed, Apr. 18     **Creative Responses to Crises**  
Solnit, "A Paradise Built in Hell," reading on class moodle site.

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Frid, Apr. 20     **Student Presentations**

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Mon, Apr. 23     **Future Directions for the Environmental Movement**  
North, "Eco-localisation as a Progressive Response to Peak Oil and Climate Change," reading on class moodle site.  
Biermann and Boas, "Protecting Climate Refugees," reading on class moodle site.  
D'Arcy, "Environmentalism as if Winning Mattered," reading on class moodle site.

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Wed, Apr. 25     **Course Conclusion**

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**Final Exam:** Thursday, May 3, 8:30-11:30am, in our regular classroom.

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#### **College as a Professional Occupation**

I expect all of your class-related behavior to be professional in nature. Work must be turned in on time, appointments must be kept, discussions must be respectful of everyone, etc. Each time you fail to act in a professional manner, your grade will be reduced.

#### **On the Use of Email**

My email tends to get crazy, and plus it is usually best to talk in person. So, let's talk instead of emailing whenever possible. Check my online calendar to see when I'm available and to sign up for a time to talk in person or via the phone. Thanks!

#### **On Class Attendance**

I take attendance right at the beginning of class. If you are late, you may miss important announcements. It is okay to miss two classes during the semester, but every additional absence reduces your participation grade. *Please do not email me about why you miss class or are late, either before or after the fact.* If you wish to minimize the number of points taken off, you can give me documentation (from a health center, sports coach, etc) in class.

#### **Turning Work in on Time**

It is unfair to grant extensions to individual students, when others have turned their work in on time. Therefore, I take points off on any assignment that is turned in late, for whatever reason. *Please do not email me about why assignments are late, either before or after the fact.* If you wish to minimize the number of points taken off, you can attach relevant documentation to the back of your paper.

### Getting Assistance and/or Special Accommodation During the Course

I encourage you to contact me if you are having difficulties with the course material or assignments. Please do not hesitate to let me know if there is anything I can do to make your experience in this course more positive for you. I am also very happy to work with students who are in need of special accommodations. If you anticipate needing special accommodations, contact the Student Support Services Office to discuss your situation. That office will then contact me, and we can take appropriate action to make sure all your needs are accommodated.

### Policy on Academic Integrity

Cheating and plagiarism are very serious infractions, and are dealt with severely in this course! I expect you to abide by all aspects of this academic integrity policy: <http://legacy.lclark.edu/dept/pathfind/academicinteg.html>. This policy prohibits any form of cheating on exams or written assignments. It also prohibits plagiarism, so be certain to properly cite all information that you use in your papers. If you haven't already done so, take the tutorial on how to avoid plagiarism available here:

<http://library.lclark.edu/reference/plagiarism/index.htm>

### Inform Me if You Have Worked on Your Paper Topic in Another Course

It is occasionally acceptable for students to continue exploring a topic that they have written about in another course. However, I must be informed ahead of time if you intend to do this. You must come meet with me, and explain how your paper for me will differ substantially from work you have already gotten credit for. I have given failing grades to students who neglected to contact me about this.

### Grading Scale

On all assignments turned in for my courses, student are given percentage grades that are at the very end of the semester combined to generate a final course percentage grade. The following percentage scores, along with some comments, describe my grading system.

Percent Range	Grade	Comments
100 - 95	A	Given for work that not only meets all expectations, but also contains an impressive level of unique insight and effort.
94 - 90	A-	Given for work that not only meets all expectations, but also contains some level of unique insight and effort. <i>You will have to work very hard, and go beyond the stated requirements of the assignment, to receive an A- or higher.</i>
89 - 87	B+	Given for very good work that meets all expectations.
86 - 84	B	Given for work that meets most expectations, but contains some problems.
83 - 80	B-	Given for work that meets some expectations, but contains numerous problems.
79 - 77	C+	Given for work that is passing, yet somewhat problematic.
76 - 74	C	Given for work that is passing, yet quite problematic.
73 - 70	C-	Given for work that is passing, yet very problematic.
69 - 0	D/F	Given for unsatisfactory work.

### Keep Multiple Copies of all Your Work

No credit can be given for any course work that is lost (by you or me) or rendered un-retrievable because of computer problems. Always keep a duplicate copy of your paper or any other course work in a safe place (such as Webdisk). Keep extra copies of all your assignments until after the semester ends and you have received your official grades from the Registrar's Office.

### Keep Track of Papers for Letters of Recommendation

I am often asked to write letters of recommendation for students. I am able to write a more useful, detailed letter, if you can provide me with titles and brief summaries of papers you wrote in my class. So, I encourage you to keep a permanent record of titles/summaries of papers you wrote in my classes. You will then be able to consult this record years later, when you want a letter of recommendation. This is a good thing to do for your other classes, too.

### The "Three Error" Rule for Written Work

On papers, I will allow up to three errors of grammar or style to slide without penalizing you. However, I will deduct one percentage point from your paper grade for every subsequent error of grammar or style (this is especially severely implemented on second drafts). In other words, if I was going to give you a 90 percent on your paper, but I identified thirteen grammatical/style errors, you will receive an 80 percent (which is obviously a severe blow to your grade). Things I regularly take points off for (often on first drafts, and most definitely on second drafts) are listed below -- though I also take points off for other

issues.

### **Grammar, Style, and Formatting Errors that will Lead to a Reduction in Your Grade**

I often write the word 'grammar' in the margin of papers. This means that you made one or more of the following errors:

- You did not put your name, my name, and the course title on the first page of your paper.
- You did not use 1 inch margins, a normal font size, and double-spacing on each page.
- You did not give your paper an interesting and dynamic title.
- You did not begin your paper with an interesting and dynamic opening sentence/paragraph.
- You did not insert an overview of your paper in the second or third paragraph of your paper.
- You did not use normal language in a sentence. You used overly-complicated, odd-sounding phrases.
- You did not construct a straight-forward, well-organized sentence. It was confusing and/or a run-on.
- You did not carefully organize your sentences, and/or make them flow in a smooth way.
- You did not carefully organize your paragraphs, and/or insert paragraph breaks where needed.
- You relied on an over-generalization, instead of referring to specific examples/evidence.
- You did not use a correct citation format, citation punctuation, and/or a required citation page number.
- You did not end your paper with an interesting and dynamic conclusion.

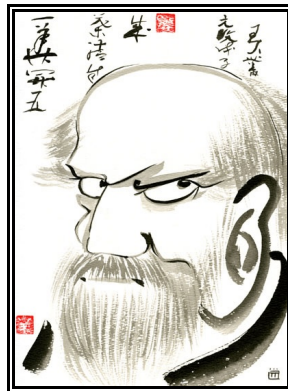
Please refer to this list as you work on your paper, and try not to make these errors!

### **Getting a Friend to Peer-Review Your Paper**

It is very important to find a friend who is willing to read a draft of your paper, and give you detailed critical feedback. Give your friend the following instructions: "I need you to put a mark by everything, and I mean everything, that sounds confusing, odd, or unclear. You do not have to fix the problems, just show me where they are and I'll work on them. Please don't worry about my feelings -- just be as thorough as you can be!" Once you've gotten the feedback, try your best to fix the problems.

### **Additional Formatting, Citation, and Style Instructions**

I prefer that students use the APA citation format. Before asking me about formatting, citation, or grammatical questions, please consult the citation guidelines I have placed on our moodle site. I also recommend reviewing the following books: Harris, Muriel. *The Writer's FAQs*. Williams, Joseph. *Style: Basics of Clarity and Grace*.



**“The road to truth is a difficult one...  
You must work hard to walk on it!”  
–Bodhidharma**