

ALS 5932/FOR 6934
Environment & Society
Fall 2021
Newins-Zeigler Hall 0222
Wednesdays Periods 4-6 (10:40 – 1:40)

Instructor: Alison E. Adams

Zoom Office Hours: Mondays 10:30-12:30, 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.

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

This is an in-person course. However, we will remain flexible and if university mandates change, we will switch to Zoom meetings. In this case, we will be using Zoom for lectures and large and small group discussions throughout the semester. ***Synchronous online sessions may be recorded.*** By sharing your video, screen, or audio during any synchronous online class sessions, you are consenting to being recorded for the benefit of students who cannot attend live as well as for class review during the current semester. If you have special circumstances or concerns about privacy, it is your responsibility to discuss it with your instructor.

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 may use their current research for this project, or they can develop a new project.

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 health or social impacts of the problem and examine community or citizen organizing around this issue.

Components of this project may include: 1) a case/topic overview; 2) a review of the relevant social science literature(s) that will serve as a framework for analysis; 3) a discussion of the methods or proposed methods for the research; 4) (if doing a full paper) analysis section; 5) (if

doing a proposal) a discussion of timeline, budget, and section on expected findings and broader impacts.

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.

Peer Review Workshop

The purpose of this assignment will be to give students experience with the process of peer review. Each student will be assigned an article to review as if they were submitting a review to an editor in a journal. We will go over the process of peer review in class prior to the submission of this assignment.

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
Article Peer Review	30 points
Environmental Project	
Case selection and overview	25 points
Literature review and methods section	100 points
Complete journal article	170 points
Final Presentation	25 points
Readings Presentation	20 points
	Total Points Available = 500 points

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/

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/

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/

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>.

University Policy on Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policies regarding student in-class recordings are detailed here <http://aa.ufl.edu/policies/in-class-recording/>.

COURSE SCHEDULE

Week	
1	<i>Foundations of Environmental and Natural Resource Sociology</i>
August 26 th	No readings
2	<i>Social Constructionism and Environmental Problems</i>
September 1 st	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	<i>Paradigms of Environmental Sociology: Thinking about Problems and Solutions</i>
September 8 th	*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 & 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 & 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	<i>Institutional Sources of Environmental Problems</i>
September 15 th <i>Note: Case Study and Overview Due</i>	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	<i>Technological and Natural Disasters</i>
September 22 nd	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	<i>Article Peer Review Workshop</i>
September 29 th	No readings
7	<i>Environmental Justice</i>
October 6 th Note: Article Peer Review Due	<p>*Mohai, Paul, David Pellow, and J. Timmons Roberts. 2009. "Environmental Justice." <i>Annual Review of Environment and Resources</i> 34: 405-430.</p> <p>*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.</p> <p>*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.</p>
8	<i>Coal and Activism</i>
October 13 th	<i>Fighting King Coal</i> : Introduction and Part I
9	<i>Environment and Gender</i>
October 20 th	<i>Fighting King Coal</i> : Part II and Conclusion
10	<i>Intersectionality and the Environment</i>
October 27 th	<p>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</p> <p>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.</p> <p>Stull, Valerie, Michael M. Bell, and Mpumelelo Newadi. "Environmental Apartheid: Eco-Health and Rural Marginalization in South Africa." Pp. 143-158 in K&A.</p> <p>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.</p>
11	<i>Environmental Protest and Activism</i>
November 3 rd	*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.

	<p>*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.</p> <p>*Pellow, David. 2001. "Environmental Justice and the Political Process: Movements, Corporations and the State." <i>Sociological Quarterly</i> 42 (1): 46-6.</p>
12	<i>Environment and Health</i>
November 10 th Note: Literature Review and Methods Section Due	<p>*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.</p> <p>*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.</p> <p>*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.</p>
13	<i>Media, Health, and Environmental Justice</i>
November 18 th	<p>MacKendrick, Norah. "Media Framing of Body Burdens: Precautionary Consumption and Individualization of Risk." Pp. 173-190 in K&A.</p> <p>Bonds, Eric. "Legitimizing Environmental Injustices of War: Toxic Exposures and Media Silence in Iraq and Afghanistan." Pp. 191-204 in K&A.</p>
14	<i>No Class – Thanksgiving</i>
November 24 th	
15	<i>Action and Changes</i>
December 1 st	<p>Liften, Karen. "Ontologies of Sustainability in Ecovillage Culture: Integrating Ecology, Economics, Community and Consciousness." Pp. 289-302 in K&A.</p> <p>Bartlett, Peggy. "Campus Alternative Food Projects and Food Service Realities: Alternative Strategies." Pp. 318-330 in K&A.</p> <p>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.</p>
16	<i>Course Wrap Up and Discussion</i>
December 8 th Note: Final Paper Due Final Presentations	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.