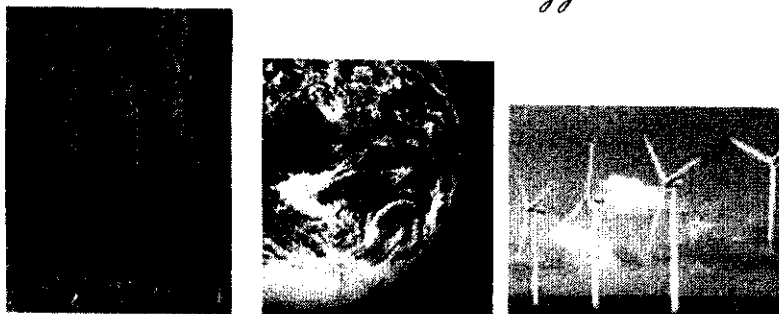


Sociology 460
Environmental Sociology



Karen Ehrhardt-Martinez
Autumn Quarter 2005
Tuesday and Thursday 1:30 – 3:18

Office Hours

Tues 3:30-5:00 or Thurs. 11:00-12:00
or By Appointment

E-mail: ehrhardt-martine.1@osu.edu

Office

363B Journalism Building
Office Phone: 292-6681

I. Course Materials

- Required:
1. Middleton, Nick. 2003. *The Global Casino: An Introduction to Environmental Issues*. Third Edition. Oxford University Press. ISBN: 0340809493
 2. Schnaiberg, Allan and Gould, Kenneth Alan. 2000. *Society and the Environment: The Enduring Conflict*. Blackburn Press. ISBN: 1930665008
 3. Vandermeer, John and Ivette Perfecto. 2005. *Breakfast of Biodiversity: The Truth about Rainforest Destruction*. Second Edition. The Institute for Food and Development Policy. ISBN: 093502896X
 4. Princen, Thomas, Maniates, Michael, and Ken Conca. 2002. *Confronting Consumption*. Cambridge, MA: The MIT Press. ISBN: 0262661284.
 5. Guber, Deborah Lynn. 2003. *The Grassroots of a Green Revolution*. Cambridge, MA: The MIT Press. ISBN: 0262571609
 6. Reserve materials: (RES).

II. Course Description: This course examines current environmental issues from a sociological perspective. We will map out three paradigms for understanding the relationship between environment and society: conservative, liberal, and radical. Through each of these lenses we will explore the human causes of environmental change associated with production, consumption, population, technology, globalization and affluence. Some of the questions that the course addresses are: Must economic growth destroy the environment? Will a reduction in our individual consumption patterns improve the environment? Does population growth lead to environmental problems? Can technical “fixes” solve environmental problems? We will also analyze human responses to environmental change such as international environmental treaties, “green” capitalism, and environmental movements.

III. Course Objectives:

- To develop a foundation of knowledge and understanding about the social causes of environmental degradation and the human responses and mechanisms of social change.
- To learn some theoretically-based approaches that “frame” discussions about the relationship between society and the environment.
- To improve your knowledge of existence and extent of some contemporary environmental problems.
- To enhance your sociological imagination: your ability to question past and present characteristics of society and their causes and to conceptualize alternatives.
- To improve your ability to write critical assessments based on comprehensive evaluations of materials presented.
- To enhance your research and presentation skills.

IV. **Student participation.** Active learning both in and outside of class **is critical** to understanding the course material. Each student brings with him/her a unique set of experiences that can enrich the learning experiences of the entire class and in conjunction with other shared experiences create a greater understanding of the issues at hand. All students are encouraged to ask questions during class lectures and will also have the opportunity to discuss various issues in formal and informal group and class discussions. Successful participation requires preparation on the part of each student including **reading all assigned material before class**. You should **read the material critically**. You are encouraged to take notes while reading and bring any questions to the following class session or meet with me during office hours.

Class participation includes: 1) attending class regularly, 2) critically reading all assigned materials on the assigned dates, 3) contributing thoughtful comments to class discussions, 4) participating in group activities, 5) thoughtfully listening to what others have to say.

V. Discussion Panel Notes:

- A. Students are expected to prepare type-written notes for use in each of the discussion panels. Discussion Notes are a place for you to record important information from the assigned reading as well as your reflections on what you have read. (See below) Discussion notes will be collected from **all** students at the **beginning** of the class period in which the discussion is scheduled. As such, students should bring **two copies** of their notes to class: one for him/herself and one for the instructor. Discussion notes will contribute to your final course grade. Discussion notes will not be accepted in the case of an unexcused absence. ***If you do not attend class for the scheduled panel discussion you will receive a grade of zero for the discussion notes*** whether or not they have been written up.

B. Discussion Notes for Panel Participants

After reading all of the assigned readings:

1. Answer the panel discussion question in a 3-4 page statement, using information from the assigned readings as the basis of your discussion. Use parenthetical citations in the text of your paper to indicate the source and page number of the ideas borrowed from the assigned readings. (For example, Middleton 2003: 34)

Begin your statement with a summary of the ideas presented in *all* of the assigned readings and then state your informed position on the issue. Once you have stated your position, provide at least three arguments (and evidence) in support of your position. You must also identify what you consider to be the strongest evidence/arguments that might be used to oppose your position and provide a response to those arguments. Your statement may also include a discussion of weaknesses or flaws in the arguments made in the readings and/or identify important ideas/issues that were left unaddressed. As stated earlier, your statement must draw on course readings but you are also encouraged to identify other sources of useful and credible information. Complete bibliographic information for non-course readings must be provided through a bibliographic entry at the end of your paper or in a footnote. Your notes will be graded on the degree to which they reflect the scope of ideas presented in the assigned readings as well as the thoroughness of your statement.

2. Be prepared to present your position and lead a small group discussion of the issue in class. These will be informal presentations in which you will be required to present the “what” and “why” of your position. In other words, you need to be able to communicate where you stand on the issue and defend that position. You will also need to be able to intelligently discuss the assigned readings as they relate to the panel discussion question. As such, you need to be familiar with all of the assigned readings and are encouraged to take notes and bring them with you to class.

C. Discussion Notes for non-Panel Participants

After reading the assigned readings:

- In a 2-3 paragraph statement briefly summarize your informed position on the issue drawing from the ideas presented in the assigned readings. Use parenthetical citations in the text of your paper to indicate the author and page number of the ideas borrowed from the assigned readings. (For example, Middleton 2003: 34)
- Develop and state four discussion comments or questions based on your reflections from the readings. Such questions might include a request for panel participants to respond to a real or hypothetical situation related to the issue at hand, the panel’s interpretation of a particular point from the readings, or the panel’s defense of a particular position.

V. Attendance and Excused Absences.

- A. I will keep track of attendance. Unexcused absences will weigh heavily in determining your final grade. **Students with more than four unexcused absences will receive a failing grade for the class.**

- B. Students on university athletic teams, musical groups, etc. that must be absent from campus and class should see me immediately to make arrangements for scheduled absences. Please provide practice or game schedules as soon as possible with the appropriate documentation from the coach or supervisor.

VI. Assignment Policy:

- A. All assignments are due at the beginning of class on the date listed in the syllabus.

- B. Assignments should . . .
 - 1. be typed double-spaced.
 - 2. have 1 inch margins.
 - 3. be stapled.
 - 4. include NO plastic or paper covers, folders, etc. A staple is all I ask.
 - 5. Use the citation format explained in the attachment to the syllabus.

- C. Assignments (percent):
 - 1. Class Debate
 - 2. Environment and Society Research Paper

- D. Late Assignments:
 - 1. Written assignments are due at the beginning of the class period.
 - 2. Any assignments turned in after the start of class will be considered late.
 - 3. Late assignments will be marked down a full letter grade for each calendar day late.

VII. Grading:

- A. The final course grade is determined on a point system in which the score for all assignment grades are added together and then divided by the total points possible. Assignments that are not turned in receive a score of zero points.

B. Point Distribution:

Assignment	Points	Percentage
Assignment 1: Debate	250	16%
Assignment 2: Research Paper	250	16%
Midterm	200	13%
Final Examination	250	16%
Discussion Notes (1 @ 100 and 3 @ 50)	250	16%
Homework	200	13%
Class Participation and Attendance	150	10%
Total	1550	100%

C. You must complete the debate, the research paper, the midterm and final exam in order to receive a passing grade in the class.

VIII. Class Behavior and Ground Rules:

- a) Treat other students equally.
- b) Respect their space as you would like your own respected.
- c) Critique ideas not people.

IX. Names and Telephone Numbers of Classmates

(people you can call if you miss a class or want to study together)

Name _____ Phone _____ e-mail _____

Name _____ Phone _____ e-mail _____

X. Helpful Hints on How to Study, Take Notes, and Do Well in Class

A. Studying

- 1. Read the assigned material before class.
- 2. If necessary re-read difficult subjects and/or take notes on reading material.
- 3. Review your notes after each class.

B. Note Taking

- 1. Use the Outlines provided in class as a guide.
- 2. Come prepared
 - having read and digested the material makes it easier to follow in class.
- 3. Review your notes after each class to be sure they are clear.

C. Doing Well in Class

- 1. Arrive on time.
- 2. Come prepared - having read and digested the material
- 3. Participate, Participate, Participate.
- 4. Think critically.
- 5. Ask Questions.

XI. Student Services

I am willing to discuss student concerns and progress during office hours or individual appointments, and will make every effort to assist students who are experiencing difficulty in this course. In addition there are several other options available on campus for students who need extra assistance, and you are encouraged to take advantage of these services:

Counseling Center
4th Floor
Younkin Success Center.
1640 Neil Ave.
292-5766

Learning Center
250 Younkin Success Center
1640 Neil Ave.
688-3967

Writing Center
485 Mendenhall Lab
125 South Oval Mall
688-4291

In addition to these services, information about the Department of Sociology is available on the worldwide web. The address for our web page is: <http://www.soc.sbs.ohio-state.edu/>

SPECIAL NEEDS STUDENTS:

Students should contact the Office of Disabilities in 150 Pomerene Hall, 1760 Neil Avenue (292-3307; TDD 292-0901; <http://www.ods.ohio-state.edu/>) in regard to any special arrangements for this course. Students with documented disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner. This syllabus is available in alternative formats on request from the Sociology Advising Office in 304 Bricker Hall (292-9416).

XI. Course Time Table and Assignments

WEEK	DATES	READING—CLASS PLAN
1		Introductions and Reflections on the Environment RES 1) Brower, David. 2000. "Seeing and Remembering" Chapter 1 in <i>Let the Mountains talk, Let the Rivers Run</i> . Gabriola Island BC, Canada: New Society Publishers. RES 2) Gore, Al. 1993. "Introduction" in <i>Earth in Balance: Ecology and the Human Spirit</i> . Hudson, NY: Penguin Books. RES 3) Frey, R. Scott. 2001. "Environmental Problems" in <i>The Environment and Society Reader</i> . Boston, MA: Allyn and Bacon.
2		Social Theory and the Environment SARES Humphrey, Craig; Lewis, Tammy; and Frederick H. Buttel. 2002. "Social Theory and the Environment." Chapter 2 in <i>Environment, Energy, and Society: A New Synthesis</i> . Belmont, CA: Wadsworth/Thompson Learning. Panel Discussion: Why analyze the environment from a sociological perspective? Which paradigm that Humphrey et al. outline (conservative, liberal/managerial, or radical do you find most convincing? Why? Which least convincing? Why? SARES Sunderlin, William. 2003. Chapters 1-3 Ch 1 "Ideology, Social Theory, and Paradigms" Ch 2 "Human Evolution and Socioenvironmental Outcomes" Ch 3 "Ideology and the Environment: From Paradigm Isolation to Paradigm Integration" <i>In Ideology, Social Theory and the Environment</i> . New York, NY: Rowman & Littlefield Publishers, Inc. Panel Discussion: What are some important differences between Sunderlin's ideas and those presented by Humphrey et al.? What are ideologies and what role do they play in shaping social behavior? How are "conventional" variables (population, affluence, technology) used to explain environmental outcomes? How do social theory variables (class, power, culture) expand/improve upon "conventional" explanations?
3		Environmental Issues: Production, Urban Environments, and Technological Hazards Urban Environments and Waste: Middleton, Chapters 10 and 17 Energy Production and Transport: Middleton, Chapters 18 and 16
4		The Treadmill of Production Schnaiberg and Gould, Chapters 1 and 2 Environmental Disorganization: Population, Consumption and Technology Schnaiberg and Gould: Chapters 3-5
5		Environmental Issues: Globalization, Deforestation and Biodiversity Loss Deforestation and Biodiversity Loss: Middleton, Chapters 4 and 15

Globalization and the World System: Vandermeer and Perfecto, Chapters 1-3

Panel Discussion: What is the cause of tropical deforestation in Costa Rica? Who is responsible? To what degree are rainforests resilient? Why do farmers seek to farm rainforest land? What methods do they use? What problems do they encounter?

6

Vandermeer and Perfecto, Chapters 4-5

Panel Discussion: What is "modern" agriculture and how did it come about? To what degree can the structure of the world system and the dependency of less developed countries be blamed for rainforest destruction and biodiversity loss?

Vandermeer and Perfecto, Chapters 6-8

Panel Discussion: What is the effect of logging on tropical rainforests? To what degree do reforestation efforts address environmental concerns? What role does social inequality play in rainforest destruction? What are the different types of agricultural systems and which is better for preserving biodiversity?

7

Environmental Issues: Economic Growth, Affluence, and Sustainable Development

Food Production, Soil Erosion and Desertification: Middleton, Chapters 13, 14 and 5

The Political Economy of Consumption: Princen, Maniates, and Conca, Part 1

8

Distancing and Commodity Chains: Princen, Maniates, and Conca, Part 2

Environmentalism as a Movement for Change: The Grassroots of a Green Revolution

Public Opinion on the Environment: Guber, Introduction and Chapters 1 and 2

9

Voting on Environmental Issues: Guber, Chapters 6 and 7

Social Movements and Individual Actions: Schnaiberg and Gould, Chapters 6 and 7

10

Varieties of Citizen Action: Princen, Maniates, and Conca, Part 3

Student Research Presentations

Final Exam
