

## CES 248 – Environment, Natural Resources & Society Spring 2015

**Lecturer:** Jacki Hartley  
**Office:** 351 Agricultural Hall  
**Office Hours:** Tuesday 2-3:30  
**Email:** jhartley@wisc.edu

**Lecture:** T/TH 4:00-5:15, Room 10, Ag Hall

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### COURSE DESCRIPTION & OBJECTIVES

The purpose of this course is to introduce you to the concerns and principles of sociology through an examination of human interaction with the natural environment. A primary goal is to place environmental issues such as resource depletion, population growth, food production, environmental regulation, and sustainability in national and global perspectives.

So what does that really mean? It means that our natural and social worlds interact – A LOT! We'll examine sociological theories and concepts that are important for understanding these interactions. This includes looking at the environment as both a resource and an idea.

By the end of this class you should:

- have an increased understanding of the relationship between the natural world and human society
- understand basic concepts in environmental sociology such as “treadmill of production”, “environmental justice”, and “sustainability”
- be able to apply a sociological lens to real-world environmental situations

### COURSE MATERIALS

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*An Invitation to Environmental Sociology, 4<sup>th</sup> Ed.* by Michael Mayerfeld Bell. It is available at the Rainbow Bookstore Coop (426 W Gilman) and will be on reserve at Steenbock Library. **MAKE SURE YOU BUY THE CORRECT EDITION!**

There are also required readings from articles and other books. They will be posted on [learn@uw](mailto:learn@uw). Please bring them to class.

### COURSE RESOURCES

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- **My office hours.** Please see me during my office hours if you have questions regarding class content, readings or assignments, or if you want to discuss any part of the class. If you have class during my scheduled office hours we can arrange another time. Be proactive. *Make sure that you get help before problems arise.*
- **My email.** This is a great way to contact me when you have specific questions. For matters that require lengthy explanations or discussions, please come see me during office hours. I will try my best to answer all inquiries within 24 hours during weekdays.

- **Your classmates.**
- **The Writing Center** is also a valuable campus resource: <http://writing.wisc.edu/>
- **The Social Science Computing Cooperative** can provide assistance with software/statistical analysis questions: <http://www.ssc.wisc.edu/sscc/helpdesk.htm>

## REQUIREMENTS & EVALUATION

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Attendance/Participation	10%
Exam 1	20%
Exam 2	20%
Book/Film Clubs (2)	30%
Brief Written Assignments (4)	20%

### Attendance, participation and preparedness

I understand that sometimes there are unavoidable reasons for missing class. Therefore, you are allowed to miss 3 classes without penalty. Contact me if there are extenuating circumstances. You are responsible for contacting your classmates and catching up if you do miss class.

In addition to being physically present, I expect that you will do the readings and be prepared to engage in discussion. If I feel that students are not coming to class prepared, I may begin administering pop quizzes. You are expected to be on time and not leave early. You are expected to refrain from behavior which is distracting to the class.

### Exams

There are two exams in this course. The first exam covers material from approximately the first half of the semester and occurs on February 26<sup>th</sup>. The second exam covers the remaining material in the course and occurs on the last day of class, May 7<sup>th</sup>. The goal of the exams is to test your knowledge of lectures, readings, films, and class discussions. Exams may consist of multiple choice, short answer and essay questions.

### Book Clubs

In a single semester, we have a limited amount of time to cover books related to environmental sociology. This is an opportunity for you to learn more. First, you should choose a book of interest from the each of the lists below. Then, we'll organize into groups based on your selections. Occasionally we will spend some class time in book club meetings where you can discuss the book you're reading.

Each member of the group is responsible for reading the book and writing a 700-800 word review. Beyond summarizing the book, you're expected to analyze the arguments of the book, drawing from what you're learning in this course. Book reviews are to be submitted via the Learn@UW dropbox before the start of class on the date due. Your group will then make a brief (approximately 10 min) presentation of your book to the class followed by 5 minutes of Q&A.

Detailed instructions will be distributed in class.

**Book List 1** (report due March 3<sup>rd</sup>)

Juliet Schor – *True Wealth: How and Why Millions of Americans are Creating a Time-Rich, Ecologically Light, Small-Scale High-Satisfaction Economy*

Bill McKibben – *Deep Economy*

Donald Worster – *Dust Bowl: The Southern Plains in the 1930s*

Ken Saro-wiwa – *Genocide in Nigeria*

Eric Klinenberg – *Heat Wave: A Social Autopsy of Disaster in Chicago*

Timothy Duane – *Shaping the Sierra: Nature, Culture and Conflict in the Changing West*

Jacques Leslie – *Deep Water: The Epic Struggle over Dams, Displaced People, and the Environment*

Mark Baker & Jonathan Kusel – *Community Forestry in the United States: Learning from the Past, Crafting the Future*

Kai Erikson – *Everything in its Path: Destruction of Community in the Buffalo Creek Flood*

Eric Schlosser – *Fast Food Nation*

**Book List 2** (report due April 21<sup>st</sup>)

Bill Cronon – *Changes in the Land: Indians, Colonists, and the Ecology of New England*

Keith Bradsher – *High & Mighty: The Dangerous rise of the SUV*

Juliet Schor – *Do Americans Shop Too Much?*

Robert Costanza, Gar Alperovitz, et al – *Building a Sustainable and Desirable Economy in Society in Nature*

Bill Freudenburg, Robert Gramling, Shirley Laska, & Kai Erikson – *Catastrophe in the Making: The Engineering of Katrina and the Disasters of Tomorrow*

Kai Erickson – *A New Species of Trouble: Explorations in Disaster, Trauma, and Community*

Beverly Brown – *In Timber Country: Working People's Stories of Environmental Conflict and Urban Flight*

Donald Stull, Michael Broadway, and David Griffith – *Any Way You Cut It: Meat Processing and Small-Town America*

Anthony Margavio, Craig Forsyth, Shirley Laska, and James Mason – *Caught in the Net: The Conflict Between Shrimpers and Conservationists*

Michael Mayerfeld Bell – *Farming for Us All: Practical Agriculture and the Cultivation of Sustainability*

**Brief Written Assignments**

You will have four short (2-3 page) written assignments spread throughout the semester. The purpose of these assignments is to personalize several of the issues discussed in class. The first assignment asks you to calculate and analyze your own ecological footprint. In the second assignment, you'll critique the Tragedy of the Commons. Third, you'll complete an environmental justice mapping exercise. Finally, you're asked to track and analyze your diet. In each of these exercises, you'll be asked to place your personal story within the broader context. Assignments are to be submitted via the Learn@UW dropbox before the start of class on the date due.

**Assignment 1:** Personal ecological footprint analysis. **Due Thursday Feb 19<sup>th</sup>**

**Assignment 2:** Critiquing *Tragedy of the Commons* **Due Thursday March 12<sup>th</sup>**

**Assignment 3:** Environmental justice mapping. **Due Thursday March 26<sup>th</sup>**

**Assignment 4:** Food diaries. **Due Thursday April 9<sup>th</sup>**

Detailed instructions for each assignment will be distributed in class.

**Late assignments and homework will not be accepted.** This course has a lot of requirements and falling behind not a good idea. If you see a problem coming, please talk to me.

### **Grading**

A (93-100); AB (88-92); B (83-87); BC (78-82); C (70-77); D (60-69); F (59 and less)

### **ADDITIONAL EXPECTATIONS**

**Special accommodations:** Students requiring special accommodations of any kind (religious, disability-related, etc) are encouraged to discuss their needs with me during the first week of class. In order to receive accommodation for a disability, students must be certified as a “person with a qualifiable disability” by the McBurney Disability Resource Center (<http://www.mcburney.wisc.edu/>).

**Conduct inside the classroom:** In order to get the most of our limited in-class time, you should come to class having read all readings assigned for that day, and you should commit your full attention to whatever we are doing during class. Students who engage in activities during class that disrupt the atmosphere of learning (e.g. texting, surfing the Net, studying for other classes, napping, etc.) will be asked to leave and will be counted as absent for that day. I ask students to join me in creating a classroom space that is safe and inclusive; that celebrates the diversity of everyone present; and one that is free from discrimination on the basis of sex, religion, race, ethnicity, nationality, sexual orientation, age, ability, or any other basis for discrimination.

**Academic Integrity:** The University of Wisconsin values academic integrity. It is your responsibility to understand the meaning and consequences of cheating, plagiarism, and other academic offences; lack of familiarity with the rules will not be accepted as an excuse for misconduct. The definition of academic misconduct as well as information regarding disciplinary procedures can be found at <http://students.wisc.edu/saja/misconduct/UWS14.html>.

The Writing Center's website contains useful information on proper citing and paraphrasing in order to avoid plagiarism. The tips on the website are short, clear, and very helpful, and I encourage you to look through them carefully.

How to avoid plagiarism [http://writing.wisc.edu/Handbook/QPA\\_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html)

How to paraphrase a source [http://writing.wisc.edu/Handbook/QPA\\_paraphrase2.html](http://writing.wisc.edu/Handbook/QPA_paraphrase2.html)

Successful vs. unsuccessful paraphrases [http://writing.wisc.edu/Handbook/QPA\\_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

**Changes to the syllabus:** Changes to the syllabus will be announced in class and posted on [learn@uw](mailto:learn@uw). You are responsible for keeping up with changes.

## COURSE SCHEDULE

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### Week 1

Tuesday Jan 20: Class Introduction & Orientation

Thursday Jan 22: Environmental Problems & Society

*An Invitation to Environmental Sociology*, Ch. 1

Diamond (2005) "Why do some societies make disastrous decisions?" In *Collapse: How Societies Choose to Fail or Succeed*, p 419-440

### Week 2

Tuesday Jan 27: Ideologies of Environmental Domination

*An Invitation to Environmental Sociology*, Ch. 6

Thursday Jan 29: Ideologies of Environmental Concern

*An Invitation to Environmental Sociology*, Ch. 7

### Week 3

Tuesday Feb 3: Environmental Movements I

Brulle (2015) "U.S. Environmental Movements" in *Twenty Lessons in Environmental Sociology* Ch. 16, pp 263-282.

Leopold, Aldo (1949) "The land ethic" in *A Sand County Almanac*, p. 201-226

Thursday Feb 5: Environmental Movements 2

Guha, Ramachandra (1989). "Radical American Environmentalism and Wilderness Preservation: A Third World Critique" *Environmental Ethics* 11:71-83.

Ted Nordhaus & Michael Shellenberger. 2004. "The Death of Environmentalism" *Geopolitics, History and International Relations* 1:121-163.

Lewis (2015) "Environmental Movements in the Global South" in *Twenty Lessons in Environmental Sociology* Ch. 18, pp 300-314.

### Week 4

Tuesday Feb 10: Population & Development

*An Invitation to Environmental Sociology*, Ch. 4

Hertsgaard (1998) "How Population Matters." In *Earth Odyssey: Around the World in Search of our Environmental Future* p. 189-220.

Thursday Feb 12: Consumption & Materialism

*An Invitation to Environmental Sociology*, Ch. 2

### Week 5

Tuesday Feb 17: Money & Machines

*An Invitation to Environmental Sociology*, Ch. 3

Thursday Feb 19: Greening Capitalism

*An Invitation to Environmental Sociology*, pp. 294-301

Magdoff & Bellamy Foster (2011). "Can Capitalism Go Green?" *What every environmentalist needs to know about capitalism*. Ch 5

**Personal carbon/ecological footprint analysis due.**

## Week 6

Tuesday Feb 24: Institutions and the Commons

Robbins, Hintz, & Moore (2014). "Institutions and "The Commons"" in *Environment and Society*. Ch 4

Ostrom (2001). "Reflections on the Commons" in *Governing the Commons: The Evolution of Institutions for Collective Action*. New York: Cambridge University Press. Ch. 1.

Thursday Feb 26: **EXAM 1**

## Week 7

Tuesday March 3: GROUP PRESENTATIONS (BOOK 1)

**Book reviews due.**

Thursday March 5: GROUP PRESENTATIONS (BOOK 1)

## Week 8

Tuesday March 10: Bodies & Health

*An Invitation to Environmental Sociology*, Ch. 5 (skip 137-145)

Thursday March 12: Environmental Justice I

*An Invitation to Environmental Sociology*, (pp 24-33, 137-145)

Bullard (2005) "Environmental Justice in the Twenty-first Century" in *The Quest for Environmental Justice*. San Francisco: Sierra Club Books. Ch. 1.

**Tragedy of the Commons critique due.**

## Week 9

Tuesday March 17: Environmental Justice II

Wright (2005). "Living and Dying in Louisiana's 'Cancer Alley'" in *The Quest for Environmental Justice*. San Francisco: Sierra Club Books. Ch. 4.

Timmons Roberts & Parks (2006). "Wet Feet Marching" in *A Climate of Injustice: Global Inequality, North-South politics, and Climate Policy*. Ch. 1 p 1-24.

Thursday March 19: Social Construction of Nature

*An Invitation to Environmental Sociology*, Ch 8

Cornon (1996) "The Trouble with Wilderness, or Getting Back to the Wrong Nature." *Environmental History* 1(1): 7-28.

## Week 10      Food & Agricultural I

Tuesday March 24:

Gliessman (2006). "The Need for Sustainable Food Production Systems" in *Agroecology: The Ecology of Sustainable Food Systems*, Chapter 1.

Altieri & Nicholls (2001). "Ecological Impacts of Modern Agriculture in the United States and Latin America" in *Globalization and the Rural Environment* 121-135.

Thursday March 26: Food & Agriculture II

McKibben, Bill (2008). "The Year of Eating Locally" in *Deep Economy* Ch. 2  
Foley. Changing the Global Food Narrative. Ensia.com November 12, 2013  
<http://ensia.com/voices/changing-the-global-food-narrative/>

**Environmental justice mapping exercise due**

### **SPRING BREAK!!!!**

#### Week 11

Tuesday April 7: Risk Society

*An Invitation to Environmental Sociology*, Ch. 9

Kriebel et al. (2001). "The Precautionary Principle in Environmental Science" *Environmental Health Perspectives* 109: 871-876.

Hoffman-Riem & Wynne (2002). "In Risk Assessment One Has to Admit Ignorance" *Nature* 416:123.

Thursday April 9: Climate Change I

Hulme (2009). *Why We Disagree about Climate Change: Understanding Controversy, Inaction and Opportunity*. Cambridge, UK. Preface & Ch. 1.

McKibben, Bill (2012) "Global Warming's Terrifying New Math." *Rolling Stone* July 19.  
<http://www.rollingstone.com/politics/news/global-warmings-terrifying-new-math-20120719>

Klein, Naomi (2011) "Capitalism vs. the Climate" *The Nation* Nov 9.

**Food diary due.**

#### Week 12

Tuesday April 14: Climate Change II

No readings assigned

In-class documentary *Chasing Ice*

Thursday April 16: TBD

#### Week 13

Tuesday April 21: GROUP PRESENTATIONS (BOOK 2)

**Book reviews due.**

Thursday April 23: GROUP PRESENTATIONS (BOOK 2)

#### Week 14

Tuesday April 28: TBD

Thursday April 30: TBD

#### Week 15

Tuesday May 5:

*An Invitation to Environmental Sociology*, Ch 10 & 11

Thursday May 7: **EXAM 2**