



Department of Sociology
COLLEGE OF LETTERS & SCIENCE
UNIVERSITY OF WISCONSIN-MADISON

Community & Environmental Sociology, Sociology, and Forest & Wildlife Ecology 248: Environment, Natural Resources, and Society

Fall, 2023

Instructor:	Loren Peabody (he/him/his pronouns)
Email:	lorenpeabody@gmail.com and lpeabody@wisc.edu
Office hours:	12:00 p.m. to 1:00 p.m. and by appointment Sewell Social Sciences 2416
Zoom link:	https://uwmadison.zoom.us/j/6851010375
Canvas page:	https://canvas.wisc.edu/courses/343942
Class location:	10 Agricultural Hall
Meeting time:	Monday, Wednesday, Friday 11:00 a.m. to 11:50 a.m.
Class dates:	Wednesday, September 6 to Saturday, December 16

Course Overview

This course introduces the concerns and principles of sociology through examination of human interaction with the natural environment. It places environmental issues such as resource depletion, population growth, food production, environmental regulation, and sustainability in national and global perspectives. The second day of the course raises the specter of climate catastrophe and additional interlinked global environmental crises. We spend the rest of the semester investigating their underlying causes, their uneven social consequences, and the desirability and feasibility of their political responses. We do so in four parts.

Part 1 of the course examines the optimistic perspective that economic growth is the key to achieving development in the Global South and that its subsequent environmental harms are inevitably attenuated as development progresses. It then turns to critiques of economic growth, focusing on theoretical approaches arguing that capitalist economic growth intrinsically generates environmental degradation and social inequalities.

Part 2 dives in greater depth into one such approach—ecologically unequal exchange theory—by providing an overview of the challenges to development faced by countries across the Global South from colonization to the present and their main ecological consequences.

Part 3 explores the mechanisms through which markets foster environmental degradation—such as economic power, externalities, coordination problems and collective action problems. It then looks at approaches to regulating markets, culminating in a debate between three strategic orientations to decarbonizing the economy: green growth, degrowth and a Green New Deal.

Part 4 pivots to economic and health disparities by race and by class in the United States. After introducing some of the concepts and methods that social scientists use to disentangle their underlying causes, we look at the role that the built environment and how social groups are situated within it contributes to the reproduction of such inequalities.

Class Format

The class will be grounded on a daily lecture with PowerPoint slides and intermittent full-group discussions; in most sessions, students will also engage with sets of questions or other activities in small groups before discussing as a class.

This course will thrive on student participation so please speak up regularly during lecture. An on-going assignment will be to come to class with at least one question on the readings prepared. Both short clarification or factual questions and open-ended discussion questions are great. Laptops are permitted during class as long as they do not appear to be distracting. Please only use computers for taking notes and looking at the readings.

It will not really be possible to take part in the class discussion without having done the reading, so make sure to complete the assignment before lecture. The syllabus distinguishes between readings that are required and optional for each session. Required readings should read by everyone before class and will be covered on quizzes. Optional readings provide a deeper understanding of the subject matter but are not mandatory, meaning that the quizzes will not directly test knowledge of these materials. That being said, reading these works will give you a deeper knowledge that should make it easier to do well on the test as a whole. When you come across terms you are not aware of in the readings, try to quickly look up as many as you can on Wikipedia.

Occasionally the syllabus and the files on Canvas will indicate that only a specific portion of the publication is required; keep an eye out for that as the remainder is only optional. There may be some slight adjustments to the required readings throughout the semester; the syllabus and the files posted to Canvas will indicate the updated assignment. Lecture slides will be posted to our Canvas page soon after class but do not necessarily contain all the important information that will be discussed.

This class meets for three 50-minute face-to-face class periods each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for at least 3 hours out of classroom for every class period.

All readings, lecture slides, assignment instructions, and resources for conducting research will be posted on our Canvas page. All writing assignments and quizzes will be submitted through Canvas. All remote meetings will be held in my Zoom personal room (<https://uwmadison.zoom.us/j/6851010375>).

Evaluation and Grades

Quiz 1	15%
Quiz 2	15%
Quiz 3	15%
Quiz 4	15%
News analysis paper	30%
Attendance and participation	10%

Letter grades will be assigned in accordance with the UW undergraduate grade policy:
A: 93-100 AB: 87-92.99 B: 83-86.99 BC: 77-82.99 C: 70-76.99 D: 60-69.99 F: 0-59.99

Attendance

If you must miss class for any reason, it is your responsibility to get notes from your classmates for the sessions that you miss. You are entitled to two “free” absences that do not affect your attendance grade, but beyond that, missing class will have a significant impact. Please let me know if you will be missing class for a reason that may be considered an excused absence *before the meeting* (e.g., a serious illness, a serious family emergency, university-related travel, or a religious observance). *If you are concerned about your health or need to take an excused absence, you may view lecture via my Zoom meeting room* (see below for more details).

Quizzes

You will take four in-class, closed-book quizzes, accounting for 60% of your course grade. These will take place on Canvas, although students will have the option of writing out their responses on paper if they prefer. Please remember to bring a laptop to class on the day of the test in order to take it via Canvas. All materials presented in lecture and in your required readings are fair game, but lists of key concepts will be provided in advance to help orient you to some of the most important material to study. The tests will consist of a mix of multiple choice, short answer and short essay questions about facts, concepts, and theories discussed in class and in your readings. There will not be questions that require you to remember specific quantitative

data, but being able to recall approximate levels, the direction of major trends, and the rough magnitude of comparisons can be helpful. If you have questions or concerns about the grading of your quiz, feel free to see me about it. I am open to taking a second look at the grading of written responses, but only for two weeks after the day the grades have been released. Please put the exam dates on your calendar:

Name	Date
Quiz 1	Wednesday, September 27
Quiz 2	Monday, October 23
Quiz 3	Monday, November 13
Quiz 4	Wednesday, December 13

Make-up tests must be avoided if at all possible. Make-ups are only rarely arranged for a serious illness, a serious family emergency, university-related travel, or a religious observance. All make-ups must be arranged before the exam. If you do not contact the instructor before the quiz, you will not be allowed to make up the exam unless there is an exceptional circumstance. Note that the fourth quiz will be held during the last day of class rather than on the scheduled final exam period.

News Analysis Paper

The writing assignment is an 8-10 page news analysis paper. You will find 3-5 high-quality journalistic sources that describe a case of the society-nature relationship that has consequences for human wellbeing. This is your empirical material. You will then analyze this case using a social scientific literature that relates to our course material including at least 4 scholarly sources. The paper may be structured in the following sections: introduction, description of the case, review of the social scientific literature, and discussion. The discussion will lay out your own argument about how understanding the case contributes to the literature, which is summarized in a thesis statement in the introduction. The project is broken down into stages to facilitate progress and there will be two one-on-one meetings with me to discuss your research. Late submissions are penalized (1% of overall paper grade per day). Detailed instructions for all assignments will be posted to Canvas.

Project stage	Grading weight	Due date
Select empirical case and journalistic sources	5%	Monday, October 2
First meeting	5%	Week of October 9-13
Research tutorials	0%	Monday, October 16
Bibliography with social scientific sources	10%	Monday, October 30
Introduction, thesis and outline	15%	Monday, November 6
Second meeting	5%	Week of November 20-24
Final draft	60%	Saturday, December 16

Learning Outcomes

This course has the following specific learning objectives, each of which corresponds to one or more general learning outcomes of the Sociology Department (listed in parentheses).

- Map the global distribution of poverty, economic inequality, and environmental challenges and identify the ways that history and social structures have contributed to these patterns (see things from a global perspective)
- Analyze measures of inequality, development, population health and environmental impacts and draw conclusions from them (analyze data)
- Understand and contrast theoretical frameworks for studying the relationship between social processes and the environment (critical thinking about society and social processes)
- Interpret and critique texts that address the relationship between social processes and the environment (critically evaluate published research)
- Develop a research project that identifies a case of the interface between society and nature, identifies a social scientific literature that address the general issues it raises, and assembles information in support of an analysis that contributes to the literature (conduct research and analyze data)
- Write a research paper that elaborates and supports an argument about how a case study contributes to a social scientific literature and describe the findings in an individual meeting with the instructor (communicate skillfully; prepare for graduate school and the job market).
- Engage in ethical reasoning about how the theory and practice of development and sustainability are related to social justice goals (critical thinking about society and social processes)

Learning and Health

- Let's collectively try our best to prioritize health
- Please communicate with me about any health or other circumstances that may impact your learning
- Consider wearing a well-fitting mask at all times in the classroom—especially if you have recently been under the weather
- Class is designed for in-person participation. Yet in recent semesters students have had frequent absences due to health or concerns about possible COVID exposures. To minimize the impact of such absences, I will set up a Zoom link so that students can observe the class remotely. To join, *please email me at least one hour before class begins with a one-sentence description of the health concern. If you are in doubt about your health or have any reason to be concerned about a possible COVID-19 exposure, please stay at home and join class through the Zoom link.* All absences for health reasons will be considered excused. The link will always be:
<https://uwmadison.zoom.us/j/6851010375>.

- Unfortunately, it is difficult to participate in class discussions when you are connected over Zoom. To earn participation credit for a session in which you join remotely for health or other excused reasons, students have the option of emailing me a short response paper (150-250 words) about the assigned readings at least one hour before class begins. The papers have two parts: first, concisely lay out either the author's main argument or the part of the argument you find most interesting; second, either pose a discussion question, offer a critique of the reading, or suggest how the reading could be useful for analyzing something going on today.
- The pandemic may present unexpected disruptions to our class routines. I will make every effort to keep in-person lectures going uninterrupted but it is likely that at some point office hours will need to be rescheduled to a remote, by-appointment format.
- A list of important services for students by the university—such as University Health Services, Mental Health Services, academic advising, the Dean of Students Office, and the Sexual Misconduct Resource and Response Program—can be found here: <https://www.wisc.edu/campus-life/student-services/>

Privacy

Recording any lectures or discussion sections without written consent from Mr. Peabody is not permitted. The privacy of your contributions and your classmates' contributions to lecture and discussion sections are protected by federal law. Lectures and discussion materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings provided on Canvas for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record our discussions without the professor's permission unless you are considered by the university to be a qualified student with a disability requiring accommodation [Regent Policy Document 4-1]. Students may not copy or have discussion recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Accommodations

Please contact Mr. Peabody by the end of the second week of the course if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. Accommodations are provided for students who qualify for disability services through the McBurney Center. Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu>.

If you wish to request a scheduling accommodation for university-related travel, religious observances, national guard service, etc., you must notify me by the end of the second week of the course stating the specific date(s) for which you request accommodation. For religious observance accommodations, see <https://secfac.wisc.edu/academic-calendar/> for details.

Academic Integrity

In your exams and written assignments, you are expected to exercise academic honesty and integrity. According to UWS 14, academic misconduct occurs when a student:

- Seeks to claim credit for the work or efforts of another without authorization or citation
- Uses unauthorized materials or fabricated data in any academic exercise
- Forges or falsifies academic documents or records
- Intentionally impedes or damages the academic work of others
- Engages in conduct aimed at making false representation of [...] academic performance
- Assists other students in any of these acts

Cheating, plagiarism, or any other breach of academic integrity on an assignment in this course will result in an automatic failing grade of 0 for the exam or assignment in question, and a submission of written reports to your college dean and the dean of students. Use of AI software for writing papers constitutes plagiarism. Please note that lack of familiarity with policies will not excuse failure to comply with them. All writing assignments are submitted through Turnitin, an anti-plagiarism software.

The university's Writing Center has an excellent webpage about how to successfully quote and paraphrase texts:

- <http://writing.wisc.edu/Handbook/QuotingSources.html>

See also these guidelines about avoiding plagiarism:

- http://writing.wisc.edu/Handbook/QPA_plagiarism.html

Please make every effort to avoid such issues in your section writing assignments.

Summary of Schedule

Wednesday, September 6	Introduction	→ <i>paper stage due date</i>
Friday, September 8	The problem: humanity's triple planetary crisis	
Part 1: The promise and critique of economic growth		
Monday, September 11	The development project and modernization theory	
Wednesday, September 13	The Green Revolution	
Friday, September 15	Population growth and development	
Monday, September 18	Growth and resource limits	
Wednesday, September 20	Ecological modernization theory	
Friday, September 22	Daly's theory of uneconomic growth	
Monday, September 25	Treadmill of production and metabolic rift theories	
Wednesday, September 27	Quiz 1	
Part 2: Ecologically unequal exchange and the uneven global distribution of growth		
Friday, September 29	Historical origins of capitalism	
Monday, October 2	Imperialism and the international division of labor	→ <i>case selection due</i>
Wednesday, October 4	Primary products and industrialization in Latin America	
Friday, October 6	The developmental state and the East Asian "miracle"	
Monday, October 9	Structural adjustment and neoliberalism	→ <i>week of first meeting</i>
Wednesday, October 11	Neoliberalism and the problem of climate change	
Friday, October 13	The global assembly line	
Monday, October 16	The political economy and ecology of slums	→ <i>research tutorials due</i>
Wednesday, October 18	Global inequality during neoliberal globalization	
Friday, October 20	The new extractivism	
Monday, October 23	Quiz 2	
Part 3: Markets, environmental degradation and regulatory responses		
Wednesday, October 25	Economic power	
Friday, October 27	Externalities and the valuation of nature	
Monday, October 30	Collective action and common pool resources	→ <i>bibliography due</i>
Wednesday, November 1	Economic incentives and regulatory mandates	
Friday, November 3	Varieties of green industrial policy	
Monday, November 6	The Green New Deal	→ <i>intro, thesis and outline due</i>
Wednesday, November 8	A just transition for the Global South	
Friday, November 10	Debating green growth vs. degrowth vs. the Green New Deal	
Monday, November 13	Quiz 3	
Part 4: American urban development as a driver of environmental degradation and social inequalities		
Wednesday, November 15	Class and economic inequality	
Friday, November 17	Poverty in America	
Monday, November 20	Health disparities	→ <i>week of second meeting</i>
Wednesday, November 22	Environmental racism	
Friday, November 24	Thanksgiving break	
Monday, November 27	Structural explanations of racial inequalities	
Wednesday, November 29	Neighborhood disadvantage	
Friday, December 1	Residential segregation	
Monday, December 4	Discrimination	
Wednesday, December 6	Urban and suburban spatial inequalities	
Friday, December 8	Gentrification, displacement and urban development	
Monday, December 11	Conclusion	
Wednesday, December 13	Quiz 4	

Detailed Reading and Lecture Schedule

Wednesday, September 6. Introduction

Friday, September 8. The problem: humanity's triple planetary crisis

Required readings:

- Carrington et al. (2023), "Off the chart records': Has humanity finally broken the climate?"
- Wallace-Wells (2022), "Beyond catastrophe: A new climate reality is coming into view"

Part 1: The promise and critique of economic growth

Monday, September 11. The development project and modernization theory

Required reading:

- Schrank (2023), "What do we mean by 'development'?"
 - Focus on pages 39-53
- Schrank (2023), "Is international inequality relational or gradational?"
 - Focus on pages 74-75 (end of page)

Optional readings:

- Stiglitz (2001), "The promise of international institutions"
- Soubbotina (2004), selected chapters on development indicators
- Goldman (2005), "Understanding World Bank power"

Wednesday, September 13. The Green Revolution

Required readings:

- Vidal (2014), "Norman Borlaug: Humanitarian hero or menace to society?"
- Holt-Giménez, Altieri and Rosset (2006), "Ten reasons why AGRA will not solve the problems of poverty and hunger in Africa"

Optional readings:

- Basua and Scholten (2012), "Technological and social dimensions of the Green Revolution: connecting pasts and futures"
- Pingali (2012), "Green revolution: Impacts, limits, and the path ahead"
- Sigei (2022), "There was no Green Revolution"

Friday, September 15. Population growth and development

Required reading:

- Bell et al. (2020), "Population and development"
 - Focus on pages: TBD

Monday, September 18. Growth and resource limits

Required readings:

- Mann (2018), "The book that incited worldwide fear of overpopulation"
- Monbiot (2020), "Population panic lets rich people off the hook for the climate crisis they are fuelling"
- Livi Bacci (2019), "Four compelling reasons to fear population growth"
- Harte (2007), "Human population as a dynamic factor in environmental degradation"
 - Focus on pages: TBD

Optional reading:

- Lam (2011), "How the world survived the population bomb: Lessons from 50 years of extraordinary demographic history"

Wednesday, September 20. Ecological modernization theory

Required readings:

- Givens, Clark and Jorgenson (2016), "Strengthening the ties between environmental sociology and sociology of development"
 - Focus on pages 69-74
- Monbiot (2015), "Meet the ecomodernists: Ignorant of history and paradoxically old-fashioned"

Optional reading:

- Asafu-Adjaye et al. (2015), "An ecomodernist manifesto"

Friday, September 22. Daly's theory of uneconomic growth

Required readings:

- Daly (2015), "Economics for a full world"

Optional reading:

- Daly and Kunkel (2018), "Ecologies of scale"

Monday, September 25. Treadmill of production and metabolic rift theories

Required readings:

- Givens, Clark and Jorgenson (2016), "Strengthening the ties between environmental sociology and sociology of development"
 - Focus on pages 74-78
- Gould, Pellow and Schnaiberg (2004), "Interrogating the treadmill of production: everything you wanted to know about the treadmill but were afraid to ask"
 - Focus on pages 296-300

Optional readings:

- Wright (2004), "Interrogating the treadmill of production: Some questions I still want to know about and am not afraid to ask"
- Steinberger et al. (2013), "Development and dematerialization: An international study"

- Wiedmann (2015), "The material footprint of nations"

Wednesday, September 27. Quiz 1

Part 2: Ecologically unequal exchange and the uneven global distribution of growth

Friday, September 29. Historical origins of capitalism

Required readings:

- Schrank (2023), "The economic sociology of development: Introduction"
 - Focus on pages 1-9
- Kiely (2007), "Capitalist expansion and imperialism"
 - Focus on pages 27-29 (end of page)
- Usmani (2012), "Why some are so rich: What's imperialism got to do with it?"
 - Focus on pages 1-10

Optional readings:

- Wood (2002), "Introduction" and "The agrarian origin of capitalism"
- Brenner (1986), "The social basis of economic development"

Monday, October 2. Imperialism and the international division of labor

Required readings:

- Schrank (2023), "What do we mean by 'development'?"
 - Focus on pages 64-70
- Schrank (2023), "Is international inequality gradational or relational?"
 - Focus on pages 81-88 (top of page)
- Acemoglu (2003), "Root causes"

Optional reading:

- Kiely (2007), "Capitalist expansion and imperialism"
 - Focus on pages 30-41

Wednesday, October 4. Primary products and industrialization in Latin America

Required readings:

- Chang (2010), "Thing 7. Free-market policies rarely make poor countries rich"
- Kingstone (2011), "Import-substitution industrialization and the great transformation in Latin America"
 - Focus on pages 19-37

Optional reading:

- Shapiro (2007), "Industrial policy and growth"

Friday, October 6. The developmental state and the East Asian "miracle"

Required reading:

- Wylde (2016), "The developmental state"

Optional readings:

- Evans (1992), "The state as problem and solution: Predation, embedded autonomy and adjustment"
- Chibber (2005), "Reviving the developmental state? The myth of the 'national bourgeoisie'"

Monday, October 9. Structural adjustment and neoliberalism

Required reading:

- Lachmann (2016), "Neoliberalism, the origins of the global crisis, and the future of states"

Optional readings:

- Monbiot (2016), "Neoliberalism—the ideology at the root of all our problems"
- Harvey (2005), "Freedom's just another word..."
- Stiglitz (2001), "Broken promises"

Wednesday, October 11. Neoliberalism and the problem of climate change

Required reading:

- Klein (2014), "Hot money: How free market fundamentalism helped overheat the planet"

Optional reading:

- Klein (2014), "The right is right: The revolutionary power of climate change"

Friday, October 13. The global assembly line

Required reading:

- McMichael (2017), "Globalizing developments"
 - Focus on pages 80-98

Optional readings:

- McMichael (2017), "Instituting the globalization project"
- Wolf (2004), "Traumatized by trade"

Monday, October 16. The political economy and ecology of slums

Required reading:

- Davis (2004), "Planet of slums"

Optional readings:

- Boulos (2021), "Struggles of the roofless"
- Parenti (2011), "Rio's agony: From extreme weather to 'planet of slums'"

Wednesday, October 18. Global inequality during neoliberal globalization

Required readings:

- Chang (2010), "Making rich people richer doesn't make the rest of us richer"

- Milanovic (2016), *Global Inequality: A New Approach for the Age of Globalization*
 - “The rise of the global middle class and global plutocrats” (pp. 10-30, skipping Excursus 1.1 and 1.2)
 - “Inequality within countries” (pp. 46-50)
 - “Inequality among countries” (pp. 118-132)

Optional readings:

- Wolf (2004), “Incensed about inequality”

Friday, October 20. The new extractivism

Required readings:

- Zaitchik (2019), “Can Latin America reject oil, ranching and mining?”
- Givens, Clark and Jorgenson (2016), “Strengthening the ties between environmental sociology and sociology of development”
 - Focus on pages 78-82 (Ecologically unequal exchange)
- Riofrancos (2019), “What comes after extractivism?”

Optional readings:

- Givens and Huang (2021), “Ecologically unequal exchange and environmental load displacement”

Monday, October 23. Quiz 2

Part 3: Markets, environmental destruction and regulatory responses

Wednesday, October 25. Economic power

Required readings:

- Kroll and Dembicki (2021), “The Koch Empire goes all out to sink Joe Biden’s agenda”
- Lerner (2022), “How Charles Koch purchased the supreme court’s EPA decision”
- Westervelt (2022), “Documents show how polluting industries mobilized to block climate action”

Optional readings:

- Wright and Rogers (2015), “The capitalist market: How it actually works” (pp. 47-62) and “The environment” (pp. 69-84)

Friday, October 27. Externalities and the valuation of nature

Required readings:

- Fullerton and Stavins (1990), “How economists see the environment”
- Keohane and Olmstead (2016), “Market failures in the environmental realm”
 - Focus on pages: TBD

Monday, October 30. Collective action problems and common pool resources

Required reading:

- Ostrom (1990), "Reflections on the commons"

Optional reading:

- Rojanasakul (2023), "America is using up its groundwater like there's no tomorrow"

Wednesday, November 1. Economic incentives and regulatory mandates

Required readings:

- Broder (2010), "Tracing the demise of 'cap and trade'"
- Keohane and Olmstead (2016), "Principles of market-based environmental policy"
 - Focus on pages: TBD

Friday, November 3. Varieties of green industrial policy

Required readings:

- Meyer (2022), "Biden's climate law is ending 40 years of hands-off government"
- Carey (2023), "Green industrial strategy"

Optional reading:

- Fertik, Gabor, Sahay and Denvir (2023), "Defining Bidenomics"

Monday, November 6. The Green New Deal

Required reading:

- Meaney (2022) "Fortunes of the Green New Deal"

Optional readings:

- Dawson (2023), "How to win a Green New Deal in your state"
- Koepfel, Bozuwa and Veazey (2019), "The Green New Deal must put utilities under public control"

Wednesday, November 8. A just transition for the Global South

Required readings:

- Harvey (2020), "World's richest 1% cause double CO2 emissions of poorest 50%, says Oxfam"
- Plumer et al. (2022), "In a first, rich countries agree to pay for climate damages in poor nations"
- Cohen (2019), "We have to finance a global Green New Deal—or face the consequences"
- Cox and Cox (2022), "It's time for rich countries to pay up—before the next climate disaster"
- Feffer (2022), "The impact of Green New Deals on Latin America"

Optional readings:

- Harvey et al. (2022), "Cop27: is it right to talk of 'reparations'?"

Friday, November 10. Debating green growth vs. degrowth vs. the Green New Deal

Required readings:

- Burton and Somerville (2019), "Degrowth: A defense"
 - Focus on pages: TBD
- Pollin (2018), "De-growth vs. a Green New Deal"
 - Focus on pages: TBD
- O'Neil (2020), "Beyond green growth"

Optional reading:

- D'Alessandro (2020), "Feasible alternatives to green growth"
- Keyßer and Lenzen (2021), "1.5 °C degrowth scenarios"

Monday, November 13. Quiz 3

Part 4: American urban development as a driver of environmental degradation and social inequalities

Wednesday, November 15. Class and economic inequality

Required readings:

- Stiglitz (2018), "A rigged economy"
- Kurtzleben (2015), "America's yawning racial wealth gap"

Optional reading:

- Wright and Rogers (2015), "Class"

Friday, November 17. Poverty in America

Required readings:

- Calnitsky (2018), "Structural and individualistic theories of poverty"
- Desmond (2023), "Why poverty persists in America"

Monday, November 20. Health disparities

Required readings:

- Sapolsky (2018), "The Health-Wealth Gap"
- Kawachi, Daniels and Robinson (2005), "Health disparities by race and class: Why both matter"

Wednesday, November 22. Environmental racism

Required readings:

- Tabuchi and Popovich (2021), "People of color breathe more hazardous air. The sources are everywhere"
- Taylor (2014), "Environmental justice claims"
- Taylor (2014), "Disproportionate siting: Claims of racism and discrimination"

- Focus on pages 33-41

Optional reading:

- Villarosa (2020), "Pollution is killing Black Americans. This community fought back"

Friday, November 24. Thanksgiving break

Monday, November 27. Structural explanations of racial inequality

Required readings:

- Reskin (2012), "The race discrimination system"
 - Focus on pages 17-24 and 36, but try to read whole article
- LaVeist et al. (2011), "Place, not race: Disparities dissipate in southwest Baltimore when Blacks and Whites live under similar conditions"

Wednesday, November 29. Neighborhood disadvantage

Required readings:

- Chang (2018), "Living in a poor neighborhood changes everything about your life"

Friday, December 1. Residential segregation

Required reading:

- Massey and Denton (1993), "The construction of the ghetto"

Optional readings:

- Taylor (2014), "The rise of racial zoning: Residential segregation"
- Taylor (2014), "The rise of racially restrictive covenants: Guarding against infiltration"
- Taylor (2014), "Racializing blight: Urban renewal, eminent domain, and expulsive zoning"

Monday, December 4. Discrimination

Required reading:

- Taylor (2014), "Contemporary housing discrimination: Does it still happen?"

Optional reading:

- Pager (2003) "The mark of a criminal record"
 - Focus on pages 937-962
- Massey and Denton (1993), "The continuing causes of segregation"
 - Focus on pages 83-101

Wednesday, December 6. Urban spatial inequalities and climate change

Required readings:

- Morello-Frosch and Obasogie (2023) “The climate gap and the color line—Racial health inequities and climate change”
- Plumer and Popovich (2020), “How decades of racist housing policy left neighborhoods sweltering”

Optional readings:

- Zhong and Popovich (2022), “How air pollution across America reflects racist policy from the 1930s”

Friday, December 8. Gentrification, displacement and urban development

Required reading:

- Peabody, “Community-driven zoning in Chicago: Stepping stone or stumbling block for dense and affordable residential development?”

Monday, December 11. Conclusion

Wednesday, December 13. Quiz 4

Saturday, December 16. News analysis paper due

References

- Acemoglu, Daron. 2003. “Root Causes: A Historical Approach to Assessing the Role of Institutions in Economic Development.” *Finance & Development* 40(2):27–30.
- Asafu-Adjaye, John, Brook Barry, Linus Blomqvist, Ruth Defries, Stewart Brand, Erle Ellis, Christopher Foreman, Mark Lynas, David Keith, Ted Nordhaus, Martin Lewis, and Roger Pielke. 2015. “An Ecomodernist Manifesto.” Retrieved January 9, 2023 (<http://www.ecomodernism.org/manifesto-english>).
- Basu, Pratyusha and Bruce A. Scholten. 2012. “Technological and Social Dimensions of the Green Revolution: Connecting Pasts and Futures.” *International Journal of Agricultural Sustainability* 10(2):109–16.
- Bell, Michael Mayerfeld, Loka L. Ashwood, Isaac Sohn Leslie, and Laura Hanson Schlachter. 2020. *An Invitation to Environmental Sociology*. 6th ed. Thousand Oaks, CA: SAGE Publishing.
- Boulos, Guilherme. 2021. “Struggles of the Roofless.” *New Left Review* 130:5–23.
- Brenner, Robert. 1986. “The Social Basis of Capitalist Development.” Pp. 23–53 in *Analytical Marxism*, edited by J. Roemer. Cambridge, UK: Cambridge University Press.
- Broder, John M. 2010. “‘Cap and Trade’ Loses Its Standing as Energy Policy of Choice.” *The New York Times*, March 25, 13.
- Burton, Mark and Peter Somerville. 2019. “Degrowth: A Defence.” *New Left Review* (115):95–104.
- Calnitsky, David. 2018. “Structural and Individualistic Theories of Poverty.” *Sociology Compass* 12(12):1–14.
- Carey, Lachlan. 2023. “Green Industrial Strategy.” *The Polycrisis*. Retrieved January 9, 2023 (<https://www.phenomenalworld.org/analysis/green-industrial-strategy/>).
- Carrington, Damian, Nina Lakhani, Oliver Milman, Adam Morton, Ajit Niranjani, and Jonathan Watts. 2023. “‘Off the Chart Records’: Has Humanity Finally Broken the Climate?” *The Guardian*, August

28.

- Chang, Alvin. 2018. "Living in a Poor Neighborhood Changes Everything about Your Life." *Vox*, April 4.
- Chang, Ha-Joon. 2010. *23 Things They Don't Tell You About Capitalism*. New York: Bloomsbury Publishing.
- Chibber, Vivek. 2005. "Reviving the Developmental State? The Myth of the 'National Bourgeoisie.'" *Socialist Register* 41:144–65.
- Cohen, Rachel M. 2019. "We Have to Finance a Global Green New Deal--Or Face the Consequences." *The Intercept*, June 24.
- Cox, Stan and Priti Gulati Cox. 2022. "It's Time for Rich Countries to Pay Up — Before the Next Climate Disaster." *The Nation*, December 5.
- D'Alessandro, Simone, André Cieplinski, Tiziano Distefano, and Kristofer Dittmer. 2020. "Feasible Alternatives to Green Growth." *Nature Sustainability* 3(4):329–35.
- Daly, Herman. 2015. "Economics for a Full World." *Great Transition Initiative* (June). Retrieved January 9, 2023 (<http://www.greattransition.org/publication/economics-for-a-full-world>).
- Daly, Herman and Benjamin Kunkel. 2018. "Ecologies of Scale." *New Left Review* 109:80–104.
- Davis, Mike. 2004. "Planet of Slums." *New Left Review* 26:5–34.
- Desmond, Matthew. 2023. "Why Poverty Persists." *The New York Times Magazine*, March 9.
- Evans, Peter. 1992. "The State as Problem and Solution: Predation, Embedded Autonomy and Adjustment." Pp. 139–81 in *The Politics of Economic Adjustment: International Constraints, Distributive Politics, and the State*, edited by S. Haggard and R. R. Kaufman. Princeton, NJ: Princeton University Press.
- Feffer, John. 2022. *The Impact of Green New Deals on Latin America*.
- Fertik, Ted, Daniela Gabor, Tim Sahay, and Daniel Denvir. 2023. "Defining Bidenomics." *The Polycrisis*. Retrieved January 9, 2023 (<https://www.phenomenalworld.org/interviews/bidenomics/>).
- Fullerton, Don and Robert Stavins. 1990. "How Economists See the Environment." *Nature* 395:433–34.
- Givens, Jennifer E., Brett Clark, and Andrew K. Jorgenson. 2016. "Strengthening the Ties between Environmental Sociology and Sociology of Development." Pp. 69–94 in *The Sociology of Development Handbook*, edited by G. Hooks. Berkeley, CA: University of California Press.
- Givens, Jennifer E. and Xiaorui Huang. 2021. "Ecologically Unequal Exchange and Environmental Load Displacement: Global Perspectives on Structural Inequalities and the Environment." Pp. 53–70 in *Handbook of Environmental Sociology*, edited by Beth Schaefer Caniglia, A. Jorgenson, S. A. Malin, L. Peek, D. N. Pellow, and X. Huang. Berlin: Springer Nature.
- Goldman, Michael. 2005. *Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization*. New Haven, CT: Yale University Press.
- 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." *Organization and Environment* 17(3):296–316.
- Harte, John. 2007. "Human Population as a Dynamic Factor in Environmental Degradation." *Population and Environment* 28:223–36.
- Harvey, David. 2005. *A Brief History of Neoliberalism*. Oxford: Oxford University Press.
- Harvey, Fiona. 2020. "World's Richest 1% Cause Double CO2 Emissions of Poorest 50%, Says Oxfam." *The Guardian* 2021.
- Harvey, Fiona, Nina Lakhani, and Damien Gayle. 2022. "Cop27: Is It Right to Talk of 'Reparations'?" *The Guardian*, November 18.
- Holt-Giménez, Eric, Miguel A. Altieri, and Peter Rosset. 2006. *Ten Reasons Why the Rockefeller and the Bill and Melinda Gates Foundations' Alliance for Another Green Revolution Will Not Solve the Problems of Poverty and Hunger in Sub-Saharan Africa*. Oakland, CA.
- Kawachi, Ichiro, Norman Daniels, and Dean E. Robinson. 2005. "Health Disparities by Race and Class:

- Why Both Matter." *Health Affairs* 24(2):343–52.
- Keohane, Nathaniel O. and Sheila M. Olmstead. 2016. *Markets and the Environment, Second Edition*. Washington, DC: Island Press.
- Keyßer, Lorenz T. and Manfred Lenzen. 2021. "1.5 °C Degrowth Scenarios Suggest the Need for New Mitigation Pathways." *Nature Communications* 12(1):1–16.
- Kiely, Ray. 2007. *The New Political Economy of Development: Globalization, Imperialism, Hegemony*. New York: Palgrave MacMillan.
- Kingstone, Peter. 2011. *The Political Economy of Latin America: Reflections on Neoliberalism and Development*. New York: Routledge.
- Klein, Naomi. 2014. *This Changes Everything: Capitalism vs. The Climate*. New York: Simon & Schuster.
- Koepfel, Jackson, Johanna Bozuwa, and Liz Veazey. 2019. "The Green New Deal Must Put Utilities Under Public Control - In These Times." *In These Times*. Retrieved January 9, 2023 (<http://inthesetimes.com/article/21708/green-new-deal-community-ownership-electric-utilities-renewable-energy>).
- Kroll, Andy and Geoff Dembicki. 2021. "The Koch Empire Goes All Out to Sink Joe Biden's Agenda—and His Presidency, Too." *The Rolling Stone*, September.
- Kurtzleben, Danielle. 2015. "America's Yawning Racial Wealth Gap, Explained in 9 Charts." *Vox*, February 18.
- Lachmann, Richard. 2016. "Neoliberalism, the Origins of the Global Crisis, and the Future of States." Pp. 463–84 in *The Sociology of Development Handbook*, edited by G. Hooks. Oakland, CA: University of California Press.
- Lam, David. 2011. "How the World Survived the Population Bomb: Lessons From 50 Years of Extraordinary Demographic History." *Demography* 48(4):1231–62.
- LaVeist, Thomas, Keshia Pollack, Roland Thorpe Jr., Ruth Fesahazion, and Darrell Gaskin. 2011. "Place, Not Race: Disparities Dissipate In Southwest Baltimore When Blacks And Whites Live Under Similar Conditions." *Health Affairs* 30(10):1880–1887.
- Lerner, Sharon. 2022. "How Charles Koch Purchased the EPA Supreme Court Decision." *The Intercept*. Retrieved January 9, 2023 (<https://theintercept.com/2022/06/30/supreme-court-epa-climate-charles-koch/>).
- Livi Bacci, Massimo. 2019. "Four Compelling Reasons to Fear Population Growth." *NIUSSP*. Retrieved January 9, 2023 (<https://www.niussp.org/environment-and-development/four-compelling-reasons-to-fear-population-growth/>).
- Mann, Charles C. 2018. "The Book That Incited Worldwide Fear of Overpopulation." *Smithsonian Magazine*, January.
- Massey, Douglas S. and Nancy A. Denton. 1993. *American Apartheid Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press.
- McMichael, Philip. 2017. *Development and Social Change*. Thousand Oaks, CA: SAGE Publishing.
- Meaney, Thomas. 2022. "Fortunes of the Green New Deal." *New Left Review* 138:79–103.
- Meyer, Robinson. 2022. "Biden's Climate Law Is Ending 40 Years of Hands-Off Government." *The Atlantic*, August.
- Milanovic, Branko. 2016. *Global Inequality: A New Approach for the Age of Globalization*. Cambridge, MA: Harvard University Press.
- Monbiot, George. 2015. "Meet the Ecomodernists: Ignorant of History and Paradoxically Old-Fashioned." *The Guardian*, September 24.
- Monbiot, George. 2020. "Population Panic Lets Rich People off the Hook for the Climate Crisis They Are Fuelling." *The Guardian*, August 26.
- Monibot, George. 2016. "Neoliberalism – the Ideology at the Root of All Our Problems." *The Guardian*, April 15.

- Morello-Frosch, Rachel and Osagie K. Obasogie. 2023. "The Climate Gap and the Color Line — Racial Health Inequities and Climate Change." *New England Journal of Medicine* 388(10):943–49.
- O’Neill, Daniel W. 2020. "Beyond Green Growth." *Nature Sustainability* 3(4):260–61.
- Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge, UK: Cambridge University Press.
- Pager, Devah. 2003. "The Mark of a Criminal Record." *American Journal of Sociology* 108(5):937–75.
- Parenti, Christian. 2011. *Tropic of Chaos: Climate Change and the New Geography of Violence*. New York: Nation Books.
- Pingali, Prabhu L. 2012. "Green Revolution: Impacts, Limits, Andthe Path Ahead." *Proceedings of the National Academy of Sciences of the United States of America* 109(31):12302–8.
- Plumer, Brad and Nadja Popovich. 2020. "How Decades of Racist Housing Policy Left Neighborhoods Sweltering." *New York Times*, August 24.
- Plumer, By Brad, Lisa Friedman, Max Bearak, and Jenny Gross. 2022. "In a First, Rich Countries Agree to Pay for Climate Damages in Poor Nations." *The New York Times*.
- Pollin, Robert. 2018. "De-Growth vs a Green New Deal." *New Left Review* (112):5–25.
- Reskin, Barbara. 2012. "The Race Discrimination System." *Annual Review of Sociology* 38:17–35.
- Riofrancos, Thea. 2019. "What Comes after Extractivism?" *Dissent* 66(1):55–61.
- Rojanasakul, By Mira, Christopher Flavelle, Blacki Migliozi, and Eli Murray. 2023. "America Is Using Up Its Groundwater Like There ’ s No Tomorrow." *The New York Times*, August 28.
- Sapolsky, Robert M. 2018. "The Health-Wealth Gap." *Scientific American* 319(5):62–67.
- Schrank, Andrew. 2023. *The Economic Sociology of Development*. Hoboken, NJ: Wiley.
- Sigei, Julius. 2022. "There Was No Green Revolution." 1–6. Retrieved January 1, 2023 (<https://africasacountry.com/2022/02/there-was-no-green-revolution>).
- Soubbotina, Tatyana P. 2004. *Beyond Economic Growth: An Introduction to Sustainable Development*. Washington, DC: The World Bank.
- Steinberger, Julia K., Fridolin Krausmann, Michael Getzner, Heinz Schandl, and Jim West. 2013. "Development and Dematerialization: An International Study." *PLoS ONE* 8(10).
- Stiglitz, Joseph E. 2001. *Globalization and Its Discontents*. New York: W. W. Norton & Company.
- Stiglitz, Joseph E. 2018. "The American Economy Is Rigged." *Scientific American* 319(November):1–13.
- Tabuchi, Hiroko and Nadja Popovich. 2021. "People of Color Breathe More Hazardous Air The Sources Are Everywhere ." *New York Times*, April 28.
- Taylor, Dorceta E. 2014. *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. New York: NYU Press.
- Usmani, Adaner. 2012. *Why Some Are So Rich: What’s Imperialism Got To Do With It ?* 39.
- Vidal, John. 2014. "Norman Borlaug: Humanitarian Hero or Menace to Society?" *The Guardian*.
- Villarosa, Linda. 2020. "Pollution Is Killing Black Americans. This Community Fought Back." *The New York Times Magazine*, July 28.
- Wallace-Wells, David. 2022. "Beyond Catastrophe: A New Climate Reality Is Coming into View." *The New York Times Magazine*, October 26.
- Westervelt, Amy. 2022. "Documents Show How Polluting Industries Mobilized to Block Climate Action: Since Its Inception, the IPCC Itself Has Been the Target of Corporate Obstructionism." *The Intercept*. Retrieved January 9, 2023 (<https://theintercept.com/2022/04/12/ipcc-report-global-climate-coalition/>).
- Wiedmann, Thomas O., Heinz Schandl, Manfred Lenzen, Daniel Moran, Sangwon Suh, James West, and Keiichiro Kanemoto. 2015. "The Material Footprint of Nations." *Proceedings of the National Academy of Sciences of the United States of America* 112(20):6271–76.
- Wolf, Martin. 2004. *Why Globalization Works*. New Haven, CT: Yale University Press.
- Wood, Ellen Meiksins. 2002. "The Origin of Capitalism: A Longer View."

- Wright, Erik Olin. 2004. "Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask." *Organization and Environment* 17(3):317–22.
- Wright, Erik Olin and Joel Rogers. 2015. *American Society: How It Really Works*. New York: W. W. Norton & Company.
- Wylde, Christopher. 2016. "The Developmental State." Pp. 121–37 in *The Palgrave Handbook of International Development*, edited by J. Grugel and D. Hammett. New York: Routledge.
- Zaitchik, Alexander. 2019. "Under Left- and Right-Wing Leaders, the Amazon Has Burned. Can Latin America Reject Oil, Ranching, and Mining?" *The Intercept*. Retrieved January 9, 2023 (<https://theintercept.com/2019/12/07/amazon-latin-america-extractivism/>).
- Zhong, Raymond and Nadja Popovich. 2022. "How Air Pollution Across America Reflects Racist Policy From the 1930s." *The New York Times*, March 9.