

"Introduction to Community and Environmental Sociology"

C&E SOC 140 | SOC 140

Fall 2023, University of Wisconsin-Madison

Instructor: Todd Flournoy
Email: tflournoy@wisc.edu

Office hours (virtual, drop-in): Wed 12-1pm

<https://uwmadison.zoom.us/j/97056280500>

Class: Tues & Thurs, 11 - 12:15pm

Classroom: College Library, Room 3250

Teaching Assistant: John Canfield

Email: jcanfield3@wisc.edu

Workshop: specifics vary by section;

see your own registration

COURSE DESCRIPTION

C&E SOC 140 is an *active-learning* course that explores recent sociological writing on "community" and "the environment." You do not need previous coursework in sociology to thrive in this class. In fact, students of different backgrounds, experiences, and majors bring different insights that enrich the class for everyone.

The readings cover popular and important concerns:

- social constructionism and 'nature'
- tensions between public knowledge and scientific knowledge of the environment
- collective action around environmental problems such as climate change and food security
- natural resource dependence
- environmental justice
- sustainability
- participation in community and environmental decision-making
- social influences, like our social categories and identities, on environmental attitudes

In class, we will see how sociologists dig into the things we *assume* we know, going beneath appearances, to assemble evidence and cohesive explanation about these concerns. In some cases, you likely will find evidence and theories that support existing beliefs (and isn't it nice to see scientific support?). In others, you may find compelling reasons to reconsider things that never seemed questionable to you. In all cases, you are encouraged to see how a sociological perspective and approach may lead to insights about social life and the planet we inhabit.

The course does not follow the routine common to other large (100-student) classes. When I taught my first active-learning class, I discovered that most students had never taken an active-learning course. I never had this opportunity during my own undergraduate years. So, what makes an active-learning class different from a "lecture" class?

Active learning "puts into practice over a half-century of research that demonstrates that, to truly learn, we need to make new information our own by working it into our personal knowledge and experience" (Barkley & Major 2018; p.4). Active learning requires all of us -- students and instructors -- to rethink the ways in which we come together to learn. This rethinking even extends to the space where we meet. Instead of a large and impersonal auditorium where everyone sits quietly facing the stage, our rather unique classroom groups students in pods, gathered around small tables.

Students come prepared to explain, challenge, and extend ideas that they've *already* read about and thought about on their own *before* class. Students bring questions that they would like to explore. And *during* class, students engage with one another to make sense of readings: to think about what they mean in the context of other course readings; in the context of their own experiences, identities, and other coursework; and in the context of contemporary societal challenges.

Instead of reading lecture notes 'at' students for entire class after class, the instructor facilitates and guides in-class learning activities. I help keep us 'on track,' specifically engaged with course readings and concepts. I lecture most days but in much smaller 'chunks.' I provide clarification and gladly take your questions -- just ask! But our active-learning class involves much more interaction between fellow students than experienced in a more typical 100-person class.

Our class format is designed, with a lot of trouble and care, to support you in making new information your own. Through your readings and our discussions, you will regularly encounter sociological insights on "community" and "the environment," for you to make your own. And we will consider, together, the social-scientific methods that underlie these research questions and findings, so that you have some choice ("agency"), after moving on from the class, to employ a sociological perspective more generally throughout your life.

COURSE STRUCTURE

This course is structured to give you a variety of ways to engage course content, learn, and demonstrate your learning for grading purposes. I want you to enjoy class, to find it meaningful to your personal development and the ways you understand the world. And I want you to earn a final grade that fairly reflects your commitment and work. I have built in a lot of choice for you, to help you manage your other course and life demands and to allow you to make the course more relevant to your own interests and background. We have no big exams, and your workload actually decreases at the end of the semester, when other classes tend to heat up. According to past students, these are real benefits of the course design. The focus on *your* discussion of course readings and concepts regularly puts *you* in the director's chair, where you and your pod mates regularly think-out-loud and share with one another, rather than being subjected to endless (passive) lecture. Past students have appreciated this too.

This student-friendly structure, however, also has some particular demands that you want to be aware of from day one. **Different from many exam-focused courses, regular and attentive class attendance is critical to your final grade.** This is not a class where you can skip readings, occasionally show up and listen passively to a long lecture, and then cram for an exam the night before. **In order to benefit from this course structure, you need to come prepared to most if not all classes.** Attendance (item 1 below) is the most basic prerequisite for learning in this class. If you're not present, you will not be able to engage with your peers on the day's material. And to come prepared, you need to have read and digested the day's reading *before* class. Additionally, because class is very focused on your *daily* readings and your *daily* discussion, there are no assignment makeups. Please note this now. **It is critical to your final grade to keep up with daily readings and daily assignments as scheduled.** It may be possible, on rare occasion, to grant someone *early* access to a reading check or quiz because of illness or other unavoidable time conflict. But neither I nor your TA can give access to an assignment (or credit) after that window has closed. So, **planning ahead now and understanding expectations now for this unusual course structure will help you tremendously.** The schedule for different assignments is straightforward, to streamline things for you and be predictable.

ASSESSMENTS AND GRADING

1. Class attendance -- **15% of your final grade**

In each class, you will indicate your attendance by entering that day's unique password for the Canvas *attendance* check. This check will open for a short period at varied times, sometimes at the beginning or end of class, and sometimes in the middle. Correct entry earns daily credit; incorrect or no entry earns no daily attendance credit. While no makeup missed-days are possible, I automatically drop up to 2 absences for every student, regardless of the reason for absence. I suggest that you save these attendance freebies for unexpected or important events (like extra time off around Thanksgiving, exams in other classes, etc.). Any absences beyond these first two must be excused in order not to lose attendance credit.

2. Daily reading checks -- **7% of your final grade**

Toward the beginning of each class, you will take a short Canvas *reading* check, with 5 low-stakes, straightforward questions on the reading assigned for that day. Correctly answering 3, 4, or 5 questions earns (full) reading credit for the day; other scores will result in no credit. These reading checks incentivize you to thoughtfully read assigned publications beforehand. Quite simply: you are rewarded, grade-wise, for doing the prep work. And on the flip-side, consider how it would be impossible to have meaningful pod and class-wide discussion around a reading that has not yet been done. Reading checks must be taken *during* the class-time scheduled. Again, no makeups are possible. If you must miss class but did the day's reading, you may take the reading check remotely, but only during the same allotted time. Beginning a reading check late, whether from late arrival to class or late sign-in to Canvas, etc., simply cuts into one's allotted time for

completion. And given everyone's busy schedules and competing time demands, I will automatically drop your 3 lowest reading check scores at the end of the semester.

3. Discussion participation (contribution & daily pod submission) -- 20% of your final grade

In most classes, you will participate in discussion and a shared learning activity in your pod. Your engagement will be assessed on the basis of your attentiveness, communication with pod-mates, and pod's submission of an in-class learning activity. Each pod will make one collaborative written submission on Canvas before the end of such class periods. Everyone in the pod will receive equal credit for the submission unless it identifies a particular member's non-participation or absence. Grades will occur on a 5-3-1 basis, where a "5" reflects excellent work, a "3" reflects good work, and a "1" reflects minimal effort. Anyone in your pod may submit the day's activity before the end of that class to avoid a "0" for everyone in your pod.

Your TA and I start with the assumption that each of you are actively contributing to your group's conversation and learning-activity submission. You will enjoy and benefit from class much more when this is the case. Credit for attentiveness and discussion contribution is already 'baked into' the 5-3-1 grade structure. If, however, someone's presence in class becomes disruptive or distracting, we may reduce -- without drawing attention in class -- that individual's participation grade for that day. Disruptions and distractions that you want to avoid include leaving class early without prior notification; being on your phone during class-time; and using your laptop for non-class purposes.

4. Discussion facilitation (memo & pod-discussion leadership) -- 10% of your final grade

Each student in a pod will facilitate pod discussion of an assigned reading a total of 4 times across the semester. You will get to choose the dates you will facilitate, one date during each of our 4 quarters.

During our first week, we will talk about discussion-facilitation strategies to start and sustain **reading-specific conversations** within your pods. I am confident that developing this skill will help you in grad school and/or future employment. Facilitation grades will occur on a 5-3-1 basis, where a "5" reflects excellent work, a "3" reflects good work, and a "1" reflects minimal effort.

To come prepared to facilitate, and to help you remember the reading as you facilitate, **each facilitator (only) will submit on Canvas a facilitator memo no later than midnight of the day before that reading is assigned.** I will provide detailed instructions on what is required in any memo. Previous students have found memos very useful for promoting discussion. Late memo submissions would not serve that purpose and therefore are not accepted, earning a maximum of "1" for that facilitation event overall. Failure both to submit the memo before class and failure to prompt and sustain pod discussion will result in a "0." But you are always welcome to submit your memo *early* if your schedule looks particularly hectic during your facilitation week. You'll just want to plan ahead. And if you cannot attend class or prepare adequately for your chosen date, you may trade

dates with one of your pod-mates in order to still receive credit for that quarter. You do not need to notify us of any traded dates.

Your TA and I start with the assumption that each of you are actively spurring and directing your pod's conversation when you are the facilitator. Engaging discussion makes pod time much more enjoyable and enriching for everyone. So, credit for discussion facilitation is already 'baked in' to this 5-3-1 grade structure. If, however, a pod's conversations are noticeably off-topic, superficial, or short, either of us may reduce your discussion facilitation grade for that day accordingly.

5. Bi-weekly quizzes -- 20% of your final grade

There are no deliberately comprehensive exams in the course, neither a mid-term nor a final. In their place, you will have an in-class quiz roughly every 2 weeks, beginning our first quarter. Exact dates are shown on the course schedule. These quizzes will be multiple choice, taken on Canvas only *during* allotted class-time. As with other assignments, no makeups or extensions are possible. If you must miss class on a quiz day, you may still take the quiz remotely, but only *during* the same allotted time. Beginning a quiz late, whether from late arrival to class or otherwise, simply cuts into one's allotted time. I understand that we all have busy schedules and will automatically drop your lowest quiz score at the end of the semester. Save your quiz freebie for the period when you really need it -- whether because of out-of-town travel, an unexpected event like illness or a funeral, or a period when other classes' workloads are particularly demanding.

6. Workshop attendance -- 6% of your final grade

Workshop occurs during the time listed as "discussion section" and meets once a week starting our second week of class. Your TA, John Canfield, will lead workshop, which explores how (some) sociological research is done and takes you through various steps of the process. Workshop also is a great time for you to raise questions from class readings and discussion that you'd like to cover more.

7. Workshop group research project -- 22% of your final grade

This project will be explained thoroughly in workshop, where you will have ample time within your research group to actually work together on your research design, analysis, and workshop presentation. The project requires you and your group-mates to explore how course concepts around community and the environment help clarify a specific community or environmental issue of your group's choosing. As elaborated upon in workshop, this portion of your final grade is divided among different project components that build upon each other over the semester. Project component grades are intentionally structured so that more intensive work occurs before the last weeks of the semester, when other classes often become most demanding.

COURSE GOALS FOR STUDENTS

- To learn how social science arguments are constructed and evaluated
- To learn and practice core elements of sociological reasoning, including making connections between a social phenomenon and its larger context; evaluating the “situated” nature of knowledge; and recognizing the paradigms, or knowledge frameworks, that structure our thinking about social issues
- To gain experience critically evaluating various sources of knowledge and data about social phenomena
- To develop skills around working in small groups and discussing science
- To become familiar with key concepts such as “community,” “social structure,” “social categories,” “social identities,” “environmental justice,” “social inequality” and “segregation,” “sustainability,” and “social movements;” to learn how these concepts are involved in contemporary debates about what is fair, just, and desirable for the places where we live and the world as a whole
- To become familiar with important actors in the social processes that affect our communities and environment, including government, corporations, and social movements;
- To develop skills and frameworks for analyzing how social processes disparately affect different groups of people
- To make connections between sociological theories and concepts and your own experiences

COURSE GRADING SCALE

Final letter grades are earned as follows: A= 93-100; AB= 88-92; B= 83-87; BC= 78-82; C= 70-77; D= 60-69, F< 60.

COURSE READINGS

All course readings are provided on Canvas. You are not required to purchase any books.

CLASSROOM GUIDELINES

Arrival to class: Please be on-time (or early!) to class. Late arrivals disrupt class and may reduce or eliminate your time to take attendance and reading checks, thereby affecting your grade.

Electronic devices: Phones should always be put away once class begins. You are encouraged to bring your own laptops to class, although the WisCEL classroom also has PC laptops available.

Participation and respectfulness: Please come to each class with a mindset of encouraging everyone's open and meaningful participation. We want an environment where *everyone* feels valued and free to express their opinions, even if others (including yourself) may not agree.

Such an environment is rarely just a coincidence or good luck on a given day; instead, each of us are active contributors to the daily environment. Therefore:

- Please be attentive to your own contribution, each day, to the class mood. A successful class depends upon each of us continually creating that environment where we each learn well and feel good about the process.
- Be sensitive to minority/majority dynamics. Let's make sure everyone has meaningful opportunities to participate and no one dominates discussions.
- Please think 'out loud' with us and make us think. Respectful questions and comments are always welcomed and often help us consider something in a new light. We benefit from our diversity, including diversity in thought.
- Try to really understand opinions you disagree with. Often it is hard to hear opinions or positions that feel wrong to us personally. Try to take a deep breath and understand why someone holds a certain position or opinion before jumping to conclusions. Try to keep an open mind to others' comments.
- Always *act respectfully*, even in disagreement. If you do disagree with a reading or statement, avoid comments or language intended to provoke or disparage others. Obviously, we will never engage in personal attacks nor use sexist, racist, homophobic, or otherwise antagonistic language. When in doubt about a term, use the terms individuals themselves use to describe themselves and their identities. If someone says something that you find offensive, react to the *comment* (not the person) by asking them to first clarify what they said. Then, if appropriate, respectfully pose counter-arguments to challenge the assertion or explain why the remark was offensive to you.
- Communicate with me if you feel uncomfortable about a class discussion or dynamic. I want class to be a good experience for everyone, and I may be unaware of something challenging that. Please share your concern. At your choosing, we can email or chat privately during office hours or after class.

COURSE POLICIES

Academic integrity and plagiarism

Please take a moment now to (re)familiarize yourself with the University's rules and regulations regarding academic integrity: <http://www.students.wisc.edu/doso/academic-integrity/>.

I take these policies seriously, as should you. Cheating or plagiarism will cause loss of credit on an assignment and may involve referral to the Dean of Students as well. **Make sure that all work that you submit is either your own or is properly acknowledged.** Proper acknowledgement includes using quotation marks and providing accurate page numbers for any direct quotes used in *any* written submissions for class. If you use Chat GPT or other AI sources, be sure *at least* to *paraphrase* what you submit. **Copying from AI sources is often recognizable during grading and will be penalized.**

Accommodations

Please contact me early in the semester if we should discuss any accommodations or adaptations to help you succeed in this course. I want to make class as productive as possible for everyone.

McBurney Disability Resource Center (608-263-2741): This campus center offers a variety of helpful resources including evaluation and recommended accommodations.

Athletics: If you are a UW-Madison athlete and your sport will affect your attendance in class, please let me know in the first two weeks of class.

Religious observance: If a religious observance conflicts with class or an assignment deadline, please let me know within the first two weeks of class so we can accommodate the date(s).

Contacting me

Many questions that students ask outside or right after class would really benefit the class as a whole. If you have relatively straightforward questions (to clarify an assignment, etc.), please try to raise these *during class* so others can benefit too.

If you miss class or workshop, always first contact a pod-mate to find out what you missed. I recommend that you get their notes from that day as a start. Please always direct questions about workshop first to your TA, John Canfield.

I hold regular virtual office hours, where you may just drop in to chat. I am happy to schedule an additional an office-hours appointment with you too. Occasionally I can stay a bit after class to chat as well.

I do my best to respond to emails in a timely manner, but at times it may take me up to 24 hours to respond. This means that you cannot count on me responding to questions about assignments the night (or a couple of hours) before they are due.

Diversity: Actively welcomed in our classroom

We enthusiastically welcome a diversity of backgrounds, experiences, and voices not just in our readings but in our classroom as well. We learn from each other.

On the following page, please find some great tips on how to be more inclusive in interactions. Sociology Professor Christine Schwartz put together these suggestions on “Inclusivity at UW-Madison.” If you have additional suggestions, please let me know!

Inclusivity at UW-Madison

Message from campus leaders:

“UW-Madison is committed to fostering a campus environment where every student can learn, feels safe and valued, and is able to thrive.” – Chancellor Rebecca Blank

“Diversity is a source of strength, creativity and innovation for our campus. We’re focused on listening to and learning from our students and community members and taking the right steps to improve the campus climate.” – Patrick Sims, Chief Diversity Officer

Working well with diverse individuals is critical to your success:

In our diverse society, being able to effectively interact and work in teams with people from many different backgrounds is critical to your success. Like leadership or critical thinking, learning how to work well with people from diverse backgrounds is a skill anyone can learn with practice. Badgers who build this skill in college are not only doing the right thing, they are also more successful in the job market and excel more quickly in their careers.

What your peers think:

A recent survey found that 87% of UW students agreed with this statement: “I embrace diversity and make sure that people from all backgrounds feel part of the UW-Madison community.” They also said they do their best to behave inclusively, though they sometimes worry about saying the wrong thing. While overt acts of discrimination occur at UW, recent research suggests these acts are committed by a small minority of individuals who differ radically from other students in terms of their attitudes and personalities.

What you can do:

Being inclusive is easy. By doing some simple things, you can improve our campus climate.

Do these things...	...but not these things
Have a conversation with a student who has a different background from you. Ask them about their experiences.	Assume you know about an individual’s abilities and interests just because they belong to a certain social group.
Attend several activities, talks, or other diversity events per semester. Find an events list at bit.ly/UWdiverse .	Tell someone they conform to a positive stereotype about a group they belong to. Instead, give them a personal compliment!
Display the same level of warmth and enthusiasm when interacting with students from all social groups.	Tell someone their name is odd because you find hard to pronounce. Instead, learn how to say their name correctly.
Ask individuals from different social groups what terms or phrases they find offensive.	Tell someone they are different from “typical” members of a social group they belong to.
Choose students from different social groups for class projects and study groups.	Remain silent when you see others engage in discrimination. Speak up!

Questions about this page? Send an email! schwakopf@wisc.edu

University resources

Mental health support, including suicide prevention

<https://www.uhs.wisc.edu/mental-health/>

Services related to assault, dating violence, stalking

<https://www.uhs.wisc.edu/survivor-services/>

Responding to sexual assault

<https://www.uhs.wisc.edu/survivor-services/sexual-assault/>

University sexual assault prevention efforts

<https://www.uhs.wisc.edu/prevention/violence-prevention/>

Substance abuse, including alcohol and marijuana

<https://www.uhs.wisc.edu/prevention/substance-abuse-prevention/echeckup-alcohol-marijuana/>

UWPD Campus Safety Guide

<https://uwpd.wisc.edu/content/uploads/2015/09/asr11.pdf>

COURSE SCHEDULE

module	wk	Tuesday	Thursday
getting started	1	X	9/7 - first day of class syllabus and course format; course objectives and expectations
	2	9/12 - daily reading checks begin Partial perspective; class discussion norms ungraded quiz on diversity and inclusion	9/14 What <i>is</i> sociology? Alexander et al. (2017)
Q1	3	9/19 Thinking sociologically about 'nature' Capek (2013) Robbins, Hintz, & Moore (2014)	9/21 Thinking sociologically about conservation and individual action Maniates (2001)
	4	9/26 Thinking sociologically about climate change and sustainability Norgaard (2018) Ciplet & Harrison (2020)	9/28 - QUIZ 1 Thinking sociologically about 'natural' disasters Lloréns (2018) Tierney (2014)
	5	10/3 Whose environmental knowledge counts, and why? Feinstein (2020)	10/5 Environmental knowledge and doubt: the case of climate change in-class film: <i>Merchants of Doubt</i> (2014)
Q2	6	10/10 Protecting the power to pollute: identity co-optation, gender, and PR strategies Bell, Fitzgerald, & York (2019)	10/12 - QUIZ 2 'Community' identities and values: rural folk and city people Cramer (2016)
	7	10/17 Being neighborly with fracking Jerolmack & Walker (2018)	10/19 Understanding 'the environment' by region, political affiliation, and class Hochschild (2016), intro & chapter 1
	8	10/24 Understanding 'the environment' by region, political affiliation, and class Hochschild (2016), chapters 2 & 3	10/26 - QUIZ 3 Understanding 'the environment' by region, political affiliation, and class Hochschild (2016), chapter 9

Q3	9	10/31 Environmental justice (EJ) overview Mohai, Pellow, & Roberts (2009) Taylor (2014)	11/2 EJ from an Indigenous perspective Gilio-Whitaker (2019)
	10	11/7 Participatory justice in land use decision-making Kojola (2019)	11/9 - QUIZ 4 Environmental injustice and environmental privilege Park & Pellow (2011)
	11	11/14 Who decides when environmental injustice occurs? Malin (2014)	11/16 Critical environmental justice Pellow (2018)
Q4	12	11/21 - QUIZ 5 EJ in the city: gentrification and policing Williams (2020)	11/23 - FALL BREAK
	13	11/28 Green gentrification Gould & Lewis (2017)	11/30 The injustice of place: how place impacts life chances over generations Edin, Shaefer, & Nelson (2023)
	14	12/5 Food justice and activism Alkon & Guthman (2017)	12/7 - QUIZ 6 Reconsidering community participation: class and ethnicity Chávez (2005)
	15	12/12 - last day of class Building community, food access, and agency in Detroit White (2011)	

Readings on Canvas

- Alexander, Jeffrey, Kenneth Thompson, Laura Edles, and Moshoula Capous-Desyllas. 2018. "Sociological Stories and Key Concepts." Pp. 1-39 in *A Contemporary Introduction to Sociology: Culture and Society in Transition*.
- Alkon, Allison and Julie Guthman. 2017. "Introduction." Pp. 1-27 in *The New Food Activism*.
- Bell, Shannon, Jenrose Fitzgerald, and Richard York. 2019. "Protecting the Power to Pollute: Identity Co-Optation, Gender, and the Public Relations Strategies of Fossil Fuel Industries in the United States." *Environmental Sociology*.
- Capek, Stella. 2009. "The Social Construction of Nature: Of Computers, Butterflies, Dogs, and Trucks" Pp. 13-27 in *Twenty Lessons in Environmental Sociology*.
- Chávez, Sergio. 2005. "Community, Ethnicity, and Class in a Changing Rural California Town." *Rural Sociology*.
- Ciplet, David and Jill Harrison. 2020. "Transition Tensions: Mapping Conflicts in Movements for a Just and Sustainable Transition." *Environmental Politics*.
- Cramer, Katherine. 2016. "The Contours of Rural Consciousness." Pp. 45-89 in *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*.
- Edin, Kathryn, Luke Shaefer, and Timothy Nelson. 2023. *The Injustice of Place: Uncovering the Legacy of Poverty in America*.
- Feinstein, Noah. 2020. "The Paradox of Public Knowledge in Environmental Sociology." Pp. 362-377 in *The Cambridge Handbook of Environmental Sociology*.
- Gilio-Whitaker, Dina. 2019. "Environmental Justice Theory and Its Limitations for Indigenous Peoples." Pp. 15-23 in *As Long As Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock*.
- Gould, Kenneth and Tammy Lewis. 2017. "Conceptualizing Green Gentrification." Pp. 23-41 in *Green Gentrification: Urban Sustainability and the Struggle for Environmental Justice*.
- Hochschild, Arlie. 2016. Selected chapters from *Strangers in Their Own Land: Anger and Mourning on the American Right*.
- Jerolmack, Colin and Edward Walker. 2018. "Please in My Backyard: Quiet Mobilization in Support of Fracking in an Appalachian Community." *American Journal of Sociology*.
- Kojola, Eric. 2019. "Indigeneity, Gender and Class in Decision-Making about Risks from Resource Extraction." *Environmental Sociology*.

- Lloréns, Hilda. 2018. "Ruin Nation." *NACLA Report on the Americas*.
- Malin, Janet. 2014. "When Is 'Yes to the Mill' Environmental Justice? Interrogating Sites of Acceptance in Response to Energy Development." *Analyse & Kritik*.
- Maniates, Michael. 2001. "Individualization: Plant a Tree, Buy a Bike, Save the World?" *Global Environmental Politics*.
- Mohai, Paul, David Pellow, and Timmons Roberts. 2009. "Environmental Justice." *Annual Review of Sociology*.
- Norgaard, Kari. 2018. "The Sociological Imagination in a Time of Climate Change." *Global and Planetary Change*.
- Oreskes, Naomi and Erik Conway. 2014. Film adaptation: *Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues from Tobacco Smoke to Global Warming*.
- Park, Lisa Sun-Hee and David Pellow. 2011. "Introduction: Environmental Privilege in the Rocky Mountains." Pp. 1-27 in *The Slums of Aspen: Immigrants vs. the Environment in America's Eden*.
- Pellow, David. 2018. "Critical Environmental Justice Studies." Pp. 1-33 in *What is Critical Environmental Justice?*
- Robbins, Paul, John Hintz, and Sarah Moore. 2016. "Social Construction of Nature." Pp. 120-137 in *Environment and Society: A Critical Introduction*.
- Tierney, Kathleen. 2014. "Communities and Societies at Risk." Pp. 125-159 in *The Social Roots of Risk: Producing Disasters, Promoting Resilience*.
- White, Monica. 2011. "D-Town Farm: African American Resistance to Food Insecurity and the Transformation of Detroit." *Environmental Practice*.
- Williams, Teona. 2020. "For 'Peace, Quiet, and Respect': Race, Policing, and Land Grabbing on Chicago's South Side." *Antipode*.