



**Summer 2018**

**SOC 3480-001 - Environmental Sociology**

**VENUE: ONLINE**

**Credit Hours: 3**

Instructor: Lazarus Adua, PhD

314 S BEH

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#### **COURSE DESCRIPTION, GOAL AND OBJECTIVES**

How do sociologists (or social scientists, more generally) conceptualize and understand the human-environment relationship? To what extent are human systems influencing ecosystems or the physical environment? What are some of the social consequences of anthropogenic (human-induced) environmental change? How are social systems responding to anthropogenic environmental disruptions and/or their associated social consequences? The primary goal of this course (SOC 3480) is to address these important questions. Environmental sociology is a subdiscipline of sociology that focuses on the interrelationships between human systems and the environment. The course is designed to address four specific objectives, which give form to its four primary learning modules. By the end of the semester (or course), students should be able to:

1. identify and explain sociological perspectives on the environment and environmentalism;
2. identify and discuss systemic (socio-structural) drivers of environmental disruption/change;
3. identify and discuss some social consequences of environmental disruptions; and
4. explain the ways in which society is attempting to remediate human-caused environmental disruptions.

Consistent with the central nature of sociology, the ultimate goal of this class is to bring students to the point where they can critically analyze or appreciate the human-environment interactions.

#### **REQUIRED TEXTBOOKS AND OTHER READING MATERIAL**

1. Twenty Lessons in Environmental Sociology, by Kenneth A. Gould and Tammy L. Lewis
  - Publisher: Oxford University Press, USA (2<sup>nd</sup> Edition 2015)
  - Language: English
  - ISBN: 9780199325924

*Required textbooks and other material continued on next page*

2. Environment and Society: Human Perspectives on Environmental Issues, by Charles Harper and Monica Snowden
  - Publisher: Routledge (6<sup>th</sup> Edition, 2017)
  - Language: English
  - ISBN: 9781138206496
3. The Other readings (supplementary readings) will be accessible online (Canvas)

## COURSE REQUIREMENTS

1. **Quizzes -200pts (25%):** There will be a total of 11 quizzes over the course of the term. These quizzes are meant to help you keep abreast with the readings. Each quiz is worth 20 points. Each student’s lowest quiz score will be dropped at the end of the term.
2. **Discussion –300pts (37.5%):** Each student will be required to participate fully in three online (Canvas-based) discussions. Discussions will open and close within some predetermined time; a schedule of the discussion exercise will be provided on Canvas. While I don’t plan to actively participate in the discussions, I intend to actively monitor each of them. Detailed information and directions about each discussion will be posted to Canvas. Each discussion exercise is worth 100 points.
3. **Midterm & Final Papers –200pts (25%):** You will each write two papers –Midterm paper and final paper. Each paper will be 2-4 pages long (1.5 to double line spacing; Times New Roman; Font Size 11 or 12). Detailed information and directions for these papers are available on Canvas. Each paper is worth 100 points.
4. **Applied Exercise –100pts (12.5%):** You will each be required to complete an applied exercise. This exercise requires that you apply any two systemic drivers of environmental disruption/change covered in in the class to a real world environmental problem in your community. Please **DO NOT USE** a fictional problem or community. I will randomly check the veracity of the problems and communities selected. Your completed exercise should be 2-4 pages long (1.5 to double line spacing; Times New Roman; Font Size 11 or 12). Detailed information and direction for this exercise is available on Canvas. The exercise is worth 100 points

### Summary Table of Course Requirements:

Assessment Tool	Number	Points Per Each	Total	
			Points	Percent
Quizzes	10	020	200	25.00
Discussion Exercises	03	100	300	37.50
Papers	02	100	200	25.00
Applied Exercise	01	100	100	12.50
Total			800	100.00

*See next page for grading scale*

## Grading Scale

Grade	Points Equivalent	Percent
A	752-100	94+
A-	720-751	90-93
B+	696-719	87-89
B	672-695	84-86
B-	640-671	80-83
C+	616-639	77-79
C	592-615	74-76
C-	560-591	70-73
D+	536-559	67-69
D	512-535	64-66
D-	480-511	60-63
E	<511	< 60 (~Fail)

## CLASS POLICIES

- 1. Student Conduct:** When **respect** breaks down, the learning process can be seriously impaired. Acts that can lead to break down in respect include: acting without decorum toward others and using threatening and/or vulgar language against others. There are many other acts that may lead to breakdown in respect. In essence, we must all endeavor to be respectful to each other. I expect you to abide by the student code of conduct.
- 2. Late Policy for Assignments\*:** All assignment must be completed within the week they are due. Students who miss a due date should contact me within 24 hours or as soon as they can safely do so. If you know ahead of time that you will not be able to complete an assigned task by the due date, you must provide one week notice with written documentation.

\*Exigent circumstances will be considered.

## ACADEMIC MISCONDUCT

Per University of Utah regulations (Policy # 6-400), any student who engages in academic misconducts, as defined in Part I.B and which include (but not limited to) cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>). Each of you must endeavor to avoid any and all forms of academic misconduct. Here is my plea. If you are not sure an action (or inaction) constitutes academic misconduct, do not hesitate to ask me or your teaching assistant. Our goal in this class is to help you achieve your goal(s) for enrolling in the class while upholding academic integrity.

## SEXUAL MISCONDUCT:

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, **801-581-8365**, or the Office of the Dean of Students, 270 Union Building, **801-581-7066**. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, **801-581-7776**. To report to the police, contact the Department of Public Safety, **801-585-2677(COPS)**.

## ADA NOTICE: REASONABLE ACCOMMODATION

“The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternate format with prior notification to the Center for Disability Services.” <http://www.oeo.utah.edu/ada/guide/faculty/>

## COURSE SCHEDULE

### Week 1: Thursday, June 21-Saturday, June 30 → Introduction

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Thursday: *Introductions: the professor, you, and the course*  
Review the syllabus and course schedule  
Review course information  
Complete self-introduction task

Friday: *Introduction to environmental sociology*  
Reading: An Intro. To Environmental Sociology (Twenty Lessons); Lesson 1 (Twenty Lessons); and Catton and Dunlap, 1978 (Canvas)

Saturday: Complete Quiz #1 by 11:59PM.

### Week 2: Monday, June 25–Saturday, June 30 → Module I (Sociological Perspectives on the Environment)

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#### Associated Course Objective and Assessments

1. **Objective:** Once this module is fully covered, students should be able to identify and explain sociological perspectives on the environment and environmentalism
2. **Assessments:** Midterm paper; Discussion #1 and Quizzes #2, #3, and #4

Monday: *The human ecology perspective*  
Reading: Dunlap, 1983 (Canvas); and Adua et al., 2016 (Canvas)

Tuesday: *The political economy perspective (Neo-Marxist)*  
Reading: Lesson 2 (Twenty Lessons); and Adua et al., 2016 (Canvas –Quick review will do).  
Complete Quiz #2

Wednesday: *World System and Ecologically Unequal Exchange (Neo-Marxist)*  
Reading: Hornborg, 1998 (Canvas); Rice, 2007 (Canvas); and Lesson 2 (Twenty Lessons –quick review will do)

Thursday: *Metabolic Rift (Neo-Marxist)*  
Reading: Foster, 1999 (Canvas)  
Complete Quiz #3

Friday/Saturday: Complete Discussion #1 by 11:59PM on Saturday, June 30

**Week 3: Monday, July 2–Saturday, July 7 →Module 1 (Cont'd) and Module 2 (Systemic Drivers of Environmental Disruption/Change)**

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**Associated Course Objective and Assessments**

1. **Objective:** Once this module is fully covered (i.e. Module 2), students should be able to identify and discuss systemic (socio-structural) drivers of environmental disruption/change
2. **Assessments:** Applied Exercise; and Quizzes #5, #6, and #7

**Monday:**        *Ecological Modernization (Neo-Liberal) –Module 1*  
Reading: Mol et al., 2009 (Canvas); Lesson 2 (Twenty Lessons –quick review will do)

**Tuesday:**      *The VBN Perspective of Environmental Attitudes and Behavior –Module 1*  
Reading: Dietz, 2015 (Canvas); and Dietz et al., 2007 (Canvas)  
Complete Quiz #4

**Wednesday:**   *Environmental problems/issues*  
Reading: Chapter 1 (Environment and Society, skim); Chapter 2 (Environment and Society); and Doucette (<http://www.rollingstone.com/culture/features/an-ocean-of-plastic-20091029>)

**Thursday:**      *Environmental problems/issues (Cont'd)*  
Reading: Chapter 3 (Environment and Society)  
Complete Quiz #5

**Friday:** *The state as driver of environmental disruption/change*  
Reading: Lesson 3 (Twenty Lessons)

**Saturday:**      Submit Midterm paper by 11:59PM.

**Week 4: Monday, July 9–Saturday, July 14 → (Module 2 Cont'd)**

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**Associated Course Objective and Assessments (see above)**

**Monday:**        **Productivity gain as driver of environmental disruption/change**  
Reading: Lesson 4 (Twenty Lessons)

**Tuesday:**      **Technology and environmental disruption/change**  
Reading: Lesson 7 (Twenty Lessons); and Dunlap and Michelson, 2002 (Canvas)

**Wednesday:**   **Population and environmental disruption/change**  
Reading: Lesson 8 (Twenty Lessons); and Chapter 5 (Environment and Society)  
Complete Quiz #6

**Thursday:**      **Energy, society and environmental disruption/change**  
Reading: Lesson 9 (Twenty Lessons); Chapter 4 (Environment and Society)

**Friday:**        **Social dilemma: Tragedy of the commons (TOC)**  
Reading: Garrett Hardin, 1968 (Canvas); Alecia M. Spooner (Real life examples of TOC  
→<http://www.dummies.com/how-to/content/ten-reallife-examples-of-the-tragedy-of-the-common.html>)  
Complete Quiz #7

**Saturday:**      Submit Applied Exercise by 11:59PM

**Week 5: Monday, July 16 –Saturday, July 21 →Module 3 (Social Consequences of Environmental Disruption/Change; and Climate of doubt)**

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**Associated Course Objective and Assessments (see above)**

1. **Objective:** Once this module is fully covered (i.e. Module 3), students should be able to identify and discuss some social consequences of environmental disruptions
2. **Assessments:** Final Paper; Discussion #2; and Quizzes #8, and #9

**Monday:**        *Environmental Inequality and justice*

Reading: Lesson 10 (Twenty Lessons); Shriver and Webb, 2009 (Canvas)

**Tuesday:**        *Social and environmental impact of industrialized agriculture*

Reading: Lesson 13 (Twenty Lessons); and CAFOs (Canvas)

Complete Quiz #8

**Wednesday:**    *Vulnerability and social impacts of environmental disruption/change*

Reading: Lesson 14 (Twenty Lessons); and Alario and Freudenburg, 2010 (Canvas)

**Thursday:**        *Health impacts of environmental disruption/change*

Reading: Haines et al., 2006 (Canvas)

Complete Quiz #9

**Friday/Saturday:** Watch Climate of Doubt (<https://www.pbs.org/wgbh/frontline/film/climate-of-doubt/>), and complete Discussion #2 by 11:59PM on Saturday, July 21

**Week 6: Monday, July 23 –Saturday, July 28 →Module 4 (Social Response to Environmental Disruption/Change)**

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1. **Objective:** Once this module is fully covered (i.e. Module 4), students should be able to explain the ways in which society is attempting to remediate human-caused environmental disruptions
2. **Assessments:** Paper #2; Discussion #3; and Quizzes #10, and #11

**Monday:**        *Environmental movement and activism*

Reading: Lesson 16 (Twenty Lessons); Chapter 8 (Environment and Society); and Cable and Benson, 1993 (Canvas)

**Tuesday:**        *Markets and government policy*

Reading: Chapter 7 (Environment and Society)

Complete Quiz #10

**Wednesday:**    *Mitigation of and adaptation to environmental (climate) change*

Reading: Gardner and Stearn, 2010 (Canvas); and Dietz et al. 2009 (Canvas)

**Thursday:**        *Sustainable Development*

Reading: Lesson 20 (Twenty Lessons); and Lele, 1991 (Canvas)

Complete Quiz #11

**Friday/Saturday:** Complete Discussion #3 by 11:59PM

**Week 7: Monday, July 30 –Wednesday, August 1 → Course Evaluation and Final Paper**

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**Monday:** Work on final paper

**Tuesday:** Continue to work on final paper and complete the course evaluation online (canvas)

**Wednesday:** Submit your final paper by 11:59PM.

**DISCLAIMER:**

While I will endeavor to stick to this syllabus, I reserve the right to be able to make changes I deem necessary for the enhancement of teaching and learning in the class. I will consult the class before making any such modifications to the syllabus.