

SOC 3480-090: ENVIRONMENTAL SOCIOLOGY

SPRING 2025

Online via Canvas

3 Credit Hours



“In nature nothing exists alone...The balance of nature is not a status quo; it is fluid, ever shifting, in a constant state of adjustment. [Humanity], too, is part of this balance.”
– Rachel Carson, *Silent Spring*

“Interestingly, seen from space, the Great Salt Lake in Utah is one of the most obvious landscapes influenced by humans.”
-Alexander Gerst, European Space Agency (*photo credit above*)

INSTRUCTOR

Winona Wood, M.S.

Ph.D. Student, Sociology

she/her/hers ([what's this?](#))

Contact: Canvas email, UMail (winona.wood@utah.edu)

Please allow up to 48 hours for a response. Should you email on a weekend, I will respond by end-of-day the following Monday. Plan accordingly! 😊

Office: BEH S 424/Zoom

Office Hours: By appointment unless otherwise noted.

COURSE DESCRIPTION AND OBJECTIVES

Environmental sociology is a sub-discipline of sociology that focuses on the interrelationships between human societies and their environments (socioecological relationships), as well as sustainability. It is a relatively diverse area that crosses disciplinary boundaries: our interdisciplinary course will engage issues and concepts

from a diversity of disciplines including anthropology, biology, ecology, economics, geography, history, and (of course) sociology. **We will explore, at multiple levels of analysis and in a variety of settings, how human societies affect the environment, and how human societies are shaped by the environment, as well as how we come to recognize and understand changing environmental conditions.** We will assess the social drivers of environmental degradation and the social conditions for enhancing sustainability and advancing justice. We will study the major theoretical perspectives within environmental sociology to establish the various approaches to and the understandings of the relationship between society and nature.

By the end of the semester, **students should be able to:**

- ✿ Identify core concepts, theories, and perspectives in the study of environmental sociology.
- ✿ Critically view and analyze environmental and sustainability challenges associated with contemporary society.
- ✿ Understand changes in the natural environment through a sociological perspective.
- ✿ Demonstrate how knowledge from other sciences has informed environmental sociology.
- ✿ Explore the origins and impacts of environmental movements seeking environmental justice.
- ✿ Critically understand and analyze the reciprocal relationship between human society and the natural environment.
- ✿ Employ the methods of environmental sociology to study social relationships with nature, environmental degradation, and sustainability.
- ✿ Conceptualize social drivers for ecological crisis and contemplate social changes to address environmental problems and forge a more sustainable future.

Consistent with the central nature of sociology, **the primary goal of this class is to bring students to the point where they can critically analyze and appreciate human-environment interactions at a systems level of analysis.**

COURSE MATERIALS

- ✿ *Twenty Lessons in Environmental Sociology*, by Kenneth A. Gould and Tammy L. Lewis Publisher: Oxford University Press, USA (3rd Edition 2020)
 - ISBN: 978-0190088514
 - Older/other editions will do, although some readings will vary. Please reach out to me for clarification if this applies to you.
- ✿ ‘Inclusive Access’ to this textbook is available via our Canvas course page’s Bookshelf. The price for said electronic access is \$26.99 to students (Ebook 9780190088521). Please carefully read the following note from the University Bookstore regarding this inclusive access program:
 - “The inclusive access program provides students a digital copy of the book at a discounted price they pay for with their tuition. Students are provided the book on the first day of the semester, if for any reason a

student does not want the inclusive access textbook, they can opt out of the program anytime within the first two weeks of the semester. Students do receive about three emails telling them about inclusive access and how to access the textbook or opt out of the program.”

- Click this link for more information:
<https://www.campusstore.utah.edu/inclusiveaccess/>
- ✿ Other course materials, such as films, podcasts, reports, and essays can either be accessed through the Marriott Library or via hyperlink included on the syllabus and/or Canvas.
- ✿ Students are expected to read/view/listen to all assigned material in the Canvas module + syllabus, unless designated “optional.”
- ✿ I will finalize readings and other materials at least one week in advance of the relevant week – excluding the first week of class - **so please watch for the relevant module to be published in Canvas.** The schedule below is subject to change at my discretion.

EXPECTATIONS

This upper-division course will be reading and writing intensive. Our scope includes weekly readings, coupled with recorded lectures and occasional opportunities for discussion. Assignments will consist of weekly quizzes on the readings, four reading-response essays, and a research project composed of two parts: a midterm paper and a final paper. Be sure to complete the readings and watch the lecture for a given week before you complete any relevant assignments – **lectures will supplement readings, not substitute for them.** My goal is to ensure that our online environment is as dynamic as possible, and your success will depend on keeping up with the audio lectures, readings and assigned media in a timely, careful, and critical manner. **As this class is online, it is imperative that you regularly check Canvas to keep updated on all class requirements, documents, and assignments.** You should also consistently check to see if any changes have been made to the syllabus, updates, reminders, or any other relevant information regarding the course.

It requires introduction through reading, clarification through lecture, and consolidation through writing + discussion to study and practice environmental sociology.

Note regarding professionalism: I will teach this course professionally, take your student development seriously, and respect your finite time, academic work, and adult lives outside the university. I ask that you reciprocate the courtesy. I value good communication and will do my best to email you back per expectations above and am happy to meet as needed according to your schedule. Please, in turn, take care to communicate any needs or issues in a timely manner so we can quickly resolve them. As a matter of respecting one another’s time, **if your question is already answered in this syllabus or communicated clearly on Canvas, I will direct you accordingly.**

Please refer to me as Winona. No need for “Professor Wood” or any other formal forms of address. Not only am I not a professor, or a doctor (yet), but we will be engaged in difficult work together, which I prefer to do on a first-name basis.

Note Regarding Discussion: Student behavior within our virtual classroom environment shall conform to the Student Code. Please keep off-topic discussion to a minimum where relevant. When discussing topics, students should be respectful of race, color, creed, religion, gender, disability, sexuality, etc. **Discriminatory language will not be tolerated and is subject to be handled according to the Student Code.** Online course communications are part of the classroom, therefore University property and subject to University Policy including the Student Code.

Note Regarding Controversial Topics and Content Accommodations: Purposefully and respectfully challenging the material is welcome; challenging people is not. **Please be prepared to engage as academics that are participating in the scientific process of inquiry and analysis.** You are responsible for acquainting yourself with and satisfying the entire range of academic objectives and requirements (PPM, Policy 6-100III-Q). **In general, no content accommodations will be made.** Thus, I suggest you look over the course readings to be sure you are prepared for what we will discuss. This course is grounded in facts, not opinions, ‘culture wars,’ or beliefs, and we continually update class content to ensure it is on the cutting edge of social science. Engaging with the course materials in good faith is imperative for your success.

As per University Policy 6-100III-Q-3b: “Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an accommodation. Accommodations requested on such grounds will not be granted. The University recognizes that students' sincerely-held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors. The University assumes no obligation to ensure that all students are able to complete any major.”

Note Regarding AI: Using artificial intelligence (AI) tools to autocomplete work is academically dishonest, violates the University policies, and could possibly lead to various repercussions. Please see the below ‘Academic Honesty Statement’ for further information. Using AI to assist you in your coursework is fine, but in general, **written assignments that have been composed with text-generative AI tools such as ChatGPT will not be accepted.** These are typically easy to identify in their structure, tone, and language choices, and have mislead students in previous iterations of this course with misinformation on course topics and ‘hallucinated’ sources that do not actually exist. Your written assignments will primarily need to engage assigned readings and other course materials, which are typically unavailable to said tools. By design, these tools copy from internet materials written by other human beings – therefore, **using text-generative AI tools to draft your written assignments does not satisfy assignment requirements or help you meet course objectives, and may constitute plagiarism.**

A friendly reminder: be prepared to dedicate up to 3 hours of time outside of class (for studying, reading, working on assignments, etc.) per week for every credit (1) hour of a course. **As this is a 3-credit course, plan to dedicate approximately 9 hours of outside of class time per week to this class.** Understand that some weeks may require less time outside while others may require a bit more. Time management is key – let me know if you would like my assistance with organization for our course.

An additional friendly reminder about Canvas tech issues: Please perform course-related tasks as early as possible to ensure you do not have technological problems. Back up all assignments, use a USB flash drive, google docs, email attachments, etc. **I cannot give you credit if your assignment did not post and you do not have a back-up copy.** If you are unsure if an assignment was correctly submitted, please check on the submission status and send your assignment as an attachment over email so to confirm it was completed by the due date. As soon as possible, please familiarize yourself with the Canvas page and let me know if you have any questions. It is best to submit and download assignments and readings early to make sure we handle any glitches in the system, as these may need to be handled by the Canvas tech rather than myself.

ASSIGNMENTS + GRADE SCALE:

Rubrics for all assignments will be available on Canvas. **All assignments will be due Sunday 11:59 PM in Canvas on the week that it is assigned,** except as otherwise noted in the schedule below. **Do not email the instructor papers and exams unless as noted above.** Assignments will be published on Canvas at least one week prior to their due date, excepting the first week syllabus quiz.

Late work: PLEASE SUBMIT YOUR WORK ON TIME. **I generally do not accept late work** but am willing to work with you on a case-by-case basis. **Please contact me ASAP if you need an extension on an assignment.** I will not grant extensions beyond submission of final grades.

Your final grade will be based on the following: 1) Reading Quizzes, 2) Response Essays; 3) Participation, a 4) Midterm Paper, and a 5) Final Research Paper. Quizzes will assess broad engagement with our course materials, and reading response essays will provide greater depth for selected topics, setting you up to succeed on your midterm and final papers. Participation will reflect contribution to course discussions and provides opportunity for consolidation.

(1) Reading Quizzes (12*2.5%=30%): Beginning week 1, you are required to complete a weekly quiz on the course readings. **These quizzes will assess completion of all required readings for, and will be due by 11:59pm on the Sunday of, their respective week (except for week 16, which will be due on the last day of class).** There will not be required readings or a quiz over spring break, or the weeks of your midterm and final papers. Quizzes will be posted to Canvas at least one week prior to their due date, except for the Week 1 quiz on the syllabus and introductory materials. There will be 13 quizzes total, and I will “drop” a single quiz with your lowest score at the end of the semester.

(2) Reading Response Essays (4*5%=20%): Beginning week 1, you are required to submit four (4), 500-750 word reading responses for the semester corresponding to four weekly topics of your choosing. **Deadlines for these essays are staggered throughout the course per the schedule below.** The first two essays will open at the start of class, and the last two after spring break. I encourage you to use these responses to critically engage with the chosen week's material, as well as draw connections between weeks.

In the responses you should:

1. Criticize and/or praise **all required readings** (and media sources if applicable) for that week, find points of similarity or divergence, question the key ideas or concepts, point out weaknesses, relate the readings to your own personal experiences, examine their underlying values and assumptions, compare them to other readings, etc. The key point is to critically and thoughtfully engage with and respond/react to the ideas in the required readings; the response should not be merely a summary or restatement of the author's points.
2. Quotes from the readings, and/or paraphrased references to specific sections or passages (with page numbers) will be necessary evidence of your engagement. This means that quotes and page numbers should be included in every response. There should be **NO** more than 2 direct quotes, which should **NOT** exceed 5 lines in total. **You must properly cite all required readings for your chosen week to receive full credit.**
3. Your reading response should address the broad topic for the chosen week. For example, if the week is "Metabolic Rift," your response should focus on the metabolic rift in general. **You are encouraged to make connections with other weeks, as noted above, but you must focus the paper on a single week's topic.**

I suggest choosing weeks of particular interest to you and/or you wish to gain a deeper understanding of. These essays can lay the foundation for your midterm and final research papers.

(3) Participation (10%): Students will have opportunities to engage in online discussions on Canvas and Zoom. **This 10% of a student's grade includes participation in these discussions, screen time, and overall interaction with the materials, as well as extra credit opportunities.** First, students will participate in an 'introductions' discussion with the entire class. Later, students will be expected to attend **at least one** of the following Zoom discussions, so please plan accordingly. Each one will fall on a different day/time of the week to accommodate a diversity of schedules. I reserve the right to award this grade at my discretion based on my overall impression of your engagement at the end of the semester.

Introductions class discussion:	Due Sunday, January 12 11:59pm
Zoom discussion option 1:	Tuesday, January 28 10:00am
Zoom discussion option 2:	Friday, March 21 1:00pm
Zoom discussion option 3:	Wednesday, April 16 7:30pm

(4) Midterm Paper (20%): A midterm paper is due **Sunday, March 9, 11:59pm** at the beginning of spring break. This midterm paper will be 1000-2000 words. This essay will demonstrate independent research of a socioecological topic and general understanding of

fundamental concepts in environmental sociology. This paper will also serve as a **topic proposal** for the final research paper below. The assignment will be discussed further later in the semester.

(5) Final Research Paper (20%): A final research paper is due on **Wednesday, April 30, 11:59pm** at the end of finals week. This final paper will be 1500-2500 words. This research essay is designed to elicit a comprehensive, detailed, and critical response to the course materials for the entire term. Within this paper, you will apply at least two theoretical perspectives from our class to the topic that you studied in your midterm paper. The assignment will be discussed further later in the semester.

Grading Scale:

A (100-93 points)	A - (90-92 points)	B + (89-87 points)
B (86-83 points)	B - (80-82 points)	C + (79-77 points)
C (76-73 points)	C - (70-72 points)	D + (69-67 points)
D (66-63 points)	D - (60-62 points)	E (< 60 points)

COURSE SCHEDULE

Week 1 (January 6): Environmental Sociology: An Introduction and Overview

Readings

- This syllabus!
- Gould, Kenneth A. and Tammy L. Lewis. 2020. "An Introduction to Environmental Sociology." Pp. 1-10 in *Twenty Lessons in Environmental Sociology (3rd)*, edited by K. A. Gould and T. L. Lewis. New York: Oxford Press.
- Catton, William R. Jr. and Riley E. Dunlap. 1978. "Environmental Sociology: A New Paradigm." *The American Sociologist* 13: 41-49.
- Pellow, David N., and Hollie Nyseth Brehm. 2013. "An Environmental Sociology for the Twenty-First Century." *Annual Review of Sociology* 39(1): 229–50. • Gould and Lewis, Lesson 2 (section)

Due:

- **Introductions Class Discussion by January 12 11:59pm**
- **Reading Quiz by January 12 11:59pm**

Week 2 (January 13): Development and the Environment: Ecological Modernization Theory, Environmental Kuznets Curve, and the Jevons Paradox

Readings

- Gould and Lewis, Lesson 2 (section on "Ecological Modernization")
- Mol, Arthur P. J., Gert Spaargaren, and David A. Sonnenfeld. 2009. "Ecological Modernisation: Three Decades of Policy, Practice and Theoretical Reflection." Pp. 3-14 in *The Ecological Modernisation Reader: Environmental Reform in Theory and Practice*, edited by A. P. J. Mol, D. A. Sonnenfeld, and G. Spaargaren
- Dinda, Soumyananda. 2004. "Environmental Kuznets Curve Hypothesis: A Survey." *Ecological Economics* 49: 431-455.

- Foster, John Bellamy, Brett Clark, and Richard York. 2010. "Capitalism and the Curse of Energy Efficiency: The Return of the Jevons Paradox." *Monthly Review* 62(6): 1-12.
- Gould, Kenneth A. 2020. "Technological Change and the Environment." Pp. 120-131 in *Twenty Lessons in Environmental Sociology (3rd)*, edited by K. A. Gould and T. L. Lewis. New York: Oxford Press.

Optional:

- York, Richard and Eugene A. Rosa. 2003. "Key Challenges to Ecological Modernization Theory: Institutional Efficacy, Case Study Evidence, Units of Analysis, and the Pace of Eco-efficiency." *Organization & Environment* 16: 273-288.

Due:

🌀 **Reading Quiz by January 19 11:59pm.**

Week 3 (January 20): Political Economy and the Treadmill of Production

Readings

- Gould and Lewis, Lesson 2 (section on "Treadmill of Production")
- 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 & Environment* 17(3): 296-316.
- Schnaiberg, Allan and Kenneth A. Gould. 2020. "Labor Productivity and the Environment." Pp. 76-85 in *Twenty Lessons in Environmental Sociology (3rd)*, edited by K. A. Gould and T. L. Lewis. New York: Oxford Press.
- Edwards, Bob and Adam Driscoll. 2020. "From Farms to Factories: The Environmental Consequences of Swine Industrialization in North Carolina." Pp. 232-253 in *Twenty Lessons in Environmental Sociology (3rd)*, edited by K. A. Gould and T. L. Lewis. New York: Oxford Press.
- Lewis, Tammy L. 2018. "Globalizing the Treadmill of Production: A Solutions-Oriented Application to Ecuador." *Environmental Sociology* DOI: 10.1080/23251042.2018.1514942.

Due:

🌀 **Reading Quiz by January 26 11:59pm.**

Week 4 (January 27): Ecological Marxism, Metabolism, and Metabolic Rift

Readings

- Gould and Lewis, Lesson 2 (section on "Ecological Marxism")
- Foster, John Bellamy. 1999. "Marx's Theory of the Metabolic Rift: Classical Foundation for Environmental Sociology." *American Journal of Sociology* 105(2): 366-405.
- Gunderson, Ryan. 2011. "The Metabolic Rifts of Livestock Agribusiness." *Organization & Environment* 24(4): 404-422.
- Auerbach, Daniel and Brett Clark. 2018. "Metabolic Rifts, Temporal Imperatives, and Geographical Shifts: Logging in the Adirondack Forest in the 1800s." *International Critical Thought* 8(3): 468-486.
- Clausen, Rebecca. 2007. "Healing the Rift." *Monthly Review* 59(1): 40-52.

Due:

- ✿ Reading Quiz by February 2 11:59pm.
- ✿ Reading Response Essay 1 by February 2 11:59 PM

Note:

- ✿ Zoom discussion option 1 is Tuesday, January 28 10:00am

Week 5 (February 3): World-Systems Approaches, Globalization, and Unequal Ecological Exchange

Readings

- Gould and Lewis, Lesson 2 (section on “Unequal Ecological Exchange”)
- Rice, James. 2007. “Ecological Unequal Exchange: Consumption, Equity, and Unsustainable Structural Relationships within the Global Economy.” *International Journal of Comparative Sociology* 48: 43-72
- Frey, R. Scott. 2003. “The Transfer of Core-Based Hazardous Production Processes to the Export Processing Zones of the Periphery: The Maquiladora Centers of Northern Mexico.” *Journal of World-Systems Research* 9(2): 317-354.
- Austin, Kelly F. 2010. “The ‘Hamburger Connection’ as Ecologically Unequal Exchange: A Cross-National Investigation of Beef Exports and Deforestation in Less Developed Countries.” *Rural Sociology* 75(2): 270-299.
- Givens, Jennifer E. and Xiaorui Huang, and Andrew Jorgenson. 2019. “Ecologically Unequal Exchange: A Theory of Global Environmental Injustice.” *Sociology Compass* 13(5): e12693.

Due:

- ✿ Reading Quiz by February 9 11:59pm.

Week 6 (February 10) Risk Society

Readings

- Gould and Lewis, Lesson 2 (section)
- Beck, Ulrich. 1992. “From Industrial Society to the Risk Society: Questions of Survival, Social Structure and Ecological Enlightenment.” *Theory, Culture & Society* 9: 97-123.
- Cable, S., T.E. Shriver and T.L. Mix. 2008. “Risk Society and Contested Illness: The Case of Nuclear Weapons Workers.” *American Sociological Review* 73: 380-401.
- Auyero, Javier and Deborah Swistun. 2008. “The Social Production of Toxic Uncertainty.” *American Sociological Review* 73: 357–79.
- Tooze, Adam. 2020. “The Sociologist Who Could Save Us from Coronavirus.” *Foreign Policy*. Retrieved April 30, 2022 (<https://foreignpolicy.com/2020/08/01/the-sociologist-who-could-save-us-from-coronavirus/>).

Due:

- ✿ Reading Quiz by February 16 11:59 PM

Week 7 (February 17) Human Ecology

- ✿ McKinney, Laura. 2020. “HUMAN ECOLOGY: IPAT, POET, AND ECOLOGICAL MODERNIZATION THEORY” (Section in “Climate Change”).

- Pp. 275-276 in *Twenty Lessons in Environmental Sociology (3rd)*, edited by K. A. Gould and T. L. Lewis. New York: Oxford Press.
- ✿ Catton, William. 1994. "Foundations of Human Ecology." *Sociological Perspectives* 37: 75-95.
 - ✿ Dietz, Thomas, Eugene A. Rosa, and Richard York. 2007. "Driving the Human Ecological Footprint." *Frontiers in Ecology and the Environment* 5: 13-18.
 - ✿ York, Richard and Philip Mancus. 2009. "Critical Human Ecology: Historical Materialism and Natural Laws." *Sociological Theory* 27: 122-149.

Due:

- ✿ **Reading Quiz by February 23 11:59 PM**
- ✿ **Reading Response Essay 2 by February 23 11:59 PM**

Week 8 (February 24): The Environmental State: Environmental Regulation, Expropriation, and Settler Colonialism

Readings

- Pellow, David N. 2020. "The State and Policy: Imperialism, Exclusion, and Ecological Violence as State Policy." Pp. 59-75 in *Twenty Lessons in Environmental Sociology (3rd)*, edited by K. A. Gould and T. L. Lewis. New York: Oxford Press.
- Whyte, Kyle. 2018 "Settler Colonialism, Ecology, and Environmental Injustice." *Environment and Society: Advances in Research* 9: 125–144
- Bacon, J. M. 2019. "Dangerous pipelines, dangerous people: colonial ecological violence and media framing of threat in the dakota access pipeline conflict." *Environmental Sociology* DOI: 10.1080/23251042.2019.1706262
- Frickel, Scott and Debra J. Davidson. 2004. "Building Environmental States: Legitimacy and Rationalization in Sustainability Governance." *International Sociology* 19(1): 89-110.

Due:

- ✿ **Reading Quiz by March 2 11:59 PM**

Week 9 (March 3): Midterm and Misc. Content

Office hours instead of lecture. Focus on your paper 😊

Optional Readings

- Bates, Diane C. 2020. "Population, Demography, and the Environment." Pp. 133-148 in *Twenty Lessons in Environmental Sociology (3rd)*, edited by K. A. Gould and T. L. Lewis. New York: Oxford Press.
- *More materials TBA*

Due:

- ✿ **Midterm Paper by March 9 11:59 PM**

Week 10 (Spring Break): No course content this week 😊

Week 11 (March 17): Environmental Justice, Injustice, Racism, Inequality, Health

Readings

- Mascarenhas, Michael. 2020. "Environmental Inequality and Environmental Justice." Pp. 181-196 in *Twenty Lessons in Environmental Sociology (3rd)*, edited by K. A. Gould and T. L. Lewis. New York: Oxford Press.
- Mohai, Paul, David Pellow, and J. Timmons Roberts. 2009. "Environmental Justice." *Annual Review of Environment and Resources* 34: 405-430.
- Bell, Shannon Elizabeth and Yvonne A. Braun. 2010. "Coal, Identity, and the Gendering of Environmental Justice Activism in Central Appalachia." *Gender & Society* 24(6): 794- 813.
- Pulido, Laura. 2016. "Flint, environmental racism, and racial capitalism." *Capitalism Nature Socialism* 27(3): 1-16.
- Malin, Stephanie A. and Peggy Petrzalka. 2010. "Left in the Dust: Uranium's Legacy and Victims of Mill Tailings Exposure in Monticello, Utah." *Society and Natural Resources* 23: 1187-1200.
- Shriver, Thomas and Gary Webb. 2009. "Rethinking the Scope of Environmental Injustice: Perceptions of Health Hazards in a Rural Native American Community Exposed to Carbon Black." *Rural Sociology* 7(2): 270-292.

Optional:

- Davies, Thom. 2018. "Toxic Space and Time: Slow Violence, Necropolitics, and Petrochemical Pollution." *Annals of the American Association of Geographers* 108(6): 1537-1553.
- Pellow, David N. 2019. "Struggles for Environmental Justice in US Prisons and Jails." *Antipode* 53: 56-73.
- McGee, Julius A. and Patrick Trent Greiner. 2020. "Racial Justice is Climate Justice: Racial Capitalism and the fossil Economy." *Hampton Institute*. Retrieved August 21, 2022 (<https://www.hamptonthink.org/read/racial-justice-is-climate-justice-racial-capitalism-and-the-fossil-economy>).

Due:

- **Reading Quiz by March 23 11:59 PM**

Note:

- **Zoom Discussion Option 2 is Friday, March 21 1:00pm**

Week 12 (March 24): Gender, Sexuality, and Environmental Health

Readings

- MacKendrick, Norah. 2020. "Sociology of Environmental Health." Pp. 197-212 in *Twenty Lessons in Environmental Sociology (3rd)*, edited by K. A. Gould and T. L. Lewis. New York: Oxford Press.
- Collins, Timothy W., Sara E. Grineski, and Danielle X. Morales. 2017. "Environmental Injustice and Sexual Minority Health Disparities: A National Study of Inequitable Health Risks from Air Pollution among Same-Sex Partners." *Social Science & Medicine* 191: 38-47.
- Hoover, Elizabeth. 2018. "Environmental Reproductive Justice: Intersections in an American Indian Community Impacted by Environmental Contamination." *Environmental Sociology* 4(1): 8-21.
- *More readings TBA*

Due:

- **Reading Quiz by March 30 11:59 PM**
- **Reading Response Essay 3 by March 30 11:59 PM**

Week 13 (March 31): Disasters, Hazards, and Vulnerability

Readings

- Youngman, Nicole. 2020. "Understanding Disaster Vulnerability." Pp. 254-270 in *Twenty Lessons in Environmental Sociology (3rd)*, edited by K. A. Gould and T. L. Lewis. New York: Oxford Press.
- Perrow, Charles. 2008. "Disasters Evermore? Reducing Our Vulnerabilities to Natural, Industrial, and Terrorist Disasters." *Social Research* 75(3): 733–753.
- Grineski, Sara Elizabeth, Aaron Berlin Flores, Timothy W. Collins, & Jayajit Chakraborty. 2019. "Hurricane Harvey and Greater Houston households: comparing pre-event preparedness with post-event health effects, event exposures, and recovery." *Disasters*.
- Hunter, Lori. 2005. "Migration and Environmental Hazards." *Population and Environment* 26(4): 273-302.

Due:

- **Reading Quiz by April 6 11:59 PM**

Week 14 (April 7) Climate Change and Geoengineering

Readings

- IPCC. 2023. "Summary for Policymakers." Pp. 1-34 in *Climate Change 2023: Synthesis Report. Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change* Core Writing Team, H. Lee and J. Romero (eds.). IPCC, Geneva, Switzerland.
- McKinney, Laura. 2020. "Climate Change." Pp. 271-287 in *Twenty Lessons in Environmental Sociology (3rd)*, edited by K. A. Gould and T. L. Lewis. New York: Oxford Press.
- Norgaard, Kari Marie. 2020. "Normalizing the Unthinkable: Climate Denial and Everyday Life." Pp. 295-307 in *Twenty Lessons in Environmental Sociology (3rd)*, edited by K. A. Gould and T. L. Lewis. New York: Oxford Press.
- Surprise, Kevin, and Jean P. Sapinski. 2023. "Whose climate intervention? Solar geoengineering, fractions of capital, and hegemonic strategy." *Capital & Class* 47(4): 539-564.

Due:

- **Reading Quiz by April 13 11:59 PM**

Week 15 (April 14): Environmental Social Movements

Readings

- Harrison, Jill Lindsey. 2020. "Environmental Social Movements." Pp. 329-341 in *Twenty Lessons in Environmental Sociology (3rd)*, edited by K. A. Gould and T. L. Lewis. New York: Oxford Press.
- Mann, Susan 2011. "Pioneers of U.S. Ecofeminism and Environmental Justice." *Feminist Formations* 23(2): 1-25.

- Lewis, Tammy L. 2020. “Environmental Movements in the Global South.” Pp. 348-362 in *Twenty Lessons in Environmental Sociology (3rd)*, edited by K. A. Gould and T. L. Lewis. New York: Oxford Press.
- Nixon, Rob. 2011. “Pipedreams.” Pp. 101-127 in *Slow Violence and the Environmentalism of the Poor*. Harvard University Press.

Due:

- **Reading Quiz by April 20 11:59 PM**
- **Reading Response Essay 4 by April 20, 11:59pm.**

Note:

- **Zoom Discussion Option 3 is Wednesday, April 16 7:30pm**

Week 16 (April 21): Final and Conclusion: Where to and what now?

Office hours instead of lecture. Focus on your papers. 😊

Optional Readings

- Gould, Kenneth A. and Tammy L. Lewis. 2020. “Conclusion: Questions and the Future of Environmental Sociology.” Pp. 389-396 in *Twenty Lessons in Environmental Sociology (3rd)*, edited by K. A. Gould and T. L. Lewis. New York: Oxford Press.
- The Red Nation. 2021. “Part 3: Healing our Planet.” in *The Red Deal: Indigenous Action to Save our Earth*. Common Notions.
- Daniel Wahl’s ‘Findhorn Talk’ on Human and Planetary Health: Ecosystems Restoration at the dawn of the Century of Regeneration.
- *More materials TBA*

Due:

- **Reading Quiz by April 22, 11:59pm.**
- **Final Research Paper by April 30, 11:59pm.**

• This Syllabus is a living document, subject to change.
All students will be notified of any changes. •

Take care of yourself. Show up for each other.

UNIVERSITY STATEMENTS AND RESOURCES

Academic Honestly Statement: It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code:

<https://regulations.utah.edu/academics/6-410.php>.

Open Learning Environment: The intention and structure of university level courses are to provide open, thoughtful forums for a wide variety of topics and ideas. While discussing these topics, students shall not discriminate on the basis of "race, color, religion, creed, sex, national origin, age, disability, or veteran status."

ADA Statement: 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, 162 Olpin Union Building, 581-5020 (V/TDD). The Center for Disability Services will work with you and the instructor to coordinate accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services (www.hr.utah.edu/oeo/ada/guide/faculty/).

Addressing 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).

Undocumented Student Support Statement: Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. The Dream Center in Student Affairs supports the holistic development of all students, including undocumented students and those systematically impacted by

immigration, empowering them to thrive at the university and beyond. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please visit dream.utah.edu.

Wellness Statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. There are useful resources, often free and confidential, on campus. For more information, contact the Center for Student Wellness (www.wellness.utah.edu) at 801-581-7776.

Student Support Services (TRIO): TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities. Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website trio.utah.edu or call at 801-581-7188.

Center for Community & Cultural Engagement: The mission of the Center for Community & Cultural Engagement is to support student well-being and success by providing pathways to vibrant community and culture through education and celebration of unique heritage, experiences, and practices. Established July 1st, 2024 in compliance with HB 261, the new Center for Community & Cultural Engagement (CCE) offers programming and events that promote cultural education and awareness and celebrate the unique cultures that shape our campus community. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website <https://culture.utah.edu/>.

Center for Student Access & Resources: Established in compliance with HB 261, the new Center for Student Access and Resources will assist students in navigating challenges and connecting them to essential resources. Additionally, the center will fulfill responsibilities associated with scholarship cohort programs and create additional cohort experiences open to all students. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website <https://studentresources.utah.edu/>.

Center for Native Excellence and Tribal Engagement: The mission of the Center for Native Excellence and Tribal Engagement at the University of Utah is to facilitate the social, academic, and cultural engagement of American Indian and Alaska Native students, staff, trainees, and faculty through cultural affirmation, academic and professional development, and post-graduation preparation for undergraduate students. Additionally, the center serves all tribal nations as the cultural conduit to both tribal communities and the University of Utah via research, education, cultural reverence, and community outreach. For more information about what support they provide, a list of

ongoing events, and links to other resources, view their website <https://nativeexcellence.utah.edu/> or call at 801-581-7392.

Veterans Center: The mission of the Veterans Support Center is to serve student veterans, military-connected members, and their families. They are committed to establishing a supportive environment and welcoming campus culture. They enhance the educational experience of the military affiliated students to remove barriers and maximize the academic, psychosocial, and career potentials that results in unconditional success in the classroom and beyond. For more information about the resources they provide to our student veterans please visit <https://veterans.utah.edu/>.

Student Parent Support Center: The University of Utah Student Parent Support Center offers services to assist University students, faculty, and staff in their search for quality child care services. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website childcare.utah.edu or call at 801-585-5897.

Learners of English as an Additional/Second Language: If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

R-1 statement: As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

University Safety Statement:

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit utah.edu

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

Emergency Response Guide: Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.

See Something, Say Something: Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911.

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.

Additional resources and student groups can be found on the course Canvas page and at studentsuccess.utah.edu/resources/student-support and getinvolved.utah.edu/