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FOR 495.01: Sociology of Environment and Development

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FOR 495.03
SOCIOLOGY OF ENVIRONMENT AND DEVELOPMENT
(CRN # 72810) – Fall 2005

Instructor: Jill Belsky
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Time: Tues/Thurs 1:10-2:30
Room: Science Complex 423
Office hours: T/TH 2:45-3:45

Course Description and Objectives:

This course introduces you to the field of environmental sociology. Environmental sociology is the study of relationships and interactions between society and the environment. It involves how large-scale social organization and structures as well as micro-level interactions shape and are shaped by what we call “nature” or the “environment.” Implied in the above definition is how environmental change and problems are influenced by social processes such as culture, community, gender, class, racism, development, globalization, and social inequality, and the bearing these social forces have on the ways individuals and groups understand and seek to modify environmental problems. But environmental sociology is an inherently interdisciplinary field, so we will read works not only by sociologists, but also by biologists, historians, philosophers and activists among others. Your expertise and interest in an array of contemporary environmental concerns will be valuable in drawing out the implications of course materials.

More specifically, in this course you will learn:

- (1) multiple social forces in human-nature interactions;
- (2) examples of social-environmental relations and conflicts in the US and internationally;
- (3) different theoretical approaches to understanding environmental conflicts; and
- (4) environmental movements organized for change.

Required Reading:

- (1) Textbook -- there is one required book for the course which you can purchase at the UM bookstore:
King, L. and D. McCarthy (eds.). 2005. Environmental Sociology: From Analysis to Action. Rowman and Littlefield Pub.
- (2) Reserve Readings -- all other required readings (journal articles, book chapters, reports etc.) are available either as hard copy at the reserve desk at Mansfield Library or electronically through the internet (you access them electronically through the following address <http://eres.lib.umt.edu> and you will need to use the password FOR495 (ALL CAPS).) (These are noted with a *).
- (3) Handouts -- I periodically distribute handouts in class. I leave extra copies of these handouts in a folder attached to my office door; it is your responsibility to obtain a handout if you miss class.

Course Format:

The class will combine lectures, class discussions, videos, and student presentations. Students are expected to attend class regularly, to complete assigned readings for each week on time, and come to class with questions for discussion and clarification.

Video Critiques: We will view five videos during the semester. Students are required to submit critiques of **two** of the films due the following class. A guide for completing the film critique is included at the end of this syllabus. Be sure to keep count of the number of reviews you submit. Follow the guidelines.

Exam: We will have one midterm exam that will cover the material during the first half of the course. It will be closed-book and in-class. The format will involve short answers and essays.

Final Paper/Presentation of Abstract: For the final paper, each student will do research on a non-governmental organization (NGO) involved in social and environmental change. You will present an abstract of your findings to the class and submit a final paper. See the end of the syllabus for specific information – please start early to identify a NGO and begin your research.

Class Participation: Class participation will help decide borderline grades. Participation refers to regular attendance and active engagement in class activities. I realize that some students are less comfortable than others speaking in class, especially interdisciplinary classes such as this one. But I encourage you to talk and to listen. As in the “real world,” learning to listen to and dialogue with others with different values, skills and experiences are critical; and we all need to practice doing this respectfully.

Grading:

Graduate students may take this class for graduate credit. However, in addition to the required readings, you are **required** to read additional readings and are expected to achieve a higher level of theoretical integration and sophistication than undergraduate students. Additional readings are **optional** for undergraduates.

Please mark the due dates on your calendar and plan accordingly. Please note that ***EXTENSIONS OR MAKE-UP EXAMS WILL NOT BE GIVEN WITHOUT PRIOR APPROVAL FROM THE INSTRUCTOR***. Please let me know if you need an extension or some other accommodation. In the absence of such notice (and presuming no real emergency), a zero will be given if you fail to take an exam or turn in an assignment.

<u>Assignment</u>	<u>Due Date</u>	<u>% of Final Grade</u>	<u>Grading Scale</u>
Class Participation	Throughout	5	93-100 A 78-79 C+
(2) Video Critiques	Class after video shown	30	90-92 A- 73-77 C
Midterm (in class exam)	Oct 18	30	88-89 B+ 70-72 C-
Final (presented abstract)	Dec 6 & 8	5	83-87 B 68-69 D+
(take home paper)	Dec 13	30	80-82 B- 63-67 D
Total		100%	

Advising: If you want to speak with me, you may email, phone or come to my office hours. Office hours are listed at the top of the syllabus (T/TH 2:45-3:45 – immediately after class unless otherwise notified). You may schedule a different appointment time if you cannot make these hours. I encourage you to come and talk with me if you have any questions or difficulties with the material.

TOPICS AND READING ASSIGNMENTS

Tues, Aug 30 Introduction (no readings)

Thur, Sept 1 Cont.

McCarthy, D. and L. King. Introduction: environmental problems require social solutions, p xi-xxx. (in King and McCarthy 2005)

*Mascia, M.B. et al., 2003. Conservation and the social sciences. *Conservation Biology* 17(3): 649-650.

Additional: *Dunlap, R.E. 1997. The evolution of environmental sociology: a brief history and assessment of the American experience. In M. Redclift and G. Woodgate. eds. *The International Handbook of Environmental Sociology*. Edward Elgar.

Tues, Sept 6 Politics and Economy- Technology

Foster. The vulnerable planet, p3-15 (in King and McCarthy 2005)

Fox. Mountain top removal in West Virginia...p16-28 (in King and McCarthy 2005)

Thurs, Sept 8 Video #1: Cadillac Desert Series, "Mulholland's Dream"

Tues, Sept 13 Politics and Economy- Population

*Humphrey, C.R., Tammy L. Lewis, and F.H. Buttel. 2002. *Environment, Energy and Society: A New Synthesis*. Wadsworth Pub. Excerpt "Social theory and the environment," Chap 2 (P. 34-55).

*Hardin, G. 1968. The tragedy of the commons. *Science* 162:1243-1248.

Thurs, Sept 15 Politics and Economy - Production

Schnaiberg and Gould. Treadmill predispositions and social responses p61-72 (in King and McCarthy 2005)

Tues, Sept 20 Environmental Justice: Race, Class and Gender – Transportation

Shutkin. Oakland's Fruitville Transit Village... p73-86 (in King and McCarthy 2005)

Video #2: "Taken for a Ride"

Thurs, Sept 22 Environmental Justice: Race, Class and Gender – Environmentalisms

Taylor . American environmentalism... p73-86 (in King and McCarthy 2005)

*Cronon, William. 1996. The trouble with wilderness; or, getting back to the wrong nature. In Cronon, William (ed.) *Uncommon Ground: Rethinking the Human Place in Nature*. NY, London: Norton. p69-90.

Additional: *Willers, B. 2001. The postmodern attack on wilderness. *Natural Areas Journal* 21(3):259-265.

Tues, Sept 27 Environmental Justice: Race, Class and Gender- Contaminated people, communities

Bryson et al. Turning public issues into private troubles...p107-119 (in King and McCarthy 2005)

Bullard and Johnson Environmental justice... p.120-138 (in King and McCarthy 2005)

Thurs. Sept 29 Work

Freudenburg et al. Forty years of spotted owls...p139-155 (in King and McCarthy 2005)

Pellow. The next revolutionary stage...p.156-172 (in King and McCarthy 2005)

Additional: *Foster, John Bellamy. 1993. The limits of environmentalism without class: lessons from the ancient forest

struggle in the Northwest. A Monthly Review/Capitlism, Nature, Socialism Pamphlet.

Tues, Oct. 4 Development and Globalization – Overview

McMichael, P. *Development and Social Change: A Global Perspective* (3rd ed.) 2004. Pine Forge and Sage Pub. Chapter 2 (p39-71) and Chapter 5 (p152-200)

Thurs, Oct 6 Video #3: “Whose Counting? Sex, Lies and Global Economics”

*Norgaard, R.B. 1988. The rise of the global exchange economy and the loss of biological diversity. In *Biodiversity*, edited by E.O. Wilson, p. 206-211. National Academy Press

Tues, Oct 11 Development and Globalization – Tropical Deforestation and Biodiversity

Barbosa. The people of the forest against international capitalism...p29-42 (in King and McCarthy 2005)

*Vandermeer, J. and I. Perfecto. 1995. Rethinking rain forests: biodiversity and social justice. Food First Backgrounder. Summer 1995

Thurs, Oct 13 People, Parks and Protected Areas

*Wilschusen et al. 2003. Contested Nature: Conservation and development at the turn of the 21st Century. In Brechin SR et al (eds.). *Contested Nature: Promoting Int’l Biodiversity with Social Justice in the 21st Century*. SUNY Press. Chap. 1

*Brosius, J.P. Indigenous Peoples and Protected Areas at the World Parks Congress, *Conservation Biology* 18(3):609-612.

*Terbough, J. Reflections of a Scientist on the World Parks Congress, *Conservation Biology* 18(3):619-620

Guest Presentation: (Prof. S. Siebert, UM) “*Sustaining Lives, Sustaining Tropical Ecology: Human Use of a Major Non-Timber Forest Product--Rattan*”

Additional: *Brechin, S.R. et al. 2002. Beyond the square wheel: toward a more comprehensive understanding of biodiversity conservation as a social and political process. *Society & Natural Resources* 15:41-62.

Tues, Oct 18 In class Midterm Exam - bring bluebook or other paper.

Thurs, Oct 20 Corporate Responsibility

Beamish. Silent spill...p173-187. (in King and McCarthy 2005)

Markowitz and Rosner. Corporate responsibility for toxins p.188-204. (in King and McCarthy 2005)

Additional: *(skim) Sections on Corporate Social Responsibility (CSR). *The Economist*. Jan 22-25, 2005. p3-22.

Tues, Oct 25 Media, Popular Culture and Landscapes

*Mann, C.C. 2002. 1491. Atlantic, p.41-53.

Davis. Touch the magic. p255-273. (in King and McCarthy 2005)

Additional: *Greider, T. and L. Garkovich. 1994. Landscapes: the Social Construction of Nature and the Environment. *Rural Sociology* 59(1):1-24.

Thurs, Oct 27 Cont.

Podeschi. The nature of future myths. p.274-291 (in King and McCarthy 2005)

Andersen. Selling “mother earth”... p.292-308 (in King and McCarthy 2005)

Tues, Nov 1 Cont. – Cultural and Eco-tourism (Examine NGOs for final paper)

Pi-Sunyer and Thomas p.43-60 (in King and McCarthy 2005)

Video #4: “Eco-Sanctuary Belize”

Additional: Belsky, J.M. 1999. Misrepresenting communities: the politics of community-based rural ecotourism in Gales Point Manatee, Belize. *Rural Sociology* 64(4): 641-666.

Thurs, Nov 3 Science, Knowledge and Health

Steingraber. The social construction of health...p309. (in King and McCarthy 2005)

Ozawa. Science in environmental conflicts. p326-340. (in King and McCarthy 2005)

Tues, Nov 8 Cont. – Community/Environmental Health (NGO selection due in one week)

Video #5: “Whose home on the range?”

*Burns, S. Catron County, New Mexico: Mirroring the West, Healing the Land, Rebuilding Community. In J. Kusel and E. Adler (eds.). *Forest Communities, Community Forests: A Collection of Case Studies of Community Forestry*. Rowman & Littlefield. p89-115.

Thurs, Nov 10 From Sustainable Development to Sustainability

*Humphrey, C.R., Tammy L. Lewis, and F.H. Buttel. 2002. *Environment, Energy and Society: A New Synthesis*. Wadsworth Pub. Chap 7 (p. 220-264).

*Lele, S. and RB Norgaard. 1996. Sustainability and the scientist’s burden. *Conservation Biology* 10(2): 354-365.

Tues, Nov 15 Social Movements – Community-Based and Collaborative Conservation (NGO selection for final paper DUE; schedule student presentations of abstracts)

*Snow, D. 2000. Coming home: an introduction to collaborative conservation. In Brick, P, D. Snow, and S. VanDeWetering. *Across the Great Divide*. Island Press. p.1-11.

*Berkes, F. 2003. Rethinking community-based conservation. *Conservation Biology* 18(3): 621-630.

Thurs, Nov 17 Cont. Social Movements

Shriver. Risk and recruitment...p341-357 (in King and McCarthy 2005)

Holzer. Transnational protest and the corporate planet. p357-370. (in King and McCarthy 2005)

Tues, Nov 22 Cont. Social Movements (Continue research for final paper)

Moore. Coalition building between Native American and Environmental Organizations in Opposition to Development. p371-393. (in King and McCarthy 2005)

Dunk. Hunting and the politics of identity in Ontario. p394-410 (in King and McCarthy 2005)

Additional: Chapin, M. 2004. A challenge to conservationists. Excerpt Nov/Dec 2004 World Watch magazine.

Thurs, Nov 24 – No Class, Thanksgiving (Happy Turkey Day!)

Tues, Nov 29 Thinking About Change and Working for Change

McKibben. A special moment in history. p411-429. (in King and McCarthy 2005)

Rosset Cuba...p430-438 (in King and McCarthy 2005)

Thurs, Dec 1

Schor. Cleaning the closet. p439-450 (in King and McCarthy 2005)

Glazer and Glazer. On the trail of courageous behavior. p451-467 (in King and McCarthy 2005)

Tues, Dec 6 Student Presentations – Distribute Final Paper Abstracts I. (see guidelines below)

Thurs, Dec 8 – Student Presentations – Distribute Final Paper Abstracts II. (see guidelines below)

Final Paper: Due Tuesday, December 13 (following exam schedule) in the folder on instructor's office door (465 Sci Complex). Please make arrangements at least one week in advance with the instructor if you need an extension. Legitimate reasons for extension include if you have another final exam scheduled for the same day, or to accommodate travel plans.

VIDEO CRITIQUE GUIDELINES -for each of the two required video critiques, follow this format:

Video #: State the Video Title (listed on syllabus)

Major Theme:

Summarize the major theme of the video in a few paragraphs. Focus on the video's major points.

Analysis/Critique:

In this section, the goal is to provide some analysis of the video's major points within the context of our class readings, lectures and discussions. Try and draw on the major concepts we have been using in that particular section or throughout the course. For example, use the video to either illustrate a particular concept or theory or use it to challenge it in the form of a critique. You could also challenge or defend a bias in the video and discuss alternate ways of viewing a particular issue. In this section, it is very important that you move beyond description or mere summary to include analysis and critique.

Questions Raised Related to the Course:

Here you are expected to raise at least **three** specific questions posed from your viewing of the video. Feel free to include more than three questions. Your questions may suggest where or how the video could continue to explore a particular issue or theory in more depth, through an alternate perspective; or what it might have left out. You may also use this section as an opportunity to raise an issue with how the class readings, lectures and/or discussions are treating a particular subject or theory which you may not have wished to raise publicly.

Format:

Total length: **2 pages double-spaced maximum, typed** (of course)

Writing, spelling, grammar and overall presentation of ideas do count. Try and write in clear, short sentences; and don't forget to do a spell check.

Due: Video critiques are due back on the following class. You must complete 2 video reviews, although we will be viewing 5 videos during the semester. You choose which 2 videos to submit a critique. Keep track.

INSTRUCTIONS FOR FINAL PAPER:

OBJECTIVE: The purpose of the final paper is for you to apply the knowledge and skills you have developed

in this class to an assessment of a current non-governmental organization (NGO) working on some aspect of the intersection of conservation, sustainability and social change. You will do this through a careful and critical examination of the rationale, activities and accomplishments of the NGO.

NGO SELECTION: You may select any NGO working on a related topic to conservation and social change. I provide you at the end with an initial list of NGOs, but you do not have to pick from this list. You are not limited to any geographic area; the NGO may work overseas, in the USA, or only in western Montana – your choice. It may be small-scale or global. You may make your selection based on the organization’s philosophy, a noteworthy project, its geographical focus, a prior experience you have had with this particular NGO, or one that you would like to know more about and/or even volunteer or work for them some day.

DIRECTIONS: Search the electronic and hard-copy literature about this organization and their activities. Examine their web page. You are welcome to contact the organization directly over email to help with any part of this assignment, but realize they are busy and may not respond. Keep trying.

FINAL PAPER ABSTRACT: The abstract must be typed and distributed to the class at your presentation the last week of class. The abstract will provide a **one page summary** of the five items noted below which are required for the final paper. Read guidelines for the final paper outline carefully, and provide a few paragraphs on each part summarizing key points. The goal is for the entire class to have names and contact information for all the NGOs, and a sense of what each is doing.

FINAL PAPER OUTLINE: You must follow the format below with each sub-section labeled and separated by a double space. The final paper should be typed, double spaced, and **8 pages** maximum. It must contain the information outlined below. You are welcome to discuss this with class members or anyone else with knowledge about the organization or issues it addresses. **But the thinking and writing of the final paper must be your own individual work!** The final paper must involve the following **FIVE** parts:

1. CONTACT INFORMATION: Provide the name and full contact information about this organization, including both its electronic (web page) and real address.

2. DESCRIPTION: Briefly describe the history, rationale and key goals of this NGO. Pay most attention to describing the particular strategies and/or activities of the NGO to accomplish its goals. Get as much specific detail you can from their web page, interviews or any other source you can obtain.

3. ANALYSIS: Building on analytical concepts and debates we have read and discussed throughout the class, in this section, critically analyze how the NGO defines the problem(s) and its attempted solution(s). Pay close attention to the underlying assumptions and concepts (i.e. “buzz words”) it uses and how it defines and operationalizes them – that is, how it actually puts them into practice to achieve the organization’s goals. Feel free to cite literature from class readings, or others that will bolster your analysis.

4. EVALUATION : This section is about your evaluation or judgment of the NGO’s goals, activities and accomplishments thus far. Be as specific as possible with regard to the evidence you use for your evaluation, and your reasoning. What do you think accounts for its successes or failures and what do you think it needs to do to improve its effectiveness?

5. LITERATURE CITED: Please follow these standard social science citation protocols:

(Books) Gibson, C.C. 1999. *Politicians and Poachers: The Political Economy of Wildlife Policy in Africa*. Cambridge: Cambridge University Press.

(Journal Articles) Gabriel, R. 1992. Refugees or economic migrants. *Belize Today* 6:10-13.

(Book chapters) Whelan, T. 1991. Ecotourism and its role in sustainable development. In: T. Whelan (ed). *Nature Tourism*. Island Press, Washington, D.C. pp. 3-22.

(web sites) <http://www.ifg.org/beyondwto/html> . Retrieval Date

(interviews) Pers. corr. with whom, on what date

Initial List of NGOs – just to get you started!

Below are the names of some NGOs working on the intersection of environment, conservation and social change. You may use one of these, or select one **not** on this list – these are just examples. The NGO you select should address the interaction of ecological and socio-economic-political factors, however, I am aware that they fall differentially along a continuum from being more or less focused on **conservation/environmental protection** on one side, to **development** on the other. Do not select a NGO that has scant information on the organization and what they doing – you will not be able to complete the assignment properly.

International Conservation Organizations – “the big three”

World Wildlife Fund (WWF)
Conservation International (CI)
The Nature Conservancy (TNC)

Other International NGOs

Corporate Watch
Global Exchange
Friends of the Earth
Community Conservation, Inc.
Coral Cay Conservation
Population Institute
The Center for Development and Population Activities
Friends of the Earth
Women’s Edge
Amnesty International

Inter-American Foundation
Earthjustice
Conservacion Patagonia
Food First
Wetlands International
Borneo Project
Catalytic Communities (internet based)
Highlander Research and Education Center
Sierra Club
Human Watch

U.S. NGOs

Sierra Club
Defenders of Wildlife (US)
Forest Community Research
Pesticides Action Network
Trust for Public Land
National Network of Forest Practitioners

Yellowstone to Yukon (Y2Y)
Greater Yellowstone Coalition
Rainforest Alliance
Alternate Energy Research Organization (AERO)
Appropriate Technology Transfer for Rural Areas

Montana

Women’s Voices for the Earth (WEAVE)
Five Valleys Land Trust
National Center for Appropriate Technology
Blackfoot Challenge
Swan Ecosystem Center

Clark Fork Coalition
Wildlands CPR
Citizens for a Livable Montana (CALM)
Garden City Harvest