**Environmental Sociology – SOC 221A[[1]](#footnote-1)**

**Graduate Seminar**

**Spring 2024**

**Instructor:** Prof McKane (They/Them)

**E-mail:** [rachelmckane@brandeis.edu](mailto:rachelmckane@brandeis.edu)

**Course Time:** Wednesdays, 2:30 – 5:20 pm EST

**Office Hours:** Email me to make an appointment on Tuesdays between 1pm and 2:30pm. If this does not work for you, let me know and I will find the time.

**Course Location:** Pearlman 203

**Course Description:**

This course provides a *selective* consideration of major approaches, theoretical debates, and topics that shape the field of environmental sociology (and environmental justice, not that I think the two need to be separate). Environmental sociology is a field of inquiry that focuses on the relationship between society and the biophysical environment. The field has expanded in numerous directions since its formal integration into the broader field of sociology in the 1970s. There is far too much to cover in one semester. Generally, we will favor macro-sociological approaches focusing on theories and ideas (that are sometimes paired with empirical examples), including the application of critical theory to environmental sociology. This class is a seminar – not a lecture-based course. Although I will inform our discussion and interject at times, what happens in class is largely up to you.

**Learning Objectives:**

* Develop a broad understanding of sociological frameworks for understanding environmental-society relations.
* Critically evaluate the theoretical perspectives, methodologies, and empirical claims from our course readings.
* Build analytical skills through individual research and writing that engages with major concepts in the field of environmental sociology.
* Engage thoughtfully and respectfully with peers on topics within the field of environmental sociology.

**Topical Overview:**

We will begin our semester by asking: *why a sociology of the environment*? (Class 1) and move into an exploration of how major “classical” theorists in the discipline (including Marx, Weber, Durkheim, Simmel, Polanyi, and Du Bois) approached the relationship between society and “nature” (Class 2). This literature will bring us to an ongoing debate within the field: *is a sustainable (and/or just) capitalism possible?* This is explored (in part) by the treadmill of production and ecological modernization theory (Class 3). Frickel and Elliot’s book “Sites Unseen Hidden Hazards in American Cities' ' explores the environmental consequences of urbanization, connecting political economy, urban ecology, and socio environmental succession (Class 4). While examining climate change sociologically, we will discuss anti-reflexivity, denialism, neoliberal approaches to climate governance, and the role of fossil fuels in masculine identity construction (Class 5). Connections between gender, sexuality and the environment are investigated through ecofeminism, environmental activism, environmental work, and applying feminism theories of power to energy systems (No longer meeting for Class 6). We will discuss “risk society,” contested illnesses, risk frameworks, disaster risk reduction strategies, and temporal dimensions of risk (Class 7). In Class 8, we turn our attention to extractive industries in rural communities to explore community economic identities, economic dependence, and to deconstruct monolithic perceptions of rural areas.

Norgard’s book “Salmon and Acorns Feed Our People: Colonialism, Nature, and Social Action” explores the ecological dimensions of racial formation and settler-colonialism, food sovereignty, and self-determination of the Karuk (Class 9). Pellow’s book “What is Critical Environmental Justice?” pushes the field of environmental justice into more courageous territory by calling for intersectional scholarship (inclusive of species), mulitscalar (temporal and spatial) analysis, indispensability (racial and socio environmental), and seeking solutions beyond the state (Class 10). In Class 11, we will explore critical approaches that reconceptualize the notion of time in environmental sociology, link theories of racial capitalism to the fossil economy and environmental governance and incorporate critical theories of race and anticolonial thinking into the field of environmental sociology. Finally, we conclude our semester through readings that explore the workplace as a sacrifice zone and interrogate the labor-environmental “divide” (Class 12).

**Required Books:**

1. Frickel Scott and James R. Elliot. 2018. *Sites Unseen: Uncovering Hidden Hazards in American Cities.* Russell Sage Foundation.

2. Noorgard, Kari. 2019. *Salmon and Acorns Feed Our People: Colonialism, Nature, and Social Action.* Rutgers University Press.\*

3. Pellow, David Naguib. 2017. *What is Critical Environmental Justice?* Polity Press.\*

\*Available through the Brandeis Library

If you need help accessing the book that is not available through the library, talk to me…

**Course Assignments and Evaluation:**

For PhD students, this course will be graded on a credit/no credit basis (Sociology Policy)

MA students will receive a letter grade. PhD students have the option of asking for a letter grade, but you must request it by the end of the add-drop period.

**Participation (35% total or 140 points – 15% course engagement - 60 points, 15% co-facilitation - 60 points, 5% discussion questions - 20 points)**

1. *Course Engagement* (15%): I expect you to come to class prepared -- aka you reviewed all the readings, and you are ready to participate in class discussions. Knowledge is a collective process that requires being in conversation with each other. This expectation holds even if you are confused about the readings (asking clarification questions is cool) or if you hate the readings (let your hatred motivate you to participate). Your classmates will be facilitating discussions and engaging in class will inevitably help their class session run smoothly. Practicing solidarity with your classmates will help get you through grad school. As Ralph Chaplin wrote (and Pete Seeger sang), “Yet what force on earth is weaker than the feeble strength of one?”

**M.A. Student Course Engagement:** You will receive a participation grade for each class. I will take the 10 highest participation grades - 6 points per class for a total of 60 points.

2. *Co-facilitation* (15%): Each student will co-facilitate class discussion twice over the course of the semester. Co-facilitators will review the material together (and potentially skim a few suggested readings) and pose questions to the class (based on their classmate’s discussion questions). You may use PowerPoints to organize your session. This session can take many forms: going over the material to make sure everyone understands, finding common themes among your classmate’s questions, identifying points of disagreement, bringing in (relevant) outside materials or case studies that help deepen our understanding of the material. You will co-facilitate in pairs and split the workload evenly. You must meet with me during office hours to go over your plan for facilitating.

**M.A. Student Co-facilitation:** You will co-facilitate 1 class session. This means you come to class prepared and are an expert on the readings. You develop a plan for the class period along with your partner and the professor. You will be graded for the following: **preparation** - 20 points (demonstrates thorough understanding of the concept, clearly outlines the session objectives and activities); **meeting with professor** - 20 points (you meet with the professor before the class period to discuss the plans); **engagement** - 20 points (generate class engagement, ask questions (and follow up questions) to peers during the class).

3. *Discussion Questions (5%):* Beginning in Week 2, you will post 2-3 open ended questions each week to the Discussion Forum on Latte the day before class. You do not have to post questions for the weeks you co-facilitate. Discussion questions that are submitted late will not receive credit and will result in a reduced discussion question grade.

**M.A. Student Discussion Questions:** Weekly reflection questions. For 10 of our meeting weeks, you need to post 2 discussion questions on Latte. You get 2 points per question for a total of 20 points.

**Weekly Reflections (25% - 100 points - 10 points each)**

You are required to submit 10 reflections over the course of the semester on Latte ***before class*** on Wednesday. I will provide some guiding questions when I can, but feel free to take these in another direction. I expect you to be thoughtful and not just summarize the readings but draw connections to other readings or bring in relevant outside examples. I expect your weekly reflections to engage with at least 3 of the readings (this rule does not apply on book week). These will take the following format:

1. *Audio/Visual:* At least one of your weekly reflections must be a video (zoom recording or your phone) or audio (like a voice memo on your phone you save and submit) of you talking about the readings. Same rules apply – you must talk about 4 of the readings. They should be at least 5 minutes long. You must use this format at least once, but you may use it twice over the course of the semester (in lieu of one of the written reflections). Submit via Latte.

2. *Written reflection:* I expect these to be 1.5-2 pages single spaced. Again, same rules – must talk about 4 of the readings. Submit via Latte.

For M.A. students, each weekly reflection is out of 10 points - for a total of 110 points.

**Final Research Paper Proposal and Presentation (40% - 160 points)**

You will be required to write a theoretically informed, empirically based research paper proposal that relates to some topic in environmental sociology. The focus of your paper is your choice – *environmental sociology intersects with many other fields in sociology*, but you must come to office hours at least once to talk to me about your paper topic. I suggest that you pick a topic that interests you instead of trying to think of the perfect earth shattering topic. Start thinking about your topic very early in the semester and work on this gradually. Your paper proposal should have various parts, as if it were being crafted to submit to a sociological journal. These parts include:

1. *Research Question*: Your paper proposal should ask a theoretically motivated (sociological) research questions that can be empirically tested. This means that you can feasibly collect the data for this project (although you don’t have to for this class).

2. *Introduction*: Your introduction should introduce me to the topic, provide a (brief) overview of the theoretical frameworks that you plan to use, proposed data, methodology, etc.

3. *Literature Review*: I expect you write a literature review similar to what you would find in a sociological journal that reflects your research question. A good literature review is about demonstrating an understanding about theoretical frameworks and previous studies that relate to your topic. What theoretical frameworks in environmental sociology are relevant to the topic? What has past literature explored? A good literature review should end with a discussion of what value your study will add to existing literature. You should answer what is new/unique about this work? Note: I’m not asking you to find a “gap” in the literature – that can lead to defensive writing.

4. *Explanation of your Analysis:* After posing your research questions and crafting your introduction and literature review, your paper proposal should explain *how* you will investigate this research question. This is essentially the “data and methods” section. You will explain where the data for your paper come from and what methodology you plan to use. You will need to justify why the methodology that you chose is appropriate for the research question that you pose. I challenge you to think beyond the methodologies you are most comfortable with – I can help you brainstorm this part. I also want you to propose a *feasible study* – something that can be done in less than a year or even a semester (not something that requires extensive resources – including time—that we are not always given). You could even think about studies that do not require IRB approval like content analysis of publicly available material, quantitative analysis of publicly available datasets, qual-quant hybrids for a small N study (qualitative component analysis or QCA).

You will need to explain how you will *operationalize* the various theoretically informed concepts to be examined in your paper. It might be useful at this point to put matters in terms of the “dependent variable” (the thing you want to study) and the “independent variables” (the things you expect to influence your dependent variable).

5. *Conclusion/Justification*: Your conclusion should justify the significance of the study and its potential implications for future research (i.e. link it back to theory), policy, community actors, etc. You should also discuss the potential limitations of your study, including the limitations to the methodology.

The goal of this requirement is to help you write a paper that could be publishable. The paper you submit is not meant to be a final or polished product, but it should be *complete*. If the mood strikes you, feel free to complete some preliminary data analysis.

**Final paper deadlines:**

* **By March 1st:** Turn in two ideas. This must include two theoretically motivated research questions accompanied by a paragraph explaining the topic.
* **By April 1st:** Pick one idea and turn in a 2-3 page outline/proposal for your paper. The proposal should 1) briefly discuss your research question, 2) identify and describe key sources from the environmental sociology literature that you will draw on in your paper, 3) describe your data sources and methods of data collection and analysis, and 4) tell me anything else you would like to know about your project.
* **By April 12th:** Schedule a meeting with the professor to go over the outline, get feedback, and make a plan.

**For M.A. students, you will be graded on a 400 point scale:**

* **Participation: 140 points**
  + Course engagement: 60 points - Due Weekly (10 weeks)
  + Co-facilitation: 60 points - For one class period
  + Discussion Questions: 20 points - Due Weekly (10 weeks)
* **Reflections: 100 points** (10 weeks, 10 points each) (10 weeks)
* **Final Paper: 160 points**
  + Preliminary paper ideas (2): 20 points - Due March 1
  + Outline/Proposal: 20 points - Due April 1
  + Meeting with the professor: 20 points - Due by April 12
  + Final Paper: 100 points.

Please be aware that the last week of our course (class 13) is reserved for class presentations. There will be no options to submit questions, engage in the course, or write a reflection for that week.

**Course Policies:**

*Illness*

**Please *do not* come to class sick. I have an autoimmune disease and you are putting my health at risk when you come to class sick. You are putting everyone else’s health at risk when you come to class sick. Being in community in a classroom is wonderful, but sharing germs is not. If you are not sick but have been exposed to some kind of illness, please wear a mask. If you need to join via zoom, we can make that work. I also suggest prioritizing rest when you are sick.**

*Laptops*

Laptops are allowed for taking notes or reviewing readings in class. However, if it is apparent that you are using the computer for other purposes or are distracting your classmates, I reserve the right to revoke laptop privileges for that class period.

*ChatGPT/AI*

“Technology is not neutral. We’re inside of what we make, and it’s inside of us. We’re living in a world of connections – and it matters which ones get made and unmade.” – Donna Haraway, A Cyborg Manifesto

Donna Haraway argues that technology is a tool that can create connection and foster empowerment. And while I agree that embracing technology can be transformative, I don’t think that asking AI to think critically for you falls into that category.

ChatGPT and other AI tools are not a replacement for your own critical thinking and original ideas. If I suspect you have used AI on an assignment, I will run your work through AI detection software. I may require you to meet with me to explain the ideas and your writing process or redo the assignment using your own words. You may be asked to redo an assignment if it is determined that AI was used.

*Accommodations*

Brandeis seeks to create a learning environment that is welcoming and inclusive of all students, and I want to support you in your learning. If you think you may require disability accommodations, you will need to work with Student Accessibility Support (SAS). You can contact them at 781-736-3470, email them at access@brandeis.edu, or visit the [Student Accessibility Support home page](https://www.brandeis.edu/accessibility/index.html). You can find helpful student FAQs and other resources on the SAS website, including guidance on how to know whether you might be eligible for support from SAS. If you already have an accommodation letter from SAS, please provide me with a copy as soon as you can so that I can ensure effective implementation of accommodations for this class. In order to coordinate exam accommodations, ideally you should provide the accommodation letter at least 48 hours before an exam.

*Academic Integrity*

Every member of the University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. Infringement of academic integrity by a student subjects that student to serious penalties, which may include failure on the assignment, failure in the course, suspension from the University or other sanctions. Please consult [**Brandeis University Rights and Responsibilities**](https://www.brandeis.edu/student-rights-community-standards/rights-responsibilities/index.html) for all policies and procedures related to academic integrity. Students may be required to submit work via TurnItIn.com or similar software to verify originality. A student who is in doubt regarding standards of academic integrity as they apply to a specific course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. Allegations of alleged academic dishonesty will be forwarded to the Department of Student Rights and Community Standards. Citation and research assistance can be found at [**Brandeis Library Guides - Citing Sources**](https://guides.library.brandeis.edu/c.php?g=301723).

*Recordings and Social Media*

You do not have permission to record this course or me without permission. You do not have permission to post recordings of me or this class on social media platforms like TikTok, Instagram, Twitter (RIP), etc. I do not enjoy this kind of perception.

*Preferred Name/Pronouns*

Everyone has the right to be addressed and referred to in a way that reflects their personal identity. If you go by a name or a set of pronouns that differ from those listed on your records, please let me know.

**Course Schedule:**

**Class 1: Why a Sociology of the Environment?**

**Wednesday, January 10th**

On the first day of class we go over the syllabus, get to know each other, and talk about the readings below. I also want to know more about your individual interests because I may tweak some of the readings.

Please read these assigned readings ***prior to*** our first class.

* Buttel, Frederick. 1978. “Environmental Sociology: A New Paradigm?” *The*

*American Sociologist* 13:252-256.

* Dunlap, Riley E. and William R. Catton, Jr. 1979. “Environmental Sociology. *Annual Review of Sociology* 5:243-273.
* Pellow, David N. and Hollie Nyseth Brehm. 2013. “An Environmental Sociology for the Twenty-First Century.” *Annual Review of Sociology* 39: 229-50.
* Liévanos, Raoul, Elisabeth Wilder, Lauren Richter, Jennifer Carrera, and Michael Mascarenhas. 2021.“Challenging the white spaces of environmental sociology.” *Environmental Sociology* 7(2): 103-109.
* Murphy, Michael Warren. 2020. “Notes toward an anticolonial environmental sociology of race.” *Environmental Sociology* 7(2): 122-133.

Recommended for further study:

* Catton, W.R., JR and Riley E. Dunlap. 1978. “Environmental Sociology: A New Paradigm.” *The American Sociologist* 13: 41-49.
* Gould, Ken and Tammy Lewis. 2020. *Twenty Lessons in Environmental Sociology*. Oxford University Press. [I own this and you may borrow it if you would like]
* Soper, Kate. 1999. “The politics of nature: reflections on hedonism, progress, and ecology.” *Capitalism Nature Socialism* 10(2): 47-70.
* Mohai, Paul, David Pellow, and J. Timmons Roberts. 2009. “Environmental Justice.” *Annual Review of Environment and Resources* 34: 405-430.

**Class 2: (Re)Interpretations of “Classical” Theory**

**Wednesday January 24th (the 17th is a Brandeis Monday)**

* Foster, John Bellamy. 1999. “Marx’s Theory of Metabolic Rift: Classical Foundations for Environmental Sociology” *The American Journal of Sociology* 105(2):366-405.
* Foster, John Bellamy, and Hannah Holleman. 2012. “Weber and the Environment: Classical Foundations for a Post-exemptionalist Sociology.” *American Journal of Sociology* 117(6):1625-1673.
* Brechin, Steven R., and Weston Henry Fenner, IV. 2018. “Karl Polayni’s Environmental Sociology: A Primer.” *Environmental Sociology* 3(4): 404-413.
* Eugene, Rosa and Lauren Richter. 2008. “Durkheim on the environment: Ex libris or ex cathedra? Introduction to inaugural lecture to a course in social science, 1887–1888.” *Organ. Environ.* 21(2):182–87.
* Besek, Jordan Fox, Patrick Trent Greiner, and Brett Clark. 2020. “W.E.B. Du Bois and interdisciplinarity: A comprehensive picture of the scholar’s approach to natural science.” *Journal of Classical Sociology* 21(2): 119-124.
* Bhardwaj, Ankit. 2023. “The Soils of Black Folk: W.E.B. Du Bois’ Theories of Environmental Racialization.” *Sociological Theory* 41(2): 105-128.

Recommended for further study:

* Foster, John Bellamy. 2020. “Engels’s *Dialectics of Nature* in the Anthropocene.” *Monthly Review* 72(6). Available at: <https://monthlyreview.org/2020/11/01/engelss-dialectics-of-nature-in-the-anthropocene/>
* Freudenburg, William R. 1993. “Risk and Recreancy: Weber, the Division of Labor, and the Rationality of Risk Perceptions.” *Social Forces* 71(4):909-931.
* Carrera, Jennifer S. 2023. “Advancing Du Bois’s Legacy Through Emancipatory Environmental Sociology.” *Environmental Sociology*.
* Gross, Matthias. 2000. “Classical Sociology and the Restoration of Nature: The Relevance of Emile Durkheim and Georg Simmel.” *Organization & Environment* 13(3):277-91.

**Class 3: Nature and Capitalism; The Nature of Capitalism?**

**Wednesday, January 31st**

* York, Richard, Eugene Rosa and Tomas Dietz. 2003. “Footprints on the Earth: The Environmental Consequences of Modernity.” *American Sociological Review* 68(2): 279-300.
* 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.
* Buttel, Frederick H. 2004. “The Treadmill of Production: An Appreciation, Assessment, and Agenda for Research.” *Organization & Environment* 17(3): 323-336.
* Erik Olin Wright. 2004. “Interrogating the Treadmill of Production: Some Questions I Still Want to Know and am Not Afraid to Ask.” *Organization and Environment* 17(3): 317-322.
* Foster, John Bellamy. 2005. “The Treadmill of Accumulation: Schnaiberg’s *Environment* and Marxian Political Economy.” *Organization & Environment* 18(1): 7-18.
* Mol, Arthur P.J. and Gert Spaargaren. 2000. “Ecological Modernization Theory in

Debate: A Review.” *Environmental Politics* 9(1): 17-49.

Recommended for further study:

* There are two special issues published on the **Treadmill of Production** and **Ecological Modernization**. This debate is still with us, for better or for worse – you decide. These include *Organization and Environment*, 2004, vol.17, issue 3 and *Environmental Politics*, 2000, vol. 9, issue 3.
* O’Connor, James. 1994. Is sustainable capitalism possible? Pp. 152-175 in *Is Capitalism Sustainable? Political Economy and the Politics of Ecology*, M. O’Connor ed., New York: Guilford Press.
* James O’Connor. 1991. On the two contradictions of capitalism. *Capitalism, Nature, Socialism* 2: 107-109.
* Fisher, Dana R. and William R. Freudenburg. 2001. “Ecological modernization and its critics: Assessing the past and looking toward the future.” *Society & Natural Resources* 14(8): 701-709.
* Rudel, T.K., Timmons-Roberts, J. Carmin. 2011. Political Economy of the Environment. *Annual Review of Sociology* 37:211-38.
* Scheinberg, Anne. 2003. “The Proof of the Pudding: Urban Recycling in North America as a Process of Ecological Modernization.” *Environmental Politics* 12(4): 49-75.
* Foster, John Bellamy. 2020. *The Return of Nature: Socialism and Ecology*. Monthly Review Press.
* Foster, John Bellamy. 2005. “The Treadmill of Production: Schnaiberg’s Environment and Marxian Political Economy.” *Organization and Environment* 18(1): 7-18. A.
* Bellamy Foster, John. 1994. The Vulnerable Planet: A Short Economic History of the Environment. New York, NY: Monthly Review Press. Chapter 7: The Socialization of Nature, 125-142.
* Harvey, David. 1996. *Justice, Nature, and the Geography of Difference*. Blackwell Publishing.
* Malm, Andreas. 2016. *Fossil Capitalism. The Rise of Steam Power and the Roots of Global Warming*. Verso Books.

**Class 4: The Nature of Cities**

**Wednesday, February 7th**

* Frickel Scott and James R. Elliot. 2018. *Sites Unseen: Uncovering Hidden Hazards in American Cities.*Russell Sage Foundation. (Entire book)

Recommended for further study:

* Taylor, Dorecta. 2014. *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. New York University Press. **\*\*HIGHLY recommend**
* Park, Robert. 1936. “Succession, an Ecological Concept.” *American Sociological Review* 1(2):171-179.
* Molotch, Harvey. 1976. “The City as a Growth Machine: Toward a Political Economy of Place” *American Journal of Sociology* 82(2): 309-332.
* Logan, John R. and Harvey Molotch. 2007. *Urban Fortunes: The Political Economy of Place*. University of California Press.
* William Cronon. 1996. “The Trouble with Wilderness: Or, Getting Back to the Wrong Nature.” *Environmental History* 1(1):7-28.
* Rudel, Thomas. 2009. “Succession Theory: Reassessing a Neglected Meta-narrative about Environment and Development.” *Human Ecology Review* 15(1): 84-92.
* Lefebvre, Henri. 1974. *The Production of Space*.
* Liévanos, Raoul. 2023. “Racialized Hazardous Space: A Critical Race Urban-Environmental Sociology of Residential Security in the Depression Era.” City & Community (online first).
* Liévanos, Raouland Julie Sze. 2021. “Stockton Isn’t Flint, Or Is It? Race and Space in Comparative Crisis Driven Urbanization.” Pp. 80-119 in *Urban Emergency (Mis) Management and the Crisis of Neoliberalism: Flint, MI in Context*, edited by T.A. Benz and G. Cassano. Boston, MA: Brill Publishers.
* Liévanos, Raoul**.** 2019*.* “Green, Blue, Yellow, and Red: The Relational Racialization of Space in the Stockton Metropolitan Area.” Pp. 224-253 in *Relational Formations of Race: Theory, Method and Practice*, edited by N. Molina, D. Martinez HoSang, and R. Gutiérrez. Berkeley, CA: University of California Press.

**Class 5: Climate Change Sociologically**

**Wednesday, February 14th**

* McCright, Aaron M. and Riley E. Dunlap. 2010. “Anti-Reflexivity: The American Conservative Movement’s Success in Undermining Climate Science and Policy.” *Theory, Culture and Society* 26: 100-133.
* Daggett, Cara. 2018. “Petro-Masculinity: Fossil Fuels and Authoritarian Desire.” *Millennium* 47: 25-44.
* Scoville, Caleb and Andrew McCumber. 2023. “Climate Silence in Sociology? How Elite American Sociology, Environmental Sociology, and Science and Technology Studies Treat Climate Change.” *Sociological Perspectives* 66(5): 888-913.
* Brulle, Robert J. 2014. “Institutionalizing Delay: Foundation funding and the creation of U.S. climate change counter-movement organizations.” *Climatic Change* 122(4):681-694.
* Ciplet, David and Timmons-Roberts. 2017. “Climate Change and the Transition to Neoliberal Governance.” *Global Climate Change* 46:148-156.
* Petersen, Brian et al. 2019. “Reconceptualizing Climate Change Denial.” *Human Ecology Review* 25: 117-142.

Recommended for further study:

* Norgaard, Kari. 2008. *Living in Denial: Climate Change, Emotions, and Everyday Life.* MIT Press.
* Marquart-Pyatt, Sandra T., Aaron McCright, Thomas Dietz, and Riley E. Dunlap. 2014. “Politics Eclipses Climate Extremes for Climate Change Perceptions.” *Global Environmental Change* 29: 246-257.
* Oreskes, Naomi and Eric Conway. 2010. *Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues from Tobacco Smoke to Global Warming.* Bloomsbury.
* Franquesa, Jaume. 2018. *Power Struggles: Dignity, Value, and the Renewable Energy Frontier in Spain.* Indiana University Press.
* Dunlap, Riley E., and Robert J. Brulle. 2015. *Climate Change and Society*: *Sociological Perspectives*. Oxfrod University Press.
* Elliott, Rebecca. 2018. “The sociology of climate change as a sociology of loss.” *European Journal of Sociology* 59(3): 301-227.

**February Break- Wednesday, February 21st**

**Class 6: Canceled due to travel.**

**Wednesday, February 28th**

* Instead of a reflection, please turn in 2-3 ideas outlining what you are interested in writing your paper proposal on. Each idea should have a research question accompanied by a short paragraph (3-4 sentences) explaining the topic.

Due: Friday, March 1st by the end of the day - 11:59pm

**Class 7: Sociological Perspectives on Risk and Disaster**

**Wednesday, March 6th**

* Beck, Ulrich. 1992. “From Industrial Society to the Risk Society: Questions of Survival, Social Structure and Ecological Enlightenment.” *Theory, Culture & Society* 9(1): 97-123.
* Cable, Sherry, Tom E Shriver, and Tamara L. Mix. 2008. “Risk society and contested illness: the case of nuclear weapons workers.” *American Sociological Review* 73(3): 380-401.
* Cordner, Alissa. 2015. “Defining and Defending Risk: Conceptual Risks Formulas in Chemical Alternatives Assessment.” *Journal of Environmental Studies and Sciences* 5:241-250.
* Tierney, Kathleen J. 2007. “From the Margins to the Mainstream? Disaster Research at the Crossroads.” *Annual Review of Sociology* 33: 503-525.
* Tierney, Kathleen J. 2015. “Resilience and the Neoliberal Project: Discourses, Critiques, Practices - And Katrina.” *American Behavioral Scientist* 59(10): 1327-1342.
* Elliott, James R. and Junia Howell. 2017. “Beyond Disasters: A Longitudinal Analysis of Natural Hazards’ Unequal Impacts on Residential Mobility.” *Social Forces* 95(3): 1181-1207.

Recommended for Further Study:

* Fussell, Elizabeth. 2015. “The long-term recovery of New Orleans’ population after Hurricane Katrina.” *American Behavioral Scientist* 59(10): 1231-1245.
* Cordner, Alissa. 2021. “Risk”. Chapter 9 in *Handbook of Environmental Sociology* (Caniglia et al., eds.).
* Peek, Lori, et al. 2021. “Sociology of Disasters.” Chapter 11 in *Handbook of Environmental Sociology* (Caniglia et al., eds.).
* Wynne, Brian (1996) “May the Sheep Safely Graze? A Reflexive View of the Expert- Lay Knowledge Divide” from *Risk, Environment and Modernity: Toward a*

*New Ecology* eds Lash, Szerszynski & Wynne p 44-83.

**Class 8: Extractive Industries and Rural Communities**

**Wednesday, March 13th**

* Bell, Shannon Elizabeth and Richard York. 2010. “Community Economic Identity: The Coal Industry and Ideology Construction in West Virginia.” *Rural Sociology* 75(1): 111-143*.*
* Ashwood, Loka. 2018. “Rural Conservatism or Anarchism? The Pro-State, Stateless, and Anti-State Positions.” *Rural Sociology* 83(4): 717-48.
* Malin, Stephanie and Kathryn Teigen DeMaster. 2016. “A Devil’s Bargain: Rural Environmental Injustices and Hydraulic Fracturing on Pennsylvania’s Farms.” *Journal of Rural Studies* 47: 278-290.
* Malin, Stephanie and Peggy Petrzelka. 2010. “Left in the Dust: Uranium’s Legacy and Victims of Mill Tailings Exposure in Monticello, Utah.” *Society & Natural Resources* 23(12): 1187-1200.
* Ladd, Anthony E. 2014. “Environmental disputes and opportunity-threat impacts surrounding natural gas fracking in Louisiana.” *Social Currents* 1(3): 293-312.
* Boudet, H., D. Bugden, C. Zanocco, and E. Maibach. 2016. “The effect of industry activities on public support for ‘fracking.’” *Environmental Politics* 25: 593-612.

Recommended for further study:

* Stephanie A. Malin. 2015. *The Price of Nuclear Power: Uranium Communities and Environmental Justice*. New Brunswick: Rutgers University Press.
* Scott, Rebecca. 2010. *Removing Mountains: Extracting Nature and Identity in the Appalachian Coalfields*. Minneapolis, MN: University of Minnesota Press.

**Class 9: Colonialism, Indigenous People, and the Environment**

**Wednesday, March 20th**

* Noorgard, Kari. 2019. *Salmon and Acorns Feed Our People: Colonialism, Nature, and Social Action. New Jersey, NJ: Rutgers University Press.* (Entire Book)

Recommended for further reading:

* Bacon, J.M. 2018. “Settler colonialism as eco-social structure and the production of colonial ecological violence, Environmental Sociology.” *Environmental Sociology* 5(1).
* Todd, Zoe. 2016. “An Indigenous Feminist’s Take on the Ontological Turn: ‘Ontology’ is Just Another Word for Colonialism.” *Journal of Historical Sociology* 29(1):4–22.
* Whyte, Kyle. 2018. “Settler Colonialism, Ecology, and Environmental Injustice.” *Environment and Society: Advances in Research* 9:125-144.
* Norgaard, K. M. and J. V. Fenelon. 2021. “Towards an Indigenous Environmental Sociology.” Chapter 23 in in *Handbook of Environmental Sociology* (Caniglia et al., eds.).
* Hooks, Greg and Chad Smith. 2004. “The Treadmill of Destruction: National Sacrifice Areas and Native Americans.” *American Sociological Review* 69(4): 558-575.

**Class 10: Critical Environmental Justice**

**Wednesday March 27th**

* Pellow, David Naguib. 2017. *What is Critical Environmental Justice?* Polity. (Entire book)
* McKane, Rachel, Patrick Trent Greiner, and David Naguib Pellow. “Mutual Aid as a Praxis for Critical Environmental Justice: Lessons from W.E.B. Du Bois, Critical Theoretical Perspectives, and Mobilizing Collective Care in Disasters.” Forthcoming, *Antipode*.

Recommended for further study:

* McKane, Rachel, David N. Pellow, Patrick Trent Greiner. 2023. “Envisioning Disabled Futures: Mutual Aid as an Adaptive Strategy to Climate Change and Ecological Disablement.” *Environmental Justice*.
* Warren Murphy, Michael, George Weddington, and AJ Rio-Glick. 2021. “Black Ecology and Critical Environmental Justice.” *Environmental Justice* 14(6): 393-397.
* Harrison, Jill Lindsey. 2019. *From the Inside Out: The Fight for Environmental Justice within Government Agencies*. MIT Press.
* Alvarez, Camila H., Daniel A Shtob, et al. 2022. “Analyzing the Military’s Role in Producing Air Toxics Disparities in the United States: A Critical Environmental Justice Approach.” *Social Problems*, spac016.
* Kojola, Erik and David N. Pellow. 2021. “New Directions in Environmental Justice Studies: Examining the State and Violence.” *Environmental Politic*s 30(1-2): 100-118.

**Class 11: Slow Violence, Anti-Colonial Perspectives, and Critical Theories of Race**

*Guest Appearance: Dr. Julius McGee, Assistant Professor of Sociology at the University of Oregon*

**Wednesday April 3rd - I will be in Philly so we will meet via zoom on this day.**

* Davies, Thom. 2018. “Toxic Space and Time: Slow Violence, Necropolitics, and Petrochemical.” *Annals of the American Association of Geographers* 108: 1537-1553.
* Mbembe, Achille. 2019. Chapter 3 “Necropolitics.” in *Necropolitics*. Duke University Press.
* McGee, Julius Alexander and Patrick Trent Greiner. 2020. “Racial Justice is Climate Justice: Racial Capitalism and the Fossil Economy.” Link: <https://www.hamptonthink.org/read/racial-justice-is-climate-justice-racial-capitalism-and-the-fossil-economy>
* Pulido, L. 2016. “Flint, Environmental Racism, and Racial Capitalism.” *Capitalism Nature Socialism* 27 (3): 1–16.
* Richter, Lauren. 2018. “Constructing Insignificance: Critical Race Perspectives on Institutional Failure in Environmental Justice Communities.” *Environmental Sociology* 4 (1): 107–121.

Also relevant from week 1: Murphy, Michael Warren. 2021. “Notes toward an anticolonial environmental sociology of race.” *Environmental Sociology* 7(2): 122-133.

Recommended for further study:

* Pulido, Laura and Juan De Lara. 2018. “Reimagining ‘Justice’ in Environmental Justice: Radical Ecologies, Decolonial Thought, and the Black Radical Tradition.” *Environment and Planning E: Nature and Space* 1(1-2):76–98.
* Nixon, Rob. 2011. “Slow Violence and the Environmentalism of the Poor.” *Harvard University* *Press*.
* Membe, Achille. 2011. *Necropolitics*. Duke University Press.
* Hannah Holleman. 2017. “De-naturalizing ecological disaster: colonialism, racism and the global Dust Bowl of the 1930s.” *The Journal of Peasant Studies* 44(1): 234-260.
* Kurtz Hilda. 2009. “Acknowledging the Racial State: An Agenda for Environmental Justice Research.” *Antipode* 41(4):684–704.

**Class 12: Environment, Labor, and Work**

*Guest Appearance: Dr. Ian Carillo, Assistant Professor of Sociology at the University of Oklahoma*

**Wednesday April 10th**

* Carillo, Ian and David N. Pellow. 2021. “Critical Environmental Justice and the Nature of the Firm.” *Agriculture and Human Values* 38:815-826.
* Carillo, Ian R. and Annanel Ipsen. 2021. “Worksites as Sacrifice Zones: Structural Precarity and COVID-19 in U.S. Meatpacking.” *Sociological Perspectives* 64(5): 726-746.
* Chao, Sophia, Wendy Wolford, Andrew Ofstehage, Shalmali Guttal, Euclides Goncales and Fernada Ayala. 2023. “The Plantationocene as analytical concept: a forum for dialogue and reflection.” *The Journal of Peasant Studies.*
* Kojola, Erik. 2015. “(Re)constructing the Pipeline: Environmentalists and Ideology in Media Coverage of the Keystone XL Pipeline.” *Critical Sociology* 43(6): 8930917.

Recommended for further study:

* Pellow, David N. 2002. Garbage Wars: The Struggle for Environmental Justice in Chicago. Cambridge, MA: MIT Press.
* Obach B. 2004. *Labor and the Environmental Movement: The Quest for Common Ground*. Cambridge, MA: MIT Press
* Mayer, Brian. Blue-Green Coalitions: Fighting for Sage Workplaces and Healthy Communities. *Cornell University Press.*
* Mayer, Brian. 2009. Cross-movement coalition formation: Bridging the labor-environment divide. *Sociological Inquiry* 79(2): 219-239.
* Carillo, Ian 4. 2017. “When farm work disappears: labor and environmental change in the Brazilian sugar-ethanol industry.” *Environmental Sociology*.

**Class 13: Student Presentations**

**Wednesday April 17th**

**Things that did not make it to this syllabus but are still important (more to come…)**

**Social Drivers of Global Environmental Change (IPAT, STIRPAT, Decoupling, Carbon Intensity of Well-being)**

* “Sustainable Lifestyles and the Quest for Plenitude: Case Studies of the New Economy.” 2014. eds Juliet B. Schor and Craig J. Thompson (New Haven: Yale University Press).
* Jorgenson, Andrew K. 2003. “Consumption and Environmental Degradation: A Cross-National Analysis of the Ecological Footprint.” *Social Problems* 50(3): 374-394.
* Jorgenson, Andrew, Juliet Schor, and X. Huang. “Income Inequality and Carbon Emissions in the United States: A State-Level Analysis 1997 - 2012.” *Ecological Economics* 134: 40-48.
* Jorgenson, Andrew K. and Bret Clark. 2012. “Are the Economy and the Environment Decoupling? A Comparative International Study, 1960-2005.” *American Journal of Sociology* 118(1): 1-44.

**More Environmental Justice (always…)**

* Satcher, Lacee. 2022. “(Un) Just Deserts: Examining Resource Deserts and the Continued Significance of Racism on Health in the Urban South.”  *Sociology of Race and Ethnicity* 8(4): 483-502
* Satcher, Lacee. 2022. Multiply-deserted areas: environmental racism and food, pharmacy, and greenspace access in the urban South.” *Environmental Sociology* 8(3) 279-291.

**Gender, Queerness, and the Environment**

* Bell, Shannon Elizabeth, et al. 2020. “Toward Feminist Energy Systems.” *Energy Research and Social Science* 68: 101557.
* Bell, Shannon Elizabeth and Yvonne A. Braun. 2010. “Coal, Identify, and the Gendering of Environmental Justice Activism in Central Appalachia.”  *Gender & Society* 24(6): 794-813.
* Salleh, Ariel.  2003. “Ecofeminism as Sociology.”  *Capitalism, Nature, Socialism* 14(1): 61-74.
* Gaard G. 2004. Toward a queer ecofeminism. In *New Perspectives on Environmental Justice: Gender, Sexuality, and Activism*, ed. R Stein, pp. 21–44. New Brunswick, NJ: Rutgers Univ. Press
* Leslie, Isaac Sohn. 2017. “Queer Farmers: Sexuality and the Transition to Sustainable Agriculture.” *Rural Sociology* 82(4): 747-771.
* Barbara Epstein, “The Environmental Toxics Movement: Politics of Race and Gender,” Capitalism, Nature, Socialism. 8 (1997):63-87.
* Haraway DJ. 1991. *Simians, Cyborgs, and Women: The Reinvention of Nature*. New York: Routledge
* Norgaard, Kari and J.M. Bacon. 2018. “How Environmental Decline Restructures Indigenous Gender Practices: What happens to Karuk Masculinity When There are No Fish.” Sociology of Race and Ethnicity 4(1): 98-113.

**Nature/Society Divide**

* Freudenburg, William R, Scott Frickel, and Robert Gramling. 1995. “Beyond the Nature/Society Divide: Learning to Think about a Mountain.” *Sociological Forum* 10(3):361-92.

1. Many thanks to both David Hess and Scott Frickel for sharing their Syllabi with me. [↑](#footnote-ref-1)