COURSE DESCRIPTION
This course reviews some of the major literatures and lines of research in environmental sociology. The literature emphasized here 1) pioneered the formation of environmental sociology, 2) directed its various trajectories, and 3) represents recent developments. Early environmental sociology works include those of Catton, Dunlap, Freudenberg, Buttel, Schnaiberg, Merchant, and others. Contemporary trajectories explored include ecological modernization, treadmill of production, ecology of the world-system, world polity theory, eco-Marxism, eco-feminism, actor-network theory, risk society, ecological modernization, environmental justice, critical studies of global environmental governance, and political ecology.

REQUIREMENTS
Please print out and read the assigned readings for the day they are due, so that we may have a complete discussion with maximum participation each week. Class participation counts for 15% of your final grade.

There are two major writing assignment: First, a 4-6 pp. midterm paper in which I will ask you to answer some questions relating to the readings. Second, a Final Paper that is due at the end of the course. We shall be conferring about topics and lengths of these final papers.

SIX REQUIRED BOOKS

ELECTRONIC READINGS:
Course readings are available to view online, download, and print on Blackboard Vista.

**ATTENDANCE/PARTICIPATION:**
SC 562 is a seminar-format class that combines lecture with group discussion. Students’ final grade will depend, in part, on the quality of their participation in class discussion. Obviously, adequate participation requires regular attendance. You must be respectful of other’s viewpoints, experiences, orientation, etc. when discussing the concepts in this class. Debate is inevitable and useful, but be respectful. If you are not, you will be asked to withdraw from the course.

Each of you will be expected to keep abreast of the reading, **prepare and make presentations on materials during the scheduled sections.** We have a good deal of material to cover, so the success of the seminar depends on the **active participation of everyone.** During the first meeting we shall organize ourselves and generate a schedule of presentations.

**You must come prepared with a two-page write-up on the day’s reading every class.** Make notes, comments, questions, and critiques of the readings. Readings should be studied before the class for which they are assigned. These assignments count for your attendance, and you may not turn them in late or in absentia from the class. These write-ups will make valuable notes for your exams and potential future work on globalization issues.

Required readings are, of course, required, and recommended readings are recommended. Depending on your area of specific interest, you might find some of the recommended readings very relevant to your own pursuits. If so, talk to me about making them more central to your course experience and/or writing assignments (including the course paper). All the required and recommended articles are available on Blackboard Vista. If the recommended reading is a book, it is on reserve at O’Neill Library.

**NOTE:** THERE ARE NO unexcused absences permitted during the semester. For each absence, your participation and write-up grades will be lowered (e.g., for example, if we have 10 write-ups due this semester, with one absence you will receive a maximum score of 90% on write-ups and participation). The only "excused" absences are those presented to me in writing (a) by a health care practitioner certifying that you had a sound medical reason to be absent from class (and note that the BC Infirmary does not give out such notes) or (b) by your Dean certifying that you had a serious personal reason to be absent from class. Job interviews do not count as a legitimate absence, but rather a conscious choice you make to miss class.
**ASSESSMENT**

All grades in SC 562 are based on the percentages shown in Table 1.

**STUDENT RESPONSIBILITIES AND ASSOCIATED GRADES.**

Students are responsible for the work listed in Table 2.

**Table 1. Grade Scale**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
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<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>78-80</td>
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<td>C</td>
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<td>C-</td>
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<tr>
<td>D</td>
<td>63-67</td>
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<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

**Table 2. Student Work & Percentage of Grade Earned**

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Team-led Discussion</td>
<td>20%</td>
</tr>
<tr>
<td>Daily Reading Summaries</td>
<td>20%</td>
</tr>
<tr>
<td>In-class Participation</td>
<td>15%</td>
</tr>
</tbody>
</table>

You must come prepared with a one to two-page write-up on the day’s reading every class.

**General Outline:**

1. In the first paragraph, provide the general thread of argument, ideas, concepts, and/or themes that run through the readings for the week.
2. In the body of the paper, discuss in detail some of the key concepts and arguments. Discuss the readings in an integrative way; put the current readings in conversation with previous readings. **Dig deep into the readings;** do not provide a superficial summary. Rather, engage with the reading by giving a critical review of what you choose to focus on.
3. Then, give your view on some of these concepts. Which concepts/arguments make sense to you? Which do not? Use readings from previous weeks to support your claims.
4. This assignment will take some time to master, but it is a valuable skill, so work hard at it.

Students are also required to lead the discussion with a 10-15 minute formal presentation several times throughout the course.
ORGANIZATION OF THE CLASS BY WEEK

WEEK ONE: Friday 6 September NO CLASSES

WEEK TWO: FRIDAY 13 SEPTEMBER
Theme: Course overview: Syllabus, readings, assignments, and expectations. Assign seminar leaders.

WEEK THREE: FRIDAY 20 SEPTEMBER
Overview of the field and Origins of Environmental Sociology (I suggest reading in chronological order)

Recommended:

Seminar Leaders: ________________________________________________________

WEEK FOUR: Friday 27 September
Paradigmatic Perspectives in Environmental Sociology


Seminar Leaders: ________________________________________________________
**WEEK FIVE: FRIDAY 4 OCTOBER**

*Classical Theoretical Perspectives in Environmental Sociology*

2. Sunderlin, William D. 1995. “Managerialism and the Conceptual Limits of Sustainable Development” *Society and Natural Resources*

**Recommended:**


**Seminar Leaders:**

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**WEEK SIX: Friday 11 October**

**Midterm Paper Guidelines Emailed This Week to the Class**

*Contemporary Theoretical Perspectives I: The Risk Society vs. Ecological Modernization*

   *or*
   *and*
   *or*
   *or*
   *and*
   or

**Seminar Leaders:**

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**WEEK SEVEN: Monday 18 October**

**Midterm Paper Due**

Contemporary Theoretical Perspectives II: Treadmill of Production, World-Systems Theory, World Polity, and Socio-Structural Perspectives

   or
   and
   and
   or
   or
   and

**Recommended:**

WEEK EIGHT: 25 OCTOBER

Societal-Environmental Interactions II: Constructivist Approaches and Controversies


WEEK NINE: 1 November

Case Study I: Climate Change


Recommended:

WEEK TEN: Monday 8 November

Case Study II: Environmental history


Recommended:
1. Mann, C. Chapter 1, “A View from Above,” and Chapter 6, “Cotton and Maize” In 1491

**Seminar Leaders:**

**WEEK ELEVEN: Monday 15 November**

*Case Study III: Eco-Feminism and Environmental History*


**Recommended**

1. (Vista) Thompson, W.R. Climate, Water, and Political-Economic Crises in Ancient Mesopotamia and Egypt. Chapter 11, In Hornborg and Crumley (eds) *The World System and the Earth System: Global Socioenvironmental Change and Sustainability Since the Neolithic*

**Seminar Leaders:**

**WEEK TWELVE: Monday 22 November**

*Case Study IV: Global Political Ecology: Environmentalism for the Whole World*


**Recommended:**

1. Gareau, B.J. Definitions of “Ecological Imperialism” and “Domination of Nature”

**Seminar Leaders:**
WEEK THIRTEEN: Monday 29 November

Case Study V: The Sociology of Global Environmental Governance: Ozone Layer Politics and a Global shift in environmental governance


Seminar Leaders: ______________________________________________________

Recommended:

2. Selection of readings on socio-nature on Blackboard Vista

WEEK FOURTEEN: MONDAY 6 DECEMBER

Environmental Justice


Recommended:

1. Selections on Blackboard Vista, and
4. Gould, K.A.; Pellow, D.; Schnaiberg, A., Interrogating the treadmill of production: Everything you wanted to know about the treadmill but were afraid to ask. Organization and Environment 2004, 17, 296-316

Seminar Leaders: ______________________________________________________

FINAL PAPER DUE AT DAY AND TIME NOTED IN THE BC SCHEDULE OF EXAMS

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