

ENVIRONMENT AND SOCIETY

SOC 522, COD 522

COURSE SYLLABUS

SPRING 2005

Course Information:

Meeting Place: 204 Kethley Hall

Meeting Times: Tuesdays and Thursdays, 4:30 – 5:45 pm

Instructor: Dr. Alan Barton

Telephone: (662) 846-4097

Office: 201F Kethley

E-mail: abarton@deltastate.edu

Webpage: http://ntweb.deltastate.edu/vp_academic/abarton/

Office Hours: The instructor holds regular office hours at the following times:

Monday 10:00 – 11:30 am; 3:45 – 4:30 pm

Wednesday 10:00 – 11:30 am; 3:45 – 5:00 pm

Tuesday 10:45 – 11:45 am; 3:00 – 4:30 pm

Thursday 10:45 – 11:45 am; 3:00 – 4:30 pm

If you cannot make one of these times, contact the professor to set up an appointment.

Course Webpage:

Additional materials and updated course information can be found on the course webpage:

http://ntweb.deltastate.edu/vp_academic/abarton/SOC422/SOC422Syllabus.htm

WebCT: You will need a WebCT account in order to receive some of the information for this course. Information on signing up for WebCT will be provided at the beginning of the course.

Course Overview:

This course introduces students to the disciplines of environmental and natural resources sociology. The course covers environmental and resource-related issues from a theoretical and policy-oriented approach. Important environmental issues that we will discuss include deforestation, biological diversity, air and water pollution, soil erosion, and sustainable development.

Readings:

Books:

Allen Schnaiberg and Kenneth Alan Gould. 2000. *Environment and Society: The Enduring Conflict*. The Blackburn Press, Caldwell, NJ.

John McPhee. 1989. *The Control of Nature*. Farrar, Staus and Giroux, New York.

The books are available in the university bookstore. Students should purchase both books or otherwise arrange to complete all of the reading assignments.

Articles:

Biodiversity Resources:

American Museum of Natural History, <http://research.amnh.org/biodiversity/center/what.html>
World Resources Institute, <http://wri.igc.org/biodiv/>
U.S. Fish & Wildlife Service, <http://endangered.fws.gov/>
Conservation International, <http://www.biodiversityhotspots.org/xp/Hotspots/hotspotsScience/>
MS Dept. of Wildlife, Fisheries and Parks, <http://www.mdwfp.com/museum/downloads/tandelist.pdf>

Bromley, Daniel W. 1989. Property relations and economic development: The other land reform. *World Development* 17(6):867–877.

Buttel, Frederick H. 1976. Social science and the environment: Competing theories. *Social Science Quarterly* 57(2):307–323.

Buttel, Frederick H. 2002. Environmental sociology and the sociology of natural resources: Institutional histories and intellectual legacies. *Society and Natural Resources* 15:205–211.

Catton, William R., Jr. and Riley E. Dunlap. 1978. Environmental sociology: A new paradigm. *The American Sociologist* 13:41–49.

Cernea, Michael M. 1993. The sociologist's approach to sustainable development. *Finance & Development* 30(4):11–13.

Dunlap, Riley E. and William R. Catton, Jr. 2002. Which function(s) of the environment do we study? A comparison of environmental and natural resource sociology. *Society and Natural Resources* 15:239–249.

Geisler, Charles. 1993. Ownership: An overview. *Rural Sociology* 58(4):532–546.

Herremans, Irene M. and Robin E. Reid. 2002. Developing awareness of the sustainability concept. *Journal of Environmental Education* 34(1):16–20.

Hockenstein, Jeremy B., Robert N. Stavins, and Bradley W. Whitehead. 1997. Crafting the next generation of market-based environmental tools. *Environment* 39(4):12–33.

Hooks, Gregory and Chad L. Smith. 2004. The treadmill of destruction: National Sacrifice Areas and Native Americans. *American Sociological Review* 69(4):558–575.

Kummer, David M. and B.L. Turner II. 1994. The human causes of deforestation in Southeast Asia. *BioScience* 44(5):323–328.

Land Trust Resources:

Land Trust Alliance, <http://www.lta.org/>
Delta Land Trust, <http://www.deltalandtrust.org/>
Nature Conservancy, <http://nature.org/>
National Trust for Historic Preservation, <http://www.nationaltrust.org/>

Lynch, Owen J. 1998. Law, pluralism and the promotion of sustainable community-based forest management. *Unasylva* 49(3):52–56.

McGowan, Alan H. 2003. Environmental justice for all. *Environment* 45(5):1.

McNeely, Jeffrey A. 1994. Protected areas for the 21st century: working to provide benefits to society. *Biodiversity and Conservation* 3:390–405.

Merenlender, A.M., L. Huntsinger, G. Guthey and S.K. Fairfax. 2004. Land trusts and conservation easements: Who is conserving what for whom? *Conservation Biology* 18(1):65-75.

Mohai, Paul. 2003. African American concern for the environment. *Environment* 45(5):10–26.

Population Reports. 2000. The Earth and its people/Toward a livable future. *Population Reports* 28(3).

Ringquist, Evan J. 1993. Does regulation matter? Evaluating the effects of state air pollution control programs. *Journal of Politics* 55(4):1022–1045.

U.S. Fish & Wildlife Service. 2004.

(1) *Conserving the Nature of America*. <http://training.fws.gov/library/Pubs/conserving.pdf>

(2) *Dahomey National Wildlife Refuge*. <http://dahomey.fws.gov//index.html>

Wright, R. Gerald and David J. Mattson. 1996. The origin and purpose of national parks and protected areas. In R. Gerald Wright (editor), *National Parks and Protected Areas: Their Role in Environmental Protection*. Cambridge, MA: Blackwell Science.

Study Questions:

Each week, a set of study questions pertaining to the week's topic will be posted on the course website. These questions are designed to assist you with the week's reading assignments. It is recommended that you prepare short answers to these questions to prepare for lectures and discussions. Questions for the quizzes, the final exam, and writing assignments are frequently drawn from these study questions.

See the course website for study questions pertaining to the reading assignments.

Course Organization and Approach:

This course uses a participatory, learner-centered, adult education approach. An adult education approach recognizes that students are responsible for their own learning. The professor can only provide opportunities to learn, but cannot force students to learn. Students are expected to work hard in this course, meaning that for every hour of class time, students are expected to spend two to three hours outside of class preparing by doing readings, assignments, studying for quizzes and exams, and thinking about the course material.

Students are expected to take responsibility for the success of the course, that is, students should take an active interest not just in the course material, but in the course itself, making it a success for all participants. Factors such as interest, motivation, creativity, and initiative are important elements in evaluating a student's performance and assigning a grade.

Course material is presented in several formats. A theoretical framework for understanding the social dimensions of environmental issues is presented in the assigned chapters in the book *Environment and Society: The Enduring Conflict* by Allen Schnaiberg and Kenneth Alan Gould, and in several assigned articles. Information on social, political, and scientific dimensions of specific environmental issues is presented in other assigned articles, and in the book *The Control of Nature*, by John McPhee. Topical issues are presented in videos and in the student-led discussions on current issues drawn from newspapers and magazines.

Assignments and Grading:

You must complete the following assignments:

- (1) Reading, attendance and participation in class discussions (20 points)
 - You are expected to do all of the assigned readings and attend all class sessions
 - You are expected to engage in classroom discussions, reflecting on the topic and readings
 - The quality of contributions to class discussions is more important than the quantity of contributions

- (2) Discussion Leader (20 points)
 - You will lead class discussions on the assigned readings during the semester; the readings will be divided up among the graduate students in the course
 - You should prepare and give a short presentation on the reading to the class, focusing on the social and policy dimensions of the environmental issues raised in the reading
 - You should then facilitate a class discussion on the topic, encouraging participation by all members of the class; your responsibility in this exercise is not to act as “expert” or “judge;” rather, you are to get other students talking about the topic, mediate the contributions of other students to keep the discussion focused, and guide the discussion to ensure that the social and policy issues are covered
 - Each discussion should last approximately 50 minutes

See the course website for guidelines on leading a discussion and for a schedule of discussion leaders

- (3) Writing assignments (20 points)
 - You will prepare and submit three two-page papers on assigned topics pertaining to the videos and/or field trips
 - The papers should be typed, 10 or 12 point font, 1 inch margins, double spaced, and attached with a **staple** or **paper clip**; papers not attached with a staple or clip will not be accepted
 - Each writing assignment is worth 10 points; the lowest grade will be dropped at the end of the semester
 - For out-of-class assignments, you are expected to do your own work – check the course web site for the policy on plagiarism and cheating; this policy will be enforced with no exceptions

See the course website for tips on writing papers and for the SOC/COD 522 writing assignments

- (4) Research Paper/Practical Project (30 points)
 - You will select an environmental issue of current concern in the Mississippi Delta region, and carry out either a research or practical project pertaining to this issue
 - Research Paper: You will design a research project that will contribute to our understanding of an environmental issue in the Delta. The project should involve working with people in the Delta, either as subjects or collaborators; it should not be based wholly on library research. You will prepare a 12-page paper that reports the methods and findings of your research
 - Practical Project: You will identify a collaborating organization and develop a practical project that addresses an environmental issue in the Mississippi Delta. You will work with this organization to develop a strategy for addressing this issue. You will prepare a 12-page paper that summarizes your project and the lessons learned
 - You may collaborate with one other student to carry out the research or practical experience; however, you should each choose individual topics to focus on and prepare individual reports of your work

See the course website for more information on the research/practical project, and for web links to local organizations.

(5) Presentation of Paper/Project (10 points)

- You will prepare and present a summary of your project to the class during the last week of the classes
- Your presentation should last approximately 15 to 20 minutes, and should inform the class about the issue, collaborating organizations, your study design, and the findings of your project

See the course website for a schedule of presentations.

(6) Engagement (+/-10 points)

- A total of 10 points may be added or subtracted from your final grade to reflect the degree of engagement in the course that you exhibit.
- Engaged students demonstrate qualities such as motivation, extra effort, interest in the course material, improvement over the course of the semester, and leadership.
- Lack of engagement is manifested by frequent absences, talking with others or dozing off in class, lack of interest in the course material, lack of preparation, and lack of participation in course activities.

Calculating Your Grade:

There are a total of 100 points available for the semester. Your final score is simply the sum of all points earned over the semester. If you accumulate 90 or more points over the course of the semester, you will get an "A" in the course. If you accumulate 80 to 89 points, you will get a "B," for 70 to 79 points you will get a "C," and for 60 to 69 points will get a "D." If you get less than 60 points, your final grade will be an "F." Note that you start with zero and earn points; you do not start with 100 and lose points.

If you comply with all course requirements and submit all of the assignments satisfactorily and on time, you can expect a "C" in this course. To receive a higher grade, you must demonstrate a superior grasp of course material and an ability to apply the material in productive ways. It is also helpful to show an interest in the course material and in learning, and an achievement-based orientation.

Policies and Expectations:

(1) **YOU are responsible** for learning the course material and for your progress in the course

- You are expected to **attend class regularly** and **complete all of the assignments**.
- You are expected to know **all** material presented during class sessions, whether you attended the class or not. If you miss a class session, you should check with another student to see what you missed.
- "I didn't know" is **NEVER** a valid excuse. If you don't know something, it is your job to find out.

(2) Missed assignments **CANNOT** be made up

- It is assumed that if you miss class or an assignment, you are making a choice that prioritizes other activities above the class. For this reason, none of the assignments or coursework can be made up.
- Assignments are due at the time specified; **no late assignments will be accepted**.
- If you miss a quiz or writing assignment, you will receive a grade of zero for that assignment. In the first instance, this will count as your lowest grade and will be dropped. Subsequent instances will be scored as zero.
- If you must miss a presentation or other in-class activity, it is up to you to arrange to trade with another student before the event. Please notify the instructor of such changes.

- (3) Illnesses and emergencies **MUST** be documented
- If you must miss a class due to illness or another personal emergency, notify the instructor **BEFORE** the missed class period either by e-mail or telephone.
 - If you cannot notify the instructor in advance, bring a note from a doctor or other professional to the next class meeting.
 - Illnesses and emergencies pertain **only** to the student, not to the student's family, friends or others.
 - If you must miss class for an official university activity, you should make arrangements with the instructor **BEFORE** the missed class. Appropriate documentation is required.
 - Notified absences (i.e. you notify the instructor before the event) count as one-half absence. Excused absences (i.e. you bring a note from a doctor or other professional) will not count against you for the first two; after that, each excused absence counts as one-half absence.
 - You are responsible for all material presented in the class, even during an excused absence. You should get class notes from another student for all class sessions you miss.
 - It is in your interest to provide the instructor with **written** notification (e.g. note or e-mail) or documentation for any missed class. It is risky to simply tell the instructor and expect him to remember.
- (4) Appropriate accommodations will be made for students with medical problems or diagnosed disabilities. Have Dr. Richard Houston at the Reily Health Center (846-4690) contact the course instructor to make arrangements.
- (5) Class **discussion** is an important element in this course
- The purpose of the discussion is to provide you with an opportunity to practice thinking skills in a safe environment.
 - In discussions, you are encouraged to explore ideas presented in the readings and lectures, to think about and apply concepts, and to develop arguments and evaluate evidence.
 - You must demonstrate **appropriate respect** the opinions and ideas of other students. If you repeatedly show disrespect for other students, you will be asked to leave the classroom.
 - Class discussions are **NOT** a time to chat with other students about topics not related to the course. Talking privately with other students while the rest of the class is trying to carry on a discussion is disruptive, bothersome, and disrespectful to other students and to the professor. If you repeatedly talk out of turn, you will be asked to leave the classroom.
 - It is acceptable (and encouraged) to disagree with the perspectives of other students, but you should phrase this to show disagreement with the idea or opinion, not with the person presenting the idea or opinion.
 - Please make sure that all pagers, cell phones, etc. are **turned off** during class time. If your phone or pager repeatedly interrupts class, you will be asked to leave the classroom.
 - Any work missed by a student that was asked to leave the classroom **cannot** be made up under any circumstances.
- (6) You are expected to **comply with all academic standards and ethics** as defined in the DSU Bulletin and Handbook
- You are expected to do their own work in this course. Plagiarism and other forms of cheating will **NOT** be tolerated.
 - See the course web page if you are unsure what constitutes plagiarism. If it is still unclear, see the instructor. **IT IS YOUR RESPONSIBILITY TO UNDERSTAND THESE GUIDELINES.** If at some point in the semester you are suspected of committing plagiarism, pleas of "I didn't know what plagiarism was" will not be accepted.
 - The sanctions for plagiarism are outlined on the web page. Make sure you are aware of these **BEFORE** you submit any work in this class.

See the course website for additional information on plagiarism and cheating.

Course Outline:

Day/Date	Topic	Assignment	Readings
Week 1: Conceptual Framework			
Tuesday Jan 11	<i>Course Introduction; Themes and Topics; Review Syllabus</i>		
Thursday Jan 13	<i>Natural Resources & Environmental Sociology</i>		Dunlap & Catton (2002) Buttel (2002)
Week 2: Ecological Disorganization			
Tuesday Jan 18	<i>Why Should We Protect the Environment?</i>	Discussion Leader	Schnaiberg & Gould, Ch. 1
Thursday Jan 20	<i>Ecological Limits</i>	Discussion Leader	Schnaiberg & Gould, Ch. 2
Week 3: The Treadmill of Production			
Tuesday Jan 25	<i>Paradigms and Theories</i>	Discussion Leader	Catton & Dunlap (1978) Buttel (1976)
Thursday Jan 27	<i>The Logic of Industrial Organization</i>	Discussion Leader	Schnaiberg & Gould, Ch. 3
Week 4: Social Responses to the Treadmill			
Tuesday Feb 1	<i>Population, Consumption and/or Technology</i>	Discussion Leader	Schnaiberg & Gould, Ch. 4
Thursday Feb 3	<i>Video: "Endangered Planet: The Environmental Cost of Growth"</i>		Schnaiberg & Gould, Ch. 5
Week 5: Land I			
Tuesday Feb 8	<i>Property</i>	Discussion Leader	Bromley (1989) Geisler (1993)
Thursday Feb 10	<i>Video: "Forest Wars"</i>		

Day/Date	Topic	Assignment	Readings
Week 6: Land II			
Tuesday Feb 15	<i>Protected Areas</i>	Discussion Leader	McNeely (1994) Wright & Mattson (1996)
Thursday Feb 17	<i>Land Trusts</i>	Writing 1 Due Discussion Leader	Merelender, et al. (2004) Land Trust Resources
Week 7: Land III			
Tuesday Feb 22	<i>Soil Erosion</i>	Discussion Leader	McPhee, pp. 183–221
Thursday Feb 24	<i>Erosion Control</i>	Discussion Leader	McPhee, pp. 221–272
Week 8: Plants & Animals I			
Tuesday Mar 1	<i>Biodiversity</i>	Discussion Leader	Biodiversity Resources
Thursday Mar 3	<i>Video: “Costa Rica Counts the Future”</i>		
Week 9: Plants & Animals II			
Tuesday Mar 8	<i>Forests</i>	Discussion Leader	Kummer & Turner (1994) Lynch (1998)
Thursday Mar 10	<i>Wetlands</i>	Writing 2 Due Discussion Leader	TBA
Week 10: Environmental Justice			
Tuesday Mar 15	<i>Environmental Justice</i>	Discussion Leader	McGowen (2003) Sapat et al. (2002)
Thursday Mar 17	<i>Race & the Environment</i>	Discussion Leader	Mohai (2003)
Tuesday March 22	SPRING HOLIDAYS		
Thursday March 24			

Day/Date	Topic	Assignment	Readings
Week 11: Air & Water I			
Tuesday Mar 29	<i>Video: "We All Live Downstream"</i>		
Thursday Mar 31	<i>Pollution</i>	Discussion Leader	Ringquist (1993) Hockenstein et al. (1997)
Week 12: Air & Water II			
Tuesday Apr 5	<i>Flood Control on the Mississippi</i>	Writing 3 Due Discussion Leader	McPhee, 3–42
Thursday Apr 7	<i>Flood Control on the Mississippi</i>	Discussion Leader	McPhee, 42–92
Week 13: Environmental Practice			
Tuesday Apr 12	<i>Field Trip: Dahomey National Wildlife Refuge (Tentative)</i>		USFWS (2004)
Thursday Apr 14	<i>What Can You Do For the Environment?</i>	Discussion Leader	Schnaiberg & Gould, Ch. 6 & 7
Week 14: Sustainable Development I			
Tuesday Apr 19	<i>Sustainability</i>	Discussion Leader	Herremans & Reid (2002) Cernea (1993)
Thursday Apr 21	<i>Social Movements</i>	Discussion Leader	Schnaiberg & Gould, Ch. 8
Week 15: Sustainable Development II			
Tuesday Apr 26	<i>Population and Environment</i>	Discussion Leader	Population Reports (2000)
Thursday Apr 28	<i>Conflict, Coalition & Sustainable Development</i>	Discussion Leader	Schnaiberg & Gould Ch. 9 & 10
Week 16: Dead Week			
Tuesday May 3	<i>Presentation of Graduate Student Research/Practical Projects</i>	Project Presentations	
Thursday May 5	<i>Course Evaluation</i>		