

# Course Syllabus

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Environmental Sociology Syllabus [SCHEDULE-EnviroSoc\\_Sp21.docx](#) 

[Rural Sociology 7560] [Spring 2021]

## ZOOM INFO:

### Join Zoom Meeting

<https://osu.zoom.us/j/2985511206?pwd=Z1dIR3htdFdpYVJRWFFwZkJ6T1gwUT09>

(<https://osu.zoom.us/j/2985511206?pwd=Z1dIR3htdFdpYVJRWFFwZkJ6T1gwUT09>)

**Meeting ID: 298 551 1206**

**Password: 2300**

## Course Information

- **Course times and location:** Tuesdays and Thursdays, 9:35a.m.-10:55 a.m. in Zoom
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

## Instructor

- **Name:** Kerry Ard (she/her/hers)

<https://www.mypronouns.org/what-and-why> [\\_https://urldefense.com/v3/\\_https://www.mypronouns.org/what-and-why\\_!!KGKeukY!hvsdu5UGyrbJ9L\\_f14msfEmHsO03mNWd3Q3PI m6CO4MEI2GO\\_ixKDWyaP-tFOA%24\)\\_](https://urldefense.com/v3/_https://www.mypronouns.org/what-and-why_!!KGKeukY!hvsdu5UGyrbJ9L_f14msfEmHsO03mNWd3Q3PI m6CO4MEI2GO_ixKDWyaP-tFOA%24)_)

**Email:** [ard.7@osu.edu](mailto:ard.7@osu.edu)

- **Phone Number:** 614-292-4593
- **Office location:** 420 A Kottman Hall
- **Office hours:** Five minutes after class will be reserved for questions, if that time/format doesn't work for you please email me to set up a separate time.
- **Preferred means of communication:**
  - My preferred method of communication for questions is
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (<https://go.osu.edu/canvas-notifications>) to be sure you receive these messages.

## Course Prerequisites

[Grad standing. Not open to students with credit for 766.]

## Course Description

<https://osu.instructure.com/courses/93925/assignments/syllabus>

## COURSE DESCRIPTION

In the 1970's the world had a new cause célèbre- the environment. To understand these “new” issues scholars looked to the fields of sociology, history, political science, public health, psychology, and geography. While the field of Environmental Sociology is argued to be a relatively new branch of sociology it pulls from the rich history of Human Ecology that began with Chicago School sociologists in the 1920's and 1930's. The overarching goals of this course are to develop your scholarly understanding of the various forms of interaction between human society and the environment, as well as strengthen your research, writing and professional skills.

## Learning Outcomes

By the end of this course, students should successfully be able to:

- Communicate complex scholarly ideas
- Respectively, and effectively, make and defend an oral and written argument
- Listen to, and respond to, critiques in a professional manner
- Understand sociological approaches to the study of environmental policy

## How This Course Works

**Mode of delivery:** This course is 100% online. There is a required synchronous (real time) session in Zoom each week on Tuesday and Thursday from 9:35a.m.-10:55 a.m. The rest of your work is found in Carmen and can be completed around your own schedule during the week.

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a [3] credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (<https://go.osu.edu/credithours>), students should expect around [3] hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [6] hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- To receive full points for participation you will showed up to class prepared by having read the assigned readings, posted a question about the readings on Carmen by 5pm the night before our discussion.

## Course Materials, Fees and Technologies

## Required Materials and/or Technologies

- While many of the readings will be available for you to download directly from Carmen within a week of when we will be discussing the paper in class. Please note if a reading is not posted you are responsible for obtaining it via OSU Library electronic journal system.

## Recommended/Optional Materials and/or Technologies

- None

## Fees and/or Additional Requirements

- None

## Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](https://keeplearning.osu.edu/tools/tech-access) [\\_\(https://keeplearning.osu.edu/tools/tech-access\)\\_](https://keeplearning.osu.edu/tools/tech-access)(go.osu.edu/student-tech-access).

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) [\\_\(https://go.osu.edu/office365help\)\\_](https://go.osu.edu/office365help)(go.osu.edu/office365help) help article for full instructions.

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu/) [\\_\(https://buckeyepass.osu.edu/\)\\_](https://buckeyepass.osu.edu/)(buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) [\\_\(https://go.osu.edu/add-device\)\\_](https://go.osu.edu/add-device)(go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) [\\_\(https://go.osu.edu/install-duo\)\\_](https://go.osu.edu/install-duo)(go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:+16146884357) [\\_\(tel:+16146884357\)\\_](tel:+16146884357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

## TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) [\\_ \(https://go.osu.edu/canvasstudent\)](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) [\\_ \(https://go.osu.edu/zoom-meetings\)](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](http://go.osu.edu/video-assignment-guide) [\\_ \(http://go.osu.edu/video-assignment-guide\)](http://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [osu.edu/it](http://go.osu.edu/it) [\\_ \(http://go.osu.edu/it\)](http://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:+16146884357) [\\_ \(tel:+16146884357\)](tel:+16146884357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu) [\\_ \(mailto:servicedesk@osu.edu\)](mailto:servicedesk@osu.edu)

## Grading and Faculty Response

### How Your Grade is Calculated

Assignment Category	Points
Participation	30
Discussion Leader	20
Critiques or Reverse Outlines	50
Workshopped Paper	40
Final Paper	60

See [Course Schedule](#) for due dates.

## Descriptions of Major Course Assignments

## Participation (30 points) & Discussion Leader (20 Points)

### **OBJECTIVES:**

- Communicate ideas
- Respectively, and effectively, make and defend an argument
- Listen to, and respond to, critiques in a professional manner

### **EXPECTATIONS:**

- To receive full points for your role as a discussion leader you will review the questions posted by your classmates on the readings and use them to guide our discussion about the readings in class.
- To receive full points for participation you will showed up to class prepared by having read the assigned readings, posted a question about the readings on Carmen by 5pm the night before our discussion.

## Critiques (50 points)

### **OBJECTIVES:**

- Communicate ideas
- Effectively make and defend an argument
- Learn the practice of academic writing

### **EXPECTATIONS:**

- You will be asked to write 10 critiques during the course. You can choose any journal article (not book section) listed on the reading list.
- Each critique must be:
  - No more than 1 page, 1.5 spaced, 1 inch margins, 11 point font.
  - Evaluate the scholarship. This means being clear about what the author(s)' research question(s) are and whether they merit consideration and were constructed appropriately. Evaluate whether the author(s) choice of data, operationalization of their constructs, and methods were well chosen. Finally, does the interpretation make sense?
  - Well written, i.e. uses topic sentences and supporting points, transitions sentences and is grammatically correct. All quotes must have page numbers and sources cited (any format -e.g. APA is fine).

## Workshopped & Final paper (100 points)

### **OBJECTIVES:**

As a graduate student, you will either be working on, or should be, working on, a paper or proposal. Setting a date to have to present these ideas in a coherent fashion to a group of people is one of the best ways to incentivize yourself to make progress on your proposal/paper. Moreover, in doing this you will be able to hear perspectives about your work that you might not have thought of on your own. This feedback will make your final paper stronger. You will choose a day to “Workshop” your paper or grant. This entails posting your draft of a paper, grant or detailed outline the Monday before you present your paper. Your classmates will review this and provide you feedback on your workshop date.

At the end of the semester on April 20<sup>th</sup> by 11:59pm you will email me your final paper based on what you have presented that incorporates the reviews discussed in class. A detailed rubric of these assignments will be provided in class.

**Academic integrity and collaboration:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow [MLA/APA/Chicago etc.] style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work

## Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Assignments will not be accepted after noted due dates without discussion with me first.

## Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) (tel:+16146884357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address (ard.7@osu.edu). I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (<https://go.osu.edu/canvas-notifications>) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted by the due date, I will try to provide feedback and grades within **seven days**.

## Grading Scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Other Course Policies

### Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Use proper grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Synchronous sessions:** During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State themed virtual backgrounds](https://www.osu.edu/downloads/zoom-backgrounds.html) [\(https://www.osu.edu/downloads/zoom-backgrounds.html\)](https://www.osu.edu/downloads/zoom-backgrounds.html). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.]

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

## Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](https://studentconduct.osu.edu/) (<https://studentconduct.osu.edu/>), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](https://go.osu.edu/coam) (<https://go.osu.edu/coam>)
- [Ten Suggestions for Preserving Academic Integrity](https://go.osu.edu/ten-suggestions) (<https://go.osu.edu/ten-suggestions>)
- [Eight Cardinal Rules of Academic Integrity](https://go.osu.edu/cardinal-rules) (<https://go.osu.edu/cardinal-rules>)

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Creating an Environment Free from Harassment,



# Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu/) (<http://equity.osu.edu/>),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu) (<mailto:equity@osu.edu>).

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member."

This course adheres to The Principles of Community adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (<https://go.osu.edu/ccsondemand>) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766 \(tel:+6142925766\)](tel:+6142925766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org/) (<https://suicidepreventionlifeline.org/>) or by calling [1-800-273-8255\(TALK\) \(tel:+8002738255\)](tel:+8002738255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (<https://go.osu.edu/wellnessapp>) is also a great resource.

## Accessibility Accommodations for Students with Disabilities

### Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](https://slds.osu.edu/) (<https://slds.osu.edu/>). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/) (<https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/>), managed by Student Life Disability Services.

### Disability Services Contact Information

- Phone: [614-292-3307 \(tel:+6142923307\)](tel:+6142923307)
- Website: [osu.edu](https://slds.osu.edu/) (<https://slds.osu.edu/>)
- Email: [slds@osu.edu](mailto:slds@osu.edu) (<mailto:slds@osu.edu>)
- In person: [Baker Hall 098, 113 W. 12th Avenue](http://www.osu.edu/map/building.php?building=095) (<http://www.osu.edu/map/building.php?building=095>)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](https://go.osu.edu/canvas-accessibility) (<https://go.osu.edu/canvas-accessibility>) ([osu.edu/canvas-accessibility](https://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- [CarmenZoom accessibility](https://go.osu.edu/zoom-accessibility) (<https://go.osu.edu/zoom-accessibility>) ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))

## Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

# Environmental Soc -Course Schedule Sp21

## T 12-Jan Introductions

- Belcher, Wendy. (2009) Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success. Sage.
- Schimel, Joshua. (2012). Writing Science: How to Write Papers That Get Cited and Proposals That Get Funded. Oxford University Press.
- **TOPICS: Class, OSU library, Writing Center, Stats Help, GIS Center**

## R 14-Jan Sociology – American Context

- Burns, Thomas and [Beth Schaefer Caniglia](https://www.amazon.com/s/ref=dp_byline_sr_ebooks_2?ie=UTF8&field-author=Beth+Schaefer+Caniglia&text=Beth+Schaefer+Caniglia&sort=relevancerank&search-alias=digital-text)  
([https://www.amazon.com/s/ref=dp\\_byline\\_sr\\_ebooks\\_2?ie=UTF8&field-author=Beth+Schaefer+Caniglia&text=Beth+Schaefer+Caniglia&sort=relevancerank&search-alias=digital-text](https://www.amazon.com/s/ref=dp_byline_sr_ebooks_2?ie=UTF8&field-author=Beth+Schaefer+Caniglia&text=Beth+Schaefer+Caniglia&sort=relevancerank&search-alias=digital-text))  
. (2017) Chapter 2 IN Environmental Sociology: The Ecology of Late Modernity. Mercury Academic.
- Selections from Taylor, Dorceta. (2009). The Environment and the People in American Cities: 1600s-1900s. Disorder, Inequality and Social Change. Duke University Press.
- Movie Portion: Race the Power of an Illusion
- **TOPICS: America's cities, Sociological Foundational Theories, Chicago School, Jane Addams**

## T 19-Jan Race & Space in US

- Pulido, Laura. 2015. "Geographies of Race and Ethnicity 1: White Supremacy vs White Privilege in Environmental Racism Research." Progress in Human Geography.
- Pulido, Laura. 2017. "Geographies of Race and Ethnicity II: Environmental Racism, Racial Capitalism and State-Sanctioned Violence." Progress in Human Geography 41(4):524–33.
- SELECTIONS FROM: Gosset, Thomas (1997) Race: The history of an Idea in America
- SELECTIONS FROM: Telles, Edward. (2004) Race in Another America: The Significance of Skin Color in Brazil.
- Gutiérrez, Ramón A. (2004). "Internal Colonialism An American Theory of Race." DuBois  
<https://osu.instructure.com/courses/93925/assignments/syllabus>

Review 2(2004):281–95.

• **TOPICS: Race, Immigration, Segregation, White Privilege, Racial Capitalism**

**R 21-Jan The Social Construction of Nature- Discussion Leader: Rachael**

• Taylor, Dorceta. (2016). Chapter 1: Key Concepts informing Early Conservation Thought. IN Power, Privilege, and Environmental Protection: Social Inequality and the Rise of the American Conservation Movement. Duke University Press.

• Bird, Elizabeth A.R. 1987. "The social construction of nature: Theoretical approaches to the history of environmental problems." Environmental Review 11(4): 255-264.

• Freudenburg, William R., Scott Frickel, and Robert Gramling. 1995. "Beyond the nature/society divide: Learning to think about a mountain." Sociological Forum 10(3): 361-392.

• Hannigan, John A. 2006. Selections from Environmental Sociology: A Social Constructionist Perspective. New York: Routledge.

• **TOPICS: History of Nature, Conservation, Environmental Movement**

**T 26-Jan Development of Environmental Sociology- Discussion Leader: Daphney**

• Catton, W.R., Jr. and R.E. Dunlap. (1978) "Environmental sociology: A new paradigm." The American Sociologist. 13: 41-49

• Buttel, Frederick H. (1978) "Environmental Sociology: A New Paradigm?" The American Sociologist. 13(4): 252-256.

• Pellow, David and Hollie Nyseth Brehm (2013). "An Environmental Sociology for the Twenty-First Century". Annual Review of Sociology. 39: 229-250.

• Rudel, Roberts and Carmin. (2010) "Political Economy of the Environment." American Sociological Review. 37: 221-238.

• Buttel, Frederick H. (2002) "Environmental Sociology and the Sociology of Natural Resources: Institutional Histories and Intellectual Legacies." Society & Natural Resources 15 (3): 205–11.

• **TOPICS: Environmental Sociology, Sociology of Natural Resources, Rural Sociology, Political Economy**

**R 28-Jan Workshopped Paper**

## 1. Dax

**T    2-Feb    Urban Inequality- Discussion Leader: Dax**

• Wilson, William Julius (1996). From Institutional to Jobless Ghettos. IN When Work Disappears.

• SELECTIONS FROM: Wilson, William Julius (1987) The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy. Pages 30-36

• SELECTIONS FROM: Massey, Douglas and Denton, Nancy (1987). American Apartheid: Segregation and the making of the underclass.

• **TOPICS: Neighborhoods Effects, Urban Reform, Social Networks, Social Capital**

**R    4-Feb    Workshopped Paper****1. Daphney****T    9-Feb    Criminal Justice- Discussion Leader: Maritza**

• SELECTIONS FROM: Alexander, Michelle (2012) The New Jim Crow: Mass Incarceration in the Age of Colorblindness

• SELECTIONS FROM: Rothstein, Richard (2017) The Color of Law: A Forgotten History of How Our Government Segregated America

• SELECTIONS FROM: Foucault, Michel (1979). Discipline and Punishment: The birth of the Prison

• Corwin, Maggie L. (2020) Polluting our prisons? An examination of Oklahoma prison locations and toxic releases, 2011-2017. Punishment & Society 22(4).

• **TOPICS: Crime, Criminal Justice System, Prison**

**R    11-Feb    Workshopped Paper****1. Brian****T    16-Feb    Environmental Inequality - Discussion Leader: Vicky**

- Ard, K. (2015). Trends in exposure to industrial air toxins for different racial and socioeconomic groups: A spatial and temporal examination of environmental inequality in the U.S. from 1995 to 2004. *Social Science Research*, 53, 375–390.
- Taylor, Dorceta (2014) *Market Dynamics: Residential Mobility, or Who Moves and Who Stays. IN Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. New York University Press. pgs 69-97
- SELECTIONS FROM: Cole, Luke and Sheila Foster. (2001) *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*
- Bullard, Robert (1990) *Dumping in Dixie* pgs 102-103
- Grant, Don, Mary Nell Trautner, Liam Downey, and Lisa Thiebaud. 2010. "Bringing the Polluters Back In: Environmental Inequality and the Organization of Chemical Production." *American sociological review* 75(4):479–504
- SELECTIONS FROM: Pellow, David. (2017) *What is Critical Environmental Justice?* Wiley.
- **TOPICS: Environmental Justice, Environmental Inequality, Environmental Racism**

**R 18-Feb Workshopped Paper**

**1. Rachael**

**T 23-Feb NO CLASS**

**R 25-Feb Social Determinants of Health- Discussion Leader: Everly**

- Bevc, C., Marshall, B., & Picou, J. (2007). Environmental justice and toxic exposure: Toward a spatial model of physical health and psychological well-being. *Social Science Research*, 36(1), 48–67.
- Brulle, R. J., & Pellow, D. N. (2006). Environmental justice: human health and environmental inequalities. *Annual Review of Public Health*, 27(102), 103–24
- Stingone, Jeanette A. et al. 2017. "Toward Greater Implementation of the Exposome Research Paradigm within Environmental Epidemiology." *Annual Review of Public Health* 38(1):annurev-publhealth-082516-012750.

- Ruiz, Jazmin Del Carmen, James J. Quackenboss, and Nicolle S. Tulve. 2016. "Contributions

of a Child's Built, Natural, and Social Environments to Their General Cognitive Ability: A Systematic Scoping Review." PLoS ONE 11(2):1–44.

• **Topics: Exposome, Life Course Theory, Health Disparities, Health Inequality**

**T 2-Mar Workshopped Paper**

1. Michael

**R 4-Mar US Politics- Discussion Leader: Olivia**

• SELECTIONS FROM: [MacLean, Nancy](https://smile.amazon.com/s/ref=rdr_ext_aut?encoding=UTF8&index=books&field-author=MacLean,%20Nancy) (2017). [Democracy in Chains: The Deep History of the Radical Right's Stealth Plan for America](https://smile.amazon.com/dp/1101980974/ref=rdr_ext_tmb). Penguin Books.

• SELECTIONS FROM: Mills, C. Wright. (1956). *The Power Elite*. Oxford: Oxford University Press.

• SELECTIONS FROM: Blumenthal, Sidney. 1986. *The Rise of the Counter-Establishment*. New York: Times Books.

• SELECTIONS FROM: Waterhouse, Benjamin C. 2013. *Lobbying America: The Politics of Business from Nixon to NAFTA*. Princeton, New Jersey: Princeton University Press.

• **Topics: Power Elite, Democracy, Lobbying, Public Sphere**

**T 9-Mar Workshopped Papers—Opportunity for extra credit EPN**

1. Matthew

2. Olivia

**R 11-Mar Environmental Values - Discussion Leader: Branden**

• SELECTIONS FROM: Wallerstein, Immanuel (2004) *World Systems Analysis*

• SELECTIONS FROM: Inglehart, Ronald (1997). *Modernization and post modernization: Cultural, Economic and political change in 43 societies*.

• Brechin, Steven R. 1999. "Objective Problems, Subjective Values, and Global Environmentalism: Evaluating the Postmaterialist Argument and Challenging a New Explanation."

*Social Science Quarterly* 80:703-800

Social Science Quarterly 80:793-809.

• SELECTIONS FROM: Beck, Ulrich (1986) Risk Society: Towards a New Modernity

• **Topics: World Systems Theory, Modernization and post modernization, Risk Society**

**T 16-Mar Workshopped Papers**

1. Maritza

2. Branden

**R 18-Mar “White America” & Anti-Intellectualism - Discussion Leader: Ives**

• SELECTIONS FROM: Hochschild, Arlie (2016) Strangers in the Own Land

• SELECTIONS FROM: Hofstadter, Ricard (1962) Anti-Intellectualism in American Life

• Marx, Karl. (1844) Alienation and Social Classes

• SELECTIONS FROM: Isenberg, Nancy (2016). White Trash: The 400 year Untold History of Class in America

• Bell, Shannon E., and Richard York. 2010. “Community economic identity: The coal industry and ideology construction in West Virginia.” *Rural Sociology* 75: 111–143.

• **TOPICS: Rurality, Deindustrialization, Anti-Intellectualism, Whiteness, Economic Inequality**

**T 23-Mar Workshopped Papers**

1. Vicky

2. Everly

**R 25-Mar Environmental Polarization - Discussion Leader: Kate**

• Ringquist, Evan, et al. (2013). "Campaign Promises, Democratic Governance, and Environmental Policy in the U.S. Congress." *Policy Studies Journal*. 41(2): 365-387.

• Hess, David. 2014. “When Green Became Blue: Epistemic Rift and the Corraling of Climate Science.” in *Fields of Knowledge: Science, Politics and Publics in the Neoliberal Age*, vol. 27, edited by J. Go.

• Vandeweerdt, Clara, Bart Kerremans, and Avery Cohn. 2016. “Climate Voting in the US Congress: The Power of Public Concern.” *Environmental Politics* 25(2):268–88. Retrieved (<http://dx.doi.org/10.1080/09644016.2016.1116651>).



ÿ Tanger, Shaun M., Peng Zeng, Wayde Morse, and David N. Laband. 2011. "Macroeconomic Conditions in the U.S. and Congressional Voting on Environmental Policy: 1970-2008." *Ecological Economics* 70(6):1109–20.

ÿ Mccright, Aaron M., Chenyang Xiao, and Riley E. Dunlap. 2014. "Political Polarization on Support for Government Spending on Environmental Protection in the USA , 1974 – 2012." *Social Science Research* 48:251–60.

ÿ **90s Republican Take-over, Climate Change, Media**

**T 30-Mar Workshopped Papers**

1. Ives

2.Kate

**R 1-Apr Environmental Counter Movement- Discussion Leader: Michael**

ÿ SELECTIONS FROM: Foucault, Michel. *The Politics of Truth*.

ÿ Dunlap, R.E. and McCright, A.M., 2015. *Challenging Climate Change: The Denial Countermovement*. In: *Climate Change and Society: Sociological Perspectives*. New York, NY: Oxford University Press, 300–333.

ÿ SELECTIONS FROM: Michaels, David (2020). *The Triumph of Doubt: Dark Money and the Science of Deception*. Oxford University Press.

ÿ SELECTIONS FROM: Carey, Alex (1995) *Taking the Risk Out of Democracy: Corporate Propaganda and US Liberty*. University of NSW PRes.

ÿ SELECTIONS FROM: Layzer, J., 2012. *Open for business: conservatives' opposition to environmental regulation*. Cambridge, MA: MIT Press.

ÿ **Truth, Countermovement, Citizen United, Corporations**

**T 6-Apr Neoliberalism-International Development- Discussion Leader: Matthew**

ÿ Centeno, Miguel A., and Joseph N. Cohen. 2012. "The arc of neoliberalism." *Annual Review of Sociology* 38: 317-340.

ÿ Selections from O'Connor, James. 1991. "On the two contradictions of capitalism." *Capitalism, Nature, Socialism* 2: 107-109.

ÿ Foster, John Bellamy. 1992. "The absolute general law of environmental degradation under capitalism." *Capitalism, Nature, Socialism* 3: 77-82.

ÿ **Neoliberalism, World Bank, United Nations**

**R 9-Apr Marxist Approaches in Environmental Sociology- Discussion Leader:**

ÿ 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 and Environment* 17(3): 296-316.

ÿ Wright EO. *Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask. Organization & Environment. 2004;17(3):317-322.*  
doi:10.1177/1086026604267937

ÿ Foster, John Bellamy. 1999. "Marx's theory of metabolic rift: Classical foundations for environmental sociology." *American Journal of Sociology* 105(2): 366-405

ÿ **TOPICS: Treadmill of Production, Metabolic Rift**

**T 13-Apr Ecological Modernization- Discussion Leader: Brian**

ÿ Spaargaren, Gert, and Arthur P. J. Mol. 1992. "Sociology, environment, and modernity: Ecological modernization as a theory of social change." *Society & Natural Resources* 5(4): 323-344.

ÿ Buttel, Frederick H. 2000. "Ecological modernization as social theory." *Geoforum* 31(1): 57-65

ÿ Fisher, Dana, and William Freudenburg. 2001. "Ecological modernization and its critics: Assessing the past and looking toward the future." *Society and Natural Resources* 14: 701-709.

ÿ Jorgenson, Andrew K., and Brett Clark. 2012. "Are the economy and the environment decoupling? A comparative international study, 1960-2005." *American Journal of Sociology* 118: 1-44.

ÿ **TOPICS: Ecological Modernization, Sustainability**















**R 15-Apr NO CLASS- Work on your Final Paper**

**T 20-Apr NO CLASS- Final Paper Due at 11:59pm**

## Course Summary:

Date	Details	Due
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Date	Details	Due
Wed Jan 13, 2021	 Discussion Question for Jan 14th ( <a href="https://osu.instructure.com/courses/93925/assignments/2131391">https://osu.instructure.com/courses/93925/assignments/2131391</a> )	due by 5pm
Mon Jan 25, 2021	 Discussion Question for Jan 26 ( <a href="https://osu.instructure.com/courses/93925/assignments/2143695">https://osu.instructure.com/courses/93925/assignments/2143695</a> )	due by 4:59pm
Mon Feb 1, 2021	 Discussion Question for Feb 2 ( <a href="https://osu.instructure.com/courses/93925/assignments/2143696">https://osu.instructure.com/courses/93925/assignments/2143696</a> )	due by 4:59pm
Mon Feb 8, 2021	 Discussion Question for Feb 9 ( <a href="https://osu.instructure.com/courses/93925/assignments/2161697">https://osu.instructure.com/courses/93925/assignments/2161697</a> )	due by 11:59pm
Mon Feb 15, 2021	 Discussion Question for Feb 16 ( <a href="https://osu.instructure.com/courses/93925/assignments/2161699">https://osu.instructure.com/courses/93925/assignments/2161699</a> )	due by 11:59pm
	 Discussion Question for Feb 16 ( <a href="https://osu.instructure.com/courses/93925/assignments/2164608">https://osu.instructure.com/courses/93925/assignments/2164608</a> )	due by 11:59pm
Thu Feb 25, 2021	 Discussion questions for Feb 25 ( <a href="https://osu.instructure.com/courses/93925/assignments/2172994">https://osu.instructure.com/courses/93925/assignments/2172994</a> )	due by 11:59pm
Wed Mar 3, 2021	 Discussion Questions for March 4 ( <a href="https://osu.instructure.com/courses/93925/assignments/2175132">https://osu.instructure.com/courses/93925/assignments/2175132</a> )	due by 11:59pm
Wed Mar 10, 2021	 Discussion Questions for March 11 ( <a href="https://osu.instructure.com/courses/93925/assignments/2175133">https://osu.instructure.com/courses/93925/assignments/2175133</a> )	due by 11:59pm
Wed Mar 17, 2021	 Discussion Questions for March 18 ( <a href="https://osu.instructure.com/courses/93925/assignments/2175134">https://osu.instructure.com/courses/93925/assignments/2175134</a> )	due by 11:59pm
Wed Mar 24, 2021	 Discussion Questions for March 25 ( <a href="https://osu.instructure.com/courses/93925/assignments/2175135">https://osu.instructure.com/courses/93925/assignments/2175135</a> )	due by 11:59pm
Wed Mar 31, 2021	 Discussion Questions for April 1 ( <a href="https://osu.instructure.com/courses/93925/assignments/2175136">https://osu.instructure.com/courses/93925/assignments/2175136</a> )	due by 11:59pm
Mon Apr 5, 2021	 Discussion Questions for April 6 ( <a href="https://osu.instructure.com/courses/93925/assignments/2175137">https://osu.instructure.com/courses/93925/assignments/2175137</a> )	due by 11:59pm

Date	Details	Due
Thu Apr 8, 2021	 Discussion Questions for April 9 ( <a href="https://osu.instructure.com/courses/93925/assignments/2175139">https://osu.instructure.com/courses/93925/assignments/2175139</a> )	due by 11:59pm
Mon Apr 12, 2021	 Discussion Questions for April 13 ( <a href="https://osu.instructure.com/courses/93925/assignments/2175140">https://osu.instructure.com/courses/93925/assignments/2175140</a> )	due by 11:59pm
Tue Apr 20, 2021	 Critique 1 ( <a href="https://osu.instructure.com/courses/93925/assignments/2145138">https://osu.instructure.com/courses/93925/assignments/2145138</a> )	due by 11:59pm
	 Critique 10 ( <a href="https://osu.instructure.com/courses/93925/assignments/2145167">https://osu.instructure.com/courses/93925/assignments/2145167</a> )	due by 11:59pm
	 Critique 2 ( <a href="https://osu.instructure.com/courses/93925/assignments/2145159">https://osu.instructure.com/courses/93925/assignments/2145159</a> )	due by 11:59pm
	 Critique 3 ( <a href="https://osu.instructure.com/courses/93925/assignments/2145161">https://osu.instructure.com/courses/93925/assignments/2145161</a> )	due by 11:59pm
	 Critique 4 ( <a href="https://osu.instructure.com/courses/93925/assignments/2145162">https://osu.instructure.com/courses/93925/assignments/2145162</a> )	due by 11:59pm
	 Critique 5 ( <a href="https://osu.instructure.com/courses/93925/assignments/2145160">https://osu.instructure.com/courses/93925/assignments/2145160</a> )	due by 11:59pm
	 Critique 6 ( <a href="https://osu.instructure.com/courses/93925/assignments/2145163">https://osu.instructure.com/courses/93925/assignments/2145163</a> )	due by 11:59pm
	 Critique 7 ( <a href="https://osu.instructure.com/courses/93925/assignments/2145168">https://osu.instructure.com/courses/93925/assignments/2145168</a> )	due by 11:59pm
	 Critique 8 ( <a href="https://osu.instructure.com/courses/93925/assignments/2145164">https://osu.instructure.com/courses/93925/assignments/2145164</a> )	due by 11:59pm
	 Critique 9 ( <a href="https://osu.instructure.com/courses/93925/assignments/2145166">https://osu.instructure.com/courses/93925/assignments/2145166</a> )	due by 11:59pm
Fri Apr 30, 2021	 Final Paper ( <a href="https://osu.instructure.com/courses/93925/assignments/2175142">https://osu.instructure.com/courses/93925/assignments/2175142</a> )	due by 11:59pm
	 Discussion Leader ( <a href="https://osu.instructure.com/courses/93925/assignments/2175151">https://osu.instructure.com/courses/93925/assignments/2175151</a> )	due by 11:59pm

Date	Details	Due
	<div> Discussion Question for Jan 21st (<a href="https://osu.instructure.com/courses/93925/assignments/2141971">https://osu.instructure.com/courses/93925/assignments/2141971</a>)</div>	