

**SOC 546**  
**Environmental Sociology**  
**Mondays 10:00-12:40**  
Fall 2021

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*“Ah! Why cannot men be content with the blessings Providence places within our immediate reach, that they must make distant voyages to accumulate others!”*

*“You like your tea, Mary Pratt – and the sugar in it, and your silks and ribbons that I’ve seen you wear; how are you to get such matters if there’s to be no going on v’y’ges? Tea and sugar, and silks and satins don’t grow along with the clams on ‘Yster Pond” – for so the deacon uniformly pronounced the word ‘oyster.’*

*Mary acknowledged the truth of what was said, but changed the subject.*

- James Fenimore Cooper, *The Sea Lions; Or, The Lost Sealers*, 1849

*Eppur’ si muove*

- Galileo Galilei, 1663

## **I: COURSE DESCRIPTION**

This is a class about environment and society. Their collective history, present, and future. We will explore how they - both together and apart – form the contingent constellations of processes that produce our world. We will ask how and why our environmental relationships came to be. We will also ask why they are not a little bit, or a lot, different than the way they are now.

A slim majority of the scholarship we will be working with is explicitly environmental sociological scholarship, or scholarship produced by card carrying environmental sociologists. Environmental sociology is a subdiscipline that formed in the late 1970’s for a couple of reasons, reasons that still drive the subdiscipline today. One is the ways in which mainstream sociologists largely ignore our relationships with nonhuman beings and processes. Another is a sense that environmental problems cannot be left to environmental scientists alone. Still another is a push for a specifically environmental “public” sociology, or a sociology that can reach outside the discipline and influence activist movements, policy makers, and more. We will discuss all of these in detail in the coming weeks.

Though environmental sociologists are far from the first, and far from the only, ones to focus on social and environmental relationships. For this reason, we will also incorporate scholarship from environmental history, environmental philosophy, political ecology, and others

in order to gain a better understanding of the broader questions driving contemporary conversations. While we will pay attention to disciplinary boundaries, we will not be bound by them.

In all, by the end of the semester you will have a grip on contemporary conversations as well as some ways in which you can explore them further. Please know that I am a resource for you and fully available for consultation.

## II: COURSE OBJECTIVES

By the end of this course, students should be able to:	Method of assessment:
Take part in sophisticated discussions regarding a wide range of concepts in environmental sociology.	Weekly written reflections and class participation (see “Course Expectations” below).
Identify and explain several key concepts in environmental sociology in detail.	Two short papers (see “Course Expectations” below).
Study and apply key environmental sociological concepts to their education and their professional goals.	Final paper (see “Course Expectations” below).

## III: COURSE POLICIES

- 1) The number ONE policy is that you must be respectful of everyone in class. Under absolutely no circumstances are derogatory comments or slurs permitted.
- 2) The number TWO policy is that you must participate. So long as we all engage with the material we will all have something of substance to offer.
- 3) Arrive on time, Leave on time.
- 4) No texting. No looking at your cell phone. If you would like to bring a laptop computer or tablet to class in order to refer to readings, you must get permission. Even then, you may only use the device in order to refer to a reading or take notes. If you are not actively doing these things, your device must be closed. Your attention should remain on the class conversation.
- 5) All assignments must be submitted as a hard copy AND uploaded to UBLearn. I do not accept assignments via email or under my door.
- 6) I will not curve grades for any reason whatsoever. I will not change grades for any personal reasons (i.e. impact on financial aid, scholarship, standing, etc.).
- 7) If you do email me, please do so in a professional manner. This means that I expect a greeting and a sign-off. I also expect you to use complete sentences. Please use your UB

email account and put “SOC 546” in the subject line of the email. Please do not email me with questions that can be answered by this syllabus.

- 8) If you do not receive at least a 90 in this class I will not write a letter of recommendation for you. If you receive a 90 or above and would like me to write a letter for you, I expect you to explain *in detail* and *in person (or over zoom)* why you need the letter and why I am an appropriate person to write it. Nevertheless, even if the above criteria are met, I still reserve the right to decline your request.
- 9) I will grant extensions, as appropriate, so long as they are requested at least 36 hours before an assignment is due. If I do grant you an extension, I expect you to hand in your best possible work.
- 10) I will grant an incomplete for the class only in writing and under extraordinary circumstances. If I do grant you an incomplete for the class, I expect all work to be handed in as soon as possible. If I do not hear from you within three months after the class is concluded, you will be given a failing grade for the class. If we come to some other arrangement, it needs to be made in writing and with specific deadlines.
- 11) You are responsible for all of the information contained in this syllabus.
- 12) I am responsible to you. This means that my expectations for you will be as clear as possible, I will treat you as an adult, I will be as organized as I can be, and that I will generally do exactly what I say I will do.

#### **IV: COURSE EXPECTATIONS**

Your grade will comprise of the following elements:

- 1) Preparation for and taking part in class discussions (10% of your overall grade).

To prepare for class discussions is to have spent a thorough amount of time with the week’s readings. These are largely not readings that can be glossed over. Therefore, it behooves you to carve out the time necessary to tackle these readings as best you can. Note that I do not expect full comprehension. I do, however, expect that each week you have made an honest attempt to understand the main concepts in each reading.

To take part in class discussions is to have a meaningful, active contribution to each class. Staying silent the whole class or merely mumbling words of agreement in passing is not acceptable and will impact your grade. In turn, stating that, for example, “I do not understand what Soper meant by...” is encouraged. I am well aware that some people have an easier time talking in class than others (as I am aware that some people have too easy of a time). Still, no matter what your ultimate aspirations are, to be successful each person in this class needs to be comfortable speaking in public just as each person in this class needs to be aware that conversation is in itself an immeasurably useful art. Taking an appropriately active part in class discussions will help you to refine these skills. In addition, and of more immediate importance, the more engaged we are in discussions the better this seminar will be.

- 2) Reflections and Class Questions/Quotes (20% of your overall grade)

Each week you will produce a written two-page reflection that details your immediate response to the week's readings. These reflections are informal; they are simply meant for you to have a space to digest the main themes of the week on your own terms. I do not expect a polished piece of writing and will not necessarily grade for content. I am only looking for some form of coherent engagement. So long as I see coherent engagement, I will simply give you a check mark as a grade. If, however, you would like more detailed feedback please let me know what sections you would like me to look over in detail. I will collect these reflections through UBLearn's three times over the semester; during weeks five, ten, and with your final paper. When I collect your reflections, they should include the current week's readings, i.e. when I collect your reflections on week five they should include reflections through week five's readings. Note that after the first reflection is due you do not need to include reflections you have already submitted, i.e. when you submit your second batch of reflections on week ten you do not need to hand in your reflections from week five and before.

Save week 1, you will also submit two discussion questions or one discussion question and one quote from the readings (properly cited) onto the class's UBLearn's "Discussion Board" page by 7:00 am Monday morning. These questions need to be critical and/or integrative and well developed in that they reflect a detailed understanding of some aspect of the week's reading. When formulating your questions, you should reflect upon the author's methodology, main argument, and conclusions. You may also incorporate the structure of the argument presented, its main emphasis (or an emphasis missed), its contradictions, its novelty, and/or its applicability. Your questions should not require outside research. If you decide to submit a quote and a question, as opposed to two questions, you need to be prepared to discuss in detail why you think the quote is important. These questions and quotes will serve as the foundation for much of our class discussion. As such, after 7:00 am Monday morning but before each class begins at 10:00 am you should peruse the Discussion Board page and consider the questions and quotes posted by your classmates.

3) Two short papers (20% each for a total of 40% of your overall grade).

Each of you will complete two short papers. For these papers I expect you to choose a concept or argument from class and thoroughly explain it. For example, if you choose the terms "metabolic rift" from Foster, I expect you to write a paper explaining this concept as if you are formally presenting the idea to an interested person who is not enrolled in this class. Or maybe you will choose to explain "environmental justice", "ecological modernization", or "the anthropocene". Regardless of the concept you choose, the paper should reflect a deep understanding of the material you present (think of it as if you are writing an encyclopedia entry). These papers must be formal and well-polished. I am looking for more than a loosely coherent engagement and will grade for content as I am looking for a sophisticated appreciation of the concept at hand. The first paper is due week seven and you can choose any concept from weeks one through seven. The second paper is due week fifteen and you can choose any concept from weeks eight through fifteen.

Each paper should be more than two but no more than three-and-a-half double-spaced pages in length. Note that these papers are short. The reason they are short is that a short paper forces you to write on topic. (Consequently, please do not include personal experiences or outside material).

This emphasis on concision means that you are expected to make each sentence of your paper count towards explaining your material. Additionally, you are not allowed to use any quotes and will be penalized for grammatical errors. I want to hear *your* words, and I expect them to be well thought-out and presented in a direct fashion. Remember, the point of these papers is to demonstrate to me as clearly as possible that you comprehend and can explain the material.

The papers should be in 12-point Times New Roman font with one-inch margins. The only information at the top of the page should be your name and the title of the paper. You should not include a work-cited page.

You must upload a copy of your paper to SafeAssign, located in the “assignments” tab of the course’s blackboard page. You must also hand in a hard copy of the paper at the beginning of class the day it is due. I will not accept emailed papers or papers under my door.

#### 4) Final Paper (30% of your overall grade).

Each of you will write a final paper. For your final paper you will explain, in detail, a concept, methodology, theory, or some other formal element from class and then use it to analyze and clarify a topic you plan on exploring during your graduate education. For example, perhaps you want to use gender and environmental studies in a dissertation chapter? You can write a paper that explores how you will apply gender and environmental studies to a small part of your dissertation, just to get the ball rolling. Or maybe your M.A. thesis, in part, looks at health care workers and environmental justice? You can write a paper on health care in Western New York as a space of environmental injustice, using the work of David Pellow. What if you want to study urban gentrification? You could write a paper on the relationship between green gentrification and Brenner’s conceptualization of planetary urbanization. Whatever you are interested in doing, (even if you are only just “interested”), the concepts discussed in this class will, at the very least, structure some of the ways you think and act in your future graduate career.

For this final paper you cannot use a concept you have previously written about. This means that if you have a good idea of what concept you want to use for your final paper you should not write about it in one of the two shorter papers.

This final paper (along with your final journal) will be due whenever the final exam is scheduled. The same restrictions regarding formatting above apply here (font size, what goes on top of the paper, hard copy, etc.) with two exceptions. The first is that this paper will be considerably longer. It should be about ten pages in length, give or take a page. The second exception is that you should use established outside sources to back up any claims you make. Idle speculation (regarding theory or empirical data) is not allowed and will be penalized. When you do use outside sources, you must cite them properly and include a references section at the end of your paper. Please use the American Sociological Association (6<sup>th</sup> edition) reference style.

Finally, so long as we discuss them beforehand and you gain written approval, I will accept other formats for the final paper. For example, if you wanted to write a draft of a journal article,

dissertation chapter, or something else and use that as your final paper I will likely accept it (so long as it revolves around class in some manner).

5) Late Policy

All work must be handed in on time and in the proper fashion. You will be penalized ten points for each day your work is late or handed in in an unacceptable state. For example, an “A” paper that is handed in up to 23.9 hours late will become a “B” paper. If it is handed in 24 to 47.9 hours late it will become a “C” paper, and so on.

6) Letter of Recommendation Policy

I will only write you a letter of recommendation if you receive a grade of 90 or above in this class. In addition, you must meet with me to outline specifically why you need a letter of recommendation. This meeting must be followed by an emailed summary of our conversation, as well as a written overview of your strengths and weaknesses as they apply to the position to which you are applying.

7) The following grading rubric will be used in assessing all course work:

Grade Summary	Description	Detailed Definition
A 93-100%	Exceptional performance	Student’s achievement is (1) outstanding relative to the level necessary to meet course requirements, and (2) all course requirements were completed in a timely fashion.
A- 90-92%	Significantly exceeds standards	Represents significantly exceeding standards and signifies that the work was either (1) completed but at a level of achievement that significantly exceeds the standards of performance for a graduate student but was not truly exceptional or (2) was exceptional but all course requirements were not completed in a timely fashion
B+ 87-89%	Exceeds standards	The student’s achievement exceeds standards but does not significantly exceed standards. Signifies that the work was either (1) completed at a level of achievement that moderately exceeds the standards of performance for a graduate student or (2) significantly exceeds standards but all course requirements were not completed in a timely fashion
B 83-86%	Meets standards	The student’s achievement meets the course requirements in every respect. Indicates that the student’s work was either (1) completed but at a level of achievement that merely meets standards of performance for a graduate student or (2) exceeds standards but all course requirements were not completed in a timely fashion
B- 80-82%	Below Standards	Signifies that (1) the work was completed but at a level of achievement that is slightly-to-moderately below standards of performance for a graduate student or (2) some work (a minor amount) was not completed but the completed work met or exceeded standards.
C or lower 0-79%	Significantly below standards	Represents failure to meet standards and signifies that the student’s work was either (1) completed but at a level of achievement that is significantly below standards of performance for a graduate student or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (incomplete).

## **V: ACADEMIC INTEGRITY**

I expect you to understand and fully comply with the University's Academic Integrity policy. Violations, even those due to ignorance, will be formally reported to the University and you will, at minimum, receive a grade of "0" for the class. You can find the University's Academic Integrity policy, as well as other policies, via the following link:

<http://grad.buffalo.edu/study/progress/policylibrary.html>

Please consider this statement your warning. I will submit any and all possible plagiarisms or other violations to the office of academic integrity and follow their strictest recommendations (as opposed to their most lenient) regarding how it will impact your record.

## **VI: INDIGENOUS LAND ACKNOWLEDGEMENT**

The land on which the University at Buffalo operates is the territory of the Seneca Nation, a member of the Haudenosaunee/Six Nations Confederacy. This territory is covered by The Dish with One Spoon Treaty of Peace and Friendship, a pledge to peaceably share and care for the resources around the Great Lakes. It is also covered by the 1794 Treaty of Canandaigua, between the United States Government and the Six Nations Confederacy, which further affirmed Haudenosaunee land rights and sovereignty in the State of New York. Today, this region is still the home to the Haudenosaunee people, and we are grateful for the opportunity to live, work, and share ideas in this territory.

## **VI: ASSIGNED BOOKS (All books are required)**

- Foster, John Bellamy. 2000. *Marx's Ecology: Materialism and Nature*. Monthly Review Press
- Pellow, David Naguib. 2017. *What is Critical Environmental Justice?* Polity.
- Oreskes, Naomi and Erik M. Conway. 2014. *The Collapse of Western Civilization: A View from the Future*. Columbia University Press.

Books are available at "Fitz Books and Waffles": 433 Ellicott Street Buffalo, NY 14203, and also online. Additional readings will be available on UBLearns under the "Course Documents" tab.

## **VII: COURSE SCHEDULE**

Note 1: Please read the week's material in the order it appears below.

Note 2: This outline is tentative and subject to change.

Note 3: Recommended books are not required. They are only there for further exploration at your discretion. If a chapter from a book is assigned, I will not include this book in the recommended book list but still assume that the entire book is recommended (though not required).

*Class 1 – Aug. 30: Wilderness? Nature? Environmental Sociology?*

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Cronon, William. 1995. "The Trouble with Wilderness," pp. 69-90 in William Cronon, ed., *Uncommon Ground: Rethinking the Human Place in Nature*, New York: W. W. Norton & Co. UBLearns.

Soper, Kate. 1999. "The politics of nature: Reflections on hedonism, progress and ecology." *Capitalism Nature Socialism* 10(2): 47-70. UBLearns.

Catton, W R., Jr and R E. Dunlap. 1978. "Environmental Sociology: A New Paradigm." *The American Sociologist* 13: 41-9. UBLearns.

Holleman, Hannah. 2021. "Classical Theory and Environmental Sociology: Toward Deeper and Stronger Roots." Pp. 11-29 in *The Cambridge Handbook of Environmental Sociology*, edited by Legun, Katherine, Julie Keller, Michael Bell and Michael Carolan. Cambridge. (OPTIONAL)

Recommended books for further study:

Soper, Kate. 1996. *What is Nature?*

Stuart, Diana. 2021. *What is Environmental Sociology?*

Gould, Ken and Tammy Lewis. 2020. *Twenty Lessons in Environmental Sociology*

*Class 2 – Sep. 6: Labor Day*

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No reading

*Class 3 – Sep. 13: Marx's Ecology*

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Foster, entire book.

Foster, John. 2020. "Engels's *Dialectics of Nature* in the Anthropocene." *Monthly Review* 72(6). Available at: <https://monthlyreview.org/2020/11/01/engels-dialectics-of-nature-in-the-anthropocene/> (OPTIONAL)

Recommended books for further study:

Foster, John. 2020. *The Return of Nature*

Harvey, David. 1996. *Justice, Nature, and the Geography of Difference*

Malm, Andreas. 2016. *Fossil Capital*

*Class 4 – Sep. 20: Environmental Science and Society*

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Lieberson, Stanley and Freda B. Lynn. 2002. “Barking Up the Wrong Branch: Scientific Alternatives to the Current Model of Sociological Science.” *Annual Review of Sociology* 28: 1-19. UBLearn.

Lewontin, Richard, and Richard Levins. 1998. “How Different are Natural and Social Science?” *Capitalism Nature Socialism* 9(1): 85-89. UBLearn.

Lewontin, Richard and Richard Levins. 1997. “The Biological and the Social.” *Capitalism Nature Socialism* 8(3): 89-92. UBLearn.

Levins, Richard and Richard Lewontin. 1994. “Holism and Reductionism in Ecology.” *Capitalism Nature Socialism* 5(4): 33-40. UBLearn.

Lewontin, Richard and Richard Levins. 1997. “Organism and Environment.” *Capitalism Nature Socialism* 8(2): 95-98. UBLearn.

Levins, Richard. 1996. “Ten Propositions on Science and Antiscience.” *Social Texts* 46/47: 101-111. UBLearn.

Besek, Jordan Fox. “Invasive Uncertainties: Environmental Change and the Politics of Limited Science.” *Environmental Sociology* 5(4): 416-427. UBLearn.

Recommended books for further study:

Bhaskar, Roy. 1979. *The Possibility of Naturalism*

Gould, Stephen Jay. 1989. *Wonderful Life*

Keller, David and Frank Golley. 2000. *The Philosophy of Ecology*.

Levins, Richard and Richard Lewontin. 1985. *The Dialectical Biologist*.

Lewontin, Richard, and Richard Levins. 2007. *Biology Under the Influence*

*Class 5 – Sep. 27: Environmental Histories and Social Histories – REFLECTIONS DUE*

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Crosby, Alfred. 1986. “Weeds,” pp. 145-70 in *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*. Cambridge. UBLearn.

Carney, Judith A. and Richard Nicholas Rosomoff. 2009. “Introduction,” pp. 1-5 in *In the Shadow of Slavery: Africa’s Botanical Legacy in the Atlantic World*. University of California. UBLearn.

Moore, Jason W. 2003. “The Modern World System as Environmental History? Ecology and the

Rise of Capitalism.” *Theory and Society* 32(3):307-77. UBLearn.

Holleman, Hannah. 2016. “De-Naturalizing Ecological Disaster: Colonialism, Racism and the Global Dust Bowl of the 1930s.” *The Journal of Peasant Studies* 44(1):1-27. UBLearn.

Malm, Andreas and Alf Hornborg. 2014. “The Geology of Mankind? A critique of the Anthropocene narrative.” *The Anthropocene Review* 1(1): 62-69. UBLearn.

Recommended books for further study:

Cronon, William. 1991. *Nature’s Metropolis*

Crosby, Alfred. 1972. *The Columbian Exchange*

Davis, Mike. 2017. *Planet of Slums*

Holleman, Hannah. 2018. *Dust Bowls of Empire*

Moore, Jason. 2015. *Capitalism in the Web of Life*

White, Richard. 1999. *Land Use, Environment and Social Change*

Worster, Donald. 1977. *Nature’s Economy*

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*Class 6 – Oct. 4: Building a Social Science of the Environment*

Dupré, John. 1999. “Are Whales Fish?” pp. 461-476 in *Folkbiology*, Medin, D. and S. Altran (eds). MIT Press.

Stuart, Diana. 2016. “Crossing the ‘Great Divide’ in Practice: Theoretical Approaches for Sociology in Interdisciplinary Environmental Research.” *Environmental Sociology* 2(2):118–31.

York, Richard and Philip Mancus. 2009. “Critical Human Ecology: Historical Materialism and Natural Laws.” *Sociological Theory*. 31(1):75–91.

Scoville, Caleb. 2019. “Hydraulic Society and a ‘Stupid Little Fish’: Toward a Historical Ontology of Endangerment.” *Theory and Society* 48(1): 1-37.

Harding, Sandra. 2000. “Democratizing Philosophy of Science for Local Knowledge Movements: Issues and Challenges.” *Gender, Technology and Development* 4(1): 1-23.

Besek, Jordan Fox and Richard York. “Towards a Sociology of Biodiversity Loss.” *Social Currents* 6(3): 239-254. (OPTIONAL)

Recommended books for further study:

Latour, Bruno. 1987. *Science in Action*

Brockway, Lucile. 1979. *Science and Colonial Expansion*

Harding, Sandra. 2008. *Sciences from Below*

Hess, David. 2007. *Alternative Pathways in Science and Industry*

Knorr-Cetina, Karin. 1999. *Epistemic Cultures*  
Pickering, Andrew. 1995. *The Mangle of Practice*.

*Class 7 – Oct. 11: New(?) Views in Environment and Society – PAPER 1 DUE*

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Martinez-Alier, J. 2014. “The Environmentalism of the Poor.” *Geoforum* 54: 239–241.  
UBLearn.

Norgaard, Kari Marie, and Ron Reed. 2017. “Emotional Impacts of Environmental Decline:  
What can Native cosmologies teach sociology about emotions and environmental justice?”  
*Theory and Society* 46: 463-495. UBLearn

Bacon, J.M. 2018. “Settler colonialism as eco-social structure and the production of colonial  
ecological violence.” *Environmental Sociology* 5(1). UBLearn.

Murphy, Michael Warren. 2021. “Notes Toward an Anticolonial Environmental Sociology of  
Race.” *Environmental Sociology* 7(2). UBLearn.

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. UBLearn.

Recommended books for further study:

Buscher, Bram and Robert Fletcher. 2020. *The Conservation Revolution*  
Escobar, Arturo. 2009. *Territories of Difference*  
Martinez-Alier, Joan. 2002. *Environmentalism of the Poor*  
Norgaard, Kari. 2019. *Salmon and Acorns Feed our People*  
Tsing, Anna. 2015. *The Mushroom at the End of the World*

*Class 8 – Oct. 18: Environmental Justice*

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Pellow, entire book.

Recommended books for further reading:

Auyero, Javier and Debora Swinstun. 2009. *Flammable*.  
Brown, Phil, Rachel Frosch and Stephen Zavetoski. 2011. *Contested Illness Movements*  
Bullard, Robert. 1990. *Dumping in Dixie*  
Faber, Daniel. 2008. *Capitalizing on Environmental Justice*  
Finney, Carolyn. 2014. *Black Faces, White Spaces*  
Harrison, Jill. 2019. *From the Inside Out*  
Taylor, Dorceta. 2015. *The Rise of the American Conservation Movement*

*Class 9 – Oct. 25: Discords in Environmental Sociology*

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- Rudel, Thomas K., J. Timmons Roberts, and JoAnn Carmin. 2011. "Political Economy of the Environment." *Annual Review of Sociology* 37:221–38. UBLearn.
- 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
- Spaargaren, A. G. and David Sonnenfeld. 2014. "Ecological Modernization theory: Taking stock, moving forward." pp. 15–30 in, Lockie S, Sonnenfeld AD and Fisher DR (eds) *Routledge International Handbook of Social and Environmental Change*. London, Routledge.
- Rice, James. 2007. "Ecological Unequal Exchange: International Trade and Uneven Utilization of Environmental Space in the World System". *Social Forces*. 85 (3): 1369-1392. UBLearn.
- Jorgenson, Andrew K., and Brett Clark. "Are the Economy and the Environment Decoupling? A Comparative International Study, 1960–2005." *American Journal of Sociology* 118, no. 1 (2012): 1-44. UBLearn
- York, Richard and Eugene A. Rosa. 2003. "Key Challenges to Ecological Modernization Theory: Institutional Efficacy, Case Study Evidence, Units of Analysis, and the Pace of Eco-efficiency." *Organization & Environment* 16(3): 273-288. UBLearn. (OPTIONAL)
- Mol, Arthur P. J. and G. Spaargaren. 2005. "From Additions and Withdrawals to Environmental Flows: Reframing Debates in the Environmental Social Sciences." *Organization & Environment* 18(1): 91-107. UBLearn. (OPTIONAL)

Recommended books for further reading:

- Beck, Ulrich. 1992. *Risk Society*
- Leguizamón, Amalia. 2020. *Seeds of Power*
- Rudel, Tom. 2013. *Defensive Environmentalists and the Dynamics of Global Reform*
- Schnaiberg, Allan. 1980. *The Environment: From Surplus to Scarcity*

*Class 10 – Nov. 1: Political Ecology – REFLECTIONS DUE*

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- Robbins, Paul. 2012. "What is Political Ecology?" pp. 9-100 in *Political Ecology (second edition)*. Wiley-Blackwell. UBLearn.
- Loftus, Alex 2017. "Political ecology I: Where is Political Ecology?" *Progress in Human Geography* 43(1): 172-182. UBLearn.

Turner, M. D. 2015. "Political ecology II: Engagements with Ecology" *Progress in Human Geography* 40(3): 413–421. UBLearns.

Recommended books for further reading:

Forsyth, Timothy. 2002. *Critical Political Ecology*  
Lave, Rebecca and Martin Doyle. 2021. *Streams of Revenue*  
Sayre, Nathan. 2002. *Species of Capital*  
Swyngedouw, Erik. 2015. *Liquid Power*

Class 11 – Nov. 8: The City and the Country

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Rudel, Thomas K. 2009. "How Do People Transform Landscapes? a Sociological Perspective on Suburban Sprawl and Tropical Deforestation1." *American Journal of Sociology* 115(1):129–54. UBLearns.

Elliott, James R. and Scott Frickel. 2015. "Urbanization as Socioenvironmental Succession: The Case of Hazardous Industrial Site Accumulation." *American Journal of Sociology* 120(6):1-42. UBLearns.

Ajl, Max. 2014. "The Hypertrophic City vs The Planet of Fields" pp. 533-550 in *Implosions/Explosions: Towards a Study of Planetary Urbanization*. Jovis Verlag. UBLearns.

Tzaninis, Y., Mandler, T., Kaika, M., & Keil, R. 2021. "Moving urban political ecology beyond the 'urbanization of nature'." *Progress in Human Geography* 45(2): 229-252. UBLearns.

Ashwood, Loka. 2018. "Rural Conservatism or Anarchism? The Pro-State, Stateless, and Anti State Positions." *Rural Sociology* 83(4): 717-48. UBLearns.

Carolan, Michael. 2019. "The Rural Problem: Justice in the Countryside." *Rural Sociology* 109 (4) pp. 497–35. UBLearns.

Recommended books for further reading:

Ajl, Max. 2021. *A People's Green New Deal*  
Angelo, Hillary. 2021. *How Green Became Good*  
Ashwood, Loka. 2018. *For-Profit Democracy*  
Brenner, Neil. 2019. *New Urban Spaces*  
Frickel, Scott and James Elliott. 2018. *Sites Unseen*  
Heynen, Nik. 2018. *Social Justice and the City*  
Lefebvre, Henri. 1974. *The Production of Space*

Class 12 – Nov. 15: Climate Change

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Carolan, Michael and Diana Stuart. 2014. "Get Real: Climate Change and All That 'It' Entails." *Sociologia Ruralis* 56(1):74–95

Gunderson, Ryan, Diana Stuart and Brian Petersen. 2018. "The political economy of geoengineering as Plan B: Technological rationality, moral hazard, and new technology." *New Political Economy* 24(5): 1–20. UBLearn.

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