

ENVIRONMENTAL SOCIOLOGY
SYA 4930, Section SP40, Class # 29455
Tuesday Period 7 (1:55-2:45 PM), Little 0201, and
Thursday Periods 7-8 (1:55-3:50 PM), Turlington 2319

Instructor:

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Course Description

This course offers a survey of sociological ideas in the specialty area of environmental sociology, as well as other sociological ideas applied to environmental topics. This class draws on sociological theories and concepts in order to evaluate their assumptions and applicability. We will take up many different environmental problems and specific cases in order to examine and discuss a large array of specific issues concerning the relationships of society and environment. You can decide whether and how well sociological ideas apply to understanding of real-world social-environmental problems. We will also examine how we might address those problems via public policies and social action. The underlying notion is to develop your critical thinking skills by exposing you to diverse ideas.

This class will employ a variety of teaching tools and thus seeks to recognize diverse learning styles. You will read on your own, write up your thoughts and opinions, discuss readings in groups, engage in various kinds of group exercises to address problems, and even play games. In all cases, you will be challenged to examine your assumptions about society and the environment, as well as your own choices as they may affect both. This way everybody learns, including the prof.

Many cases will draw on other parts of the world, notably Latin America, which has produced a gamut of innovative ideas about changing how societies relate to environments. This presumes no command of Spanish (or Portuguese, or Haitian Creole, or indigenous tongues). The notion is to use Latin American ideas and cases to more broadly examine our assumptions and diverse experiences of how societies and environments are related.

Required Book

Bell, M.M., L.L. Ashwood, I.S. Leslie, and L.H. Schlachter. 2021. *An Invitation to Environmental Sociology*, 6th ed. Los Angeles: Sage.

There will be various other required readings, some for the entire class, some for presentation groups. Readings required for a given presentation group are optional for the rest of the class. I will make the other readings available in PDF format. They are also available via UF Online Libraries.

Student Learning Outcomes in this Course

1. Explain different environment-society interactions and their implications for human well-being.
2. Differentiate sociological perspectives on environmental problems, especially differences among theories.
3. Present case studies of environmental sociological problems from different countries.
4. Critique media representations of environmental sociological problems and initiatives to address those problems.
5. Manage natural resources by making resource decisions that bear environmental and social implications.

Grades

Grade Composition. Your grade is determined on the basis of five (5) short “reaction” papers, contributions to two group presentations, attendance, and two exams. The weights of these items are shown in the table below.

<u>Item</u>	<u>Points Each</u>	<u>Number</u>	<u>Total Points</u>	<u>Percent</u>
Lecture Reaction Papers	20	2	40	16
Media Reaction Papers	20	3	60	24
Group Presentations	20	2	40	16
Mini-Exams	20	3	60	24
Attendance	5	10	50	20
Total	N/A	N/A	250	100

Lecture Reaction Papers. During this course, we will cover topics using material from different sources, with different perspectives and contrasting findings. On four (4) occasions, I will ask you to write a reaction to a group of class activities on a topic. You must do any two (2) of the class content reactions. Each should be 800+ words (2-3 pages, double-spaced). A reaction paper is NOT a summary of the material, but rather your appraisal of the perspectives and issues at play. You are to form your OWN opinion about the assigned material AND develop an argument based your opinion. Class content reaction papers are due one week after being assigned at the beginning of class as noted in the course schedule.

All lecture reactions are worth 20 points each, and the two lecture reaction papers count for 16% of your course grade. I grade all reactions on the basis of 1) the clarity of your writing, 2) whether the content relates to the assigned material, 3) whether the paper is the appropriate length, 4) how well you articulate an opinion (as opposed to merely summarizing), and 5) how well you develop or back up your argument.

Submit all of your reactions to me online via our course Canvas page. Reaction papers are due via online submission by the beginning of class on the dates listed on the course schedule. You are welcome to turn in reaction papers early. I will reply with comments and a grade.

Media Reactions. It is valuable to have a visual experience of environmental problems to gain some sense of their social foundations and responses. Therefore, in addition to reactions over class content, I require you to do three (3) reactions to different types of visual media, with one each of: 1) a film/video/stream, 2) a website, and 3) a live presentation other than my lectures on class content. Media reactions should also be 800+ words, and focus on your opinion about the content and arguments based on your opinion. Media reactions are due by the beginning of class on the dates indicated in the course schedule that follows.

Video/stream Reactions. Movies/videos/streams provide valuable visual experiences of the issues we will be discussing. I will make a list of movies and documentaries available; those are older or historical films. You are welcome to select other movies, documentaries or other visual content relevant to the course, including from streaming services like Netflix, Hulu, etc. Further, you may select online video sources/topics, including content on YouTube and even TikTok. In cases where you pick the content, 1) the source must include at least an hour of total content (this can involve viewing a series of shorter clips that sum to 60 minutes); and 2) the content must focus on environment-society relationships germane to this class. If you have any doubts, please consult me. The video/stream reactions should focus on your thoughts about the issues raised, as outlined for lecture reactions above.

Website/Blog Reactions. It is valuable to gain via digital technology some sense of how organizations and individuals view environmental problems and their social foundations and responses. Therefore, I require you to do a website reaction. You choose the URL. I strongly encourage you to conduct your own searches and see what you dig up; you'll be more engaged by what you find yourself. The book for this course has plenty of suggestions in terms of topics and organizations. The website must have content pertaining to environment-society issues. The website reaction must provide the site URL and can briefly summarize the general content of the site, but most of your text should relate your own thoughts and develop your own arguments, as emphasized above.

Presentation Reactions. This semester, many units around campus will be holding talks relevant to this course. There may also be relevant events off-campus. I will announce presentations you can attend as I become aware of them. If you become aware of other events that may be appropriate, let me know. You must attend one presentation and turn in a reaction paper. While the deadline for presentation reactions is late in the semester, I strongly encourage you to submit your presentation reaction within a week of the event; your reflections will generally be clearer and stronger. Your presentation reaction should have the name of the presenter, the presentation title, and the date of the presentation.

All reactions are worth 20 points each, and the three media reactions count for 24% of your course grade. I grade all reactions on the basis of 1) the clarity of your writing, 2) whether the content relates to the assigned material, 3) whether the paper is the appropriate length, 4) how well you articulate an opinion (as opposed to merely summarizing), and 5) how well you develop or back up your argument.

Group Presentations. I will divide you into ten (10) groups for purposes of Group Presentations. Twice during the course of the semester, your group will be called on to present on an assigned reading. Your group is to individually read the assigned material, and meet to discuss it. Your group needs to divide the material up between the group members as you see fit, for purposes of a group presentation on the material to the class. Each group member will be responsible to cover some portion of the reading content, and the group as a whole needs to cover all of the main points in the reading. I will also make available a suite of questions pertaining to the reading. Each group member needs to address one of

those questions as part of their presentation. On the day of the group presentation, each group member will speak about their portion of the reading content and the question they will address for about 3 minutes. Once all group members have spoken, members of the rest of the class, as well as the prof, will get time to ask questions for discussion by the group. Group presentations will generally occupy 20-25 minutes of class time. There will be 20 group presentations during the course of the semester. Group presentations are worth 20 points each, and the two presentations are worth 40 points out of your grade.

Mini-exams. This course includes three (3) mini-exams, each worth 20 points, over material covered in previous classes. The mini-exams will feature short-answer and short essay questions.

Attendance. Because this course will involve extensive discussion and group work in class, attendance will be important. I expect people to come to class ready to discuss readings assigned for class that day. At ten (10) randomly-determined points in the semester, I will take attendance for a grade. This could happen on consecutive days of our class meetings. Each attendance grade will be worth 5 points. Per UF regulations, if you are absent for health or religious reasons or because you are participating in a UF-sanctioned event, you will not be penalized. That said, in cases of absence due to health or UF events, I require written documentation justifying your absence. Come and participate!

Extra Credit. For extra credit, you may write one (1) additional reaction paper for up to 10 points. The extra credit reaction should be 500+ words, and can respond either to lecture content or your choice of media. To get extra credit, you must submit the EC reaction online at our course Canvas page like other reaction papers. Criteria for grading of extra credit reactions are the same as for the other reaction papers. Extra credit reactions are due to me on the date indicated in the course schedule by class time.

Assignment of Grades. Based on your performance on the items just described, which sum to 200 possible points (not including the extra credit), I will assign letter grades as shown in the table below. Do not expect me to round up; 174.5 points is still a D+. I will not assign extra work beyond the extra credit option just described; it is up to you achieve the grade you seek. I do not use "minus" grades.

<u>Points</u>	<u>Percentage</u>	<u>Letter</u>	<u>Points</u>	<u>Percentage</u>	<u>Letter</u>
225+	90.0+	A	175-192.5	70.0-<77.5	C
218-224.5	87.5-<90.0	B+	168-174.5	67.5-<70.0	D+
200-217.5	80.0-<87.5	B	150-167.5	60.0-<67.5	D
193-199.5	77.5-<80.0	C+	<150	<60.0	E

Course Policies

Missed Group Presentations. If you miss a day of your Group Presentation, you will need to provide written documentation justifying your absence in order to do make-up work. If you know you'll miss a discussion beforehand, you should notify me beforehand.

Late and Missed Assignments. Submit all reaction papers online via our course Canvas page. I will only accept late reaction papers with written documentation justifying the tardiness.

Missed Mini-Exams. If you miss a Mini-Exam, you need to contact me within 24 hours and provide me written documentation justifying your absence. It is important to make up the Mini-Exam as soon after as possible. If you know you'll miss a Mini-Exam beforehand, you should notify me beforehand.

University Policies and Services

Academic Honesty: As a result of completing the registration form at the University of Florida, every student has agreed to the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." More information is available at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

Turn in your own, original work! For this course, I will be employing the anti-plagiarism software Turnitin, which scans all work submitted to me for unoriginal content. This software because it scans billions of websites as well as previous assignments to compare content. I will make decisions about plagiarism based on data from the software. I reserve the right to give zero credit for work determined by the software to have plagiarized.

Accommodation for students with disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who should then provide this documentation to the Instructor when requesting accommodations. Be sure to provide this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; students should contact the office as soon as possible in the term for which they are seeking accommodations. More information is available at <https://disability.ufl.edu/>.

UF Counseling & Wellness Services: Resources are available on-campus for students having personal problems or lacking a clear career and academic goals. These resources include:

1. U Matter, We Care, 392-1575, umatter@ufl.edu, for students in distress or concerned about other students;
2. University Counseling & Wellness Center, 392-1575, counseling.ufl.edu, crisis and non-crisis services, personal and career counseling;
3. Student Health Care Center, 392-1161, shcc.ufl.edu, personal counseling;
4. University Police Department, 392-1111, 911 for emergencies, police@ufl.edu.
5. UF Shands Emergency Room / Trauma Center: 733-0111, ufhealth.org/emergency-room-trauma-center, for medical emergencies

Online Communication Etiquette: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. More information is available at <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.docx>.

UF Technical Support: For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at <https://helpdesk.ufl.edu/> or 352-392-HELP (4357), Option 2.

In-class Recording of Lectures. As outline in HB 233, Section 1004.097, students may record faculty lectures, for one or more of three purposes: 1) for the student's own personal educational use, 2) in connection with a complaint to the University where the recording is made, or 3) as evidence in or in preparation for, a criminal or civil proceeding. Students do not need faculty permission to record. Students may not share recordings without the prior consent of the faculty member. More details are available at <http://aa.ufl.edu/policies/in-class-recording/>.

~ **TENTATIVE COURSE SCHEDULE** ~
ENVIRONMENTAL SOCIOLOGY

Meeting Date	Topic(s)	Readings, Assignments, Due Dates, etc.
Tues, 9 Jan	Introduction to the course	Syllabus
Thur, 11 Jan	Environmental Problems, part 1	Bell et al., begin Chap 1 (pp. 3-29)
	Environmental Problems, part 2	Bell et al., continue Chap 1 (pp. 41-47)
Tues, 16 Jan	Environmental Sociology, part 1 Major preoccupations	Bell et al., finish Chap 1 (pp. 48-50)
Thur, 18 Jan	Environmental Sociology, part 2 The isms	Bell et al., begin Chap 9
	Environmental Sociology, part 3 Post-truth	Bell et al., finish Chap 9 Marmot 2017 article
Tues, 23 Jan	Consumption	Bell et al., read Chap 3
Thur, 25 Jan	Political Economy, part 1 Marxism: metabolic rift, green Marxism, treadmills	Bell et al., begin Chap 4
	Political Economy, part 2 Modernization: ecological modernity	Bell et al., finish Chap 4 Lecture Reaction #1 Assigned
Tues, 30 Jan	Environment and Society in Latin America	NO READINGS FOR LECTURE
Thur, 1 Feb	Political Economy, part 3 Latin American contributions 1: Dependency, EUE, Neo-extractivism	Roberts and Parks 2009 article PRESENTATION 1: NEO-EXTRACTIVISM Warnecke-Burger, et al. 2023 article
	Political Economy, part 4 Latin American contributions 2: Buen Vivir, Ecosocialism	Gudynas 2011 article PRESENTATION 2: BUEN VIVIR Chassagne 2018 article LECTURE REACTION #1 DUE
Tues, 6 Feb	MINI-EXAM 1	NO READINGS
Thur, 8 Feb	Technology, part 1: Intro	Bell et al., begin Chap 5

Meeting Date	Topic(s)	Readings, Assignments, Due Dates, etc.
	Technology, part 2: Hazards	Bell et al., finish Chap 5 PRESENTATION 3: NATECH DISASTERS Slack, et al. 2020 article
Tues, 13 Feb	Population, part 1: Neo-Malthusianism, Inequality Critique	Bell et al., begin Chap 6 VIDEO REACTION DUE
Thur, 15 Feb	Population, part 2: Other Critiques	Bell et al., finish Chap 6
Tues, 20 Feb	Population, part 3: Degrowth	Paulson 2017 article PRESENTATION 4: DEGROWTH IN LATIN AM Hirsch 2017 article Lecture Reaction #2 Assigned: Latin Am Pol Econ, Technology, Population
Thur, 22 Feb	Environmentalism, part 1: Origins, waves, diversity	Bell et al., read Chap 8
	Environmentalism, part 2: Tactics, conflicts, coalitions	Taylor 2013 article
Tues, 27 Feb	Environmentalism, part 3: Environmentalism in Latin America	Martinez-Alier, et al. 2016 chapter, pp. 29-57 PRESENTATION 5: REDD Aguilar-Stoen, et al. 2016 chapter, pp. 205-233 LECTURE REACTION #2 DUE
Thur, 29 Feb	Environmentalism, part 4: Environmental Citizenship	Latta and Wittman 2010 article PRESENTATION 6: ENVIRO CITIZENSHIP Pieck 2013 article
	Anti-environmentalism: Ideologies, tactics, violence	NO READING FOR LECTURE PRESENTATION 7: VIOLENCE VS ENVIROS May 2018 chapter, pp. 109-123
Tues, 5 Mar	Environmental Justice, part 1: Emergence, disparities, forms	Bell et al., pp. 29-41, begin Chap 2 PRESENTATION 8: LATIN AM EJ Barkin and Lemus 2016 chapter, pp. 257-286 WEBSITE REACTION DUE
Thur, 7 Mar	Environmental justice, part 2: Environmental health	Brown, et al. 2020 chapter, pp. 34-58 PRESENTATION 9: EJ and Health Fiske 2020 chapter, pp. 124-139
	Environmental Justice, part 3: Food justice	Sbicca and Myers 2017 article PRESENTATION 10: CORN AND COUNTRY Richard 2012 chapter

Meeting Date	Topic(s)	Readings, Assignments, Due Dates, etc.
Tues, 12 Mar	NO CLASSES – SPRING BREAK	NO READINGS
Thur, 14 Mar	NO CLASSES – SPRING BREAK	NO READINGS
Tues, 19 Mar	Environmental Justice, part 4: Infrastructure goods and bads	Bell et al., finish Chap 2 PRESENTATION 11: CONSULTATIONS Walter and Urkidi 2016 chapter, 287-325
Thur, 21 Mar	Environmental Justice, part 5: Creative mobilizations	Michails 2017 article PRESENTATION 12: GENRES IN EJ ART Gabrielson 2019 article
Tues, 26 Mar	MINI-EXAM 2	NO READINGS
Thur, 28 Mar	Resource Management	Introduction to “Forests and Fires” “Forests and Fires” scenarios
Tues, 2 Apr	Gender and Environment, part 1: Gender ideologies	Bell et al., end of Chap 7 (pp. 235-251) PRESENTATION 13: LGBTQ+ FARMER5 Keller 2020 chapter Lecture Reaction #3 assigned: Environmentalism, Enviro Justice
Thur, 4 Apr	Gender and Environment, part 2: Gender and resource use Environment and crime, part 1: Perspectives on environmental crime	Schmink and Arteaga 2015, parts 1-3 PRESENTATION 14: GENDER IN THE AMAZON Schmink and Arteaga 2015, parts 4-7 Brisman & South 2019 article PRESENTATION 15: CLIMATE CHANGE & CRIME Agnew 2012 article
Tues, 9 Apr	Environment and crime, part 2: Environmental crime and justice	Wolf 2011 article PRESENTATION 16: THE TIPNIS CASE Fabricant & Postero 2015 article LECTURE REACTION #3 DUE Lecture Reaction #4 Assigned: Gender, Crime
Thur, 11 Apr	Governance, part 1: From Property Rights to Governance Governance, part 2: Environmental Governance: Processes and Scales	Bell et al., Chap. 10 (pp. 335-343) PRESENTATION 17: COMM FOREST MNGMNT Ellis, et al. 2015 article Bell et al., begin Chap 11 PRESENTATION 18: MULTI-LEVEL GOVERNANCE Sattler, et al. 2016 article

Meeting Date	Topic(s)	Readings, Assignments, Due Dates, etc.
Tues, 16 Apr	Environmental planning: Cultural Cognition and Multi-stakeholder processes	Bell et al., finish Chap 11 PRESENTATION 19: CULTURAL COGNITION Overdeest and Christiansen 2013 article LECTURE REACTION #4 DUE
Thur, 18 Apr	Socio-environmental action: Social and Solidarity Economies and the Environment Environmental choices: Agency and structure	Dacheux and Goujon 2011 article PRESENTATION 20: SOLIDARITY ECONOMIES Villalba-Equiluz, et al. 2020 article Bell et al., read Chap 12 PRESENTATION REACTION DUE EXTRA CREDIT REACTION DUE
Tues, 23 Apr	MINI-EXAM 3	NO READINGS