

RSOC 5650 & 6650
SOCIOLOGY OF NATURAL RESOURCES & THE ENVIRONMENT
Spring 2007

Tuesdays & Thursdays, 12:30 – 1:45 p.m.
Comer 204

The course is available to advanced undergraduates (as RSOC 5650) and graduate students (as RSOC 6650). The objectives of this course are to critically examine (1) the emergence and diversity of environmental concerns in the United States, (2) the role of science and bureaucratic power in natural resource management, and (3) societal responses to natural and anthropogenic disasters. Assignments for the last three weeks are on a TBA basis, pending arrival of new materials for consideration on the specific case of the Gulf coast in the context of social responses to natural disasters.

The course will be run as a graduate seminar. Responsibility for leading discussions on reading material will rotate among all seminar participants. Active participation in discussions is expected by graduate and undergraduate students alike.

INSTRUCTOR: Dr. Conner Bailey *cbailey@ag.auburn.edu*
313A Comer Hall *http://www.ag.auburn.edu/~cbailey*
844-5632

OFFICE HOURS: By appointment or chance. Normally in office Monday-Friday by 8:30 a.m. Drop-ins welcome, but I recommend setting an appointment in advance.

TEXTS: Gottlieb, Robert. 1993. *Forcing the Spring: The Transformation of the American Environmental Movement*. Washington, D.C.: Island Press. Paper.

Hannigan, John. 2006. *Environmental Sociology*. New York: Routledge. Paper.

SUPPLEMENTAL READINGS: Additional readings will be available either through EReserve (password: bailey), through photocopies made available in advance, or through the RBD library's web-based databases. Readings from the journal *Society & Natural Resources*, for example, can be accessed through the "Find Articles and Databases" under EBSCO's Academic Search Elite. Click on Title List, browse for "Society and Natural Resources," click on year, volume, and number and locate the assigned reading. You will need Adobe Reader to access.

EXAMINATIONS: There will be three take-home examinations, including the final. Assignments will take the form of two essays written in response to three questions. Separate exams will be written for students taking the course for graduate and undergraduate credit. As a general guideline for graduate students, each essay should require 1000-1200 words (4-5 pages), while those written by undergraduates would be in the order of 800-1000 words. These are to be typed and double-spaced, leaving ample margins for comments.

RESEARCH PAPER: Each student enrolled in this course is expected to prepare and present a solid research paper. Presentations will be limited to 15 minutes, which is a standard length of time at an academic conference. Each presentation will be followed by a critique (constructive, please) identifying both strengths of the presentation (style, content) as well as areas where improvement can be made.

The topic is your choice; the only requirement I have is that it be related to the sociology of natural resources and the environment. For graduate students, I would normally expect a solid research paper would be in the 5000-8000 word range. Undergraduate student

papers would normally be in the 3000-5000 word range. These are not intended as absolute target lengths but are intended rather to give you a sense of the level of comprehensiveness expected from a research effort. Please use 1.5 or double spacing and allow adequate margins to write comments upon.

I ask that you submit a brief abstract of their proposed research along with a preliminary set of references no later than February 8th. You are strongly encouraged to set a time in advance of that date to discuss your topic with me. This preliminary material will not be graded. The purpose of developing a preliminary abstract is to make sure the research paper is developing in the right direction and not left to the last minute.

ACADEMIC HONESTY: The student academic honesty code of Auburn University will be enforced. This code is spelled out in the current issue of the Tiger Cub. Students are encouraged to share notes, insights and ideas while preparing to write their own essay exam answers. However, each student is required to write exams on their own.

I have zero tolerance for plagiarism on your research paper or your exam. If you have any question about what constitutes plagiarism, please come see me.

EVALUATION: Each take-home essay exam will be worth 100 points. For graduate students, the research paper will be worth 200 points (500 possible points for written work). For undergraduates, the research paper is worth 100 points (400 possible points from written work).

An additional 10% of total points possible for written work can be earned on the basis of class participation. Criteria used in determining points for class participation include: (1) regular attendance; (2) active participation in discussions of assigned readings, including evidence of having read and understood these materials; and (3) creative contribution germane to class discussions which reflect ability to integrate assigned and outside readings, material raised in class discussions, as well as personal experience, (4) how prepared you are to lead seminar discussions when it is your turn to do so, and (5) how effective you were in presenting your research paper.

GRADING Course grades will be assigned as a percentage of total course points (550 for graduate students and 440 for undergraduates), where:

A = 90% and above
B = 80 to 89.9%
C = 70 to 79.9%
D = 60 to 69.9%
F = 59.9% and below.

DISABILITIES: I will make every possible effort, in cooperation with the Program for Students With Disabilities, to provide students with disabilities an equal opportunity to pursue their education. I request that any student with a documented disability let me know what arrangements will best serve their needs as soon as possible.

READING ASSIGNMENTS
To be completed by date indicated

Week Of:

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- January 8 SOCIAL MEANINGS AND EMOTIONS
- Schnaiberg, Alan, David N. Pellow and Adam Weinberg. 2002. The Treadmill of Production and the Environmental State. Pp. 15-32 in Arthur Mol and Frederick Buttel (eds) *The Environmental State Under Pressure*. Research in Social Problems and Public Policy Volume 10. Amsterdam: JAI, Elsevier Science. (Photocopy)
- Hannigan, John. *Environmental Sociology*
- Chapter 1: Environmental Sociology as a Field of Inquiry (pp. 1-15)
Chapter 2: Contemporary Theoretical Approaches to Environmental Sociology (pp. 16-35)
- January 15 ACADEMIC BOUNDARIES AND HISTORICAL PERSPECTIVES
- Buttel, Frederick H. 2002. "Environmental Sociology and the Sociology of Natural Resources: Institutional Histories and Intellectual Legacies. *Society and Natural Resources* 15(3):205-211. (RBD databases)
- Belsky, Jill M. 2002. "Beyond the Natural Resource and Environmental Sociology Divide: Insights from a Transdisciplinary Perspective." *Society and Natural Resources* 15(3):269-280. (RBD databases)
- Gottlieb, *Forcing the Spring*
- Chapter 1: Resources and Recreation: The Limits of the Traditional Debate (pp. 15-46)
Chapter 2: Urban and Industrial Roots: Seeking to Reform the System (pp. 47-80)
Chapter 3: The Sixties Rebellion: The Search for a New Politics (pp. 81-114)
- January 22 MAINSTREAM AND GRASSROOTS ENVIRONMENTALISM IN THE U.S.
- Gottlieb, *Forcing the Spring*
- Chapter 4: Professionalization and Institutionalization: The Mainstream Groups (pp. 117-161)
- Schlosberg, David and John S. Dryzek. 2002. Political Strategies of American Environmentalism: Inclusion and Beyond. *Society and Natural Resources* 15(9):787-804. (RBD databases)
- Hannigan, John. 2006. *Environmental Sociology*. Second Edition. New York: Routledge.
- Chapter 3: Environmental Discourse (pp. 36-52)
Chapter 4: Discourse, Power Relations and Political Ecology (pp. 53-62)
Chapter 5: Social Construction of Environmental Issues and Problems (pp. 63-78)
Chapter 6: Media and Environmental Problems (pp. 79-93)
- Grassroots Clearinghouse*. www.ag.auburn.edu/grassroots (Web-based directory of community groups in Alabama focused on natural resource and environmental issues. Included here as a general resource and for your information.)
- January 29 RADICAL CHALLENGES TO THE MAINSTREAM MOVEMENT

Gottlieb, *Forcing the Spring*

Chapter 5: Grassroots and Direct Action: Alternative Movements (pp. 162-204)

Vining, Joanne and Herbert W. Schroeder. 1987. Emotions in Environmental Decision Making: Rational Planning Versus the Passionate Public. Pp. 181-192 in M. Miller, R. Gale, and P. Brown (eds.), *Social Science in Natural Resource Management Systems*. Boulder: Westview Press. (EReserve: Vining)

Walton, Bryan and Conner Bailey. 2005. Framing Wilderness: Populism and Cultural Heritage as Organizing Principles. *Society and Natural Resources* 18(2):119-134. (RBD databases)

Scarce, Rik. 1990. *Eco-Warriors: Understanding the Radical Environmental Movement*. Chicago: Noble Press.

Chapter 1: Gandhi Meets the Luddites (pp. 1-14) (EReserve: Scarce 1)

Chapter 2: A Question of Compromise (pp. 15-29) (EReserve Scarce 2)

Taylor, Bron. 1998. Religion, Violence and Radical Environmentalism: From Earth First! To the Unabomber to the Earth Liberation Front. *Terrorism & Political Violence* 10(4):1-42. (Available through AU libraries in .pdf format; search EBSCO databases.)

February 5

CHALLENGES TO MAINSTREAM THINKING: DEEP ECOLOGY AND ECOFEMINISM

Sessions, George. 1995. Preface. Pp. ix-xxii in *Deep Ecology for the Twenty-First Century*. Boston & London: Shambhala. (Photocopy)

Naess, Arne. 1995. The Deep Ecological Movement; Some Philosophical Aspects. Pp. 65-84 in George Sessions (ed.), *Deep Ecology for the Twenty-First Century*. Boston & London: Shambhala. (Photocopy)

Birkeland, Janis. 1993. Ecofeminism: Linking Theory and Practice. Pp. 13-59 in Greta Gaard (ed.) *Ecofeminism: Women, Animals, Nature*. Philadelphia: Temple University Press. (EReserve: Birkeland)

Fox, Warwick. 1995. The Deep Ecology-Ecofeminism Debate and its Parallels. Pp. 269-289 in George Sessions (ed.), *Deep Ecology for the Twenty-First Century*. Boston & London: Shambhala. (Photocopy)

PRELIMINARY RESEARCH PAPER ABSTRACTS AND REFERENCE LIST DUE THURSDAY, FEBRUARY 8TH

February 12

EXPANDING ENVIRONMENTAL CONCERNS INTO NEW DOMAINS

Gottlieb, *Forcing the Spring*

- Chapter 6: Gender and Place: Women and Environmentalism (pp. 207-234)
Chapter 7: Ethnicity as a Factor: The Quest for Environmental Justice (pp. 235-269)
Chapter 8: A Question of Class: The Workplace Experience (pp. 270-306)

Krauss, Celene. 1994. "Women of Color on the Front Line." Pp. 256-271 in Robert Bullard (ed.), *Unequal Protection: Environmental Justice and Communities of Color*. San Francisco: Sierra Club Books. (EReserve: Krauss)

TAKE-HOME EXAM DISTRIBUTED THURSDAY, FEBRUARY 15TH
TAKE-HOME EXAM DUE TUESDAY, FEBRUARY 20TH

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February 19 RESOURCES, RESOURCE DEPENDENCY, AND POVERTY

- Freudenburg, William R. 1992. Addictive Economies: Extractive Industries and Vulnerable Localities in a Changing World Economy. *Rural Sociology* 57(3):305-332. (RBD databases)
- Rural Sociological Society. 1993. Theories in the Study of Natural Resource-Dependent Communities and Persistent Rural Poverty in the United States. Pp. 136-172, in Task Force on Persistent Rural Poverty, Rural Sociological Society, *Persistent Poverty in Rural America*. Boulder: Westview. <EReserves: RSS-part 1 and RSS-part 2).
- Peluso, Nancy, Craig Humphrey, and Louise Fortmann. 1994. The Rock, the Beach, and the Tidal Pool: People and Poverty in Natural Resource-Dependent Areas. *Society and Natural Resources* 7:23-38. (RBD databases)
- Beckley, Thomas M. 1998. The Nestedness of Forest Dependence: A Conceptual Framework and Empirical Exploration. *Society & Natural Resources* 11(2):101-120. (photocopy)
- Bliss, John and Conner Bailey. 2005. Pulp, Paper, and Poverty: Forest-based Rural Development in Alabama, 1950-2000. Pp. 138-158 in, Robert Lee and Don Field (eds.), *Communities and Forests: Where People Meet the Land*. Corvallis: Oregon State University Press. (photocopy)

February 26 ADDRESSING THE TRAGEDY OF THE COMMONS

- Hardin, Garrett. 1968. The Tragedy of the Commons. *Science* 162:1243-1248 (Photocopy)
- Holling, C.S., Fikret Berkes, and Carl Folke. 1998. Science, Sustainability, and Resource Management. Pp. 342-362 in Fikret Birkes, Carl Folke, and Johan Colding (Eds.), *Linking Social and Ecological Systems; Management Practices for Building Resilience*. Cambridge: Cambridge University Press. (Photocopy)
- Finlayson, A. Christopher and Bonnie J. McCay. 1998. Crossing the Threshold of Ecosystem

Resilience: The Commercial Extinction of Northern Cod. Pp. 311-337 in Fikret Birkes, Carl Folke, and Johan Colding (Eds.), *Linking Social and Ecological Systems; Management Practices for Building Resilience*. Cambridge: Cambridge University Press. (Photocopy)

Dietz, Thomas, Elinor Ostrom, and Paul Stern. 2003. The Struggle to Govern the Commons. *Science* 302:1907-1912. (Photocopy)

Berkes, Fikret. 1985. Fishermen and 'The Tragedy of the Commons.' *Environmental Conservation* 12(3):199-206. (Photocopy)

Jentoft, Svein, Bonnie J. McCay, and Douglas Wilson. 1998. Social Theory and Fisheries Co-Management. *Marine Policy* 22(4-5):423-36. (Photocopy)

March 5

SCIENCE AND RISK

Freudenburg, William. 1988. Perceived Risk, Real Risk: Social Science and the Art of Probabilistic Risk Assessment. *Science* 242:44-49. (Photocopy)

Clark, Lee. 1988. Politics and Bias in Risk Assessment. *The Social Science Journal* 25(2):155-165. (Photocopy)

Hannigan, John. *Environmental Sociology*

Chapter 7: Science, Scientists and Environmental Problems (pp. 94-107)

Chapter 8: Risk (pp. 108-121)

Chapter 9: Biodiversity Loss: The Successful 'Career' of a Global Environmental Problem (pp. 122-135)

Bailey, Conner, Peter Sinclair, and Mark Dubois. 2004. Future Forests: Forecasting Social and Ecological Consequences of Genetic Engineering. *Society and Natural Resources* 17:641-650. (RBD Databases)

TAKE-HOME EXAM DISTRIBUTED THURSDAY, MARCH 8TH
TAKE-HOME EXAM DUE TUESDAY, MARCH 13TH

FROM THIS POINT ON, ASSIGNMENTS ARE PROVISIONAL PENDING ARRIVAL OF NEW MATERIALS.

March 12 & 19 DISASTER AND RESILIENCE

Farber, Daniel A. and Jim Chen. 2006. *Disasters and the Law; Katrina and Beyond*. Waltham, MA: Aspen Publishers.

Roberts, J. Timmons. 2001. Global Inequality and Climate Change. *Society & Natural Resources* 14(6):501-509. (RBD Databases)

Parks, Bradley C. and J. Timmons Roberts. 2006. Globalization, Vulnerability to Climate Change, and Perceived Injustice. *Society & Natural Resources* 19(4):337-355. (RBD Databases)

Pielke, Roger A. 1997. Reframing the U.S. Hurricane Problem. *Society & Natural Resources* 10(5):485-499. (RBD Databases)

Gill, Duane and J. Steven Picou. 1998. Technological Disaster and Chronic Community Stress. *Society & Natural Resources* 11(8):795-815. (RBD Databases)

Abbott, Pamela, Claire Wallace, and Matthias Beck. 2006. Chernobyl: Living with Risk and Uncertainty. *Health, Risk & Society* 8(2):105-121. (Provisional assignment)

Gunderson, Lance. 2000. Ecological Resilience in Theory and Applications. *Annual Review of Ecological Applications* 31:425-439.

Adger, W. Neil. 2000. Social and Ecological Resilience: Are they Related? *Progress in Human Geography* 24(3):347-364.

Adger, W. Neil, Terry P. Hughes, Carl Folke, Stephen R. Carpenter, and Johan Rockström, 2005. Social-Ecological Resilience to Coastal Disasters. *Science* 309:1036-1039.

NOTE: Additional readings are likely to be assigned for these two weeks prior to Spring break.

March 26

SPRING BREAK

April 2

TBA

April 9

TBA

April 16

PRESENTATIONS OF RESEARCH PAPERS

April 23

PRESENTATIONS OF RESEARCH PAPERS

THURSDAY APRIL 26TH IS THE LAST DAY OF CLASS

QUESTIONS FOR FINAL EXAM WILL BE DISTRIBUTED NO LATER THAN THE 26TH

RESEARCH PAPERS ARE DUE MONDAY, APRIL 30TH

FINAL ESSAYS ARE DUE FRIDAY, MAY 4TH