

SOC 5970-221: Environment and Society: Overview of Environmental Issues from a Global & Strategic Perspective

Course Description:

The class explores the human interface with the natural environment through the sociological perspective, particularly in the late industrial era. We consider issues of social development and inequality, technology, demography, carrying capacity, and then consider how 'diseases of civilization' have become increasingly prevalent in modern society. As a central theme of the course, we consider the crucial role of culture in the relationship with the environment. The course concludes with looking at possible ways to think about the complex array of environmental issues as society moves into the Third Millennium.

The course will follow a lecture and discussion format. Discussion and questions are strongly encouraged. Students are expected to have read the text material prior to coming to class. During the course, we will cover a wide array of reading, research and ideas about the interface between humankind and the natural environment.

Class Dates, Location and Hours:

Dates: September 12 - 17, 2017

Location: Mildenhall, England. See Site Director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: August 14, 2017

Site Director:

Email: apmildenhall@ou.edu. Phone: DSN 238-4172; CIV 44-1638-54-4172.

Professor Contact Information:

Course Professor: Thomas J. Burns, Ph.D.

Mailing Address: OU Dept. of Sociology
331 KH
Norman, OK 73019

Telephone Number: (405) 325-1751

E-mail Address: tburns@ou.edu

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhcg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Burns, T. J., & Caniglia, B.S. (2017). *Environmental sociology: The ecology of late modernity* (2nd ed.). Norman, OK: Mercury Academic. ISBN 9781626670396. Make sure to get the second (2017) edition. There is a set of Powerpoint slides for the book, which are freely available on Canvas, and also on the publisher's website at: http://mercuryacademic.com/environmental-sociology#.WV_fV4jyuUk.
2. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

The Topics We Will Cover, along with the Required Readings, Are Listed Here:

In addition to the course text, there are a number of articles uploaded on the course website that are freely available for you to read and to download. I expect you to read the material ahead of time and to come prepared with questions and ready to discuss it. This will enhance your own and your classmates' experience.

Many times, students find themselves wishing to dig deeper into a topic. For virtually all of the topics, there are additional recommended readings uploaded on the class website as well. These are not listed on the syllabus (which has only the required readings) but they are there for your edification and studying pleasure, so dig in when you get a chance! These are great when you start working on your class paper in particular. Also, students preparing for comprehensive exams find this class website most useful.

Course Overview and Introduction of Some Key Ideas

- Burns, Thomas J., and Beth Schaefer Caniglia, Chapters 1 & 2 (introduction and the unique view of environmental sociology) from *Environmental Sociology: The Ecology of Late Modernity*
- Cobb, John, article on Economism or Planetism: The Coming Choice
- Dunlap, Riley, & William Catton, article on Human Exemptionalism and Environmental Sociology
- Norgaard, Kari, article on Climate Change Is a Sociological Problem

History of Societies from an Ecological Perspective

- Diamond, Jared. 1997. Selections (Chapters 1, 6 & Epilogue) from *Guns, Germs, and Steel: The Fates of Human Societies*. New York: Norton.
- Lenski, Gerhard E., Jean Lenski, and Patrick Nolan. 1991. "Types of Human Societies." In Lenski, Gerhard, Jean Lenski, and Patrick Nolan, *Human Societies*, 6e. N.Y.: McGraw-Hill.
- Rostow, W.W. 1964. "Introduction," and "The Five Stages of Growth--A Summary." In Rostow, W.W., *The Stages of Economic Growth*, pp. 1-16. London: Cambridge University Press.
- McNeill, J.R. *From Something New Under the Sun*

Individual and Cultural Priorities and Their Implications for the Environment

- Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science*, 162(13 Dec.):1243-1248.
- Schnaiberg, Allen, and Kenneth Alan Gould. 1994. Selections from *Environment and Society: The Enduring Conflict*. Caldwell, NJ: Blackburn Press.
- Burns, Thomas J., and Beth Schaefer Caniglia, Chapter 3 (on the natural environment and the culture of late modernity) from *Environmental Sociology*
- Ridley, Matt, and Bobbi S. Low. 1994. "Can Selfishness Save the Environment?" *Human Ecology Review*, 1(Winter/Spring):1-13.

Public Health Outcomes of Environmental Problems

- Burns, Thomas J., and Beth Schaefer Caniglia, Chapter 7 (on health, illness, and the natural environment) from *Environmental Sociology*
- Carson, Rachel. 1962. Selection from *Silent Spring*
- Steingraber, Sandra. 2010. Selected chapters from *Living Downstream: A Scientist's Personal Investigation of Cancer and the Environment*.
- Colborn, Theo, Dianne Dumanoski, and John Peterson Myers. 1997. "To the Ends of the Earth"
- Homer-Dixon, Thomas F. 1999. Selected chapters from *Environment, Scarcity, and Violence*.
- McCormick, Sabrina. *Sociology of Environmental Health*

Social Movements, Political Discourse and the Natural Environment

- Burns, Thomas J., and Beth Schaefer Caniglia. Chapter 8 on Environmental Social Movements from *Environmental Sociology: The Ecology of Late Modernity*.
- Burns, Thomas J., and Terri LeMoyne. 2001. "How Environmental Movements Can Be More Effective: Prioritizing Environmental Themes in Political Discourse." *Human Ecology Review*, 8(1):26-38.
- Dunlap, Riley E., and Aaron McCright. 2015. *Challenging Climate Change: The Denial Countermovement*.
- Harlan, Sharon et al. 2015. *Climate Justice and Inequality*.
- Caniglia, Beth Schaefer, Robert J. Brulle, and Andrew Szasz. 2015. *Civil Society, Social Movements, and Climate Change*.

Science and Technology in Late Modernity

- Burns, Thomas J., and Beth Schaefer Caniglia, Chapter 4 on Science & Technology from *Environmental Sociology: The Ecology of Late Modernity*
- Schnaiberg and Gould, *Environment and Society: The Enduring Conflict*, Chapter 4
- Marquart-Pyatt, Sandra, Andrew K. Jorgenson, and Lawrence C. Hamilton. 2015. *Methodological Approaches for Sociological Research on Climate Change*.

Population and Carrying Capacity and the Ability of Technology to Alter It

- Cohen, Joel E. Selection from *How Many People Can the Earth Support? (Chapter on Uniqueness of the Present)*. New York: Norton.
- Dietz, Thomas, and Eugene A. Rosa. 1994. "Rethinking the Environmental Impacts of Population, Affluence and Technology." *Human Ecology Review*, 1(Summer/Autumn):277-300.
- Bates, Diane C. *Population, Demography, and the Environment*.
- Dimick, Dennis. *As the World Population Booms, Will Its Resources Be Enough for Us?*

Ecological Paradoxes of Modernity and Capitalism

- Burns, Thomas J., and Beth Schaefer Caniglia, Chapter 5 on Economics and the Environment from *Environmental Sociology: The Ecology of Late Modernity*
- Burns, Thomas J., and Thomas K. Rudel. 2015. *Metatheorizing Structural Human Ecology at the Dawn of the Third Millennium*. *Human Ecology Review*, 22(1):13-33.
- Heinberg vs. Bailey. *Is Sustainable Development Compatible with Human Welfare?*
- Brown vs. Lomborg. *Is Humankind Dangerously Harming the Environment?*

International Development, Inequality and the Environment

- Burns, Thomas J., and Beth Schaefer Caniglia, Chapter 9 (environmental issues in emerging economies) from *Environmental Sociology: The Ecology of Late Modernity*
- Gore, Al. 1993. "Ships in the Desert." In Gore, Al, *Earth in the Balance: Ecology and the Human Spirit*, pp. 19-35. N.Y.: Plume/Penguin.

- Sirinskiene vs. Cussen. Should the Precautionary Principle become Part of National and International Law?

As the Earth and Its Inhabitants Move into the Future

- Gore, Al. 1993. "A Global Marshall Plan." In Gore, Al, *Earth in the Balance: Ecology and the Human Spirit*. N.Y.: Plume/Penguin.
- Burns, Thomas J., and Beth Schaefer Caniglia, Chap 10 on Catalysts for Change; & Chap 11 on Bringing It Together and Moving Ahead, from *Environmental Sociology: The Ecology of Late Modernity*

Assignments, Grading and Due Dates:

Pre-class Preparation:

The course is designed so that students who pay close attention to the lectures and who grasp the reading can have a reasonable expectation of doing well in the course.

While doing well on the Exam is certainly a large component of a person's grade, that alone is insufficient in terms of the overall expectations. The course is designed to encourage class participation. It is expected that with few exceptions (see the university website for bona fide reasons for missing), students will be in class each time, will have read the assigned material in advance, and be ready to discuss it.

Class Participation:

Class participation, quizzes and discussion are integral aspects of the course. It is important to be here, to do the reading in advance, and to be engaged in the lecture and discussion. This will help you and will also, by extension, help to foster a highly positive learning environment, from which we all benefit.

Exam:

The Exam is a take home and will be given out on the last day of class and due a week later. Exam material is taken directly from the readings, lectures and class discussions. There is a set of study guides that students in the past have found useful as well. Students who follow the lectures and do the reading, and participate in class and do well on the quizzes typically do well on the exam.

Course Paper:

The class paper accounts for 30% of the grade. You will write a paper (in standard American Sociological Association format, a handbook for which is posted on our class site) discussing one of the major topics (chosen from those that we cover in class or, with prior permission, another related topic). The target length is 12-15 pages, typed, double-spaced. There are numerous references generally available for virtually all of the areas we cover. As a target, you should plan on having about 15-20 references for your paper's bibliography. It is permissible and expected that some of the references will include the material from the class, from the required and recommended lists. While it is OK to get a few references from the internet, most should be from books or scholarly papers. Each reference should, of course, be properly cited.

Grading:

This is a letter-graded course: A, B, C, D, or F.

Assignment	Due Date	Percent of Grade
Exam	Sept 24, 2017	40%
Class Participation, In-class Quizzes and Small Group Discussions & Presentations	During class sessions	30%
Final Paper	Oct 9, 2017	30%

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Thomas J. Burns, Ph.D.

Education

1990 Ph.D., University of Maryland

Current Positions

Professor of Sociology at the University of Oklahoma, and active in the Religious Studies and Environmental Studies programs.

Frequently Taught Advanced Programs Courses

- SOC 5970 Religion and Society
- SOC 5790 Environment and Society

Major Areas of Teaching and Research Interest

Dr. Burns's research focuses on the outcomes, evolution and emergence of social institutions from a comparative and historical perspective, particularly as they pertain to issues of religion and the environment.

Representative Publications and Presentations

- Burns, T.J., and B.S. Caniglia. 2017. *Environmental Sociology: The Ecology of Late Modernity*, 2e. Norman, OK & Breckenridge, CO: Mercury Academic.
- Burns, T.J., and T.K. Rudel. 2015. Metatheorizing Structural Human Ecology at the Dawn of the Third Millennium. *Human Ecology Review*, 22(1):13-33.
- Burns, T.J. (ed.). 2012. *Canonical Texts: Selections from Religious Wisdom Traditions*. San Diego: Cognella;
- Burns, T.J. 2012. What Is Old and What Is New? Considering World-Systems in the 21st Century and Beyond. In C. Chase-Dunn and S. Babones (eds.), *Handbook of World-Systems Analysis*. London: Routledge;
- Burns, T.J. 2012. Marine Pollution. In G. Ritzer (ed.), *Blackwell Encyclopedia of Globalization*. London: Blackwell;
- Burns, T.J. 2009. Culture and the Natural Environment. In A. Begossi and P.F. Lopes (eds.), *Current Trends in Human Ecology*, Newcastle upon Tyne, U.K.: Cambridge Scholars;
- Burns, T.J., E.L. Kick, and B.L. Davis. 2006. A Quantitative, Cross-National Study of Deforestation in the Late 20th Century: A Case of Recursive Exploitation. In A.K. Jorgenson and E.L. Kick (eds.), *Globalization and the Environment*, Leiden: Brill;
- Burns, T.J., and T. LeMoyne. 2001. How Environmental Movements Can Be More Effective: Prioritizing Environmental Themes in Political Discourse. *Human Ecology Review*, 8(1):26-38.

Representative Honors and Awards Received

- University of Utah, College of Behavioral and Social Science Superior Teaching Award
- University of Oklahoma, Good Teaching Award
- Society for Human Ecology, Gerald L. Young Book Award
- Society for Human Ecology, Distinguished Leadership Award
- Book Review Editor, *Human Ecology Review*
- Editorial Board, *Journal of World-Systems Research*
- Representative Professional Affiliations: Society for Human Ecology, American Sociological Association, Society for the Study of Social Problems