

GLOBAL HUMAN ECOLOGY

Sociology/ENVS 4007

Summer Term A, 2015 (online)
June 1 (Mon) – July 2 (Thursday)

Professor

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Communication Policy

Email is the best way to contact Professor Hunter or the Graduate Teaching Assistant Allison Madera. We will do our best to respond within 24 hours (except on weekends, when your email will be returned on Monday). If you would like to speak by phone, please send a request via email.

Support and Technical Information

If you have questions about any of the course material or logistics, please ask them on the "Course Related Questions" threaded discussion (listed under Week 1). Before you post a question, please check to see if we have answered a similar question that was posted by another student.

If you have questions about D2L (Desire 2 Learn) or other technological issues, please contact ITS at (303) 735-4357. If you have specific questions that are unique to your situation (and thus not suitable for the "Course Related Questions" threaded discussion), feel free to contact Professor Hunter or your Graduate Teaching Assistant Allison Madera.

Your Instructors

Lori Hunter is a Professor of Sociology and a Faculty Research Associate with the Institute of Behavioral Science. Her BA is from the University of Washington and Master's and Ph.D. from Brown University in Sociology and Population Studies. Hunter teaches introductory sociology as well as upper-division and graduate courses on human-environment interactions. Her recent research examines vulnerability to climate change and natural resource use as coping strategy among HIV/AIDS-impacted households at the Agincourt Health and Demographic Surveillance Site in rural South Africa. She also examines migration as a livelihood strategy among natural resource-dependent households. Her recent work on these topics has appeared in *International Migration Review*, *Population Research and Policy Review*, *American Journal of Sociology*, and *Society and Natural Resources*. Dr. Hunter is currently Editor-in-Chief of the interdisciplinary academic journal *Population and Environment*, an Associate Director of CU's Population Center, and past Chair of the international Steering Committee of the Population-Environment Research Network.

Your Graduate Teaching Assistant, Allison Madera, is a graduate student pursuing her Ph.D. in Sociology at CU Boulder after receiving her B.A. Summa Cum Laude from Tulane University. Her academic focus is Environmental Sociology and her research is on social impacts of natural disasters, particularly on women and vulnerable populations. She is also interested in how experiencing disasters can alter one's sense of identity and self-concept, especially for those who would not usually consider themselves victims. Her previous research has examined women's experiences in the

Progress Village tornado near Tampa, Florida in 2011 and how middle-class women of New Orleans dealt with balancing obligations to work and responsibilities at home during Hurricane Isaac in 2012.

Course Description and Overview

This course examines global environmental issues primarily from sociological perspectives. Although Sociology provides our central disciplinary outlook, we also engage readings across a variety of other disciplines including Anthropology, Geography, and Ecology. Such a broad base is key given the multidimensionality of society-environment relationships. The general aim of the course is to critically examine perspectives on, and examples of, society-environment interrelationships. More specifically, we will explore issues such as population patterns and trends, climate change, the social distribution of environmental hazards (environmental justice), natural resources and rural livelihoods, and environmental activism.

Course Objectives

Following this course, students will be able to:

- ◆ describe several interdisciplinary theoretical perspectives used to examine interactions between society and the environment;
- ◆ explain examples of complex socio-environment interactions and issues;
- ◆ apply sociological perspectives to these issues to generate deepened understanding;
- ◆ analyze the components of socio-ecological systems to generate innovative policy/programmatic solutions;
- ◆ assess the obstacles to successful policy/programs responding to socio-environmental challenges.

Course Materials

The course website provides all the material we will use through the semester. From the website, you'll access lectures, films, readings, and participate in discussion board dialogue. As a result, reliable internet access is an essential requirement for taking this course!

There is no required textbook. Instead, the reading material comes from a wide variety of other sources including academic journals, book chapters, popular media outlets, policy and research organizations, and the Population Reference Bureau – and, again, all the materials and necessary links are available through the course website.

Course Structure & Student Responsibilities

Overall, the course comprises 5 modules, one per week, with each module representing a core topic within Global Human Ecology. There are regular writing assignments (one each week), content quizzes (typically two each week), and a final exam. In addition, students are expected to post at least four times per week on the course discussion board – two original post and four replies. On average, students should expect to spend 3-5 hours daily on this course.

There are 5 components of course evaluation:

Percentage of final score

- | | |
|---|------------------------------|
| ◆ Writing Assignments (1 per week) | 25 |
| ◆ Discussion Board Participation (6 posts per week) | 25 |
| ◆ Content Quizzes (typically 2 per week) | 25 |
| ◆ Final Exam | 25 → Thursday, July 2 |

All written work for this course will be submitted via D2L dropboxes. It is imperative that you keep copies of confirmation emails verifying your submission in the event of technical glitches. No credit will be given for work lost in techno-space with no delivery confirmation.

Writing Assignments (25 of 100 course points): There are 4 writing assignments in this class, one each week except for the final week. Each assignment is 1-page long, single spaced with 1" margins on all sides. The writing assignments will ask you to critically engage and apply reading from the week. The writing prompts will be posted on Monday each week, are due Saturday each week at 10 pm MST. You can expect papers returned with comments by Wednesday of the following week (hopefully earlier).

As apparent from the evaluation breakdown, the weekly writing assignments comprise, combined, a large part of the course grade. *As such, keeping up with these assignments and producing quality work is essential to receive a good grade in this course.*

The assignments will be graded on a 5 point scale, with 5 being the highest grade. A description of the grading scheme follows, although we may make use of points in between these values when appropriate:

- ◆ 5 points: excellent, well written synthesis and critique;
- ◆ 3 points: good synthesis and critique; perhaps a few grammatical issues;
- ◆ 1 point: below average synthesis and critique; grammatical issues;
- ◆ 0 points: unexcused absence or assignment with very slim content and/or many grammatical problems.

Discussion Board Participation (25 of 100 course points): Online discussion is a key component of the course and the primary means through which we interact as a group. Each week, a new discussion topic will be posted on Monday and you are expected to post an original comment by Monday at 10 pm MST. You are then expected to post 2 comments replying to the original posts of fellow students by Tuesday at 10 pm MST. On Wednesday, a new (but perhaps related) discussion topic will be put forward and you are expected to post an original comment by Wednesday at 10 pm MST, with 2 comments replying to others by Thursday at 10 pm PST.

A reply can be a response to another student's comment on your original post. You are also free to post more frequently!

Student discussion contributions will be graded with regard to content, relevancy, grammar, and accuracy. For each weekly discussion you will receive a grade based on the following criteria:

- ◆ **5 points:** The contributions nicely relate to, and reflect, course material from lecture, readings, or videos. Original insight is provided, as opposed to simply restating information. On replies, the posting directly responds to another student's comment while remaining relevant to the question initially posed and offering original insight. Overall, the contributions demonstrate careful attention to, and critical consideration of, the course material.
- ◆ **3 points:** The contributions engage course material but are perhaps partially inaccurate, not centrally related to the initial question, or perhaps don't fully address the initial question. If accurate, the contributions may simply restate an idea from the course material without pushing beyond the material and adding new insight.
- ◆ **1 point:** The contributions lack substantial thought or effort, perhaps not relating to course materials and not well-connected to the initial question or student posts. The contributions may be unclear, have grammatical errors.
- ◆ **0 points:** The contributions are inappropriate and/or demonstrate disrespect.

REMEMBER, these are discussions, not disconnecting individual postings. Please do not start a new topic/thread (unless you are the first to respond) and please give careful thought about what others have written before responding.

Content Quizzes (25 of 100 course points): All readings must be completed by the day they are listed on the syllabus. On Mondays and Wednesdays there will be a short answer and/or multiple-choice quiz on the assigned readings (the first Monday of class has a syllabus quiz instead). The content quizzes will be due Mondays and Wednesdays at 10 pm MST.

Final Exam (25 of 100 course points): The final exam is open book and open notes. The exam will entail several short answer questions asking you to describe, synthesize and critically evaluate course material from a social science perspective.

The final exam will take place on Thursday, July 2nd and you'll have a 3-hour window to complete the exam once started. Any student *not* taking the final exam will fail the course. No exceptions.

Compiling the Course Grade: The grades for this course are not "curved" and there is no extra credit. Your final course grades will reflect your level of mastery of the course material, your ability to critical apply this understanding to society-environment issues, and the effort you have put forth throughout the semester.

Our class will move quickly and it is important that you keep up with the material on a daily basis. If you're experiencing difficulties, please talk with us as soon as possible so that we can work together to get back on track – approaching us late in this very short semester won't allow time to regroup.

Challenging Grades

We spend a good deal of time reading and grading your work and we strive to provide useful and equitable evaluation. We will not discuss or address "complaints" about grades you have received until at least 24 hours after we have posted grades. If, after 24 hours, you have thoroughly looked over your work and would like to discuss specific concerns, please do contact us.

Make-up Policy

Missed work cannot be made up without written documentation of a death in your family or a medical emergency. All documentation must be supplied within one week of the situation.

Technology Requirements

You need a consistent, high-speed Internet connection to view the lecture videos and the other content in this course. When you take quizzes, we recommend you use either a desktop computer or a laptop in a quiet location with a secure connection. We do NOT recommend using an iPad or other mobile device to take a quiz. A high-speed wired connection is preferable to a wireless connection. We recommend that you have the latest versions of Adobe Flash, Adobe Reader, and QuickTime.

Microsoft Windows

- Windows XP (Service Pack 2), Vista, or Windows 7 and above
- Minimum 2GB RAM
- High speed internet connection: 500 kbps or above (Cable, DSL, FiOS)
- Working soundcard and speakers/headphones
- Mozilla Firefox browser is recommended with Java and cookies enabled (Internet Explorer 10 and 11 are not supported by D2L)
- Sun Java Runtime Environment (JRE)

Macintosh

- Mac OS X (Lion 10.7 and above)
- Minimum 2GB RAM
- High speed internet connection: 500 kbps or above (Cable, DSL, FiOS)
- Working soundcard and speakers/headphones
- Mozilla Firefox browser is recommended with Java and cookies enabled
- Sun Java Runtime Environment (JRE)

Course Plagiarism Policy

Cheating and plagiarism are violations of the student code and are serious offenses. Evidence of either cheating or plagiarism will result in an automatic failure in the course and the matter will be turned over to university officials. Plagiarism refers to using the work, ideas, or knowledge of other people as your own. It includes all forms of exam or quiz cheating, using other people's work, copying all or sections of papers from the web, and "borrowing" (without citing) from published sources. Please do not give us ANY reason to suspect this type of behavior. If you are unclear about the rules regarding plagiarism, paraphrasing, quoting, or collaboration, please ask for further clarification.

Honor Code Policies

All students of the University of Colorado at Boulder are responsible for knowing and adhering to CU's academic integrity policy. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273).

Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Students with Disabilities

If you qualify for accommodations because of a disability, please submit a letter from Disability Services to Prof. Hunter by Wednesday of the first week of class so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and www.Colorado.EDU/disabilityservices

Online Classroom Behavior Policies

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline.

Online discussions are central to this course and they provide an excellent means of engaging in discussion and debate since everyone can readily participate. That said, anonymity can sometimes result in the breakdown of civility and respect. Students are encouraged to debate and challenge each others' ideas but interactions must be civil and respectful, just as would be required in a traditional classroom setting.

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at

<http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment Policies

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment

based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

Observance of Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, we ask for 2 weeks notice of religious conflicts in order to arrange for accommodation.

OVERVIEW OF COURSE CONTENT

Unit 1: Perspectives on Society-Environment Connections

- Mon – The Sociological Imagination and Environmental Sociology [syllabus quiz](#)
- Wed – Society-Environment Theory (Part 1) [content quiz](#)
- Fri – Society-Environment Theory (Part 2) [paper due](#)

Unit 2 – Environmental Dimensions of Population Dynamics

- ◆ Mon – Demographic Basics, Ecological Footprint [content quiz](#)
- ◆ Wed – AIDS-Environment Linkages [content quiz](#)
- ◆ Fri – Fertility-Environment Linkages [paper due](#)

Unit 3 – Environmental Inequality

- ◆ Mon – Environmental Justice Origins, Activism [content quiz](#)
- ◆ Wed – Socio-economic Variation in Exposure to Pollutants [content quiz](#)
- ◆ Fri -- Jobs vs. Environment [paper due](#)

Unit 4 – Social Construction of Environmental Issues

- ◆ Mon – Symbolic Cultural “Landscapes” [content quiz](#)
- ◆ Wed – Social Construction of Consumerism, Environmental Health [content quiz](#)
- ◆ Fri – Climate Change “invisibilism” [paper due](#)

Unit 5 -- Climate Change, Vulnerability, Adaptation

- ◆ Mon – Climate Change Basics, Concern, Vulnerability [content quiz](#)
- ◆ Wed – Migration as Adaptation [content quiz](#)
- ◆ Thurs – [Final exam](#)

Detailed Schedule

Unit 1: Perspectives on Society-Environment Connections

• Mon – The Sociological Imagination and Environmental Sociology

Readings

- Syllabus
- CLASSIC: Mills, C. Wright. 1996 (originally published 1959). “The Promise” (The Sociological Imagination) pages 1-7 in *Mapping the Social Landscape*, edited by S.J. Ferguson. Mountain View, CA: Mayfield.
- Humphrey, Lewis and Buttel. 2002. “Exploring Environmental Sociology” only pp. 1 – 19 (up to “Roots of Environmental Sociology”) in Humphrey, Lewis and Buttel (Eds.) *Environment, Energy and Society: Exemplary Works*. Wadsworth Publishing.

• Wed – Society-Environment Theory (Part 1)

Readings

- Barbosa, Luiz C. 2008. “Theories in Environmental Sociology” Pp. 25-44 in Kenneth Gould and Tammy L. Lewis. *Twenty Lessons in Environmental Sociology*. Oxford University Press: New York, NY.
- Humphrey, Craig, Tammy Lewis and Frederick Buttel. 2002. from “The Roots of Environmental Sociology” pp. 19-31 in Humphrey, Lewis and Buttel (Eds.) *Environment, Energy and Society: Exemplary Works*. Wadsworth Publishing.
- CLASSIC: Duncan, O.D. 1964. “Social organization and the ecosystem.” In, R.E.L. Ferris (ed.), *Handbook of Modern Sociology*. Chicago: Rand McNally. Start at subtopic “Illustration.”

Videos:

- *Congo, the Brutal History*
- *Congo Gold*
- *Earth on the Edge* (excerpts)

• Fri – Society-Environment Theory (Part 2)

Readings:

- Liu, J. et al. 2007. “Complexity of Coupled Human and Natural Systems.” *Science*. 317: 1512-1516.
- Garrett Hardin. 1968. “The Tragedy of the Commons.” *Science*. 162, 3859, 13 December, pp. 1243-1248.
- Robbins, Paul. Chapter 1 “The Hatchet and the Seed” in *Political Ecology: A Critical Introduction*, pp. 1 – 15.

Video:

- “Ecosystem Services and Human Well-Being” by Tim Daw of the Stockholm Resilience Center.

Unit 2 – Environmental Dimensions of Population Dynamics

◆ Mon – Demographic Basics, Ecological Footprint

Reading

- Bates, Diane C. 2009. “Population, Demography, and the Environment.” in Gould and Lewis.
- Population Reference Bureau. 2012 Population Data Sheet. [Browse](#).

Videos:

- Haub, Carl. 2011. “How many people have ever lived on Earth?” Read summary, watch video.
- *World Population Video*.

◆ Wed – AIDS-Environment Linkages

Reading

- Review UNAIDS Global Report 2013. *Just skim it, but have a good sense of current patterns and trends.*
- Mojola, Sanyu A. 2011. "Fishing in Dangerous Waters: Ecology, Gender and Economy in HIV Risk." *Social Science & Medicine* 72:149-56.
- Hunter, Lori M., Wayne Twine, and Laura Patterson. 2007. "'Locusts Are Now Our Beef': Adult Mortality and Household Dietary Use of Local Environmental Resources." *Scandinavian Journal of Public Health*. Vol. 25 (Suppl. 69)165-174.

◆ Fri – Fertility-Environment Linkages

Reading

- Shreffler, Karina M. and R. Nii-Amoo DoDoo. 2009. The role of intergenerational transfers, land, and education in fertility transition in rural Kenya: Nyeri district. *Population and Environment*. 30:75–92.
- Arnocky, Steven, Darcy Dupuis, and Mirella L. Stroink. 2011. Environmental concern and fertility intentions among Canadian university students. *Population and Environment*.

Videos:

- *Mother: Caring for Seven Billion*

Unit 3 – Environmental Inequality

◆ Mon – Environmental Justice Origins, Activism

Readings

- Mohai, P., Pellow, D., & Roberts, J. T. (2009). Environmental justice. *Annual Review of Environment and Resources*, 34, 405-430. Available on course website.
- Taylor, D. E. (2000). The rise of the environmental justice paradigm injustice framing and the social construction of environmental discourses. *American behavioral scientist*, 43(4), 508-580. **ONLY READ** from p524 "Four Major Pathways of Environmental Activism" to p545 (up to (not including) " comparison of the environmental justic paradigm and the new environmental paradigm")

Videos

- " Toxics at Love Canal"
- " \$113 Million Love Canal Lawsuit"

◆ Wed – Socio-Economic Variation in Exposure to Pollutants -- Jobs vs Environment

Readings:

- Bryson, Lois, Kathleen McPhilipps, and Kathryn Robinson. "Turning Public Issues into Private Troubles: Lead Contamination, Domestic Labor, and the Exploitation of Women's Unpaid Labor in Australia." Chapter 8 (Pp. 107- 119) in *Environmental Sociology: From Analysis to Action*. King and McCarthy (Eds). Rowman and Littlefield Publishers.
- Julia Fox. (2005) "Mountaintop Removal in West Virginia: An Environmental Sacrifice Zone." Chapter 2 (Pp. 16-28) in *Environmental Sociology: From Analysis to Action*. King and McCarthy (Eds). Rowman and Littlefield Publishers.

Video:

- " The Legacy of Mountain Top Removal Mining"

◆ Fri – Indigenous Peoples Environmental Justice Issues

Readings:

- Maldonado, Julie Koppel, Christine Shearer, Robin Bronen, Kristina Peterson, and Heather Lazrus. (2013 online first). "The impact of climate change on tribal communities in the US: displacement, relocation, and human rights." *Climatic Change*.
- Lynn, K., Daigle, J., Hoffman, J., Lake, F., Michelle, N., Ranco, D., ... & Williams, P. (2013). The impacts of climate change on tribal traditional foods. *Climatic Change*, 1-12.

Video:

- TBD

Unit 4 – Social Construction of Environmental Issues

◆ Mon – Symbolic Cultural “Landscapes”

Readings

- Greider, T., & Garkovich, L. (1994). Landscapes: The social construction of nature and the environment. *Rural Sociology*, 59(1), 1-24.
- Susan G. Davis. "Touch the Magic." Chapter 17 (pp. 255 – 273) in Leslie King and Deborah McCarthy (Editors). 2005. *Environmental Sociology: From Analysis to Action*. Rowman & Littlefield Publishers, Inc.; Lanham MD.

◆ Wed – Social Construction of Consumerism, Environmental Health

Readings

- Robin Andersen. "Selling Mother Earth: Advertising and the Myth of the Natural" Chapter 19 in King and McCarthy, pp. 293 – 306.
- Juliet Schor. "Cleaning the Closet: Toward a New Fashion Ethic." Chapter 3 in King and McCarthy, pp. pp. 439 – 450.
- Sandra Steingraber. "The Social Construction of Cancer: A Walk Upstream." Chapter 20 in King and McCarthy, pp. 309 – 325.

◆ Fri – Climate Change “Invisibilism”

Readings

- ◆ Pew Research Center. 2013. "Climate Change: Key Data Points from Pew Research."
- ◆ Rudiak-Gould, P. (2013). "We Have Seen It with Our Own Eyes": Why We Disagree about Climate Change Visibility. *Weather, Climate, and Society*, 5(2), 120-132.

Unit 5 -- Climate Change, Vulnerability, Adaptation

◆ Mon – Climate Change Basics, Concern, Vulnerability

Readings:

- *IPCC Summary for Policymakers*.
- Jiang, Leiwen and Karen Hardee. 2011. How do recent population trends matter to climate change? *Population Research and Policy Review*. 30(2): 287-312.
- Yavinsky, Rachel Winnik. 2012. "Women more vulnerable to climate change." Population Reference Bureau web research summary.

Video:

- "*An Inconvenient Truth*"

◆ Wed – Migration as Adaptation

Readings:

- Black, Richard, W. Neil Adger, Nigel W. Arnell, Stefan Dercon, Andrew Geddes, D.S.G. Thomas. 2011. "The effect of environmental change on human migration." *Global Environmental Change*. 21S (2011) S3–S11.
- Mortreux, C., & Barnett, J. (2009). Climate change, migration and adaptation in Funafuti, Tuvalu. *Global Environmental Change*, 19(1), 105-112.

Videos:

- *Climate Refugees*
- *Sun Come Up*

◆ Thurs – Final exam within 3-hour window, due by 5pm MST