ENVS 201: Introduction to Environmental Studies —Social Sciences

Fall 2012

Tues/Thurs 12:00-1:20  182 Lillis

Prof. Galen Martin, 304 PLC, 346-1363 gmartin@uoregon.edu

Office hours: W/F 10:00-11:30 or by appointment

GTFS:
Brooke Havlic    bhavlic@uoregon.edu
Lokyee Au        lokyee@uoregon.edu
Collin Eaton     ceaton@uoregon.edu
Kaitlyn Grigsby  kgrigsby@uoregon.edu

Environmental Studies 201 introduces some of the major contributions of the social sciences to understanding how and why environmental problems happen—the social 'root causes' of these problems. Environmentally harmful human behavior is not simply a fact of life: it is a product of specific social conditions, which can be studied, understood, and changed. This course also examines social approaches to resolving environmental problems, including ideas such as 'sustainability', 'market-based' environmental policies, reforms of property systems, conservation, and social movements that promote concepts such as environmental justice, ecofeminism, and deep ecology. In this course students practice applying these conceptual approaches by using them to analyze the root causes, consequences, and possible solutions to specific environmental topics. We will focus on issues that include global warming, consumerism, and energy.

Course requirements: The course grade will be based on the following: three in-class exams (25%, 20%, 10%); attendance, participation, and reading summaries (20%); and research project tied to group project and presentation (25%). The exams will consist of multiple-choice questions and identification of key terms and ideas. The last exam (not a final) will be administered during the final discussion section. The exams include all course materials: lectures, readings, and videos.

In place of participation in the group research project (25% of grade), students may choose to participate in one of two Fall Sustainability Trips. The writing component includes a 3-4 page reflective paper (10% of grade) using course themes and a 5-6 page standard research paper on some aspect of sustainable agriculture (15%). All participants will collaborate on a brief class presentation during the final two weeks of class. These weekend field trips examine sustainable food and farming practices in the Willamette
Valley. Students will spend Friday – Sunday visiting farms and other aspects of the local food economy.

Lecture outlines will be available on Blackboard after the class but do not substitute for in-class note-taking. LAPTOPS AND CELL PHONES MUST BE TURNED OFF IN CLASS; NO TEXTING. There is no textbook. Required readings are available on the class web page at http://Blackboard.uoregon.edu

Schedule and REQUIRED readings (must be read before class each day)

NOTE: Several of these readings and videos will be updated throughout the term.

<table>
<thead>
<tr>
<th>Lect</th>
<th>Date</th>
<th>Topic</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect 1</td>
<td>Sept. 25</td>
<td>Introduction &amp; overview: social science perspectives on the environment</td>
<td></td>
</tr>
<tr>
<td>Lect 2</td>
<td>Sept. 27</td>
<td>Destroying and saving the World: The case of climate change</td>
<td>Maniates 2002; Cunningham 1998</td>
</tr>
<tr>
<td>Lect 3</td>
<td>Oct. 2</td>
<td>Climate Change (cont.)</td>
<td>Henson and Clark 2008; Hanley 2011</td>
</tr>
</tbody>
</table>

Part I: Root causes of environmental problems—social science perspectives

<p>| Lect 4 | Oct. 4   | Ideas of nature                                                                           | Kinsley 1995; Dean 2007; Leopold 1949 (Videos: Religion &amp; Ethics Newsweekly; Bill Moyers Is god Green?) |
| Lect 5 | Oct. 9   | Population: good and bad news beyond the ‘bomb’                                           | Newbold 2007, Ch. 1 &amp; Ch. 6 (Video clips: Paul Ehrlich &amp; the Population Bomb; World in the Balance) |
| Lect 7 | Oct. 16  | Political economy                                                                         | Foster 1999 Chs. 1 &amp; 6; Easterbrook 2003 (Video: ABC Nightline - Heart of Darkness)               |</p>
<table>
<thead>
<tr>
<th>Lect 9</th>
<th>EXAM I (25% of grade)</th>
</tr>
</thead>
</table>

**Part II: Social science solutions to environmental problems**

<table>
<thead>
<tr>
<th>Lect 10</th>
<th>‘Sustainability’: what does it mean?</th>
<th>(Kates, Parris, and Leiserowitz 2005; Redclift 2005; Rees 1997)(Video: Easter Island)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect 11</td>
<td>Environmental law</td>
<td>(Ladau and Lovegrove 2008)</td>
</tr>
<tr>
<td>Lect 12</td>
<td>Environmental economics and ‘green’ markets</td>
<td>(BBC 2006; Alam 2008; Ackerman 2008; Doyle 2008)</td>
</tr>
<tr>
<td>Lect 13</td>
<td>Ecological economics and natural capitalism</td>
<td>(Arrow et al. 1995; Daly 1993; Rees 2003; Lovins, Lovins, and Hawken 1999)</td>
</tr>
<tr>
<td>Lect 14</td>
<td>Radical views: environmental justice, ecofeminism, deep ecology, bioregionalism</td>
<td>(O'Neill 2007; Srinivasan et al. 2008; Feminist eZine 2008; Harding 1997; Sale 2001)</td>
</tr>
</tbody>
</table>

Nov. 13 Exam II (20% of grade)

**Part III: Applying social science concepts to real-world environmental problems**

<table>
<thead>
<tr>
<th>Nov 15</th>
<th>Biodiversity &amp; conservation</th>
<th>(Whitty 2007; Quammen 2006; Dowie 2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 20</td>
<td>Oil and Gas Extraction: “Fracking”</td>
<td>TBA</td>
</tr>
<tr>
<td>Nov. 27</td>
<td>(continued)</td>
<td>TBA</td>
</tr>
<tr>
<td>Nov. 29</td>
<td>Conclusions</td>
<td>(Shellenberger and Nordhaus 2004)</td>
</tr>
<tr>
<td>Dec 3 8:00</td>
<td>FINAL QUIZ (10%)</td>
<td></td>
</tr>
</tbody>
</table>

---

**ALWAYS SUBJECT TO CHANGE—CHECK BLACKBOARD OFTEN FOR UPDATES**

Eviatar 2005; Reynolds 2004)
Readings

BBC. 2006. Climate change fight 'can't wait'. bbc.co.uk
   http://news.bbc.co.uk/2/hi/business/6096084.stm?ls access date: 10/30/06 9:20pm.


