

IV. Place of Course in College Curriculum

This course satisfies Social Science and General Education requirements.

V. Outline of Course Content

- A. Concepts, Actors, and Processes of Environment and Society
 - i. Science and Worldviews
 - ii. Environment and Society
 - iii. The Concept of Sustainability
 - iv. Environmental Justice and (In) Justice
 - v. Environmental Racism
 - vi. The Social Organization of Environmental Problems
- B. The Bases of Environmental Concern
 - i. Ancient Views
 - ii. Moral Basis
 - iii. Material Basis
 - iv. Democratic Basis
 - v. Environmental Ethics
 - vi. Risk and Assessment
- C. Ideology and Theoretical Perspectives
 - i. Christianity and Environmental Domination
 - ii. Individualism and Environmental Domination
 - iii. The New Human Ecology: Catton and Dunlap
 - iv. The Political Economy of the Environment: Schaiberg
 - v. Technological Risk: Nelkin
- D. The Environment and Technology
 - i. Consumption and Materialism
 - ii. The Needs of Technology
 - iii. Technology and Social Structure
 - iv. Gender and Technology
- E. Development and Environment
 - i. Economic Growth and Environmental Problems
 - ii. Economic Growth and the American Experience
 - iii. Political Economy
- F. Environmental Problems and Social Policy
 - i. Institution and Social Conflicts in Shaping Environmental Policy
 - ii. Value Conflicts in Shaping Social Policy
 - iii. An Analysis of Specific Problems
- G. The Environment and Social Movements
 - i. Environmental Movements and Behavior: Morrison
 - ii. Environmental Justice Movement
 - iii. Eco-Feminism

- iv. Deep Ecology
- v. Grassroots Movements

VI. Educational Goals and Learning Outcomes

Educational Goals

The student will:

- develop a basic understanding of sociology as a framework for understanding the environment (G. E. 1, 2, 3, 5, 6 and 7);
- understand how the tools of sociology are used to examine the relationships between the environment and society (G. E. 2, 3, 5, and 7);
- appreciate how social locators such as social class are related to environmental issues (G. E. 3, 6 and 7);
- be aware of how the environment and environmental policies impact on social institutions (G. E. 7); and
- understand the relationship between social changes and the environment (G. E. 1, 2, 3, 5, 6 and 7).

Learning Outcomes

Upon successful completion of this class, the student will be able to:

- discuss the interrelationship of society and the environment;
- identify the early influences of environment concern and make distinctions between the various ideological influences on environmental thinking;
- explain the relationships between technology, development and the environment;
- examine environmental social movements in terms of successes and failures;
- demonstrate understanding of the complexities of selected environmental problems;
- develop praxis by integrating theoretical knowledge with practical experience through service learning;
- evaluate the consequences of environmental policies and technological interventions; and
- identify citizens' responses to the changing environmental conditions.

VII. Modes of Teaching and Learning

- lecture/discussion
- small-group work
- computer-assisted instruction
- student oral presentations
- student collaboration

VIII. Papers, Examinations, and other Assessment Instruments

- research papers
- essays
- journals
- quizzes and examinations
- annotated bibliographies
- article critiques

IX. Grade Determinants

- class participation
- individual and group presentations
- short reaction papers
- research paper
- quizzes and examinations
- research projects

X. Textbook and Materials

Some suggested texts:

Joseph I. Zajda, Society and the Environment. Albert Park, Australia : James Nicholas Pubs., 2002.

Erika Cudworth, Environment and Society. New York: Routledge, 2003.

Charles Harper, Environment and Society: Human Perspectives on Environmental Issues (Third Edition). Saddle Brook, New Jersey, 2003.

Philip W. Sutton, Nature, Environment and Society. New York: Macmillan, 2004.

XI. Resources

Students will need access to sociological and environmental databases in order to locate and retrieve journal articles for research related to various topics

in the field. Online databases and journals are acceptable as long as students are able to access full-text online articles from peer-reviewed research journals.