Environmental sociology as a modern field is only about 35 years old. However, it has its roots in human ecology and rural sociology, which date to at least 1920. Human ecology emphasized the spatial arrangements that social groups manifest in their adaptation to the environment, particularly in urban areas. There was much less attention to the effects of human action on the environment, or to the effects of the environment on humans. Contemporary environmental sociology is less concerned with urban spatial arrangements than was human (social) ecology, but it is more concerned with the negative effects of human action on the environment, and with the way that the polluted environment in turn affects humans. Of particular concern in contemporary environmental society are the differential effects of toxic chemicals and pollution on humans, and how these are correlated with factors such as gender, race, ethnicity, social class, region of residence, and age. Such environmental justice issues have been studied in depth for at least the last 20 years, yet the controversies continue.

Our seminar this quarter examines cutting-edge views on a variety of environmental controversies and contested areas. This is done by first taking three weeks to establish the background of the course, and then reading for the next six weeks from three recent collections on environmental sociology controversies. The final class meeting is devoted to student presentations. All books for the course are available in the ASUCLA Bookstore, and are also on graduate reserve in the library. The books are:


The course will be conducted in a seminar format, and students should be prepared to participate in a detailed class discussion of all weekly readings. As motivation for adequate preparation, 25 percent of the course grade will be based on the quality and quantity of an individual’s contribution to class discussions. Also, individual students will lead discussions of each required reading in class. This entails a brief (about 15 or 20 minutes) oral presentation that summarizes and critiques the reading, along with the preparation of a summary outline of the reading for other members of the class. We will discuss four readings per class period, with approximately 30-40 minutes allotted to each reading. These class presentations will earn another 25 percent of a student’s final grade. The remaining 50 percent of the grade is based on a research paper of approximately 12-15 pages, on a topic to be decided in consultation with the professor. Students will
prepare proposals to be presented orally in class in sixth week (May 11). The (in-progress) research paper will be presented orally in class in tenth week (June 8). The final paper is due the last day of final exam week (June 16, 2006).

SCHEDULE

April 6  Introduction, History, and Overview (Lecture by Professor Bailey)

April 13  An Environmental Justice Classic (Dumping in Dixie)
1. Chapter 1, Environmentalism and Social Justice
2. Chapter 2, Race, Class and the Politics of Place
3. Chapter 3, Dispute Resolution and Toxics: Case Studies, pages 37-55, Houston, Dallas, and Institute.

April 20  Dumping in Dixie (continued)
1. Chapter 4, The Environmental Justice Movement: Survey Results
2. Chapter 5, Environmental Racism Revisited
3. Chapter 6, Environmental Justice as a Working Model
4. Chapter 7, Action Strategies for the Twenty-First Century

April 27  Fence Line Communities (All Readings from QUEST)
1. Chapter 2, Neighborhoods “Zoned” for Garbage
2. Chapter 4, Living and Dying in Louisiana’s “Cancer Alley”
3. Chapter 5, Environmental Inequality in Metropolitan Los Angeles
4. Chapter 6, Toxic Racism on a New Jersey Waterfront

May 4  Class, Gender, Ethnicity, and Race (QUEST and CONTROVERSIES)
1. CONTROVERSIES, Chapter 3, Gender, Eco-Feminism and the Environment
2. CONTROVERSIES, Chapter 7, Inequality, Social Differences and Environmental Resources
3. QUEST, Chapter 3, Women Warriors of Color on the Front Line
4. QUEST, Chapter 7, Anatomy of the Urban Parks Movement: Equal Justice, Democracy, and Livability in Los Angeles

May 11  Class, Gender, Ethnicity and Race (continued) (All from QUEST)

Oral Presentations Of Research Paper Proposals

1. Chapter 8, Resource Wars Against Native Peoples
2. Chapter 9, Tierra y Vida: Chicano Environmental Justice Struggles in the Southwest
3. Chapter 10, Environmental Reparations
4. Chapter 11, Vieques: The Land, the People, the Struggle, the Future
May 18  **Health and the Environment** (CONTROVERSIES and ILLNESS)
1. CONTROVERSIES, Chapter 14, Pathological Environments
2. ILLNESS, Chapter 3, Physicians’ Knowledge, Attitudes, and Practice Regarding Environmental Health Hazards
3. ILLNESS, Chapter 7, Threshold Limit Values: Historical Perspectives and Current Practice
4. ILLNESS, Chapter 11, Farmworker and Farmer Perceptions of Farmworker Agricultural Chemical Exposure in North Carolina

May 25  **Toxins in the Community** (All Readings from ILLNESS)
2. Chapter 15, Lead Contamination in the 1990s and Beyond: Follow-up
3. Chapter 16, Suffering, Legitimacy and Healing: The Bhopal Case, Critical Events
4. Chapter 19, Notes From a Human Canary

June 1  **Global Issues** (CONTROVERSIES and QUEST)
1. CONTROVERSIES, Chapter 9, Think Global, Act Local: Scalar Challenges to Sustainable Development of Marine Environments
2. CONTROVERSIES, Chapter 10, Citizenship and Sustainability: Rights and Responsibilities in the Global Age
3. QUEST, Chapter 12, Alienation and Militancy in the Niger Delta: Petroleum, Politics, and Democracy in Nigeria
4. QUEST, Chapter 14, Addressing Global Poverty, Pollution, and Human Rights

June 8  **Paper Presentations and Concluding Remarks**

June 16  **Final Research Papers Due at 3p.m. in Haines 264**