

**SOC 320: SOCIOLOGY OF THE ENVIRONMENT (2019/2020-ready to print and use)**

**Course will meet: Monday-Friday**

**INSTRUCTOR: Mary Olson**

**Meeting times: 12:15-3:00 most days-But,**

**Office: 212 College Hall**

**Please check Daily Schedule**

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**Email: [molson@cornellcollege.edu](mailto:molson@cornellcollege.edu)**

**Office Hours: TW 3-4 p.m. and by appt.**

**COURSE DESCRIPTION:** Environmental Sociology is, "the study of how social systems interact with ecosystems".<sup>1</sup> It is, as Michael Bell notes:

...the study of community in the largest possible sense. People, other animals, land, water, air—all of these are closely interconnected. Together they form a kind of solidarity, what we have come to call ecology. As in any community, there are also conflicts in the midst of interconnections. Environmental sociology studies this largest of communities with an eye to understanding the origins of, and proposing solutions to, these all-too-real social and biophysical conflicts.<sup>2</sup>

We will explore the material aspects of this interaction considering how consumption and production, along with population and health are both shaped by environmental conditions and determinate of these environmental conditions. We will also consider the ideological aspects of this interaction and in doing so analyze "how culture, ideology, moral values, risk, and social experience influence the way we think about and act toward the environment."<sup>3</sup> Finally we will explore a number of ways in which we might act to bring about, through individual and collective action, a more ecological society.

**COURSE OBJECTIVES:**

Students should emerge from the course with a solid understanding of the material and ideological aspects of the interactions between social systems and ecosystems. They should also gain a keener awareness concerning how we might try to create a more ecological society. Students should be able, in both verbal and written form, to effectively articulate and critique various sociological ideas about the environment using professional language, theory, and standards. This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, communication, inquiry, and intercultural literacy.

**EVALUATION CRITERIA:**

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<sup>1</sup> Kenneth A. Gould and Tammy L. Lewis, "An Introduction to Environmental Sociology," *Twenty Lessons in Environmental Sociology*, New York: Oxford University Press, 2009, p. 2.

<sup>2</sup> Michael Mayerfeld Bell, "Environmental Problems and Society," *An Invitation to Environmental Sociology*, 3<sup>rd</sup> Ed., Los Angeles, Pine Forge Press, 2009, p. 2.

<sup>3</sup> Bell, op. cit., p. 3.

Class will meet from 12:15p.m. to 3:00 p.m. unless otherwise indicated on the syllabus or announced in class. Class activities will vary from day to day. You are expected to do all of the course readings on time and to attend class daily. Each student is responsible for one mid-term take-home examination, one analysis paper, one presentation, and daily participation that will feature both oral and written work, including daily summaries of the readings, and occasional opportunities to lead class discussions.

**Grades for the course will be computed as follows:**

**Mid-Term Examination** = 30% of Grade

The mid-term examination will occur at the end of the second week of the block. It will feature two required essays that will ask you to analyze and connect issues raised in the course. Excellent examinations will be well organized and well argued. They will demonstrate both breadth and depth of understanding of course material.

**Analysis Paper** = 40% of Grade

The analysis paper will offer you an opportunity to creatively link the material and ideological sections of the course. The assignment requires you to address the following research question: *In what ways might our (corporate and individual) environmental actions, ideas, and ethics be different if we drew more heavily upon Native American environmental actions, ideas, and ethics?* This essay depends upon a careful analysis of the entire array of course readings. An excellent paper will display both breadth and depth of knowledge of the issues. The expected length for the paper is ten to thirteen pages. A title page, footnotes, and bibliography are expected. The paper should be presented in ASA format. It is due the last Wednesday of the block at the beginning of class.

**Class Presentation** = 20% of the Grade

The class presentation will offer you the opportunity to analyze and present material concerning environmental crises on indigenous lands throughout the world. The expectation for the presentation is that you will draw upon material presented in Jerry Mander and Victoria Tauli-Corpus: *Paradigm Wars: Indigenous Peoples' Resistance to Globalization*, and update that material with independent research. The presentation will also be accompanied by a short written summary of your presentation and your independent research. The presentation and the summary will be due on the same day.

**Class participation (oral and written)** = 10% of Grade

Daily reading summaries will ask you (1) to outline major ideas covered in each of the day's readings, (2) to note themes that emerge from the day's readings as a whole, and (3) to reflect upon the day's readings through an identification of thoughts/questions the readings raise for you. This daily work is assigned in order to increase the depth of your engagement with the course material and to facilitate active class participation. You may also be asked, from time to time, to present course readings and/or lead discussions of class readings. A selection of summaries will be collected for evaluation during the course. Collection days will not be announced before the day upon which they occur. However, you

may surely anticipate work to be collected and evaluated for some portion of the days: thirteen, fourteen, fifteen, sixteen, seventeen, and eighteen.

### **BOOKS:**

Michael Mayerfeld Bell. *An Invitation to Environmental Sociology, 5th Ed.* Los Angeles, California: Pine Forge Press.

Kenneth A. Gould, and Tammy L. Lewis. *Twenty Lessons in Environmental Sociology.* New York: Oxford University Press.

Andrew Szasz. *Shopping our Way to Safety.* Minneapolis, Minnesota: University of Minneapolis Press.

Eric Holt-Gimenez, *Campesino a Campesino: Voices from Latin America's Farmer to Farmer Movement for Sustainable Agriculture.* Oakland, California: Food First Books.

Clint Carroll, *Roots of our Renewal: Ethnobotany and Cherokee Environmental Governance.* Minnesota: University of Minnesota Press.

Jerry Mander and Victoria Tauli-Corpuz, *Paradigm Wars: Indigenous Peoples' Resistance to Globalization.* San Francisco: Sierra Club Books. (*You do not need to buy this text as copies are available at the library.*)

### **ARTICLES:**

There will also be a number of articles assigned for the course and available on moodle. Check your daily reading schedule.

### **ACADEMIC HONESTY EXPECTATIONS:**

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is his or her work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading, "Academic Policies-Honesty in Academic Work."

### **STUDENTS WITH DISABILITIES:**

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on documentation required to establish the need for accommodations and the process of requesting the accommodations, see [The Disability Services and Resources Web Page.](#)

## **COURSE OUTLINE AND READING SCHEDULE:**

**Note:** The course instructor reserves the right to make changes in the readings and in the meeting times as needed to assure the orderly completion of the course. Complete all daily readings before the beginning of the class period for the day assigned. Please bring hard copies of all articles to class in order to facilitate discussion.

### **TOPIC ONE: INTRODUCTION**

#### **Day One: Thinking about the Field and Defining the Problems**

*Course will meet: 12:15-3:00*

Readings: (Total Pages=50).

Michael Mayerfeld Bell, "Environmental Problems and Society," *An Invitation to Environmental Sociology 5th Ed. (IES)*. Los Angeles: Pine Forge Press, 2016, pp. 2-45 [4<sup>th</sup> Ed. 2012, pp. 1-38]. (Defines the field, discusses concerns of the field, and indicates how the social construction of everyday life tends to keep environmental concerns "under the radar.")

Kenneth A. Gould and Tammy L. Lewis, "An Invitation to Environmental Sociology," in Kenneth A. Gould and Tammy L. Lewis, *Twenty Lessons in Environmental Sociology (TLES)*. New York: Oxford University Press, 2009, pp. 1-6. (Defines the field and discusses questions and journals.)

Indigenous Efforts to Save Spirit Bears,

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Video: Earth on Edge (Bill Moyers)-Reports from around the World –selection from British Columbia if there is time. DVD 333.95 B493.2002

#### **Day Two: Understanding the Economy and the Government to Understand the Nature of Environmental Problems**

*Course will meet: 12:15-3:00.*

Readings: (Total Pages=48).

Luiz C. Barbosa, "Theories in Environmental Sociology," in **(TLES)**. pp. 25-44. (While theories vary, each discusses how capitalism must be altered in order to achieve environmental change.)

David Naguib Pellow, "The State and Policy: Imperialism, Exclusion, and Ecological Violence," in **(TLES)**. Pp. 47-58. (Discusses how the government aids capitalism in ways that are often detrimental to the environment).

Elizabeth H. Campbell, Corporate Power: The Role of Global Media in Shaping what we Know about the Environment,” in **(TLES)**. Pp. 68-end of first full paragraph on page 77. (The section of the article that I am asking you to read discusses the rise and role of transnational corporations in the global economy.)

® David L. Brown and Kai A. Schafft, *Rural People and Communities in the 21<sup>st</sup> Century*. Malden, Massachusetts: Polity Press, 2011, pp. 157, 159-163. (While focused on rural communities, these pages are an excellent overview of modern local-global linkages.)

Video: What’s the Economy for Anyway?/ Figure out how to figure out your carbon footprint. DVD 330.973 W55 2009.

## **TOPIC TWO: MATERIAL CONDITIONS**

### **Day Three: Consumption**

*Course will meet: 9:00-11:00 (to finish yesterday’s discussion, if necessary), 12:15-3:00.*

Readings: (Total Pages=53).

Michael Mayerfeld Bell, “Consumption and Materialism,” in **(IES)**. Pp. 49-71 [4<sup>th</sup> Ed. Pp. 41-64]. (Discusses the importance of and theories about consumption and its role in the creation of environmental problems.)

® Matthew Scully, “The Shooting Field,” *Dominion: The Power of Man, the Suffering of Animals, and the Call to Mercy*. New York: St. Martin’s Griffin, pp. 47-66. (Critiques the consumption, through organized hunting, of exotic big game.)

® Howard I. Harrod, *The Animals Came Dancing*. Tucson, Arizona: University of Arizona Press. 2000. pp. xvii-xviii (to Reconstructing Cultural Meanings), xx (beginning with Animals in Contemporary Popular Culture)-xxv. (An interesting piece on mainstream America’s view of animals.)

Video: Wolf-an Ancient Spirit Returns or see internet documentary on killing animals in Africa.

### **Day Four: Production with a Focus on Food Production Techniques in American Farming.**

*Course will meet: 12:15-3:00.*

Readings: (Total pages=46).

\*\*Michael Mayerfeld Bell, “Money and Markets,” in **(IES)**. Pp. 78-106 [4<sup>th</sup> ed. Pp. 66-83.] (Some overlap with Pellow on the treadmill of production but explores the treadmill of production and its relationship to state policies in somewhat greater detail and ties these to the issues of culture.)

® Jason Konefal and Maki Hatanaka, “Producing and Consuming Food,” in Kenneth A. Gould and Tammy L. Lewis, *Twenty Lessons in Environmental Sociology*, 2<sup>nd</sup> Ed., Oxford: Oxford University Press, 2015. Pp. 191-208. (Discusses the American/World system of food production and consumption and the inequalities it produces.)

See documentary: After Winter Spring (on traditional agriculture in France) after we discuss this material.

**Day Five: Production with a Focus on Food Production Techniques in American Farming.**

*Course will meet: 9:00-11:00 and 12:15-3:00*

Readings: (Total pages=88)

® David L. Brown and Kai A. Schafft, "Farms, Farmers, and Farming in Contemporary Rural Society," *Rural People and Communities in the 21<sup>st</sup> Century*. Pp. 167-189. (Provides background information concerning overall changes in American farming.)

® Gail A. Eisnitz, *Slaughterhouse*, Amherst, New York: Prometheus Books, 2007. pp. 17-71 (This reading concerns the process by which we slaughter the food we eat in America.)

See documentary: Food, Inc 338.19F7385 2009, and Meet you Meat (PETA-youtube), and cows froliking(youtube), after we discuss this material.

® Matthew Scully, "This Lovely World," *Dominion: The Power of Man, the Suffering of Animals, and the Call to Mercy*." Pp. 28-Beginning with the section Entitled: This Lovely World to the end of the section on page 36. (Discusses the ethics of hog lots.)

**Day Six: How Population Size and Food Distribution Interact to Produce Hunger throughout the World**

*Class will meet: 12:15-3:00.*

Readings: Total Pages=117

Michael Mayerfeld Bell, "Population and Development," (**IES**). Pp, 131-148. [4<sup>th</sup> Ed. Pp. 96-122]. (Reviews and Critiques Malthusian arguments.)

® Frances Lappe and Collins, "Why Can't People Feed Themselves," in Dennis Vnencheck and Ernest Kilker, *Readings in Social Science*, 1988, Ed. Pp. 251-262. (Discusses the outcomes of the Green Revolution for food production.)

® Eric Holt Gomenex and Raj Patel, *Food Rebellions*, Cape Town: Pambuzuka Press. 2009. Pp. ix-xi, 1-22, 49-59. (Discusses the long-term and immediate causes of world hunger.)

Bill McKibben, "The Year of Eating Locally," *Deep Economy*. New York: St. Martin's Griffin, 2007, pp. 46-94. (Asks the question: Is there another way to eat? Answers by demonstrating how it can be done.)

Video: The Business of Hunger/World Population Reaches Nine Billion, now what?/The Role of Rising Food Prices in Egypt's Revolution (PBS)/The Botany of Desire-potatoes—genetically engineering food.

**Day Seven: Environmental Justice-Hunger and Agriculture in Latin America**

*Class will meet: 12:15-3:00*

Readings: (Total Pages =89)

®Eric Holt Gimenez, *Campesino a Campesino: Voices from Latin America's Farmer to Farmer Movement for Sustainable Agriculture*. Oakland, California: Food First Books, 2006, pp. xii-xiii (to end of first full paragraph), xv-xxii (to beginning of section entitled Synopsis), 1-10, 29 (beginning with material on Cuba)-41, 62 (beginning with... section..If there is anything that truly satisfies a person)-67 (to beginning of ...section entitled Proving Sustainability), 73 (beginning of second full paragraph)-110, 140 (top of page)-142 (to section entitled Development in Latin America. (This book discusses the emergence of campesino a campesino, versus corporate agriculture in Latin America.)

® La Via Campesina, "Declaration of Rights of Peasants-Women and Men," [www.viacampesina.org](http://www.viacampesina.org) pp. 1-13.

Video: The Greening of Cuba (Food First) /Keepers of the Future: An El Salvadorian farm cooperative building environmental, economic, and political resistance.

**Day Eight: Environmental Health and Environmental Justice: Connecting the Environment and Issue of Social Inequality with a Focus on Indigenous Populations in the United States**

*Course will meet: 12:15-3:00*

Morning Readings: (Total pages=73)

Michael Mayerfeld Bell, "Body and Justice," **(IES)**. Pp. 163-191 [4<sup>th</sup> ed. Pp. 124-145] (Overview of environmental health and environmental justice issues.)

® Winona LaDuke, "Introduction," Pp. 1-6 in Winona LaDuke, *All Our Relations: Native Struggles for Land and Life*. Cambridge, MA: South End Press, 1999. (For Native peoples, all of the creatures of the earth are relations.)

® Al Gedicks, "Resource Wars against Native Peoples," in Robert D. Bullard, (ed.), *The Quest for Environmental Justice: Human Rights and the Politics of Pollution* **(QEJ)**. San Francisco: Sierra Book Club, 2005. pp. 168-170, 181-187. (Explores the often limited control by Native Americans of mineral development on their lands. We focus on mineral development in Wisconsin. )

® Margaret S. Mathewson, "California Basketweavers and the Landscape," pp. 40-56 in Judith L Li, (ed.) *To Harvest, To Hunt: Stories of Resource Use in the American West*, **(THTH)**. Corvallis: Oregon State University Press. 2007. (Discusses how California basket weavers utilize and care for resources, and the [problems they confront as they do so.]

\*Winona LaDuke, "Indian Country: the Saudi Arabia of Wind," pp. 195-200 in Jerry Mander and Victoria Tauli-Corpuz, *Paradigm Wars: Indigenous Peoples' Resistance to Globalization*. San Francisco: Sierra Club Books, 2006. **(PW)** (Explores native efforts to engage in energy production.)

® Dolly Garza, "Comanaging Sea Otter: A Model of Modern Alaska Native Stewardship," Pp. 25-34 in Judith L Li, (ed.) *To Harvest, To Hunt: Stories of Resource Use in the American West*, **(THTH)** Corvallis:

Oregon State University Press. 2007. (Working together is possible for indigenous and national governments. But, a question to bear in mind is “Will co-management survive globalization?)

(R) Jerry Mander, “Introduction: Globalization and the Assault on Indigenous Resources,” in Jerry Mander and Victoria Tauli-Corpuz, eds., *Paradigm Wars: Indigenous People’s Resistance to Globalization (PW)*. San Francisco, California: Sierra Club Books, 2006, pp. 3-10. (This is an excellent introduction to environmental justice issues tied to the invasion of indigenous lands. It also raises the issue of native resistance to that invasion—simply skip the discussion of chapters.)

Video: Roots of Beauty (Focus on basket making)

### **Day Nine: Climate Change in Indian Country**

*Course will meet: 9:00-11:00 (possibly-to finish discussion of readings from yesterday) and 12:15-3:00*

Readings: (Total pages =115)

® A Report from the Treaty Tribes of Western Washington, Climate Change And Our Natural Resources. Pp. i-59.

[http://nwifc.org/w/wp-content/uploads/downloads/2017/01/CC\\_and\\_Our\\_NR\\_Report\\_2016-1.pdf](http://nwifc.org/w/wp-content/uploads/downloads/2017/01/CC_and_Our_NR_Report_2016-1.pdf)

® Jonathan M. Hanna, Native Communities and Climate Change: Protecting Tribal Resources as Part of National Climate Policy: Report, 2007. Pp. 1-54 (text).

[https://scholar.law.colorado.edu/cgi/viewcontent.cgi?referer=https://search.yahoo.com/&httpsredir=1&article=1014&context=books\\_reports\\_studies](https://scholar.law.colorado.edu/cgi/viewcontent.cgi?referer=https://search.yahoo.com/&httpsredir=1&article=1014&context=books_reports_studies)

® Jonathan M. Hanna, Native Communities and Climate Change: Protecting Tribal Resources as Part of National Climate Policy: Executive Summary. 2007. Pp. 1-10.

[https://scholar.law.colorado.edu/cgi/viewcontent.cgi?referer=https://search.yahoo.com/&httpsredir=1&article=1061&context=books\\_reports\\_studies](https://scholar.law.colorado.edu/cgi/viewcontent.cgi?referer=https://search.yahoo.com/&httpsredir=1&article=1061&context=books_reports_studies)

### **Day Ten: Mid-term Examination**

The take-home mid-term examination will be handed at the end of class on Thursday and will be due at 3:00 p.m. on Friday via a word attachment to an email sent to [molson@cornellcollege.edu](mailto:molson@cornellcollege.edu).

### **Day Eleven: The Indigenous Vision of Sacredness of the land and how Young Maya Respond**

*Course will meet: 12:15-3:00 (movie)*

Readings: None

Video: Heart of the Sky/Heart of the Earth

### **Day Twelve: Environmental Injustice: The Case of Indigenous Populations around the World—Student Presentations.**

*Course will meet: 9:00-11:00 and 12:15-3:00*

Readings: (Total Pages=32 + pages for presentation)

\*Janet Lloyd, Atossa Soltani, and Kevin Koenig, "Infrastructure Development in the South American Amazon," in **(PW)**. Pp. 89-94. (The effects of dam and road development on indigenous lands is discussed.)

\*Sheila Watt-Cloutier, "Climate Change in the Arctic," in **(PW)**. Pp. 97-100. (The effects of climate change have hit some communities harder than others.)

\*Zohl de Ishtar, "A-Bombs to Star Wars—The Sixty-Years War on Marshall Islanders," in **(PW)**. Pp. 101-108. (Natives and the weapons of mass destruction.)

\*Antonia Juhasz, "Global Water Wars," in **(PW)**. Pp. 109-114. (Who owns the water?)

\*Terri-Lynn Williams-Davidson, "Sacred Objects, Art and Nature in a Global Economy," in **(PW)**. Pp. 115-120. (The theft and reproduction of ceremonially important art.)

\*Mark Dowie, "Conservation Refugees," in **(PW)**. Pp. 123-132. (Conservation and recreation for whom?)

\*Suzanne York, "Mixed Promises of Ecotourism," in **(PW)**. Pp. 133-137. (Is ecotourism a solution?)

***We will all read the following four articles.***

®Victoria Tauli-Corpuz, "Our Right to Remain Separate and Distinct," in **(PW)**. Pp. 13-21. (A request for recognition of indigenous rights.)

®Winona LaDuke, "The People Belong to the Land," pp. 23-25 in **(PW)**. (Discusses the nature of indigenous relationships and responsibilities.)

® John Mohawk, "Subsistence and Materialism," Pp. 26-28 in **(PW)**. (Discusses living with versus battling nature.)

®M. Kat Anderson, "Coda-Indigenous Wisdom in the Modern World," in, *Tending the Wild: Native American Knowledge and the Management of California's Natural Resources*. Berkeley, California: University of California Press, 2005, Pp. 358-364. (Discusses the indigenous vision of "tending the wild" through careful stewardship of the natural world.)

Activity: Student Presentation on Assigned Materials.

### **Day Thirteen: Environmental Governance in one American Indian Community**

*Course will meet: 12:15-3:00.*

Readings: (Total pages=145)

Clint Carroll, *Roots of our Renewal: Ethnobotany and Cherokee Environmental Governance*, Minnesota: University of Minnesota Press. 2015. Pp. xi-xv, 1-11 (to: The Environment is Political), 20 (Beginning of second full paragraph)-22 (to end of first paragraph), 25 (Beginning of third full paragraph)-35, 65

(Beginning with The Produced Environment in Indian Territory)-144 (To Structure and Process in Cherokee Government,) (Discusses the activities of the Cherokee Nation to create an environmental governance structure which is line with Cherokee ideology.)

Video: Teachings of the Tree People (see ecological ideas in action for an indigenous man who shares knowledge.)

### **TOPIC THREE: IDEAS ABOUT THE ENVIRONMENT**

#### **Day Fourteen: The Ideology of Environmental Domination**

*Course will meet: 9:00-11:00 (movie) 12:15-3:00.*

Readings: (Total Pages=56).

Michael Mayerfeld Bell, "The Ideology of Environmental Domination," in **(IES)**. Pp. 195-219 [4<sup>th</sup> ed. Pp. 149-168.] (A fair overview of the field. It is particularly good on the Protestant Ethic and capitalism.)

® Benjamin Kline, "Philosophical Foundations" and "The 1400s to 1700s: Inhabiting a New Land," *First Along the River: A Brief History of the U.S. Environmental Movement*, San Francisco, California: Acadia Books, 2011. pp. 1-25. (The justifications for domination and the way they came to America).

\*Stella M Capek, "Nature work and Its Uses: of Trucks and Butterflies," second section in, *The Social Construction of Nature: Of Computers, Butterflies, Dogs, and Trucks*, in **(TLES)**. Pp. 11-18. (Quite a delightful piece on our ideology of nature.)

Genesis, Chapter 1-3, The Bible. (The classic biblical story of creation.)

Video: DamNation (putting in and taking out dams—transitions ideology one and ideology two)

#### **Day Fifteen: The Ideology of Environmental Concern**

*Course will meet: 9:00-11:15 (movie) and 12:15-3:00.*

Readings: (Total pages=110).

Michael Mayerfeld Bell, "The Ideology of Environmental Concern," in **(IES)**. Pp. 220-252 [4<sup>th</sup> ed. Pp. 170-200.] (Quite good on the origins and characteristics of the environmental movement, the natural conscience, and the ecological modernization theorists.)

Robert J. Brulle, "U.S. Environmental Movements," in **(TLES)**. Pp. 211-227. (Discusses environmental movements in the United States—\*do this before morning movie begins.)

® Robin Wall Kimmerer, "Skywoman Falling," *Braiding Sweetgrass*, Milkweed Editions, 2015, pp. 3-10. (This is an indigenous story of creation.)

® Jim Lichatowich, "The Rise of Salmon-Based Economies," *Salmon Without Rivers: A History of the Pacific Salmon Crisis*, Washington, D.C.: Island Press, 1999, pp. 28-41 (An excellent piece that outlines

the gift relationship, an ideology of environmental concern, between native peoples and natural resources—in this case, fish.)

® Walter Echo-Hawk, “Tee Hit Ton Indians,” *In the Courts of the Conqueror*. Golden, Colorado: Fulcrum Press. 2010. Pp. 359-379. (Focuses on land loss and indigenous environmental concerns.)

® Vine Deloria, Jr., *The World We Used to Live In*. Golden, Colorado: Fulcrum Press. 2006. Pp. xxiii-xxxii. (Discusses indigenous spirituality and the relationships of indigenous people to the natural world.)

® Howard I. Harrod, *The Animals Came Dancing*. Tucson: The University of Arizona Press. 2000. Pp. 9, 23 (Beginning of first full paragraph)-25 (end of first full paragraph), 27 (beginning of first full paragraph)-30 (end of first full paragraph), 43 (last full paragraph). (Considers indigenous ideology of non-human/human relations; including creation stories.)

Video: A Fierce Green Fire

#### **TOPIC FOUR: SOCIAL AND ENVIRONMENTAL CHANGE**

##### **Day Sixteen: Ecological Reformism: Shopping our Way to Safety**

*Class will meet: 12:15-3:00.*

Readings: (Total pages=105)

Michael Mayerfeld Bell, “A Risk Society?” in **(IES)**. Pp. 283-285, 299-311 [4<sup>th</sup> ed. Pp. 227-229, 245-252]. (Will identifying risks lead to social change?)

After discussion of riskiness in modern society, see video on doing nothing at all—Bag It, then continue with the feeling of risk and how it arises—from the chapter by Bell.

Andrew Szasz, *Shopping our Way to Safety: How We Changed from Protecting the Environment to Protecting Ourselves*. Minneapolis, Minnesota: University of Minnesota Press, 2007, pp. 1-55, 99-133. (Offers an historical case study of inverted quarantine: fallout shelters, and a modern example through a discussion of the way we try to protect ourselves through drinking.)

Video: Bag-It.

##### **Day Seventeen: Assembling a Personal Commodity Bubble and the Consequences of Inverted Quarantine**

*Class will meet: 12:15-3:00.*

Readings: (Total Pages=46).

See Suzuki Diaries first to consider possibility for change in countries with strong green movements, government regulation that favors environmental preservation, and government encouragement for

various companies to pursue green capitalism. Compare it with our country where we are increasingly using consumerism to solve environmental threats.

Andrew Szasz, *Shopping our Way to Safety*. Pp. 171-211. (Discusses the ways we try to protect ourselves through drinking, eating, and breathing. Also discusses how efforts focused on personal protection lead both a sense of imaginary refuge and to political anesthesia).

Video: Suzuki Diaries

**Day Eighteen: Work Day to finish your analysis paper**

*Analysis Paper is due at noon today.*