

ENSC 305: Environmental Sociology

Term: Winter 2005
Instructor: Anita Krajnc
Room: MS JEF 126
Class Time: Tuesdays 12:30-1:30; Fridays 1:30-2:30

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This course surveys the main currents of reformist and radical environmental thought and explores the ways in which environmental and other social movements achieve their aims. Part I presents environmental perspectives ranging from sustainable development to deep ecology, environmental justice, ecofeminism, animal rights, and holistic, systems thinking. We draw on a number of case studies to illustrate the influence of environmental perspectives on environmental campaigns, like the ecofeminist struggle to save Clayoquot Sound and influence of environmental justice in the Love Canal and other anti-toxic dumping campaigns. Part II begins with an overview of how to develop an environmental campaign (including setting goals, devising strategies and tactics and a timeline, targeting opponents, and mapping potential allies and alliances) and introduces various overall approaches to social change including the grassroots strategy, top-down approaches, and the use of nonviolent direct action. We draw on the classic writings of Gandhi, Saul Alinsky, Cesar Chavez, Lois Gibbs, Petra Kelly, Chico Mendes, Ken Saro-Wiwa, Wangari Maathai, and other highly successful leaders in the environmental movement and other social movements. Next we explore a series of specific campaign strategies, including community organizing, public education, lobbying, cultural activities, and internet activism. The course aims to promote critical thinking, develop positive teamwork experiences, and improve presentation skills. In addition, this course is concerned with giving students practical skills and tools to effectively participate in the environmental movement.

Course Readings

The readings are available on short-term loan at the Stauffer library. The entire set of readings is also available at the photocopy center in the JDUC. Please request that the articles are printed double-sided.

Assignments

The breakdown of the course grading will be as follows:	
25% issue analysis	(group assignment)
40% essay or report	(due April 1)
25% mid-term test	(end of week 6)
10% tutorial participation	

Issue Analysis

Students will divide into teams to participate in a group activity. Each group will choose a specific environmental campaign and analyse both the environmental perspective(s) that informs the campaign as well as the specific goals, targets, strategies and tactics, timelines, and alliances developed in the campaign. The teams will have an opportunity to work on this assignment in tutorials throughout the term. Teams are encouraged to interview activists or campaigners where possible and to use creative,

multimedia presentations (e.g., news releases; footage of direct action event in newspapers, on the web, or on TV; excerpt from film or literature; art work; and protest songs). Each group will be asked to reflect on the effectiveness of the campaign. Consider the target of the group's campaign: is it the public, government, or a market player? Is the group employing traditional strategies like community organizing and public education or a relatively new strategy – and, if so, what's creative about it? Is the campaign effective in achieving its goals? What successes and barriers did campaigners encounter? Do you have any recommendations? Teams should briefly and concisely summarize the main arguments in relevant set of course readings on strategies and tactics and incorporate these summaries in their analysis of the NGO campaign. Each group should pose at least two questions for class discussion.

Essay or Report

Students have a choice of writing an (a) analytic research paper (b) review article or (c) report. The paper should be 8-10 pages (2,000-2,500 words). Please print your essay double-sided to save paper!

For (a) choose a particular environmental issue in which you have an interest in and analyse it using one or more different environmental perspectives as discussed in Part I of the course. The purpose of the assignment is to encourage students to evaluate environmental issues from different analytical "lenses." The research paper should be based on sources such as secondary literature, government documents and media coverage.

For (b), the book article, choose one book on a topic relevant to the course. You may use a book listed in the course outline or an autobiography or writings of a key environmental leader. In your review you should develop a thesis, critically comment on the goals, approaches, arguments, and evidence the book presents, analyse the positions taken in the book, and assess the book's utility to specific audiences.

Option (c) is for those engaged in activism in the environmental movement. You have the option of writing a report analyzing the NGO's or movement's campaign in which you were involved with. The report would differ from option (a), the research paper, in that the latter mainly relies on secondary sources, whereas the methodology for the report would likely involve the use of primary documents (e.g., reports, minutes of meetings, and press releases), interviews, and data from "participant observation." You may want to consult relevant chapters in Bert Klandermans and Suzanne Staggenborg (eds), *Methods of Social Movement Research* (Minneapolis: University of Minnesota Press, 2002).

Students are encouraged to talk to their TA and instructor about their proposed topic before proceeding and to submit, if they wish, a draft of their outline or arguments in time to allow for comment. You will be evaluated according to the following criteria: the quality of your thesis, introduction, and conclusions; the strength of your analysis (clarity of argument, quality and depth of thought, creativity, relevance of discussion to course); the organization of your paper (i.e., flow of paper); and your writing style (conciseness, presence of introductions, transitions, and conclusions; and correct spelling and grammar). There is a late penalty of 2% of the assignment mark per day.

Term Test

The test will include multiple-choice, true/false and short answer questions; short, longer one-paragraph answer questions; definitions; and an essay question. The test is intended to assess your understanding of different environmental perspectives and the various approaches used by environmental movements, and your ability to use the course material to understand, analyze, and make recommendations about specific cases. Good answers to essay questions are well argued, logical and organized, define key concepts, and use specific examples to make points related to your argument in response to the question. You will have some choice of questions in most sections.

PART I. ENVIRONMENTAL PERSPECTIVES

Week 1: Introduction to Environmental Sociology

Charles Harper, *Environment and Society: Human Perspectives on Environmental Issues*, 2nd ed. (Upper Saddle River: Prentice Hall, 2001), “Environmentalism: Ideology and Collective Action” (Chapter 9), pp. 345-384.

Confronting Consumption: The Voluntary Simplicity Movement

Michael Maniates, “In Search of Consumptive Resistance: The Voluntary Simplicity Movement,” in Thomas Princen, Michael Maniates, and Ken Conca (eds), *Confronting Consumption* (Cambridge, Massachusetts: The MIT Press, 2002), pp. 199-212.

Recommended readings/films:

Schumacher, *Small is Beautiful: Economics as if People Mattered* (New York: Harper & Row, 1973).

Michael Mayerfeld Bell, *An Invitation to Environmental Sociology* (Thousand Oaks: Pine Forge Press, 1998).

Riley Dunlap et al. (eds), *Sociological Theory and the Environment: Classical Foundations, Contemporary Insights* (Lanham: Rowman & Littlefield, 2002).

Allan Schnaiberg and Kenneth Alan Gould, *Environment and Society: The Enduring Conflict* (Blackburn 2000)

World Commission on Environment and Development, *Our Common Future* (Oxford: Oxford University Press, 1987).

Film: *The Gleaners and I* (2000) about people who “glean” or collect the remnants of a harvest or in the city salvage usable items from garbage (aka dumpster-divers). Directed by Agnes Varda.

Week 2: Deep Ecology

Are humans a part of nature or separate and superior to nature? What are the main principles of deep ecology and how are they practiced in the field of conservation biology?

George Sessions, “Deep Ecology and Global Ecosystem Protection,” in Michael E. Zimmerman, J. Baird Callicott, George Sessions, Karen J. Warren and John Clark (eds), *Environmental Philosophy: From Animal Rights to Radical Ecology* (Englewood Cliffs, New Jersey: Prentice-Hall, 1993), pp. 233-250.

Recommended readings/films

Arne Næss, *Ecology, Community, and Lifestyle: Outline of an Ecosophy* (Cambridge: Cambridge University Press, 1989)/

Film: *Winged Migration* (2001) Director: Jacques Perrin. This nature documentary attempts to observe the world from the point of view of flocks of birds in their long distance migrations according to the seasons. Perrin utilizes planes, gliders, helicopters and balloons (no special effects).

Social Ecology: Making the Linkages through Environmental Justice

Thomas H. Fletcher, *From Love Canal to Environmental Justice: The Politics of Hazardous Waste on the Canada-U.S. Border* (Peterborough: Broadview, 2003), Preface and Chapter 5 (“Detroit and Sarnia”), pp. 11-16, 130, and 163-189.

Recommended reading:

Murray Bookchin, “What is Social Ecology?” in Michael Zimmerman et al. (eds), *Environmental Philosophy: From Animal Rights to Radical Ecology* (Englewood Cliffs, New Jersey: Prentice-Hall, 1993), pp. 354-373.

R. J. Brulle, *Agency, Democracy and Nature: U.S. Environmental Movements from the Perspective of Critical Theory* (Cambridge: M.I.T. Press, 2000).

Week 3: Ecofeminism

We look at different types of ecofeminism (liberal, cultural, social, and socialist) and two key grassroots movements in the Third World led by women (India’s Chipko and Kenya’s Green Belt movement).

Carolyn Merchant, *Radical Ecology: The Search for a Livable World* (New York: Routledge, 1992), chapter 8 (“Ecofeminism”), pp. 183-210.

Documentary Films:

Sulphur Passage (4 minutes). A music video by Bob Bossin, 1994.

Fury for the Sound: The Women at Clayoquot (86 minutes) documents the grassroots, ecofeminist approach used at the 1993 Clayoquot Sound Peace Camp and blockades, and the prominent place of women in the environmental movement (e.g., women made up 80% of the grassroots movement to protest the BC government’s logging decision). A film by Shelley Wine, Telltale Productions, 1997.

Recommended Reading

Barbara Noske, *Beyond Boundaries: Humans and Animals* (Montreal: Black Rose Books, 1997), Chapter 4, (“The Devaluation of Nature”), pp. 40-79.

Animal Rights

Animal philosophers provide both a critique of the objectification and commodification of nature and animals and an alternative perspective on animals and the natural world. We explore animal rights (Regan), animal communications and animal concern *for humans* (Noske), a defense of the moral standing for animals from a utilitarian perspective (Singer), and the emotional lives of animals (Masson).

Tom Regan, *Empty Cages: Facing the Challenge of Animal Rights* (Oxford: Rowman and Littlefield, 2004), Chapter 4 (“Animal Rights”), pp. 53-74.

Barbara Noske, *Beyond Boundaries: Humans and Animals* (Montreal: Black Rose Books, 1997), Chapter 7 (“Meeting the Other: Towards an Anthropology of Animals”), pp. 161-170.

Jeffrey Masson, *The Pig Who Sang to the Moon: The Emotional World of Farm Animals* (New York: Ballantine, 2003), pp. ix-xi & 1-13.

Film: *Peaceable Kingdom* (2004) tells the stories of seven people who experience profound transformations in their relationships with animals. The film also profiles animals at New York’s Farm Sanctuary, a place where former farm animals are able to express their rich emotional lives, personalities, intelligence, and love. These sanctuary scenes are juxtaposed with footage of the cruelty, abuse, and brutal objectification that farm animals typically undergo in factory farms, auction houses, and slaughterhouses. Director: Jenny Stein, Producer: James LaVeck (see www.tribeofheart.org)

Recommended readings/films

Peter Singer, *Animal Liberation* (New York: Harper Collins Publishers, 2002, originally published in 1975), chapter 1 (“All Animals Are Equal... or why the ethical principle on which human equality rests requires us to extend equal consideration to animals too”), pp. 1-23.

Charlotte Montgomery, *Blood Relations: Animals, Humans, and Politics* (Toronto: Between the Lines, 2000) [looks at the animal rights movement in Canada]

Gary Francione, *Animals, Property, and the Law* (Philadelphia: Temple University Press, 1995).

Carol Adams, *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory* (New York : Continuum, 1990).

Charles Patterson, *Eternal Treblinka: Our Treatment of Animals and the Holocaust* (New York: Lantern Books, 2002).

Film: *The Emotional World of Farm Animals* with Jeffrey Masson, Ballantine Pub. Group (52 min)

Week 4: Holistic, Systems Approach

A number of philosopher/scientists have called for the replacement of the Cartesian, reductionist paradigm with a holistic, ecological one. The systems approach and chaos/complexity theory...

Stephen R. Sterling, “Towards an Ecological Worldview,” in J. Ronald Engel and Joan Gibb Engel (eds), *Ethics of Environment and Development: Global Challenge, International Response* (Tucson: The University of Arizona Press, 1990), pp. 77-86.

Ethics and Advocacy

Kristin Shrader-Fréchette, “An Apologia for Activism: Global Responsibility, Ethical Advocacy, and Environmental Problems,” in Frederick Ferré and Peter Hartel (eds), *Ethics and Environmental Policy: Theory Meets Practice* (Athens and London: The University of Georgia Press, 1994), pp. 178-194.

Film: *MindWalk* (1992) features a conversation among a scientist, a politician, and a poet about replacing the current dominant paradigm based on a Cartesian, mechanistic and reductionist worldview with an ecological, holistic perspective. It’s set at the island monastery of Mont St. Michel off the coast of Normandy. Cast: Liv Ullmann, Sam Waterston, John Heard, Ione Skye, Director: Brent Capra. Based on the book *The Turning Point* by Frijof Capra (110 minutes).

PART II. SOCIAL MOVEMENTS: DEVELOPING A WINNING CAMPAIGN

Week 5: Developing a Campaign

We discuss the ingredients of a campaign including a group’s goals, strategies and tactics, resources, and matters regarding movement building.

Kim Bobo, J. Kendall and S. Max, *Organizing for Social Change: A Manual for Activists in the 1990s* (New York: Seven Locks, 1996), Chapters 4 & 5 (“Developing a Strategy” and “A Guide to Tactics”), pp. 30-61.

Recommended reading

Bill Moyer, *Doing Democracy: The MAP Model for Organizing Social Movements* (Gabriola Island: New Society Press, 2001), chapter 3 (“The Eight Stages of Social Movements”), pp. 42-86.

Si Kahn, *Organizing: A Guide for Grassroots Leaders*, revised edition (Silver Spring, Md.: National Association of Social Workers, 1991), Chapter 8 (“Strategy”), pp. 136-152.

Nonviolent direct action

Mick Smith, *The Ethics of Place: Radical Ecology, Postmodernity, and Social Theory* (Albany: State University of New York Press, 2001). pp. 161-168.

Gene Sharp, *The Politics of Nonviolent Action. Part Two: The Methods of Nonviolent Action* (Boston: Porter Sargent, 1973), pp. 117-130.

Recommended reading

Benjamin Seel, Matthew Paterson, and Brian Doherty (eds), *Direct Action in British Environmentalism* (London: Routledge, 2000).

Week 6: Bottom-up and top-down approaches

Should a groups repertoire of collective action be primarily grassroots and bottom-up or, alternatively, top-down, involving policy entrepreneurs, lobbyists and researchers acting nationally and transnationally?

Lois Gibbs and the Citizens Clearinghouse on Hazardous Waste, *Dying from Dioxin: A Citizen's Guide to Reclaiming our Health and Rebuilding Democracy* (Montreal: Black Rose Books, 1997), Chapter 12 ("The Basics of Organizing"), pp. 159-191.

Recommended readings

Margaret E. Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics* (Ithaca: Cornell University Press, 1998).

Paul Wapner, *Environmental Activism and World Civic Politics* (Albany: State University of New York Press, 1996).

Week 7: Community organizing

Gandhi, *Autobiography or My Experiments with Truth* (Ahmedabad: Navajivan Publishing House, 1927), Part V, Chapters 14-18 ("Face to Face with Ahimsa", "Case Withdrawn", "Methods of Work", "Companions", and "Penetrating the Village"), pp. 342-352.

Lee Staples, *Roots to Power: A Manual for Grassroots Organizing* (Westport: Praeger, 1984), "'Power to the People': Basic Organizing Philosophy and Goals," (Chapter 1), pp. 1-14.

Film: *The Democratic Promise: Saul Alinsky & His Legacy* (Produced by Media Process Educational Films & Chicago Video Project, 1999). Narrated by Alec Baldwin.

Recommended readings

Saul Alinsky, *Rules For Radicals: A Practical Primer for Realistic Radicals* (New York: Vintage Books, 1971), "Prologue" and "Tactics", pp. xiii-xxvi and 125-161.

Week 8: Public education, alternative culture & internet activism

Anita Krajnc, "The Art of Green Learning: From Protest Music to Media Mind Bombs" in Daniel N. Nelson and Laura Neack (ed.), *Global Society in Transition: An International Politics Reader* (The Hague: Kluwer Law International, 2002), pp. 295-317.

Marilyn Bordwell, "Jamming Culture: Adbusters' Hip Media Campaign against Consumerism," in Thomas Princen, Michael Maniates, and Ken Conca (eds), *Confronting Consumption* (Cambridge, Massachusetts: The MIT Press, 2002), pp. 237-253.

Week 9: Advocacy and Green Parties

Judith McKenzie, *Environmental Politics in Canada: Managing the Commons into the Twenty-First Century* (Oxford: Oxford University Press, 2002), "Environmentalism as a Social Movement" (Chapter 2), pp. 70-88.

Recommended Readings:

Petra Kelly, *Thinking Green! Essays on Environmentalism, Feminism, and Nonviolence* (Berkeley: Parallax Press, 1994)

Rudolf Bahro, *Building the Green Movement* (Baltimore: New Society Publishers, 1986).

Week 10: Global action and market campaigns

Morton Winston, “NGO strategies for promoting corporate social responsibility,” *Ethics and International Affairs*, vol. 16, no. 1, 2002, pp. 71-87.

Recommended readings

Liz Highleyman, “The Global Justice Movement,” in Immanuel Ness (ed), *Encyclopedia of American Social Movements*, (Verso, forthcoming).

Marion Traub-Werner, “Sustaining the Student Antisweatshop Movement: Linking Workers’ Struggles,” in Mike Prokosch and Laura Raymond, eds., *The Global Activist’s Manual: Local Ways to Change the World* (New York: Thunder’s Mouth Press/Nation Books, 2002), pp. 191-198.

Naomi Klein, *No Logo: Taking Aim at the Brand Bullies* (Toronto: Vintage Canada, 2000), Chapter 16 (“A Tale of Three Logos: The Swoosh, the Shell and the Arches”), pp. 364-396.

Recommended films:

McLibel. Documentary film by Fanny Armstrong, 1997. This film is a David and Goliath story about the longest trial in British history. McDonalds sued low-income activists Dave Morris and Helen Steel for libel when they wrote and distributed some pamphlets criticizing McDonald’s for misleading advertising, unhealthy food products, rainforest destruction, and cruelty to animals. Despite the difficulties the activists faced in experiencing the economic disparities between themselves and the resources of the corporation, in defending themselves against a team of lawyers, and in having their activist meetings infiltrated by private investigators hired by McDonalds, the suit backfired on McDonald’s when the case received enormous worldwide attention in the mass media and on the Internet.

Henry: One Man’s Story (53 min.). Documentary film written and co-produced by Peter Singer, 1997. This film is based on Henry Spiro’s successful campaign to ban cosmetic testing on animals in the US. First, he strategically targeted Revlon, the biggest corporate player, and then the second biggest company and so on.

Weeks 10-12: Group Presentations