

**SOCIOLOGY/ENVS 4027, Section 001 – Spring 2015**  
**Inequality, Democracy, and the Environment**  
**Tu & Th 2:00 – 3:15 in HLMS 141**

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**Office Hours:** Tu 3:40-5:00 and by appointment

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**\*\*\*IF YOU MISS THE FIRST, SECOND, OR THIRD CLASS YOU WILL BE DROPPED FROM THE COURSE\*\*\***

**\*\*\*\*\*IF YOU MISS ANY CLASSES DURING WEEK 16 (the last week of classes), YOU WILL LOSE A FULL LETTER GRADE OFF YOUR FINAL GRADE\*\*\*\*\***

**\*\*\*THERE WILL BE NO COMPUTER USE OR USE OF ELECTRONIC DEVICES IN THE CLASSROOM\*\*\***

**Course description:** I developed this course because I believe it is important for students to understand the relationship between inequality, democracy, and the environment. In order to develop such an understanding, this course examines the relationship between the following factors:

- Inequality and democratic decision making in the United States (political and economic decision making);
- Undemocratic decision making and U.S. and corporate food and energy policy;
- Food and energy policy on the one hand and global environmental degradation and war on the other;
- Undemocratic corporate and U.S. decision making on the one hand and developing nation democracy and state failure on the other;
- The International Monetary Fund, World Bank, and World Trade Organization on the one hand and developing nation poverty and oppression on the other.

In addition to covering these topics, I would like to spend some time addressing the following questions. What kind of society would you like to live in? How can such a society be created? How can we overcome or drastically reduce the serious environmental problems we face? Are the types of solutions proposed by mainstream environmentalists likely to succeed? If not, why not and what should be done instead?

This is clearly a lot of ground to cover and as a result we will be doing a lot of reading this semester. Some of this reading will be drawn from environmental studies and environmental sociology, but much of it will be drawn from other sociological subfields, including economic sociology, rural sociology, the sociology of development, and political sociology. It is my contention that we cannot understand environmental problems, nor develop solutions to these problems, without a firm grounding in these seemingly non-environmental sociological subfields.

**Finally, I am very excited about teaching this class and hope that we all have a great semester!!!**

**Required Readings:** The required readings are listed below. We will be reading 1 book (available at the book store) as well as on-line articles and book excerpts. You can find links to the articles and book excerpts on Desire2Learn (D2L). **Some of the on-line reading files include more pages than you have to read.** So check the page numbers you are supposed to read before reading them. **In addition, do not print out the on-line readings too far ahead of time in case I end up dropping a reading from the syllabus.**

**Desire2Learn**

You can find on-line readings and an electronic copy of the syllabus on Desire2Learn (D2L). I may also use D2L to post assignments and important handouts and to give last minute instructions. This means that you need to log onto D2L on a regular basis.

**Logging onto D2L:**

Login through CU's Desire2Learn (D2L) web page: (1) go to <https://learn.colorado.edu/>, (2) login using your CU Login Name and IdentiKey password; (3) after login, click on the link for SOCY-ENVS:4027001 Inequality Democracy Env; (4) click on the content tab to find the readings, etc. If the reading is sideways, press the shift and control keys and the plus or minus key to rotate the reading.

**Adobe Reader:** In order to read most of the on-line readings, you need to have Adobe Reader installed on your computer. If it is not installed, you can download it from: <http://get.adobe.com/reader/>

**You have to purchase the following book at the UMC bookstore!**

Klare, Michael T. 2004. *Blood and Oil: The Dangers and Consequences of America's Growing Dependency on Imported Petroleum*. New York: Metropolitan Books.

**The following book can be found on-line at:** <http://www.natcap.org/sitepages/pid20.php>

Hawken, Paul, Amory Lovins, and L. Hunter Lovins. *Natural Capitalism: Creating the Next Industrial Revolution*.

After you get to the 'Natural Capitalism' website, click on the phrase 'more info' that is associated with the chapter you want to read. Then, on the new web page, click on the 'download the entire chapter' link. The chapter will download for you. You can then save it to a disk or to your computer by clicking on the 'download' icon. **Download and save the appropriate chapters immediately!!!**

**Your grade in this course will be based upon the following assignments (and attendance):**

	<u>Due Date</u>	<u>Points Toward Final Grade</u>
1. 4 take home exams		
Exam 1	Feb. 12	17 points
Exam 2	Mar. 10	21 points
Exam 3	Apr. 9	21 points
Exam 4	Apr. 30	21 points
2. Quizzes (5 or more)		10 points
3. Attendance		<u>10 points</u> 100 points

90-100 points = A- to A  
80 - 90 points = B- to B+  
70 - 80 points = C- to C+  
60 - 70 points = D- to D+  
0 - 60 points = F

**ATTENDANCE POLICY:** You will not do well in this course if you do not attend class *and* do the reading. In order to ensure attendance, I will take attendance every day. Attendance is worth 10% of your grade. **HOWEVER, IF YOU MISS MORE THAN 6 CLASSES YOU WILL FAIL THE COURSE!!!**

In addition, (a) if you miss the second OR third class of the semester you will be dropped from the course and (b) if you miss any classes during week 16 (the last week of classes), you will lose a full letter grade off your final grade in addition to any other penalty you receive for missing class.

**\*\*\*If you arrive after I have started lecturing, you will sit in the back row (or another section of the classroom that I designate) and you WILL NOT receive attendance points for that day.\*\*\***

**\*\*\*If you leave before class ends you will lose your attendance points for that day.\*\*\***

**\*\*\*You WILL NOT receive attendance points if you sit in the section of the room set aside for those who arrive late.\*\*\***

**I WILL NOT NEGOTIATE GRADES**

**\*\*\*\*All assignments MUST be turned in to me in class at the beginning of the class for which they are due\*\*\*\***

**The exams:** We are covering a lot of material this semester. So instead of asking you to take 2 or 3 big, in-class exams where you would have to remember 6-8 weeks' worth of material, I am going to have you take 4 take-home exams. In these exams, I will ask you to answer several questions about the readings, lectures, and class discussions during the 4-5 weeks prior to the exam. For each exam, your answers should collectively add up to 6-8 pages (typed and double spaced). **Take home exams are not easier than in-class exams. If anything, they are harder.** **Because you have access to all your lecture notes and the readings, I expect you to be able to recall everything we have discussed in class. Many people do not do as well as they would like to do on the first exam, so take it seriously!!! On the first exam, many people do not do what I tell them to do. As a result, VERY GOOD students sometimes FAIL the first exam. You DO NOT want this to happen to you.**

**The exams must be printed on a computer (or typed)** using one-inch margins at the top and bottom and 1.25-inch margins on the left and right. They must be double-spaced, using a 12-point Times New Roman font.

**The quizzes.** There will be 5 or more unannounced, in-class quizzes in which I ask you a question or questions about the reading for that week or day. You will have 5 minutes to answer the question or questions. If you miss class or arrive in class after the quiz is over, you cannot take the quiz. If you arrive in class during the quiz, you will have to finish it when everyone else finishes it.

**All written work must be original.** In other words, do not use somebody else's ideas without properly citing the source of those ideas (your references must be listed on a separate sheet). Keep direct quotes to an absolute minimum, but clearly cite direct quotes when you use them. **Remember, plagiarism is a serious offense that can result in you failing the class.**

**Class Participation:** You will not be graded on class participation. However, students tend to learn more when they participate in class discussions and when they ask questions about material that they find interesting or difficult to understand. **Do not hesitate to ask questions in class. If you do not ask questions about the course material, I will assume you understand it.**

**If you miss a class** it is your responsibility to get lecture and discussion notes, as well as other course information, from another student. If you still have questions after talking with another student, please contact me.

**Your grades** will be based on your mastery of the course material **as indicated by the substantive quality of your work. In other words, you have to demonstrate not only that you know the different elements of the arguments and evidence you are writing about, but also how those different elements fit together.** Work has to be handed in to me in person, in class, and on time.

**\*\*\*I will not accept late exams\*\*\***

**\*\*\*There will be no make-up exams\*\*\***

**The only times I will make exceptions to my late assignment, exam, and attendance policies are if you provide me with written proof of a death in your family, a medical emergency, a court date, a religious conflict, or your participation in a university-supported activity.**

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## Weekly Topics and Readings

### Week 1: Environmental Degradation

#### Readings:

Jan. 13: No Reading

Jan. 15: On-line: Speth, pages (pp.) 13-36 and 43-62

On-line: Foster et al. 2010, pp. 13-19

### Week 2: Inequality / Natural Capitalism

#### Readings:

Jan. 20: On-line: Hawken et al. pp. 144-159, 190-198 <http://www.natcap.org/sitepages/pid20.php>

On-line: Kerbo, pp. 18-49 & 569-576

On-line: The Cassandra Report, **Spend 5-10 minutes skimming** pp. 54-60.

**(Optional)** On-line: UNHDP 1997, pp. 15-18; UNHDP 2001, pp. 9-16; UNHDP 2010 143-163

Jan. 22: On-line: Hawken et al., pp. 1-11, 22-29, 48-61 <http://www.natcap.org/sitepages/pid20.php>

### **Week 3: Natural Capitalism and Ecological Economics**

#### **Readings:**

- Jan. 27: On-line: Cobb et al.  
On-line: Downey, selected pages from Chapter 2: Popular Explanations of the Environmental Crisis.  
Jan. 29: On-line: Hawken et al., pp. 62-73, 82-94, 159-169 <http://www.natcap.org/sitepages/pid20.php>  
(optional) On-line: Boyce, pp. 1-11

### **Week 4: Democracy and the Media**

#### **Readings:**

- Feb. 3: On-line: Pateman, pp. 1-5, 22-27, 42-43  
On-line: Croteau & Hoynes, pp. 7-26  
Feb. 5: On-line: Croteau & Hoynes, pp. 26-37  
(optional) On-line: Hoynes, pp. 34-54

### **Week 5: Democracy and the Media / Economic and Political Sociology**

#### **Readings:**

- Feb. 10: On-line: Domhoff 1 (The Class Domination Theory of Power)  
On-line: Neubeck, pp. 334-337  
(Optional) On-line: Sunstein, pp. 17-25 and Roosevelt's Second Bill of Rights  
Feb. 12: **Exam 1 Due**

### **Week 6: Economic and Political Sociology**

#### **Readings:**

- Feb. 17: On-line: Domhoff 2 (Power Elite, pp. 20-24, 37-40, 257-264)  
Feb. 19: On-line: Domhoff 3 (Power Elite, pp. 107-125, 144-147)

### **Week7: Globalization, the World Bank, and the IMF**

#### **Readings:**

- Feb. 24: On-line: Bello 1999a, pp. 7-9, 18-35  
On-line: Peet (on the World Bank, the IMF, and the WTO)  
Feb. 26: On-line: Bello 1999b, pp. 51-71  
On-line: 3 Downey handouts (these handouts can be found on-line)

### **Week 8: Globalization, the IMF, and the WTO**

#### **Readings:**

- Mar. 3: On-line: Stiglitz 2003a, pp. ix-xvi, 3-22  
Mar. 5: On-line: Stiglitz 2003b, pp. 53-67, 73-75  
On-line: Chang 2008, pp. 19-23 and 40-60  
(Optional) On-line: What is the WTO (According to the WTO)?  
(Optional) On-line: Wallach 2004a, pp. 239-253

### **Week 9: The WTO, NAFTA, and Property Rights**

#### **Readings:**

- Mar. 10: **Exam 2 Due**  
Mar. 12: On-line: Wallach 2004b, pp. 19-22, 25-26, 36-39, 41-47  
On-line: Greider 2001a (The Right and U.S. Trade Law)  
On-line: Greider 2001b (Sovereign Corporations)

## **Week 10: NAFTA, Water, Privatization, and Agriculture**

### **Readings:**

- Mar. 17: On-line: Public Citizen 2005 (NAFTA Report), pp. viii-xi (Don't look at earlier pages)  
On-line: **Quickly Skim This Reading**: Public Citizen 2010 (NAFTA Chapter 11 Cases)  
On-line: Council of Canadians (NAFTA's Chapter 11)  
On-line: Barlow 2002 (Who Owns Water)  
On-line: Barlow 2010 (Our Right to Water), pp. 4-14 and 21-22  
On-line: Seized! (**You can skip the boxed text, or boxes, in the reading**)  
(Optional) On-line: Seized! Annex (data on land purchases)  
(Optional) On-line: Shiva & Holla-Bhar
- Mar. 19: On-line: Downey (pp. 1-12 from book chapter on Agriculture)  
On-line: Downey (The Social Consequences of Industrial Agriculture)  
On-line: Gurian-Sherman, pp. 1-7, 41-65, and 67-68 (**lots of photos and graphs, so read on-line**)

## **Week 11: Spring Break, No Classes**

## **Week 12: Agriculture**

### **Readings:**

- Mar. 31: On-line: Heffernan et al., pp. 1-8  
On-line: Hendrickson et al., Executive summary and pp. 1-6  
On-line: (Optional) Hendrickson & Heffernan 2007 Agricultural Concentration Fact Sheet  
On-line: IATP 2009 (Letter to USDA)  
On-line: IATP 2011 (Feeding the World?): Skim points 1-3, read the rest of the report  
On-line: IATP 2006 (Below Cost Feed Crops)
- Mar. 31 & Apr. 2: On-line: AAI 2009, pp. 1-13 and 21
- Apr. 2: On-line: Cook, pp. 12-16 & 20-22  
On-line: Wallach 2004c, pp. 189-198, 204-5, 208-211  
On-line: IATP 2010 (NAFTA and Agricultural Concentration)

## **Week 13: Militarism and the Environment**

### **Readings:**

- Apr. 7: On-line: Downey, "The Environmental and Social Consequences of War and Oil"  
On-line: Johnson, pp. 3-bottom of 15, 34-36 & 43-53  
On-line: Clark, pp. 59-69

Apr. 9: **Exam 3 Due**

## **Week 14: War and Oil**

### **Readings:**

- Apr. 14: Klare (from the book you purchased), Preface and chapter 1
- Apr. 16: Klare, Chapters 2 & 3

## **Week 15: Oil, Natural Resources, and War**

### **Readings (from the book you purchased):**

- Apr. 21: Klare, Chapter 4 & pp. 180-187  
Apr. 23: On-line: Resource Wars, pp. 190-226

## **Week 16: Social, Political and Economic Change**

### **Readings:**

- Apr. 28: I MAY ADD A READING FOR TODAY  
Apr. 30: **Exam 4 Due**

## University Policies

### **ACCOMODATION:**

#### Disability, Religious & Activity Accommodations:

1. If you qualify for an accommodation due to a disability, please submit to the instructor a letter from Disability Services that details the appropriate accommodations by the end of the second week of class. Disability Services determines accommodations based upon documented disabilities. For more information call 303-492-8671, or visit their office at N200 Center for Community, or go to their website <http://disabilityservices.colorado.edu/>.

2. Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If the observance of a religious holiday or activity conflicts with the course requirements, please make the dates of the conflict(s) known to the instructor in writing by the end of the second week of class. <http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>.

3. If participation in a university-supported activity (athletic competitions, artistic performances, etc.) conflicts with the course requirements, please make the dates and nature of the conflicts known to the instructor in writing by the end of the second week of class. Students will be asked to provide evidence of participation for any exceptions.

### **HONOR CODE:**

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/student-honor-code-policy>.

### **LEARNING ENVIRONMENT:**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. See policies at <http://www.colorado.edu/policies/student-classroom-and-course-related-behavior> and at <http://www.colorado.edu/studentaffairs/studentconduct/code.html>

### **DISCRIMINATION AND HARRASSMENT:**

The University of Colorado at Boulder Discrimination and Harassment Policy and Procedures, the University of Colorado Sexual Harassment Policy and Procedures, and the University of Colorado Conflict of Interest in Cases of Amorous Relationships policy apply to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at: <http://www.colorado.edu/policies/discrimination-and-harassment-policy-and-procedures>.

### **Professor Downey's Expectations**

1. Come to class every day.
2. Come to class on time every day.
3. If you do arrive late, come in quietly and find a seat in the back row.
4. Don't leave the room in the middle of class to go to the bathroom or for any other reason.
5. If you absolutely have to leave class early (for a doctor's appointment for example):
  - a. Tell me before class
  - b. Sit near the door
6. No talking, reading, playing on a computer, surfing the web, etc., or sleeping in class.
7. Stop talking and reading as soon as class begins.
8. Class begins on time.
9. Do not start to pack your things before class ends.
10. Take complete and thorough lecture notes.
11. If you miss class, get lecture notes from another student (then talk to me if you do not understand the notes).
12. Treat everyone in the room with respect.
13. Participate in class discussions.
14. **DO ALL THE ASSIGNED READINGS BEFORE THE CLASS ON WHICH THEY ARE DUE.**

**Guidelines for grading were developed several years ago by the sociology department's undergraduate committee. I have modified them slightly and listed them below:**

<i>Grade Descriptions (Assuming Your Assignment is Well-Written)</i>
A = Technically flawless and exhibiting both substantially greater-than-usual understanding of, and insight into, class readings and startling originality of analysis.
B = The grade you get when you satisfactorily complete all of the required elements of an assignment, no more, no less.
C = The work fails to fulfill all required elements, but fulfills most of them.
D = The work fulfills more than 1/2 of the required elements, but does not fulfill enough of the elements to receive a 'C.'
F = The work fails to fulfill 1/2 or more of the required elements.
<i>+ 's and - 's are for gradations in between</i>

**Writing Quality:**

Writing well is an important skill and an important component of your grade. Your grade will not be affected if you make a few spelling mistakes or grammatical errors. However, poor editing, poor sentence and paragraph structure, and poorly organized essays and answers can drop your grade anywhere from a third-of-a-grade to a full letter grade or two (depending upon the severity of the problem). In extreme cases, poor writing can result in a failing grade (for example, you will receive an 'F' if it is impossible to follow your argument).

**Summarizing arguments:**

When summarizing an argument you must not only clearly describe all the elements and main points in the argument, you must also clearly explain how those elements and points are connected to each other.