



Lakehead
UNIVERSITY

DEPARTMENT OF SOCIOLOGY

SOCI 2113 ADE

Environmental Sociology

Monday July 04 to Friday July 22, 2022

Course Facilitator: **Dr. Kevin Willison**, B.A., M.A., Ph.D.

Instructor's e-mail address: kdwillis@lakeheadu.ca

ONLINE – Web Based Credit Weight: 0.5

What Is Environmental Sociology?

- ▶ Environmental Sociology studies the interrelationships between society and the environment. This discipline places focus on such topics as the relationship(s) between human social organization(s) and (the) physical environment(s).

LU Course Catalogue Description:

An introduction to the major theoretical perspectives in environmental sociology, learning to apply them to a variety of contemporary environmental issues.

Instructor's Typical Online Office Hours: Tuesday to Friday 1 pm to 4:30 pm (EST)

- **WELCOME! Thank you for joining. May you find this course interesting and informative. If not, please feel free to email me suggestions.**
- There is NO required textbook for this course (but there are required readings).
- Course readings are to be completed on your own, as well as assignments.
- For email inquiries I will strive to respond within 15 hours (or less) of receipt.
- Please only use your Lakehead University email account for correspondence with the course Instructor.
- Students are responsible to have a secure computer connection for each of two tests. Course Instructors have no control over IT issues.
- For the third week, you have a writing assignment due. It is best to start working on such in week one. **For your essay: please follow closely the instructions provided by your course instructor (as per this course outline).** Beyond specific course Instructor instructions, use MLA/APA or ASA format (overall, it is wise to use consistent formatting throughout).
- There are no bonus assignments provided to help enhance / increase grades.

- Note: this is only a three-week course. Time typically goes by very quickly. If you have registered for this course, it is best to make such a top priority.

Course Overview:

- **This is a self-directed reading course.** Please follow closely the steps below:

Step 1: Each week please review on your own D2L posted readings (pdfs, articles, PowerPoints, and so forth). Imbedded in PowerPoints are also links which require review. Course provided PowerPoints found within weeks one and two readings are particularly testable material.

Aside note → in D2L you will find two posted “READERS GUIDES” (for week one and week two). These provide a SAMPLE summary of key theorists, terms and concepts you should know (as located in your readings). Be sure to also take notes as to what the key terms etc. refer to.

Note: as a three-week half-credit course students are urged set aside at least 12 to 15 hours per week to complete required readings and assignments.

Step 2: Using the Readers Guide will greatly assist you to locate the key theorists, terms and concepts you should particularly know. Such will be a key basis for potential multiple choice and possible fill in the blank questions for course tests one and two.

- Note: Be sure to complete course assignments on time. Please do not email me your assignments. Post only in the D2L course site, in the proper Assignments folder (only). * Do not post in the D2L email system.
- **Please do not use the D2L email system. Email the course instructor for all course related issues / questions / ideas / etc. using: kdwillis@lakeheadu.ca Thank you.**

Learning Outcomes

By the end of the course it is hoped that students will:

- 1. Possess an intermediate level of knowledge of example social, political, and economic forces that often impact the environment.
- 2. Understand the roles that gender, race, and social class play in determining health as a result of residing (living) within certain environments.
- 3. Understand sample environmental related issues, in Canada and abroad, including issues faced by many Indigenous Peoples.
- 4. Be more familiar with the (existing and potential) linkages between the historically binary disciplines of environmental sciences and sociology. Recognize the need for interdisciplinary collaborations.

- 5. Become better acquainted with varied resources and potential networks available in Canada (and abroad) related to environmentalism and/or environmental sociology.
- 6. Know how you and others may become more active on environmental issues by having a better knowledge of sociological related theories and methods, plus their application (such as the use of community based participatory research strategies). And,
- 7. Recognize the potential of knowledge mobilization tools (such as an e-poster) to help educate others on environmental issues.

Sociology 2113 ADE – Sociology of the Environment - Evaluation Strategy:

A three-week course at a recommended 12 to 15 hours of focus per week

GRADING METRIC	ON / DUE	VALUE
D2L Online Test One (of 2) ☐ [Based only on week 1 readings] Complete within assigned time frame (between 1 PM to 9 PM – EST). Qualified LU SAS students are provided extra time.	Monday [July 11] [~1.5 to 2 hours]	25 %
Three one full page – up to 2 pages - (single spaced) reflection exercises (one due per week) – based on a required (provided) reading. Use a 12 cpi Times New Roman font. Place in the proper D2L course assignment folder. Do not email. On top of page include a short title and, your full name (only). No title page. No spaces between paragraphs. Do not convert to a PDF.	[Thursdays] 1 – July 7 2 – July 14 3 – July 21	5% each (Σ = 15%)
E-Poster Assignment (on one specific topic directly related to this course; perhaps based on your required essay). Use / modify <u>only</u> the template provided in your D2L course site. Place in the proper D2L course assignment folder.	Wednesday Week 2 [July 13]	10 %
D2L Online Test Two (of 2) ☐ [Based on week 2 readings only] Complete within assigned time frame (between 1 PM to 9 PM – EST). Qualified LU SAS students are provided extra time.	Monday [July 18] [~1.5 to 2 hours]	25 %
Short Academic Essay Assignment Six full pages (double spaced) of typed writing (add a title page and cited sources	Thursday Week 3	25 %

page - hence a total [no more] of 8 pages). Please do not convert to a PDF.	[July 21]	
	Total =	100 %

☐ For the two required course tests, review all posted readings (including PDFs and PowerPoints) as posted in your LU D2L course site. **Focus on key terms, theorists, and concepts.** Test one covers week one readings; test two covers week two readings (as posted in D2L). **** [To assist you → check your D2L course site for a Readers Guide – a summary of SAMPLE terms, theorists, etc. you should know \(supplied within weeks one and week two\).](#)**

☐ Tests are conducted online (all in Eastern Standard Time - EST). Go to the Quizzes section of your D2L course site to complete on the scheduled day and time frame. Reminder: there is NO final exam for this course.

Added Instructor Directed Essay Requirements: (Note: not following these instructions will lead to a reduced grade).

- **Include a brief thesis statement in the first introductory paragraph. → Use YouTube if needed to determine what a thesis statement is.**
Example: [How To Write An Essay: Thesis Statements - YouTube](#)
- Use regular font size (12 cpi - Times New Roman).
- Post in Assignment folder only (in D2L) when completed. Submit only once please.
- **Grades are deducted if more than a total of 8 pages (6 pages essay + title page + cited sources). Be concise. Avoid repetition.**
- Avoid citing Internet-based articles (make use of only published peer-reviewed journal articles).
- Cite at least two different sources per essay paragraph.
- Avoid citing a particular source more than twice within a given paragraph.
- Do not cite sources in an essay that are more than ten years since date of first publication.
- Sources cited in your essay should be fully cited in your final page (cited sources section). Include in the cited sources section all the authors names, the journal title; the journal source; year of publication and volume; plus, page numbers.
- Again, no PDFs please - submit only as a Word document (in the proper D2L Assignments folder) for grading.
- No large spaces between paragraphs. Use consistent double spacing.
- Use of headings is okay. After a heading avoid empty spaces.

- Pretend you are in a debate. Seek to convince the reader that your thesis and supporting material is important.
- **Include at least one substantive limitations paragraph** (denote limitations to your thesis statement – as per a review of the relevant literature).
- **Do your own literature review (do not use resources provided within this course).**
- **Cite at least six different journal articles. These should be incorporated in the text of your essay (author and year only).**
- **Use the LU library system to obtain needed articles.**
 → [Home Page | Lakehead University Library Website](#) ←
- Do not use tables, pictures, graphs nor bullet points in the body of your essay (poor format).
- The essay is to be based on a very specific (narrow) topic that is directly related to this course. Address one topic / issue only (not multiple topics / issues).
- Cite only the sources used / integrated into your essay (hence the term “cited references.”) Citing sources not used in an essay is very poor format.
- Your cited references (last page) **must** be in the following (below) **format** ↓

Cosby, L.D., Williams, P., Andrez, G.J. 2012. “Enhancing Chronic Disease.” *Journal of Complementary Therapies in Clinical Practice* 13:232-239.
<http://dx.doi.org/10.1016/j.ctcp.2007.06.002>

- Within the body of your essay, citations **must** be cited as follows:
 - (a) If your source has only one author: (Bradley, 2020).
 - (b) If your source has only two authors: (Bradley and Kopec, 2020).
 - (c) If your source has three or more authors: (Bradley et al., 2020).
 - (d) Further, please:
 - Do not cite nd / URL / http / ibid addresses within the body of your essay (takes up too much space).
 - Do not cite within the body of your essay the title of the article you are using (takes up too much space).
 - Do not provide page numbers within your in-text citations.
- As this is only a six-page essay, **do not** use any quotes / quotations.
- Select a narrowly focused essay topic of specific interest to you (**and** again, directly related to this course – *Environmental Sociology*).
- You will need a creative title (related to your topic) to put on your title page. Keep the **title of your essay to ten or less words**. Bold and underline your title on your title page.
- **Do not** number your title page. Your essay content should start as page one. Be sure to insert page numbers (preferably at the bottom center).
- Please provide the course name, course instructor’s name [Dr. Kevin Willison], your full name, date of submission and the title of your essay on the title page.

*** Completed assignments are to be posted in the appropriate “Assignments” folder of your D2L course site. One submission only allowed per assignment (not in a PDF format).**

Note: submissions placed in the wrong D2L Assignments folder will result in a reduced grade.

- **The assigned grade per assignment by the Instructor is not negotiable. Resubmissions are not permitted (due in part to time constraints).**

For Week 1: [July 4 to July 10] → **Test One = Monday July 11 + Reflection Paper**

Introduction: Sociology ↔ Environment

- Focus: Climate change and other environmental issues within society.
- Focus: How Sociology links and may be used to help better understanding environmental issues.

For Week 2: [July 11 to July 17] → **Test Two = Monday July 18 + E-Poster + Reflection Paper**

Sociological Theory ↔ Environment

- Focus 1: a cross-section of theoretical (including sociological) perspectives that are/ may be used to help better understanding environmental issues.
- Focus 2: on the potential use of community based participatory research as a means to gain input by community members on environmental issues.

For Week 3: [July 18 to July 22] → **Short Academic Essay due Thursday July 21 + Reflection Paper.**

Sociological Theory ↔ Going Green

- Focus: environmental sustainability via such means as a green economy: potential societal implications.
- Week three related readings (as denoted below) are NOT testable material, but I do hope you will review.

Accommodations / Special Needs:

Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) first. Register as early as possible. For more information, please visit: <http://studentaccessibility.lakeheadu.ca>

Your course instructor - Dr. Kevin Willison - has received (on-going) specialized training in AODA (the Accessibility for Ontarians with Disabilities Training Act).

IT Issues – LU E-mail Accounts and Accessing “Desire2Learn” – D2L

IT (at Lakehead this is called TSC) can be reached through any campus phone by pushing the Helpdesk button. Should TSC related problems arise you may also contact “Help Desk” at **ext. 7777** (on campus) – or tel. 705-330-4008 (then the extension). Only **Help Desk** may be able to assist you with your specific TSC issues and concerns.

General E-mail Conduct Guidelines:

[1] For all e-mail correspondence (not just for this course) it is advisable to follow “the ten commandments of **e-mail netiquette**.”

Please review: <http://www.studygs.net/netiquette.htm>

[2] All e-mail communication sent from students to the instructor for this class **must** originate from the student’s own Lakehead University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communications sent to a LU Instructor are sent using a Lakehead University email account. If an instructor becomes aware that an email communication has come from a non-LU email address, to help avoid possible viruses and/or spam, the Instructor may not review such nor reply.

[3] Please be sure to identify yourself in your e-mail (not only your name but also what course you are in, as your Instructor often teaches more than one course). This may help speed up a response. Thank you in advance.

[4] Your SOCI 2113 ADE course instructor may best be reached at: kdwillis@lakeheadu.ca. I will do my best to respond to your e-mail **within 15 hours** (or less) of receipt (based on e-mails received between 1 pm – 4:30 pm, Tuesday to Friday - EST). Please avoid sending emails after 5 pm (EST). Please do not expect your course Instructor/Facilitator to provide an instant / immediate email response.

[5] Please be advised that you may (possibly) *not* get a response e-mailing the Instructor the night before a test. It is best to plan ahead.

[6] Please do not expect a quick e-mail response if sending an e-mail to an Instructor on a Saturday or Sunday. On weekends your Instructor usually has other obligations.

[7] As per LU policy, your specific grades/marks will **not** be discussed over the internet / e-mail. Please arrange to talk to your instructor directly on such matters (perhaps in a separate Zoom session). Typically, assignment grades given are final.

Missed Tests:

Make-up tests will only be given for health-related reasons, supported by written documentation from a healthcare practitioner. Use (only) the official Student Health Certificate, available at:

<http://registrar.lakeheadu.ca/uploads/docs/F.HealthCertificate.pdf>. To help protect your own privacy it is best to avoid sending personal documents / attachments via email.

Religious Observance Policy: If you require religious accommodation(s), you must make your request to the instructor preferably within the first week of the course.

Course Suggestions or Concerns? Students are asked to speak with their Instructor should there be a suggestion, problem or concern regarding the course which you feel may benefit yourself and/or the class. Feel free at any time to address ideas or concerns to your class Instructor (as he or she may simply be unaware).

- **For improved comprehension and memory, be sure to review and re-review material each week of the course.**
- **Critical thinking is encouraged. To help enable this, it is best to review assigned readings and ponder / reflect upon potential interconnections with other (assigned) readings.**

Sample Media Related Webpages – to Access Course Related Information:

Weekly Guardian: <http://www.guardian.co.uk/science> (type 'climate' in search)

BBC: <http://www.bbc.co.uk/news/health/> (click 'climate' for example)

CBC Health: <http://www.cbc.ca/news/health/> (click 'climate' for example)

NPR: <http://www.npr.org/sections/health/> (type 'climate' for example in search)

Important Reminder: do not use nor cite Internet resources within your required course essay assignment. Cite peer-reviewed journals or books only, that have been published within the last ten years (so → use only sources that have been published between 2012 and 2022). Why? – as you will want to convince the reader your topic is timely / relevant to today (not the distant past). Of course – use your computer to access the LU library.

Further Sample Course Related Online Resources:

[-] Sociology of the Environment (Wikipedia)

https://en.wikipedia.org/wiki/Environmental_sociology

[-] Linking Sociology to environmental issues / concerns

<https://open.lib.umn.edu/sociology/chapter/20-3-society-and-the-environment/>

[-] Canadian Sociological Association → [Canadian Sociological Association \(csa-scs.ca\)](http://www.csa-scs.ca)

[-] Great Lakes and St. Lawrence Cities Initiative

<https://glslcities.org/>

[-] Ontario Climate Consortium Climate Research Network

<https://climateconnections.ca/>

[-] What is Climate Change → [What Is Climate Change? | United Nations](https://www.un.org/development/desa/poverty/what-is-climate-change/)

[-] Government of Canada website (climate change) → [Climate change - Canada.ca](https://www150.gc.ca/climate-change)

[-] National Collaborating Centre for Indigenous Health (Canada)

[NCCIH - National Collaborating Centre for Indigenous Health > Home](https://nccih.ca/)

[-] Climate Resilience Framework

<https://www.i-s-e-t.org/resource-climateresilience-training>

[-] Environment and Climate Change Canada

[Environment and Climate Change Canada - Canada.ca](https://www.ec.gc.ca)

Added Sample Course Related RESOURCES - if interested (if URL link provided does not work, please find on your own a related URL link). Using the below and your “sociological imagination” review and ponder links between the environment and sociology.

[-] Bill Nye – Science Guy (link to climate change considerations).

[Bill Nye Explains: How Does Climate Change Impact Our Health? | Climate Reality \(climaterealityproject.org\)](https://www.climaterealityproject.org/)

[-] Webinar: How does climate change affect the food system?

<https://sustainontario.com/2022/04/08/nutrition-connections-webinar-how-does-climate-change-affect-the-food-system/>

[-] Mapping Socioeconomics and Climate Change in the Great Lakes Region (USA)

<https://graham.umich.edu/glaac/great-lakes-atlas>

[-] 18 Drivers of Change (#17 of 18) → Health and the Environment [see pages 28 and 36 of report]

https://www.mississauga.ca/file/COM/StrategicPlan_Web_04_22_2009.pdf#page=23

[-] Exploring Health and Social Impacts of Climate Change in Toronto

https://glslcities.org/wp-content/uploads/2015/09/Exploring_Health_and_Social_Impacts_of_Climate_Change_in_Toronto_2013.pdf

[-] Jim Henslin's 1981 - *Down to Earth Sociology* [book], Free Press Publishers
ISBN : 9781439108956

[-] Shaxson, Louise 2009 “Structuring policy problems for plastics, the environment and human health: reflections from the UK.” *Phil. Trans. R. Soc. B* 364: 2141–2151.

Available free online:

<http://rstb.royalsocietypublishing.org/content/royptb/364/1526/2141.full.pdf>

[-] Evidence, Department of Environment, Food and Rural Affairs, UK

<http://data.parliament.uk/writtenevidence/committeeevidence.svc/evidencedocument/environmental-audit-committee/environmental-impact-of-microplastics/written/32100.pdf>

[-] Carrington, Damien 2016 People May be Breathing in Microplastics, The Guardian warns.

[People may be breathing in microplastics, health expert warns | Pollution | The Guardian](https://www.theguardian.com/environment/2016/jun/23/people-may-be-breathing-in-microplastics-health-expert-warns)

For Week THREE: → For this particular week only there is **no testable material** (but may you find the readings below of interest). General topic: *Going Green / Greenspace*

- **You still need of course to do your week 3 reflection paper (and essay) though (both are due within week 3).**

1. Jarvis, I., Sbihi, H., Davis, Z., Brauer, M., Czekajlo, A., Davies, H. W., Gergel, S. E., Guhn, M., Jerrett, M., Koehoorn, M., Nesbitt, L., Oberlander, T. F., Su, J., & van den Bosch, M. (2022). The influence of early-life residential exposure to different vegetation types and paved surfaces on early childhood development: A population-based birth cohort study. *Environment International*, *163*, 107196. <https://doi.org/10.1016/J.ENVINT.2022.107196>
2. Yuchi, W., Brauer, M., Czekajlo, A., Davies, H. W., Davis, Z., Guhn, M., Jarvis, I., Jerrett, M., Nesbitt, L., Oberlander, T. F., Sbihi, H., Su, J., & van den Bosch, M. (2022). Neighborhood environmental exposures and incidence of attention deficit/hyperactivity disorder: A population-based cohort study. *Environment International*, *161*, 107120. <https://doi.org/10.1016/J.ENVINT.2022.107120>
3. Jarvis, I., Davis, Z., Sbihi, H., Brauer, M., Czekajlo, A., Davies, H. W., Gergel, S. E., Guhn, M., Jerrett, M., Koehoorn, M., Oberlander, T. F., Su, J., & van den Bosch, M. (2021). Assessing the association between lifetime exposure to greenspace and early childhood development and the mediation effects of air pollution and noise in Canada: a population-based birth cohort study. *The Lancet Planetary Health*, *5*, e709-e717. [https://doi.org/10.1016/s2542-5196\(21\)00235-7](https://doi.org/10.1016/s2542-5196(21)00235-7)
4. Living Green (see pages 50-52).
https://www.mississauga.ca/file/COM/StrategicPlan_Web_04_22_2009.pdf#page=23
5. What is a Circular Economy <https://greenlearning.ca/assets/uploads/pdf/1-Backgrounder-What-is-a-Circular-Economy.pdf>.
6. UNICEF - echo event (2022): <https://canue.ca/unicef-report-card-echo-event-healthy-communities-for-canadian-children-reducing-air-pollution-increasing-access-to-greenspace-and-building-playable-neighbourhoods-may-25th-2022/>
7. Alberta (Canada) and California (USA) as case studies.
<https://www.youtube.com/watch?v=FMnQhMS4l0E&t=7s>
8. Plastics in the Environment:
<https://programs.greenlearning.ca/course?courseid=plastics-in-the-environment>
9. [The fight against Toronto's traffic-related air pollution has stalled | The Narwhal](#)
10. Backgrounders: <https://greenlearning.ca/assets/uploads/pdf/Backgrounder-Topic-1-How-is-Climate-Change-Shaping-this-World.pdf>. Activity Guide: <https://greenlearning.ca/assets/uploads/pdf/Activity-1-How-is-Climate-Change-Shaping-this-World.pdf> - Climate Change Policy and Indigenous Relations (<https://programs.greenlearning.ca/course?courseid=climate-change-policy-indigenous-relations>) or Climate Justice In The Canadian Arctic (<https://programs.greenlearning.ca/course?courseid=climate-justice-in-the-canadian-arctic>).