

SOCI 331 Population and the Environment
Winter 2015
Tuesday, Thursday, Friday
10:35am-11:25am

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Course description: Human populations are intimately connected with their natural environment and this course will explore the complex and reciprocal relationship between them. We will investigate how population processes influence the environment, how people respond to changing environments, and potential policy responses to these effects. The course will consider these issues in both developed and developing countries and will pay particular attention to issues of social inequality. The readings include theoretical approaches and empirical research from a range of social sciences including sociology, geography, economics, and political science.

Required materials:

Course pack available at the McGill bookstore (denoted CP in schedule)
Readings available via the McGill library. You will need to find these readings on your own. If you do not know how to do this set up an appointment with a librarian.

You will need paper and a writing utensil to take notes in every class. Laptops are not allowed (see policy below).

Course requirements:

1. Mid-term exam, Thursday, February 19: 25%. Exam will cover all material prior to this date and will be a combination of multiple choice and short answer questions. There may also be essay questions. Questions will cover the readings, lectures, and discussions.
2. Final exam: 31%. Exam is cumulative so will cover all material from the semester. It will be a combination of multiple choice and short answer questions. There may also be essay questions. Questions will cover the readings, lectures, and discussions.
3. Infographic, due Tuesday, April 14 at the start of lecture (10:35am): 20%. You will design an infographic related to class material and submit a short written description of the infographic. There are many free online infographic tools that you can use (edudemic.com, piktochart.com, infoagr.am, visual.ly, etc.). Your infographic should be accompanied by a brief summary (300 words) of the problem you are presenting and a separate reference list (not included in the word count). Your grade will be based on how

well you were able to convey the information you intended, the accuracy and relevance of the information presented, and the visual appeal of your infographic.

4. Class participation: 24%. There are three components to your class participation grade.
 - a. Discussion questions: 10%. All students will sign up for a week where they will be the discussion leader. There will be several other students (between 5 and 10) also serving as discussion leaders for that week. As a team you will be responsible for generating discussion questions for the weeks' readings. You will need to create the equivalent of 1 question per discussion leader (e.g. if there are 7 students for that week you need to create 7 discussion questions). There must be at least 1 question per reading. Questions must be emailed to me and posted on myCourses by 5pm the Thursday of the week the readings are assigned.
 - b. Discussion leaders: 14%.
 - i. Online discussion leader: 7%. All students will sign up for a week where they will be responsible for initiating online discussions in response to the weekly discussion questions and/or moving the discussions along. This responsibility will cover the period from when the questions are posted on Thursday until the next lecture on the following Tuesday.
 - ii. Conference discussion leader: 7%. All students will sign up for a week where they will be responsible for initiating discussions during the weekly conference in response to the weekly discussion questions and/or moving the discussions along.

Use the following link to sign up for these roles:

<https://docs.google.com/spreadsheets/d/1C73RhXBkfAvSXmoQ15IoyDElSGO1OemVcssD94eeOfQ/edit?usp=sharing>

“In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.” (approved by Senate on 21 January 2009 – see also the section in this document on Assignments and evaluation.)

« Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue). »

Remise des travaux en français.

Les étudiants de ce cours peuvent rédiger tous leurs travaux (incluant les examens) en français, mais doivent pour ce faire obtenir la **permission préalable** de la professeure. **Aucune permission rétroactive ne sera accordée.**

Late assignment policy:

Assignments are due at the day and time listed in the syllabus. Grades will be reduced by 20% for each 24 hour period the assignment is late. For example, if you are a discussion leader for week 5: Climate change discussion questions are due at 5pm on Thursday, February 5. Questions submitted between 5:01pm Thursday and 4:59pm on Friday, February 6 will be reduced by 20% so a perfect assignment would only receive an 80%. Assignments turned in between 5:01pm on Feb 6 and 4:59pm on Feb 7 would be reduced by 40% so a perfect assignment would only receive a 60%. Assignments will receive no credit if they are turned in after the 4th 24 hour period (in this example that means an assignment turned in after 5pm on February 9 would receive no credit).

Make-up policy:

Note: The mid-term and final exam cannot be made up. The mid-term is scheduled for the regular class time and you are therefore expected to be there. If you know you will miss that day do not take this course. Also, according to Senate regulations, instructors are not permitted to make special arrangements for final exams. Please consult the Calendar, section 4.7.2.1., General University Information and Regulations at www.mcgill.ca.

Email: There are three key points regarding email for this class.

- To communicate with you I will most likely use the email tool on the course website on myCourses. It is your responsibility to check this email account (or have it forwarded to an account you use more regularly). It is also your responsibility to ensure that I receive any messages from you. I recommend sending messages through the course website to ensure your messages to me from a non-McGill account are not mistaken as SPAM.
- Email is a written document and should be treated as a permanent record of communication. Each email should be addressed specifically (e.g. Dear Dr. Brauner-Otto,) and include your name as a closing. I will not respond to emails do not have these components, that are not written in complete sentences (e.g. no texting shortcuts), or if the answer to your question is in the syllabus. If you have read the syllabus but don't understand something make that clear in your email.
- I typically respond to emails within 24 hours. If you have not heard from me within that time you may email me again to make sure I received your message.

Laptops, cell phones, and other electronic devices.

This is a technology free class. That means the use of laptops, cell phones, tablets, and similar electronic devices is NOT allowed in class. Use includes taking notes, texting, checking Facebook, and other similar activities. If a cell phone "goes off" (e.g. rings, buzzes, beeps, vibrates) in any manner the student will be asked to leave the class immediately. Any student who uses a phone or similar device in class may be asked to leave class immediately. Re-admittance into the class at a later date is at the professor's discretion. Students who repeatedly use unapproved electron devices will be asked to withdraw from the course.

Tardiness.

Tardiness, arriving late to class, will not be tolerated. Students who are more than 10 minutes late to class will not be allowed to attend that day. Students repeatedly arriving late to class will be asked to withdraw from the course. If the time of this class is too difficult for you to accommodate then you need to find another class.

Leaving early.

Leaving class early will not be tolerated. If you have other commitments that prevent you from being in class the entire time then you need to find another class. Students repeatedly leaving early will be asked to withdraw from the course.

Announcements and updates.

You are responsible for all announcements made in class and on MyCourses, as well as for all course materials given out in class. You should also check for new announcements or material on MyCourses at least weekly.

Academic misconduct.

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information). (approved by Senate on 29 January 2003)

« L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l’étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/). »

Academic misconduct of any sort will not be tolerated. If I find evidence of any academic misconduct for any activity in this class I will report the offense to the Office of the Dean of Students and they will determine the appropriate sanction.

Academic misconduct includes, but is not limited to deceptive acts such as the following: cheating, fabrication (lying), falsification, multiple submission, plagiarism, complicity, or violation of departmental or college rules. Signing in for another student on an attendance sheet is considered academic misconduct.

Policy Concerning the Rights of Students with Disabilities. If you need any accommodation please contact the Office for Students with Disabilities (<http://www.mcgill.ca/osd/> 398-6009). You may also contact me directly. I will make every effort to accommodate you.

Policy for the Accommodation of Religious Holy Days

“1 Students are not to be penalized if they cannot write examinations or be otherwise evaluated on their religious holy days where such activities conflict with their religious observances. (...)

2 Students who because of religious commitment cannot meet academic obligations, other than final examinations, on certain holy days are responsible for informing their instructor, with two weeks’ notice of each conflict. (...)

3 When the requested accommodation concerns a final examination, students are responsible for advising their faculty office as soon as possible and not later than the deadline for reporting conflicts. Additional documentation confirming their religious affiliation may be requested.”

(Approved by Senate - November 20, 1996 - Minute 92)

Important Dates:

Thursday, 19 February Mid-term exam

Friday, 27 February No lecture or conferences

Friday, 3 April No lecture or conferences

Tuesday, 14 April Infographic due

In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.

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Weekly topic schedule

Week: dates	Topic
1: 6, 8, 9 January Lecture on Friday (no conference)	Introduction to the class Introduction to demography
2: 13, 15, 16 January Lecture on Friday (no conference)	Population trends and environmental implications Examples of population responses to the environment
3: 20, 22, 23 January Friday conference EDUC 624	Theoretical frameworks
4: 27, 29, 30 January Friday conference EDUC 624	The tragedy of the commons
5: 3, 5, 6 February Friday conference EDUC 624	Climate change
6: 10, 12, 13 February Friday conference EDUC 624	Inequality and justice issues
7: 17, 19, 20 February Tuesday review session Thursday exam Friday no lecture or conference	Mid-term exam
2-6 March	Reading week
8: 24, 26, 27 February Friday no lecture or conference	The environment as hazard
9: 10, 12, 13 March Friday conference EDUC 624	Agriculture
10: 17, 19, 20 March Friday conference EDUC 624	Focus on Asia and Africa
11: 24, 26, 27 March Friday conference EDUC 624	Focus on Latin America and Europe
12: 31 March, 2, 3 April Friday no lecture or conference	Focus on the United States
13: 7, 9, 10 April Friday conference EDUC 624	Focus on Canada
14: 14 April Last day of class	Bringing it all together

Weekly schedule with readings
Subject to change

Week 1 Jan 6, 8, 9 Course Introduction
Introduction to Demography

McFalls Jr., Joseph A. 2007. Population: A Lively Introduction, 5th edition. *Population Bulletin* 62(1). <http://www.prb.org/pdf07/62.1LivelyIntroduction.pdf>

Population Reference Bureau. 2014. Population Data Sheet.
<http://www.prb.org/Publications/Datasheets/2014/2014-world-population-data-sheet.aspx>

A Pivotal Moment – Chapter 1, Joel Cohen – Human Population Grows Up

A Pivotal Moment – Chapter 2, Martha Farnsworth Riche – The Largest Generation Comes of Age

Week 2 Jan 13, 15, 16 Population Trends and Environmental Implications

Poleman, Thomas T. 1995. "Population: Past Growth and Future Control." *Population and Environment* 17(1):19-40.

Sherbinin, Alex de, David Carr, Susan Cassels, and Leiwen Jiang. 2007. "Population and Environment." *Annual Review of Environment and Resources* 32:345-373.

A Pivotal Moment – Chapter 9, John Harte – Numbers Matter: Human Population as a Dynamic Factor in Environmental Degradation

Obokata, Reiko, Luisa Veronis, and Robert McLeman. 2014. "Empirical research on international environmental migration: a systematic review." *Population and Environment* 36: 111-135.

Week 3 Jan 20, 22, 23 Theoretical Frameworks:
Differing Perspectives on the Population- Environment Interaction

Jolly, Carole L. 1994. "Four Theories of Population Change and the Environment." *Population and Environment* 16(1):61-89.

York, Richard, Eugene A. Rosa, and Thomas Dietz. 2003. "Footprints on the Earth: The Environmental Consequences of Modernity." *American Sociological Review* 68(2):279- 300.

Harden, Carol P. 2012. "Framing and Reframing Questions of Human-Environment Interaction." *Annals of the Association of American Geographers* 102(4):737-747.

Week 4 Jan 27, 29, 30 Common Property Resources: Theory and Practice

Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science* 162(13):1243-1248.

Ostrom, Elinor, Joanna Burger, Christopher B. Field, Richard B. Norgaard, and David Policansky. 1999. "Revisiting the Commons: Local Lessons, Global Challenges." *Science* 284:278-282.

Acheson, James. 2000. "Clearcutting Maine: Implications for the Theory of Common Property Resources." *Human Ecology* 28(2):145-169.

Flint, Courtney G. and A.E. Luloff. 2005. "Natural Resource-Based Communities, Risk, and Disaster: An Intersection of Theories." *Society & Natural Resources* 18:399-412.

Week 5 Feb 3, 5, 6 Population and Climate Change

A Pivotal Moment – Chapter 5, Brian O'Neill – Climate Change and Population Growth

Haines, A., R.S. Kovats, D. Campbell-Lendrum, and C. Corvalan. 2006. "Climate Change and Human Health: Impacts, Vulnerability, and Mitigation." *The Lancet* 367(9528):2101-2109.

IPCC, 2014: Summary for policymakers. In: *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* [Field, C.B., V.R. Barros, D.J. Dokken, K.J. Mach, M.D. Mastrandrea, T.E. Bilir, M. Chatterjee, K.L. Ebi, Y.O. Estrada, R.C. Genova, B. Girma, E.S. Kissel, A.N. Levy, S. MacCracken, P.R. Mastrandrea, and L.L. White (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 1-32.

Black, Richard, Stephen R. G. Bennett, Sandy M. Thomas, and John R. Beddington. 2011. "Migration as Adaptation." *Nature* 478:447-449.

Week 6 Feb 10, 12, 13 Inequality and Vulnerability: (Race, Gender, Class, and Place)

A Pivotal Moment – Chapter 7, Malea Young et al. – Adapting to Climate Change : The Role of Reproductive Health

Neumayer, Eric and Thomas Plumper. 2007. "The Gendered Nature of Natural Disasters: The Impact of Catastrophic Events on the Gender Gap in Life Expectancy, 1981-2002." *Annals of the Association of American Geographers* 97(3):551-566.

Finch, Christina, Christopher T. Emrich, and Susan L. Cutter. 2010. "Disaster Disparities and Differential Recovery in New Orleans." *Population and Environment* 31:179-202.

Elliott, James R. and Jeremy Pais. 2010. "When Nature Pushes Back: Environmental Impact and the Spatial Redistribution of Socially Vulnerable Populations." *Social Science Quarterly* 91(5):1187-1202.

Week 7 Feb 17, 19, 20 Midterm on Thursday

Week 8 Feb 24, 26, 27 The Environment as Hazard

Hird, John A. and Michael Reese. 1998. "The Distribution of Environmental Quality: An Empirical Analysis." *Social Science Quarterly* 79(4):693-716.

Mitchell, Jerry T., Deborah S.K. Thomas, and Susan L. Cutter. 1999. "Dumping in Dixie Revisited: The Evolution of Environmental Injustices in South Carolina." *Social Science Quarterly* 80(2):229-243.

Boon, Christopher G. and Ali Modarres. 1999. "Creating a Toxic Neighborhood in Los Angeles County: An Historical Examination of Environmental Inequity." *Urban Affairs Review* 35(2):163-187.

Pais, Jeremy, Kyle Crowder, and Liam Downey. Forthcoming. "Unequal Trajectories: Racial and Class Differences in Residential Exposure to Industrial Hazard." *Social Forces*.
Doi: 10.1093/sf/sot099.

Reading Week Mar 2-Mar 6

Week 9 March 10, 12, 13 Agriculture

Bell, Michael. 2004. *Farming For Us All*. Introduction.

Carolan, Michael. 2011. *The Real Cost of Cheap Food*. Chapter 6. Cheap Food and the Environment.

Pearce, Fred. 2005. *When the Rivers Run Dry*. Introduction and Chapter 1.

Harrison, Jill. 2008. "Abandoned bodies and spaces of sacrifice: Pesticide drift activism and the contestation of neoliberal environmental politics in California." *Geoforum* 39: 1197-1214.

Week 10 Mar 17, 19, 20 Regional Research: Asia and Africa

Matthews, Stephen A., Ganesh P. Shivakoti, and Netra Chhertri. 2000. "Population Forces and Environmental Change: Observations from Western Chitwan, Nepal." *Society and Natural Resources* 13:763-775.

Fearnside, Philip M. 1997. "Transmigration in Indonesia: Lessons from its Environmental and Social Impacts." *Environmental Management* 21(4):553-570.

A Pivotal Moment – Chapter 16, Fred Sai – Population Growth, Reproductive Health, and the Future of Africa

Connelly, W. Thomas and Miriam S. Chaiken. 2000. "Intensive Farming, Agro-Diversity, and

Food Security under Conditions of Extreme Population Pressure in Western Kenya.”
Human Ecology 28(1):19-51.

Week 11 Mar 24, 26, 27 Regional Research: Latin America and Europe

Bezirtzoglou, Christos, Konstantinos Dekas, and Ekatherina Charvalos. 2011. “Climate Changes, Environment and Infection: Facts, Scenarios and Growing Awareness from the Public Health Community within Europe.” *Anaerobe* 17(6):337-340.

O’Brien, Karen, Siri Eriksen, Linda Synga, and Lars Otto Naess. 2006. “Questioning Complacency: Climate Change Impacts, Vulnerability and Adaptation in Norway.” *Ambio* 35(2):50-56.

Perz, Stephen G. 1997. “The Environment as a Determinant of Child Mortality among Migrants in Frontier Areas of Para and Rondonia, Brazil, 1980.” *Population and Environment* 18(3):301-324.

A Pivotal Moment – Chapter 17, Adriana Varillas – Cancun: Paradise Lost

Week 12 March 31, Apr 2, 3 Regional Research: United States

A Pivotal Moment – Chapter 15, Vicky Markham – The Biggest Footprint: Population and Consumption in the United States

Lorah, Paul and Rob Southwick. 2003. “Environmental Protection, Population Change, and Economic Development in the Rural Western United States.” *Population and Environment* 24(3):255-272.

Egan, Andrew and A.E. Luloff. 2000. “The Exurbanization of America’s Forests: Research in Rural Social Science.” *Journal of Forestry* 98(3):26-30.

Week 13 Apr 7, 9, 10 Regional Research: Canada

Hird, Myra J. 2013 “Waste, Landfills, and an Environmental Ethic of Vulnerability.” *Ethics & the Environment* 18(1): 105-124.

Stoddart, Mark C. J. and Tindall, D. B.(2010) "We've Also Become Quite Good Friends': Environmentalists, Social Networks and Social Comparison in British Columbia, Canada', *Social Movement Studies*, 9: 3, 253 — 271

Indigenous Environmental Network. *Tar Sands and Indigenous Rights*.