Faculty of Education and Arts
School of Humanities & Social Science
http://www.newcastle.edu.au/school/hss/

Newcastle Campus
University Drive,
Callaghan 2308
Room: MC127 McMullin Building
Phone: 4921 5213
Office hours: 9:00am – 5:00pm
Fax: 4921 6933
Email: Humanities-SocialScience@newcastle.edu.au
Web: http://www.newcastle.edu.au/school/hss/

Port Macquarie Campus
Cnr. Oxley Highway & Widderson Street
Port Macquarie 2444
NSW Australia
Room:
Phone:
Office hours: 9:00am – 5:00pm
Fax:
Email:
Web: http://www.newcastle.edu.au/school/hss/

Course Co-ordinator: Terry Leahy
Room: W342
Ph: 02 49 216106
Fax: 02 49 216933
Email: Terry.Leahy@newcastle.edu.au
Consultation hours: Tues 11-12; Wed 11-12; Thurs 1-2
Web home page: http://gifteconomy.octapod.org

SOCA3060 - Environment and Society
Course Outline
SOCA3060 - Environment and Society
Course Outline

Course Coordinator
Semester 2 - 2008
Unit Weighting 10
Teaching Methods
Field Study
Lecture
Tutorial

Brief Course Description
Develops a sociological approach to environmental issues. Deals critically with environmental controversies within social science, within the environmental movement and within society at large. Key areas are environmental problems of present society, ecologically sustainable technologies and strategies for moving to a sustainable society; gender and the environment; indigenous peoples, Aborigines and the environment; deep ecology; socialist and anarchist approaches; the environment in developing countries. The course covers aspects of the Key Learning Area (KLA) of Human Society and Its Environment for primary and high school teachers.

Contact Hours
Lecture for 1 Hour per Week for the Full Term
Tutorial for 1 Hour per Week for the Full Term
Field Study for 8 Hours per Term for the Full Term

Learning Materials/Texts

Course Objectives
On successful completion of this course students will be able to demonstrate:
1. An understanding of a sociological approach to environmental issues and controversies.
2. Ability to analyze and deal critically with environmental perspectives as instances of social theory.
3. Ability to consider a range of sociological interpretations of environmental problems.
4. Skills in writing an academic essay, in reading critically and in doing research.

Course Content
1. Environmental problems today and the response of major social institutions. How do people, governments and environmentalists respond to environmental problems?
2. Environmental technologies and the social context of implementation - includes two field trips. Are alternative technologies viable in today's economy?
3. Aborigines, indigenous peoples and environmental issues. Were indigenous technologies of the past environmentally sustainable?
4. The social movements associated with environmentalism - eco-feminism; deep ecology; social ecology; socialist environmentalism. What reforms and utopias do these movements propose?
5. The developing world and environmental issues. How does the world economic structure contribute to environmental problems in developing countries?

Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Minor essay, 2,000 – 2,500 words, Weighting 40% due Week 7.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Minor Essay, 2,500 – 3,000 words, Weighting 50% due Week 14.</td>
</tr>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>10% Assessed on the basis of completion of the required readings and seminar tasks.</td>
</tr>
</tbody>
</table>

Assumed Knowledge
40 units of study at 1000 level.
Callaghan Campus Timetable
SOCA3060
ENVIRONMENT AND SOCIETY
Enquiries: School of Humanities and Social Science
Semester 2 - 2008
Lecture Thursday 10:00 - 11:00 [V10] WITH SOCA6590
and Seminar Thursday 15:00 - 16:00 [W243] WITH SOCA6590
or Thursday 12:00 - 13:00 [W243]
or Thursday 14:00 - 15:00 [W238]

Port Macquarie Nth Coast Inst Timetable
SOCA3060
ENVIRONMENT AND SOCIETY
Enquiries: School of Humanities and Social Science
Semester 2 - 2008
Lecture Thursday 12:00 - 13:00

Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Marks and Grades Released During Term
All marks and grades released during the term, are indicative only until formally approved by the Head of School on the recommendation of the School Assessment body.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html) for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.

- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.

- **Requests for Rescheduling Exams** must be received no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. In the first instance, students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer or their Program Executive if studying in Singapore.

**Changing your Enrolment**

The census dates below are the last dates to withdraw without academic penalty. For onshore students, withdrawal on or before the census date means no financial penalty.

For semester 2 courses: 31 August 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online, please refer to myHub - Self Service for Students [https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)
Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia.

The four Student Hubs are located at:

Callaghan campus

- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

For Port Macquarie students, contact your program officer or EnquiryCentre@newcastle.edu.au, phone 4921 5000

Faculty websites

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Contact details

Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.
Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

**Online Tutorial Registration:**

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

**Studentmail and Blackboard:** Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.
Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable. Otherwise, penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

*NB: Not all of these services may apply to the Port Macquarie Campus.*

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Word Limit</th>
<th>Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Essay, 2,000 – 2,500 words</td>
<td>40%</td>
<td>Friday Week 7</td>
<td></td>
</tr>
<tr>
<td>Major Essay, 2,500 – 3,000 words</td>
<td>50%</td>
<td>Friday Week 13</td>
<td></td>
</tr>
</tbody>
</table>

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.
Academic Integrity

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one’s own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one’s own. Plagiarism includes

- copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement
- failure to identify direct quotation through the use of quotation marks
- working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - [http://www.newcastle.edu.au/policylibrary/000608.html](http://www.newcastle.edu.au/policylibrary/000608.html)

Penalties for Late Assignments

Students are required to submit assessment items by the due date. Assignments submitted after the due date might not be included for assessment. No penalty will apply if the student has submitted an Application for an Extension of Time by the due date and the application is approved by the Course Coordinator.

Special Circumstances and Extension Applications

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

Assignment Re-submission

Students who have failed an assignment are permitted to revise and resubmit it in this course. Only a pass grade can be given for a resubmitted assignment. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

**Return of Assignments**

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


**Preferred Referencing Style**

In this course, it is recommended that you use the the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

**Student Representatives**

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

**Student Communication**

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html
<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>
## Week by Week Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>July 21</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>July 28</td>
<td>Global Warming</td>
</tr>
<tr>
<td>3</td>
<td>August 4</td>
<td>Peak Oil</td>
</tr>
<tr>
<td>4</td>
<td>August 11</td>
<td>Alternative Energies and Alternative Paths to Sustainability</td>
</tr>
<tr>
<td>5</td>
<td>August 18</td>
<td>Sustainable House Design</td>
</tr>
<tr>
<td>6</td>
<td>August 25</td>
<td>Food and the Environment</td>
</tr>
<tr>
<td>7</td>
<td>September 1</td>
<td>Field Trip</td>
</tr>
<tr>
<td>8</td>
<td>September 8</td>
<td>Lifestyle change as an environmental strategy</td>
</tr>
<tr>
<td>9</td>
<td>September 15</td>
<td>Collapsing empires and sustainable indigenous cultures</td>
</tr>
<tr>
<td>10</td>
<td>September 22</td>
<td>Alternatives to Capitalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mid Semester Recess Sep 29th – October 10th</strong></td>
</tr>
<tr>
<td>11</td>
<td>October 13</td>
<td>Developing Countries</td>
</tr>
<tr>
<td>12</td>
<td>October 20</td>
<td>Women and the Environment</td>
</tr>
<tr>
<td>13</td>
<td>November 3</td>
<td>Deep Ecology and Environmental Ethics</td>
</tr>
</tbody>
</table>
Topics for the First Essay:
Choose any one of the following topics.

1. The first part of your essay is to prepare primary level classroom resources for one of the following environmental issues. Present the issue in a way that would be accessible for primary students (include at least one poster). It is permissible to narrow down the problem to a manageable classroom presentation - for example composting and sewerage in the context of sustainable house design.

In the second part of your essay, explain why it will be difficult for society to deal with this issue or implement an environmentally friendly solution – for example the economic or cultural difficulties of dealing with the environmental problem or moving to a sustainable outcome. Also, consider how the lives of a primary school student today might be affected by this issue - for example parents employed in a relevant industry, health effects of the problem, inconvenience or cost of the environmental solutions etc.

global warming
the oil crunch
sustainable house design

On Education and Environment


Public attitudes to Environmental Problems


Global Warming


Oil Crunch

Campbell, J. 1997, The Coming Oil Crisis, Multiscience and Petroconsultants, Brentwood, UK.


DVD “The End of Suburbia: Oil Depletion and the Collapse of the American Dream”, Post Carbon Institute


Peak Oil – www.peakoil.net

**Sustainable Housing Design**


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2. **Explain the two points of view commonly associated with environmentalist approaches to energy.** In one perspective, what we need to do is to move to sustainable energy sources and more efficient use of energy while still maintaining an economy of growth and affluence. In the other perspective what we need is a radical reshaping of society and a drastic reduction of energy use; an environmentalist economy with lower rates of production and fewer consumer goods. Consider this debate.

**Reforming capitalism**


**Radical restructuring**


Leahy, Terry ‘Sociology and the Environment’ in J. Germov & M. Poole (eds) *Public Sociology*. pp. 432 - 440
3. Many environmentalists think that a good strategy to bring about a sustainable society is for people to start now to live more simple lives. Explain this perspective. On the other hand, other writers think this choice will be unlikely to become popular. They argue that powerful cultural values and deep economic structures make it difficult for people to make this choice today.


Trainer, F.E. 1985, *Abandon Affluence*, Zed, London. (relevant for both sides of this debate)


Topics for the Second Essay:
Choose any one of the following topics.

1. The first part of your essay is to prepare primary level classroom resources for one of the following environmental problems. Present the problem and environmentally friendly solutions in a way that would be accessible for primary students (include at least one poster). It is permissible to narrow down the problem to a manageable classroom presentation - for example salinity in Australian agriculture.

In the second part of your essay, explain the way this problem comes about as a result of key features of this society either in terms of economic structures or cultural values (e.g. consumerism). Explain why environmentally friendly solutions to this problem may be difficult politically or hard to implement in terms of current cultural values. Consider how your students’ lives might be affected by this problem or by the suggested environmental solutions - for example parents employed in a relevant industry, health effects of the problem, inconvenience or cost of the environmental solutions etc.

environmental problems in agriculture
deforestation in developing countries

See question one for references on primary school teaching of environmental issues and on public attitudes to environmental topics.

Agriculture


Walker, Glen, Gilfedder, Mat and Williams, John 1999, Effectiveness of Current Farming Systems in the Control of Dryland Salinity, CSIRO Land and Water - www.clw.csiro.au -


deforestation in developing countries


2. Jules Pretty argues that the barriers to sustainable agriculture are not economic - he claims that sustainable agriculture can be profitable in most situations today. He also claims that sustainable agriculture can be productive - producing good yields of food. Present and consider these arguments.


3. Environmentalists sometimes look to indigenous societies as a model for sustainable use of nature. Is this an accurate picture of how these societies operated in earlier times? Can any aspects of these societies be adopted to help us to develop a sustainable society today?


Callicott, J. B. 1983, "Traditional American Indian and Traditional Western European Attitudes to Nature: An Overview", in Elliott & Gare (eds), Environmental Philosophy, University of Queensland Press, St Lucia.

Diamond, Jared 2005, Collapse: How Societies Choose to Fail or Survive, Allen Lane, London.

Edwards, W.H. (ed) 1998, Traditional Aboriginal Society, (second edition) Macmillan, South Yarra, esp. 30-89; 239-251; 288-296. (n.b. Most of these articles are also in the 1987 edition but the page numbers are different).


Sceptics


4. Is “civilization” a big mistake that humanity may well regret – creating environmental destruction, alienated work and poverty?

Williams, Michael 2006, *Deforesting the Earth: From Prehistory to Global Crisis*, University of Chicago Press, 0-226-89947-0


5. You cannot understand the environmental problems of developing countries without looking at the way these countries are tied into the global economy. Discuss these issues and give examples.


• Market Forces, Globalisation and Agriculture: The Example of Sulawesi
• Sustainable Agriculture: A Marketing Opportunity or Impossible in the Global Capitalist Economy


6. Deep ecologists argue that what we need is a change in our system of values; a system of values based entirely on the needs of humans is deeply flawed. Instead, they believe that plants and animals should be valued for their own sake. This view seems to imply that attacks on people’s property, livelihoods or lives could be justified if nature is in danger. Discuss the deep ecology position.

Deep ecology statements


Seed, John, Macy, Joanne et al 1988, _Thinking Like a Mountain: Toward a Council of All Beings_, New Society, Philadelphia, PA.

Critiques and discussion


Plumwood, Val 1993, _Feminism and the Mastery of Nature_, Routledge, U.K.


Actions


Watson, Captain Paul 1994, _Ocean Warrior, My battle to end the illegal slaughter on the high seas_, Allen & Unwin, St Leonards.
7. Eco-feminists are often divided into two groups – essentialists and constructionists. Examine the debate between these perspectives and consider whether either perspective makes sense.


8. While many women are more or less hostile to environmental politics, others have been deeply involved in environmental struggles. Can these diverse attitudes be explained in terms of women’s gender identity? How can class and ethnic issues explain some of this variety?


9. Anarchists and socialists are convinced that the problem with the environment is capitalism. Is this a good analysis? What kinds of utopias do they propose as alternatives? Could they work?

more anarchist


Leahy, Terry *‘Sociology and the Environment’* in J. Germov & M. Poole (eds) *Public Sociology*, pp. 432 - 440


**more socialist**


**more neutral left wing positions - marxist explanations of environmental problems**


