

# Introduction to Environmental Sociology (ENS216)

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Autumn 2007

# Environmental Studies Department e-learning program

- Cooperation with Lillehammer University College (HiL) in Norway
- Started in 2005
- First e-learning course in Autumn 2007



# THANKS TO:

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- Jana Kačurová
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- Ing. Pavlína Večeřová

Very helpful and responsive support  
from FSS staff

# Purpose

- To make course available to MU and HiL students
- To make the course content interesting and educational by use of multimedia

# This semester

- 14 students registered
- All MU students
- 9 participate regularly

# Course content

- Interactive syllabus
- Multimedia lectures (PowerPoint)
- Written literature
- Videos
  - Online
  - Streaming
- Weekly quiz
- Weekly essay

## » Week 2 - Introduction to environmental sociology



Recommended reading from 24. 9. 2007 to 30. 9. 2007

 [Week 2 quiz](#)  /el/1423/podzim2007/ENS216/odp/tb/Week\_2\_quiz.qdesc 

### Lecture files:



- Introduction to Environmental Sociology
  - [Part 1](#)
  - [Part 2](#)
  - [Part 3](#)
  - [Part 4](#)

### Required reading:

- Bell Chapter 1: [Environmental problems and society](#)
- Giddens: [Sociology and the environment](#)

### Activities:

- Week 2 quiz
- [Week 2 short essay assignment](#)

## » Week 3 - Consumption, materialism, and modern society



Recommended reading from 1. 10. 2007 to 7. 10. 2007

 [Week 3 quiz](#)  /el/1423/podzim2007/ENS216/odp/tb/Week\_3\_quiz.qdesc 

### Lecture files:



- [Consumption, materialism, and modern society](#)

# Multimedia lectures

- Present themes of environmental sociology
- Based on course textbook
- Based on existing lecture materials

# Multimedia lectures

- Process:
  - Started with existing lecture notes
  - Created PowerPoint slides
  - Recorded lecture over the slides
  - Saved as “PowerPoint show” and uploaded

# Multimedia lectures

Use of text, graphics, animation: Examples

# *In Part 1*

- What is environmental sociology?

Goal of class – to introduce:

- Topics
- Theories
- Methods of research

# Spectrum of environmental concern and activism

Radical change



Sustainable Development



Market-based solutions



Eco-centric

Anthropocentric

Deep ecology

Environment Ministry

Conservationists, Hunters

# Development of environmentalism

- Rising awareness
- National legislation
- First Earth Day: 1970



**THE GAYLORD NELSON NEWSLETTER**

Washington, D.C.

May 1970

## Earth Day - 1970

### Mass Movement Begins

In New York City, thousands of persons thronged in the warm Spring sunshine, and the world-famous Fifth Avenue belonged to the people.

For a few hours, a small portion of the great city banned motor vehicles, and people promenaded on a proud boulevard usually congested with buses, taxis and cars. It was April 22--Earth Day in New York--and it was a holiday. Assistant Chief Inspector Arthur Morgan, who was in charge of the police on the scene, observed:

#### **"Everyone's Beautiful"**

"Everyone's beautiful. Just look at them. We're actually enjoying it."

In Madison, Wis., Earth Day was observed at sunrise over Lake Mendota with a Sanskrit invocation and a reading of the last chapter of the Book of Genesis with an apology to God for man's assaults on the

landscape.

Earth Day observers in Milwaukee nominated the toad, the praying mantis and the ladybug as substitutes for DDT.

#### **Thousands Marched**

In Greensboro, N.C., in Atlanta, Ga., and in Miami, Fla., thousands marched in demonstrations for a clean environment. The Governor of Maine called for the Earth Day commitment to be "a truly lasting one," and the mighty Chicago Tribune observed incredulously that, after demonstrations on the city's broad new Civic Center Plaza, "there was no post-rally litter remaining to be cleaned up."

A new movement had begun, and uncounted millions--students, laborers, farmers, housewives, politicians, professional people, liberals and conservatives--who might have

found it difficult to find common agreement on any other subject, were gathering together in a massive educational effort to talk about survival and the quality of survival in a world they all share.

In the little more than seven months after Sen. Gaylord Nelson suggested the idea of national teach-ins to discuss the crisis of the environment, the movement grew rapidly through March and April. On Earth Day, it was estimated that 2,000 college campuses, 2,000 community groups and 10,000 elementary and secondary schools were holding events.

In some places it was as the poet exclaimed while watching a rally of 30,000 in Philadelphia's Fairmount Park, an "educational picnic;" in others it was the serious business of government.

#### **Special Legislation**

During April, the state legislature of Massachusetts and the House of Representatives in Pennsylvania set aside time for important addresses on the environment and the introduction and passage of legislation aimed at protecting, preserving and restoring the environment.

Scientists, ecologists, environmentalists, educators and political leaders warned darkly before massive gatherings and small meetings that time was running out for the world and that all men had a responsibility to themselves and to leave a legacy of life for their children.

#### **500 Invitations**

Senator Nelson, who received nearly 500 invitations to speak at Earth Day observances, described the national teach-ins as "dramatic and successful" in their educational value, but warned that Earth Day

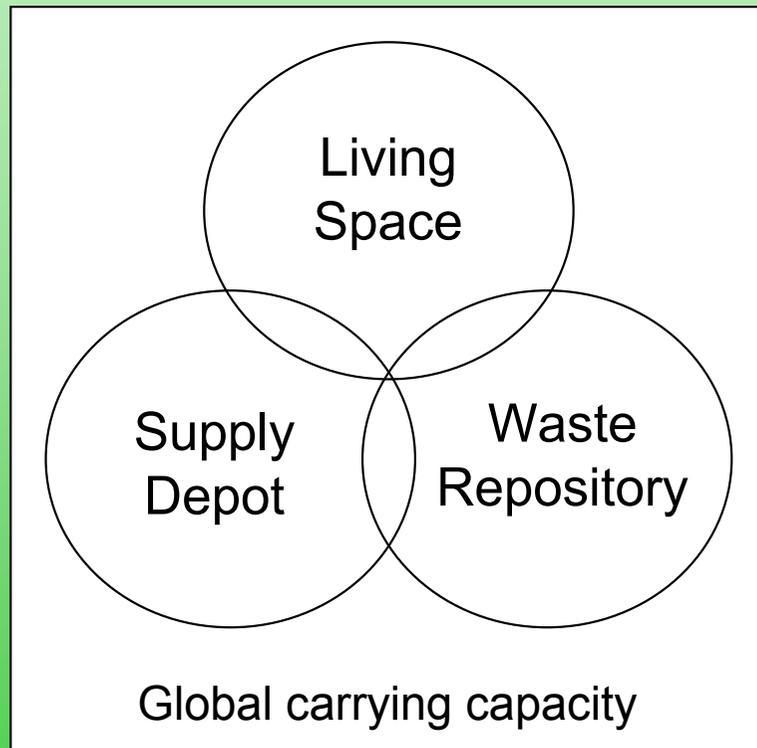


# US environmental history

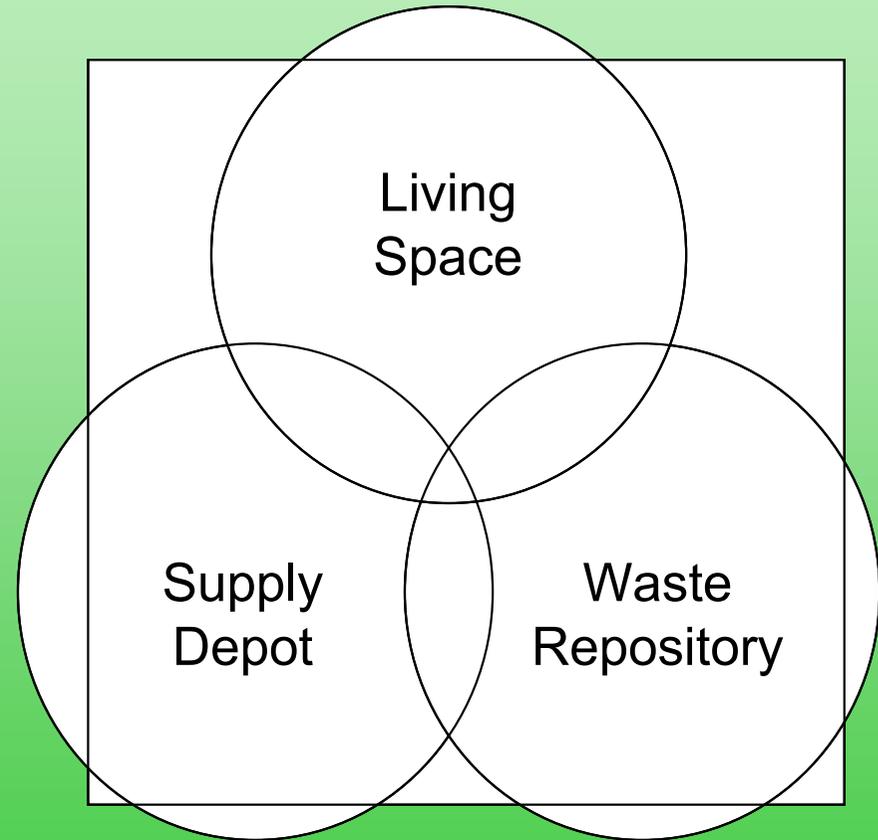
- Conservation movement: Preserve wilderness and natural resources from industry
- Nature – “the Frontier” – seen as part of US national identity
- Nation defined by struggle to tame the continent & spread civilization in the wilderness



# Competing social functions of the environment



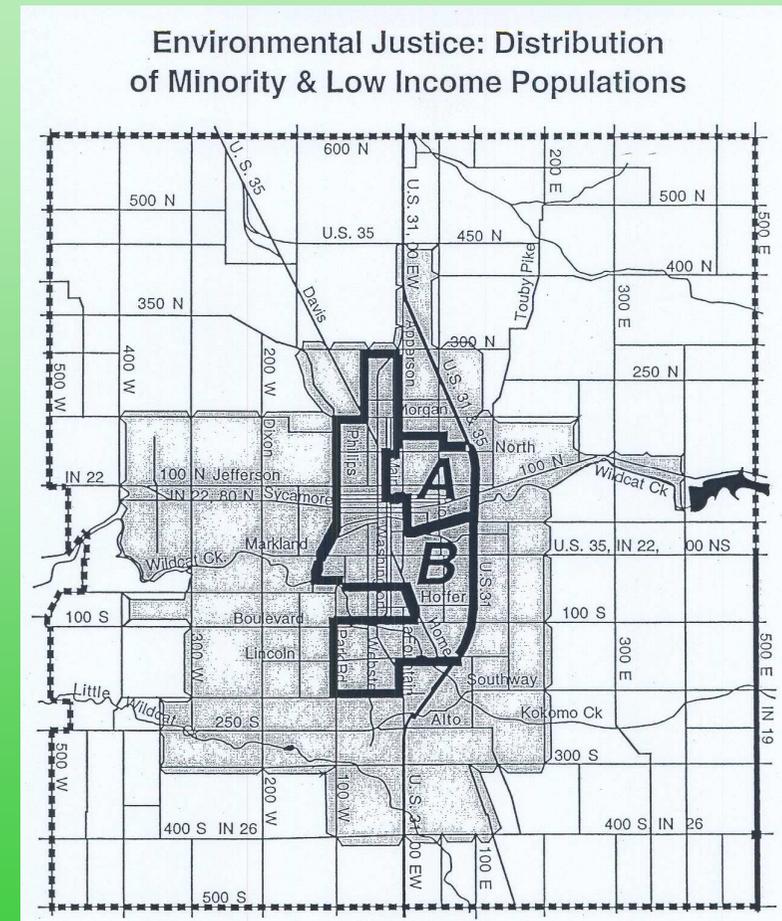
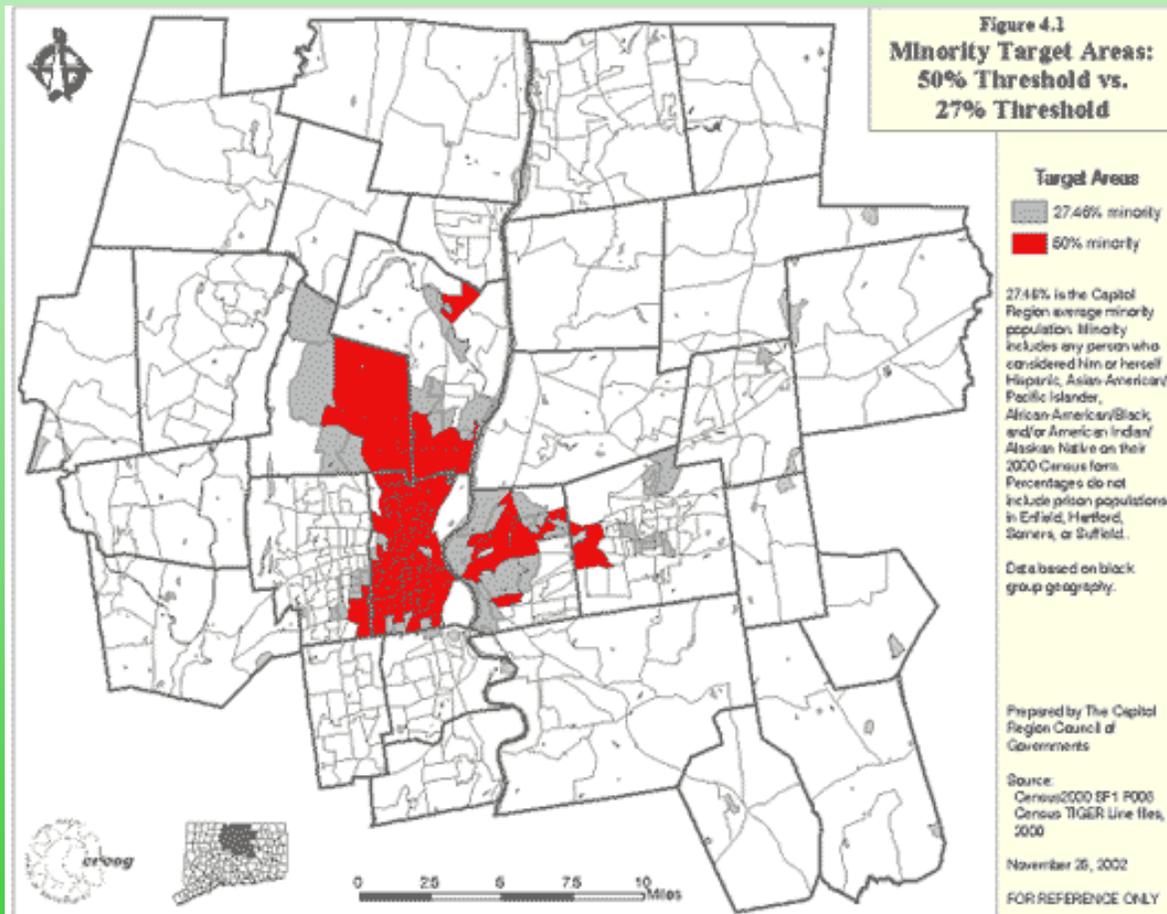
**About 1900**



**Today**

(Hannigan 2006:19; Dunlap 1997)

# Spatial and demographic analysis



# Multimedia lectures

Example of a narrated slide show:

Environmental health risks and pesticides

# Health and the environment

## Pesticides

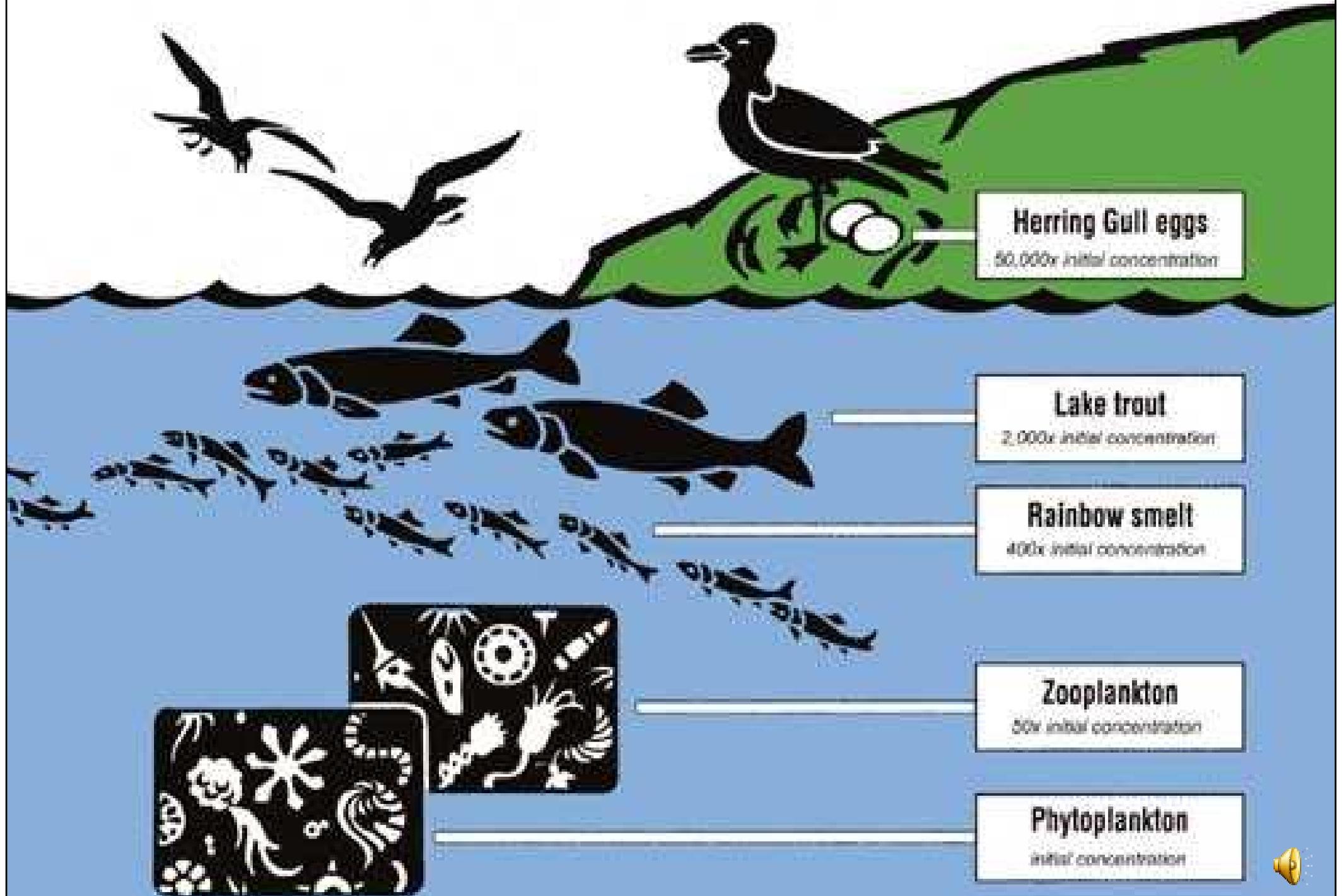
- Threaten environment and people
- Examples: insecticides, fungicides
- “Interaction effects”



# Pesticides and pollution

- Persistent organic pollutants (POPs)
- Harm Eskimo health & culture
- Biomagnification
- Bioaccumulation





# Pesticides and pollution

- Rich can afford organic food and to live in places less affected by pollution
- Bell: “vanity food”



# Evaluation of students

- Weekly quiz
  - Online
- Weekly essay
  - 500-750 words
- Final essay
  - At end of semester



Chapter 1 Quiz Every week there is a short quiz about the assigned readings and/or videos. You may take the quiz anytime between Thursday and Sunday. After Sunday, you will not be able to take the quiz. The quiz may consist of multiple choice, short-answer, and/or true-false questions. Choose the one best answer to each question. You have 3 minutes to complete the quiz. You may not refer to the textbook or any other study materials or talk with other students while taking the quiz. This quiz is based on Chapter 1 of the Bell textbook, any other required reading or video, and the lecture for this week.

• Click [here](#) to display the ROPOT application parameters.

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Go to another page

Go to the page:

1

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Save temporarily

## Chapter 1 Quiz (week 2)

Every week there is a short quiz about the assigned readings and/or videos. You may take the quiz anytime between Thursday and Sunday. After Sunday, you will not be able to take the quiz.

The quiz may consist of multiple choice, short-answer, and/or true-false questions. You have 5 minutes to complete the quiz. You may not refer to the textbook or any other study materials or talk with other students while taking the quiz.

This quiz is based on Chapter 1 of the Bell textbook, any other required reading or video, and the lecture for this week.

In 1972, a report called *The limits to growth* was published by what group?

- The Club of Rome
- The Warsaw Pact
- The Roman Club
- The Club of Madrid
- The Organization for Economic Cooperation
- The North Atlantic Treaty Organization

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\* I want to cancel my choice

# Student feedback

November mid-term survey:

- Satisfied with course
- Technology not hard to use
- Mixed reviews of lectures

# Practical advice

## **Pedagogy:**

- It takes a long time to prepare PowerPoint lectures
- Use a template
- Don't put too much information on one slide
- Survey students to ask what works

# Practical advice

## **Technology:**

- Keep it simple
- Translate all ISMU pages to English

Thank you for  
your attention!

Any questions?