

Teaching Portfolio

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Statement of Teaching Philosophy

The students were staring at me expectantly, but I knew that there really was no answer to the question they were asking. I was guest lecturing in a seminar on sociology of gender, and had assigned an article by Maren Klawiter about three different social movement groups trying to bring public awareness and political action to bear on the breast cancer epidemic. In this article, we first meet the participants in the Komen Foundation's Race for the Cure. Klawiter depicts them as a group of relentlessly optimistic breast cancer survivors, projecting an upbeat image of women beating the odds against a dreaded disease. Next, we meet the participants of the Women & Cancer Walk, a more somber group, with many participants walking in memory of those who have succumbed to the disease. Finally, Klawiter has us board the bus for a Toxic Tour of the Cancer Industry, where we join activists on a tour of San Francisco to view polluting industries and dump sites that many believe bring increased risks of chronic diseases such as cancer to their community. In Klawiter's presentation, the three groups appear radically different. "But which group has the right answer, or the best approach, to solving the breast cancer epidemic?" My students wanted to know.

To me, this is one of the most challenging and exhilarating moments in teaching sociology. Students come to sociology courses expecting answers to the most vexing problems of our times. My biggest challenge—and greatest reward—as a teacher is getting them to shift from the expectation that their coursework will give them the "right answer," to instead see that sociology provides analytical tools that they can apply to studying a wide variety of social problems and social action. I explained to my seminar students that rather than determining whether a particular advocacy approach was better than the others, we could instead use our sociological tools to understand how such seemingly contradictory approaches can co-exist. Sociology becomes a way, then, of connecting any type of social phenomenon to its institutional, political, economic, and cultural context. Before any normative project can begin, or before students can begin to change the world, they must first understand how social problems are shaped by the contexts in which they are situated. One of my main goals as a teacher is to show them how to apply these skills and tools to answer not only the particular question before them (e.g., why activist groups struggling against a common problem take such diverse approaches) but that they can apply those skills and tools to a range of social problems of their own choosing.

Fortunately, I work in substantive areas within sociology with which students can easily connect, and this makes the pedagogical task of shifting from the particular to the general easier. By urging students to explore links between health, the environment, and society, I help them anchor their developing store of analytical skills to their personal experiences as patients, consumers, and observers of the natural and built environments. In the classroom, students build on their own experience to see how personal troubles are converted to public issues, and begin to develop a sociological imagination.

Students in Sociology and Environmental Studies need to acquire a wide range of critical and analytic skills, both quantitative and expressive, and I strive to provide both in my teaching. When I was a TA in Environmental Health and Policy, the professor had designed problem sets that were computationally intensive, requiring students to calculate potency estimates and reference doses for problems in cancer and noncancer risk assessment. I agree that this approach

is critically important in helping students demystify what the risk estimates are meant to convey, and to highlight for them the kinds of uncertainty that are embedded within quantifiable risk estimates (although some students complained about the tedium of such calculations). When I taught medical sociology to high school students (through the Brown Summer Studies program), I walked students through several articles from medical journals to explain the standard presentation formats used in scientific articles, and to show them how basic statistics such as relative risks and odds ratios are calculated. I would take a similar approach with first- or second-year students in sociology, who may not yet have had a basic statistics course, but who need to begin to interpret quantitative findings in the literature.

Alongside these quantitative skills, I place heavy emphasis in my courses on written assignments, because I believe that they are the most effective means of getting students to crystallize their critical and analytic insights. I use writing assignments in a variety of formats, from short “think pieces” that give students a chance to explore a key theme or concept through several applications of their own choosing, to lengthier term papers, where the focus is on building and sustaining a coherent, well-supported argument. With advanced undergraduate and graduate students, I would assign short think pieces at intervals during the semester, to ensure that they are grappling with and synthesizing the key concepts and theories touched on in the course. To complement this style of writing assignment, I would design semester-length projects so that graduate students can use the coursework as an opportunity to further develop a project of their own, whether it’s a research proposal, a focused literature review, or an initial exploration of a new topic. Graduate students should be encouraged to publish early in their career, and giving them opportunities like this will help them meet this professional goal. Finally, from my extensive experience with service learning, I’ve learned that students need special kinds of writing assignments, such as journals and integrative essays, to help them process the emotional and intellectual demands of this special kind of pedagogical exercise.

The Transition from Student to Researcher

Participating in a research project is a great way for advanced undergraduate students to explore sociology even further, and to help them decide if they may want to pursue a research career or graduate study. I welcome the opportunity to help undergraduates gain this kind of experience, although I believe that for this to succeed, the student needs to feel that they are making a genuine contribution to the research project. I believe that with the right preparation, it is possible to invest students with responsibility for research that goes beyond clerical or administrative support. One way I would involve undergraduate students in research would be to invite them along for nonparticipant observation, and to give them practice in observing social settings and taking sympathetic and perceptive fieldnotes. At the same time, however, I would supervise students closely to make sure they are observing sound research practices and standards for ethical treatment of human research subjects.

For graduate students, participating in a research project is an essential component of professional training. I have benefited greatly through my participation in my advisor’s research team, and have gained experience in grant writing, documentation of compliance with human subject protections, field observations, analysis, and writing manuscripts, and reporting findings at professional conferences. I look forward to being able to mentor graduate students, as I have been mentored.

Ongoing Self-Evaluation of Teaching Performance

My teaching evaluations show consistently high ratings on my command of the material, my willingness to help, and the overall quality of my teaching. In addition, I regularly apply my skills as a researcher to critically evaluate what I'm doing in the classroom and look for ways to improve what I do. After each class session, I take a few moments to make notes about how the students responded to the readings and lecture material. I also experiment with a variety of strategies to stimulate discussion, and after class, I make notes about how well these strategies worked. After grading problem sets or exams, I make extensive notes about whether there were any misunderstandings among the students on key concepts, or common computational errors. As a TA in the environmental health and policy class, I shared these reports with the professor, and we made arrangements to address any lingering confusion with the class, either in lecture or in discussion section. In this way, I try to continually improve my teaching through close observation of my own teaching performance, and look for empirical evidence of my effectiveness in my students' progress.

Impact on Students Beyond the Classroom

I find that when I think back over my teaching experience, I am sustained in equal measure by the memories of students who have shown me how sociology has helped shift their consciousness. One student in the environmental justice seminar, for example, told me, "this class has completely changed the way I think about the environment. I used to think that nature was Out There, national parks, nature with a capital N, and I now see the environment is everything all around us." She went on to talk about how upset she was at the prospects of the middle school students who are being sent to a school that is built on a toxic waste dump. I find that exploring the connections between human health and the environment is an important means not only of understanding the social significance of the world around us, but also a means of motivating a desire to work for environmental change. I hope to continue to instill this spirit in some of my students. As a teacher, I believe that we should prepare students to excel in their professional careers, so that they can be an effective bridge between the university and the wider world in a campaign for environmental change and social justice.

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Teaching Interests and Experience

As a graduate student in sociology at Brown University, I have been a teaching assistant in two courses: an Environmental Justice seminar, for which I coordinated an extensive service learning component, and a cross-disciplinary course on Environmental Health and Policy. In collaboration with another graduate student, I also co-taught a course on medical sociology through the Brown Summer Studies program. My graduate training in sociology has prepared me to teach research design, qualitative research methods, introductory sociology, as well as introductory courses in medical sociology, environmental sociology, social movements, and science studies. In addition, I can offer courses on advanced topics such as health and illness in social context, health institutions and professions, health social movements, environmental sociological theory, environmental policy, environmental justice, and science and technology studies. My graduate training in public health has prepared me to teach courses on specific public health topics, such as injury epidemiology, alcohol epidemiology, and health promotion.

In the spring of 2006, I was the teaching assistant for a popular seminar on environmental justice, which was cross-listed in the Department of Sociology and the Center for Environmental Studies. This was a multidisciplinary seminar that explored theoretical, historical, and legal frameworks for understanding the intersection of race and class formation in the United States and their relationship to current patterns of disparities in community environmental health. My main responsibility in this class was the coordination of the service learning component. Twenty two students were assigned to work with community groups throughout Rhode Island that were working on environmental justice campaigns. I supervised students as they summarized scientific reports, canvassed neighborhoods, did legal research, wrote pamphlets and brochures, and coached residents of all ages in public speaking. I helped students make initial contacts with their community partners, reviewed their initial proposals for their specific work plans, and met with the students and community groups as often as necessary during the semester to ensure the smooth execution of the projects. I also delivered a guest lecture on international law and environmental justice, graded papers, and was available to students in office hours for questions on their projects or the readings.

In the fall of 2006, I was the teaching assistant for a class on environmental health and policy. This class, which is habitually overenrolled, satisfies a distribution requirement for graduate students in Community Health and is a popular choice for undergraduate students in environmental studies. It is a methods class in environmental health science and requires students to apply methodological tools to an environmental health problem through the development of a science policy brief. The course assignments included three problem sets, a midterm exam, and a term paper. I conducted discussion sections and graded problem sets, the midterm exam, poster presentations, and term papers. One of the things I really cherished about this class was the diversity among students in the class. Approximately half the students were working on a master's degree in community health. The remaining students were undergraduates who were enrolled in a variety of programs, including environmental studies but also from the life and physical sciences and the humanities. I worked hard in section discussions to get students to draw upon the skills and knowledge bases of their own disciplines so that they could learn from one another.

In the summer of 2006, I co-taught a medical sociology course called Medical Controversies to high school students enrolled in the Brown Summer Studies program. This was a one-week seminar in which we introduced students to how sociological perspectives could be used to explore health policy issues, such as the childhood obesity epidemic. We were jointly responsible for all aspects of instructional design, including selecting readings, delivering lectures, designing and running classroom activities, and creating and grading assignments. I could easily adapt and expand that curriculum so that it would be suitable as an undergraduate introductory course in medical sociology.

I look forward to drawing on my experience as a teacher and my research interests to train undergraduate students and graduate students. I look forward to introducing undergraduates to the discipline (broadly speaking) and assisting them in the development of skills that will allow them to apply sociological perspectives and insights in their future careers. With graduate students, I look forward to helping them develop their stock of sociological tools in the pursuit of their independent research projects.

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Using Service Learning in Sociology

In the spring of 2006, I was the teaching assistant in a popular seminar on environmental justice. My main responsibility for this seminar was to design a suite of service learning opportunities for students, and to supervise the students in the work they did with community groups. In this statement, I will review the kinds of projects the students worked on, and how I see service learning supporting pedagogical goals in the classroom.

Service Learning and Environmental Justice in Rhode Island

The course was co-taught by professors in Sociology and Environmental Studies. The three of us solicited local organizations working on environmental justice campaigns for projects they were working on where they could use a student assistant. The projects included:

- Designing a farm-to-school program that would bring fresh produce to Providence's inner city schools;
- Analyzing fare structures and automated ticketing in the Boston area's mass transit system, and the impact of proposed fare restructuring on minority communities;
- Canvassing in a community in southern Rhode Island where activists were pressuring a dye manufacturing company to clean up air and water emissions;
- Producing a short video documentary about a community in South Providence that is fighting the siting of a high school on an industrial dump;
- Coaching middle school students on public speaking and debate so that they would be prepared to attend school committee meetings and express their concerns about the contamination surrounding a proposed site for a new high school;
- Developing a pamphlet educating homeowners about methods for safe gardening and landscaping in contaminated soil, including how to construct raised beds;
- Working with legislators to pass a bill allowing homeowners in contaminated communities to get low-income home equity loans for home repairs while they are waiting for a comprehensive cleanup.

The twenty-two students enrolled in the course were given the option of pursuing a service learning project or producing a conventional term paper. I felt strongly that students should not be required to take the service learning option, because I do not believe that all students have the capacity to make community-based work successful, for a variety of personal and academic reasons. I was pleased, however, when all twenty-two students chose service learning projects; I believe this is a testament to our efforts to provide a variety of types of projects that would make use of a wide variety of student skills. For example, several students who were majoring in the natural sciences wanted to apply their technical knowledge to a community project. One of them reviewed some EPA reports for a local watershed organization and produced a short report summarizing the types of sediment contaminants present at a Superfund site within the watershed, and the human and ecological effects of these contaminants. Another student had interned at a law firm, and produced a report for Rhode Island Legal Services and the US EPA that summarizes best practices and models of state-level environmental justice programs. Several other students wanted more on-the-ground experience in organizing

and outreach, and they gravitated toward projects that involved planning community educational forums, producing pamphlets and brochures, and training community members in public speaking.

Several of the community groups experienced spectacular success in their campaigns. For example, in the summer of 2006, the dye manufacturing company negotiated a settlement that included equipment upgrades to reduce the amount of pollution emissions and funds for a comprehensive health assessment of the surrounding community. Also, in July 2006, the Governor made a visit to the contaminated neighborhood of Tiverton where he signed the home-equity loan bill; the students who worked on this project were present for the ceremonial signing.

Challenges in Service Learning

I learned a great deal from this experience about how to work effectively with community groups to make service learning projects successful. First, professors and community groups must work together to specify a project that is compact enough to occupy a student for a semester. Second, community groups often find that their priorities change, especially when they are enmeshed in a long-running campaign. While it's good for professors and students to remain flexible, professors and community groups need to be in close communication about any changes in the scope of service learning projects so that the community group clearly understands what can and cannot be provided and the student clearly understands how his or her performance will be evaluated. Third, the work must be meaningful; students cannot be treated as a free labor pool. Students must have opportunities to connect their work in the field to the methodological or theoretical concerns of the course.

I also learned how important it is to balance the pedagogical goals of service learning with the emotional and psychological needs of the students. Students frequently find themselves working with community groups that are radically different from themselves, especially at elite schools like Brown. In person and in their written assignments, they confessed to us their feelings of frustration and inadequacy in observing communities embroiled in these campaigns. Ironically, this was most prevalent among some of our students working with groups that experienced significant successes in their campaigns. It seemed as if our students became acutely aware that the milestones and victories the groups they worked with were celebrating were at best partial victories. Students reported distress at seeing low-income communities and communities of color working so hard and yet continuing to bear the brunt of environmental injustice.

Connecting Service and Learning through Writing

In order to support the pedagogical and pragmatic demands in future service learning projects, I would design two kinds of writing assignments to support students in their fieldwork and to integrate the service-learning projects with the theoretical and substantive material presented in class. First, students should keep a journal documenting their cognitive and emotional reactions to the experience of working in the community. This will give them a safe place to process their emotional reactions, and checking in on the journals periodically will alert the professors to any problems that may be brewing between the students and their community partner.

Second, students should be required to write a short, integrative essay to analyze the context surrounding their service learning project and to connect that struggle to a wider body of sociological theory and evidence. While community groups certainly benefit from whatever

technical skills, scientific consulting, or organizing energy the students may provide, the students can also help the community group frame their issue as part of a larger pattern of environmental injustice. Environmental justice communities are often well aware that they bear the brunt of systematic injustices that result in poor environmental quality and compromise their health and economic well-being, but they sometimes have a difficult time couching their scientific and policy claims in language that policymakers will recognize. Pushing students to use the language, theories, and concepts from the course materials in a more formal way will, in turn, help their community partners connect their struggle to a larger pattern of environmental justice problems and will help them mount an argument that extends beyond their own local circumstances. The same is true for students working on service learning projects in other settings. If I were to incorporate service learning into a medical sociology course on health institutions, I would ensure that the students drew upon organizational theories and theories of professionalization in understanding the setting and analyzing what they observe there.

In sum, although service learning requires a substantial investment of time on the professor's part, I believe that it contributes enormously to students' intellectual and personal development. I count myself fortunate to have had opportunities in my own graduate career for both rigorous academic research and the chance to bring that expertise to community groups that are working for environmental change and social justice, and my goal is to provide similar kinds of opportunities and challenges to my own students. If done well, providing students with opportunities for fieldwork can help them solidify and gain a deeper level of mastery over the material than they might attain in classroom or laboratory work alone.

Health and Illness in Social Context
(proposed syllabus: graduate seminar)

This is a syllabus for a graduate seminar on the sociology of health and illness, modeled closely on a graduate seminar I took at Brown. This syllabus shows how I plan to use a variety of writing assignments to meet different pedagogical goals. I have been in several graduate seminars that required students to write “think” papers, or short assignments. In my view, these think pieces are most effective when they cut across thematic areas (as opposed to assigning them in response to a particular reading or visiting lecturer). It gets students writing early and consistently, throughout the semester, and ensures that they grapple on at least a rudimentary level with each of the major thematic areas of the field. When you’re expecting graduate students to survey and master a large area or subdiscipline, I believe this is the best way to ensure that they’re covering their bases. I also believe that graduate students should have flexibility in designing semester-long term papers, so that the longer writing exercises they are engaged in can dovetail with their longer-term professional goals. Graduate students who take this seminar would be welcome to use the seminar paper to develop a research proposal, work on a focused literature review for a longer project under development, or to explore an entirely new topic or area. There are no prerequisites for this course.

Course Description

This seminar provides an in-depth examination of core themes and concepts used by medical sociologists to analyze health and illness. The course is divided into six major segments, each representing a theoretical area of interest (e.g., social supports and health; the illness experience; health behavior; health social movements; risk and social control; and negotiating health and illness). In each two-week segment, we will begin by focusing on the classical works relating to that area, and then explore special topics and contemporary developments, both conceptual and methodological. In the first week, all students will be required to read the “core” readings for that area. In the second week, students will select no fewer than three additional articles from the suggested readings in that area for presentation and discussion with the group.

Course Aims

This course has 3 overall goals:

1. To introduce you to the foundational sociological perspectives on health and illness that have dominated medical sociology since the middle of the twentieth century, and to examine some of their contemporary extensions and applications;
2. To help you develop analytical skills to compare and contrast the different theoretical approaches within medical sociology;
3. To help you develop as critical thinkers, writers, researchers, and scholars, in preparation for your future as critical consumers of medical knowledge, both within and beyond the classroom.

Course Objectives

Successfully completing this course will mean that you have or are able to:

1. Analyze how health and illness are shaped by social supports, social network, social capital, and other social determinants of health.
2. Compare and contrast the major perspectives on personal and social meanings of the illness experience.
3. Explain how health behavior and lifestyle shape health and illness and healthcare utilization.
4. Compare and contrast the various ways that laypeople organize in response to health and illness, and analyze the impact of these different forms of lay activism on healthcare institutions.
5. Explain how medical knowledge is socially constructed, and analyze the roles that various stakeholders play in constructing notions of risk.
6. Examine interpersonal dynamics between patients and providers, and how trust and conflict can influence medical decision making.

Evaluation

Your grade in this course will be based on the following assignments:

1. Class Attendance and Participation (20% of your grade). This is a graduate seminar in sociology, and as such, active, thoughtful participation is a required element of this course. Students are expected to come to class prepared, having done the readings assigned for that week *before* the scheduled class meeting time. Attendance will be taken at each class session and counts toward your final grade.

2. Think Papers (10% each; 40% total). For four of the six segments, students will write a short paper (3-5 pages) summarizing the core themes of that segment. This may take the form of an in-depth analysis of a particular reading, a guided examination of diverse perspectives to a single topic, or a comparison of classical and contemporary approaches to the topic. The student should complete four of these papers during the course of the semester, on segments of his or her own choosing. The papers are due in the week following the completion of the segment (e.g., the think paper for segment 1 is due in week 3 of the course).

5. Research Paper (40% of your grade)

Final draft due: Week 12

There are three options for the research paper:

1. A literature review (12-15 pages), for a potential research project that applies an analytic framework used in this course to a problem of your choosing. Literature reviews could take the form of an in-depth analysis of one of the perspectives we will be studying, or could draw on diverse perspectives that shed light on a particular substantive topic that is of interest to you.
2. An annotated bibliography organized around a particular theme pertinent to the social context of health and illness. The student should write a short thematic statement that

introduces the problem, states the rationale for including various items in the bibliography, and summarizes the major themes or perspectives contained within them.

3. A research paper on a topic of your choosing related to the course (12-15 pages). You may select any topic or theme that is of interest to you. You could select a medical condition, compare the biomedical appraisal of that condition with the “lived experience” of it, and then explore the sociological perspectives that explain any discrepancy between the two. Alternatively, you could select a medical controversy and use the political, epidemiological, and political economic frameworks offered in this course to explore what makes it controversial.

I encourage students to meet with me during office hours or by appointment as early in the semester as possible (preferably by Week 4) to discuss their plan for the term paper.

Required Readings

There are two required texts for this course. *So that you may participate fully in class discussions, you are expected to bring copies of the books and readers to class.*

- *The New Medical Sociology*, by Bryan Turner (2004, New York, NY: W. W. Norton & Co.).
- *Medicine, Health, and Risk: Sociological Approaches*, edited by Jonathan Gabe (1995, Cambridge, MA: Blackwell Publishers, Ltd.)

Supplemental readings will be made available on the course website.

Schedule of Readings and Assignments

Week 1: Introduction

- Bird, Chloe E., Peter Conrad, and Allen Fremont. 2000. “Medical Sociology at the Millennium.” Pp. 1-11 in *Handbook of Medical Sociology, Fifth Edition*, edited by Chloe E. Bird, Peter M. Conrad, Allen M. Fremont. Upper Saddle River, NJ: Prentice Hall, Inc.
- Gray, Bradford and Sarah R. Phillips. 1995. “Medical sociology and health policy: Where are the connections?” *Journal of Health and Social Behavior* (Extra issue): 170-181.
- Seale, Clive. 2008. “Mapping the field of medical sociology: a comparative analysis of journals.” *Sociology of Health and Illness* 30(5): 677-695.
- Timmermans, Stefan and Steven Haas. 2008. “Towards a sociology of disease.” *Sociology of Health and Illness* 30(5): 659-676.

Unit I: Social organization, health, and illness

This segment examines the importance of social context, social networks, social capital, and social support as determinants of health and illness.

Week 2: Core Readings

- Farmer, Paul, Margaret Connors, and Janie Simmons. 1996. "Women, Poverty and AIDS." In *Women, Poverty, and AIDS: Sex, Drugs, and Structural Violence*, edited by Paul Farmer, Margaret Connors, and Janie Simmons. Monroe, ME: Common Courage Press.
- Kunitz, Stephen J. 2004. "Social capital and health." *British Medical Bulletin* 69:61-73.
- Link, Bruce and Jo Phelan. 1995. "Social conditions as fundamental causes." *Journal of Health and Social Behavior* 35: 80-94.
- Pescosolido, Bernice A. 1992. "Beyond rational choice: the social dynamics of how people seek help." *American Journal of Sociology* 97: 1096-1138.
- Thoits, Peggy A. 1995. "Stress, coping, and social support processes: where are we? what next?" *Journal of Health and Social Behavior* 35: 53-79.
- Turner, Bryan. 2004. "Gender, sexuality, and the body." Pp. 191-229 in *The New Medical Sociology*, by Bryan Turner. New York, NY: W.W. Norton & Co, Inc.
- Turner, Bryan. 2004. "Health and social capital." Pp. 3-35 in *The New Medical Sociology*, by Bryan Turner. New York, NY: W.W. Norton & Co, Inc.
- Williams, Gareth H. 2003. "The determinants of health: structure, context, and agency." *Sociology of Health and Illness* 25: 131-154.

Week 3: Continued Exploration (select at least three)

- Drentea, Patricia and Jennifer L. Moren-Cross. 2005. "Social capital and social support on the web: the case of an internet mother site." *Sociology of Health & Illness* 27(7): 920-943.
- Farmer, Paul. 1992. "Part V: AIDS and Accusation." Pp. 191-264 in *AIDS and Accusation: Haiti and the Geography of Blame*, by Paul Farmer. Berkeley, CA: University of California Press.
- Geronimus, Arline T. 2000. "To mitigate, resist, or undo: addressing structural influences on the health of urban populations." *American Journal of Public Health* 90: 867-872.
- Inagami, Sanae, Deborah A. Cohen, and Brian K. Finch. 2007. "Non-residential neighborhood exposures suppress neighborhood effects on self-rated health." *Social Science & Medicine* 65: 1779-1791.
- Krieger, Nancy, Diane L. Rowley, Allen A. Herman, Byllye Avery, and Mona T. Phillips. 1993. "Racism, sexism, and social class: implications for studies of health, disease, and well-being." *American Journal of Preventive Medicine* 9: 82-122.
- Leclere, Felicia B., Richard G. Rogers, and Kimberley Peters. 1998. "Neighborhood social context and racial differences in women's heart disease mortality." *Journal of Health and Social Behavior* 39(2): 91-107.
- Phelan, Jo, Bruce Link, Ana Diez-Roux, Ichiro Kawachi, and Bruce Levin. 2004. "Fundamental causes of social inequalities in mortality: a test of the theory." *Journal of Health and Social Behavior* 45: 265-285.

- Popay, Jennie, Sharon Bennett, Carol Thomas, Gareth H. Williams, Anthony Gatrell, and Lisa Bostock. 2003. "Beyond 'beer, fags, eggs and chips'? Exploring lay understandings of social inequalities in health." *Sociology of Health and Illness* 25: 1-23.

Unit II: Personal and social meanings of the illness experience

This segment explores the lay meanings of illness, subjectivity and biography as means of knowing about health and illness, sickness and identity, stigma, and the sick role.

Week 4: Core Readings

- Bury, Michael. 2000. "On chronic illness and disability." Pp. 173-183 in *Handbook of Medical Sociology, Fifth Edition*, edited by Chloe E. Bird, Peter M. Conrad, Allen M. Fremont. Upper Saddle River, NJ: Prentice Hall, Inc.
- Hydén, Lars-Christer. 1997. "Illness and narrative." *Sociology of Health and Illness* 19: 48-69.
- Idler, Ellen L. and Stanislav V. Kasl. 1992. "Religion, disability, depression, and the timing of death." *American Journal of Sociology* 97(4): 1052-1079.
- Lawton, Judith. 2003. "Lay experiences of health and illness: past research and future agendas." *Sociology of Health and Illness* 25: 23-40.
- Parsons, Talcott. 1975. "The sick role and the role of the physician reconsidered." *Milbank Memorial Fund Quarterly*, 53: 257-278.
- Pierret, Jeanne. 2003. "The illness experience: state of knowledge and perspectives for future research." *Sociology of Health and Illness* 25: 4-22.
- Radley, Alan and Michael Billig. 1996. "Accounts of health and illness: dilemmas and representations." *Sociology of Health and Illness* 18: 220-240.
- Scambler, Graham and Anthony Hopkins. 1986. "Being epileptic: coming to terms with stigma." *Sociology of Health and Illness* 8: 26-43.
- Turner, Bryan. 2004. "Time, self, and disruption." Pp. 131-162 in *The New Medical Sociology*, by Bryan Turner. New York, NY: W.W. Norton & Co., Inc.
- Williams, Gareth. 2000. "The genesis of chronic illness: narrative reconstruction." Pp. 215-241 in *Perspectives on Medical Sociology, Third Edition*, edited by Phil Brown. Prospect Heights, IL: Waveland Press.
- Williams, Simon. 1987. "Goffman, interactionism, and the management of stigma in everyday life." Pp. 134-164 in *Sociological Theory and Medical Sociology*, edited by Graham Scambler. New York, NY: Tavistock Publications.

Week 5: Continued Exploration (select at least three)

- Bury, Michael. 1982. "Chronic illness as biographical disruption." *Sociology of Health and Illness* 4: 167-182.
- Bury, Michael. 2001. "Illness narratives: fact or fiction?" *Sociology of Health and Illness* 23: 263-285.
- Charmaz, Kathy. 1997. "Identity dilemmas of chronically ill men," pp. 35-62. In *Grounded Theory in Practice*, edited by Anselm Strauss and Juliet Corbin. Thousand Oaks, CA: SAGE.
- Coyle, Joanne. 1999. "Exploring the meaning of 'dissatisfaction' with health care: the importance of 'personal identity threat'." *Sociology of Health and Illness* 21(1): 95-123.

- Ezzy, Douglas. 2000. "Illness narratives: time, hope, and HIV." *Social Science and Medicine* 50(5): 605-617.
- Faircloth, Christopher A., Craig Boylstein, Maude Rittman, Mary Ellen Young, Jaber Gubrium. 2004. "Sudden illness and biographical flow in narratives of stroke recovery." *Sociology of Health & Illness* 26(2): 242-261.
- Kempner, Joanna. 2006. "Gendering the migraine market: Do representations of illness matter?" *Social Science & Medicine* 63(8): 1986-1997.
- Rier, David. 2000. "The missing voice of the critically ill: a medical sociologist's first hand account," *Sociology of Health and Illness* 22: 68-93.
- Spink, Mary Jane P. 2000. "Making sense of illness experiences." Pp. 83-97 in *Qualitative Health Psychology*, edited by Michael D. Murray and Kerry Chamberlain. Thousand Oaks, CA: SAGE Publications.

Unit III: Health and illness behavior

This section explores health behavior and lifestyles, behavioral responses to symptoms, healthcare utilization, and the management of illness.

Week 6: Core Readings

- Cockerham, William C. 2000. "The sociology of health behavior and health lifestyles." Pp. 159-172 in *Handbook of Medical Sociology, Fifth Edition*, edited by Chloe E. Bird, Peter M. Conrad, Allen M. Fremont. Upper Saddle River, NJ: Prentice Hall, Inc.
- Freund, Peter and Meredith McGuire. 2003. "Seeking health and help." Pp. 168-194 in *Health, Illness, and the Social Body, Fourth Edition*, edited by Peter Freund and Meredith McGuire. Upper Saddle River, NJ: Prentice Hall.
- Young, J.T. 2004. "Illness behavior: a selective review and synthesis." *Sociology of Health and Illness* 26(1): 1-31.

Week 7: Continued Exploration (select at least three)

- Conrad, Peter. 1985. "The meaning of medications: another look at compliance." *Social Science and Medicine* 20: 29-37.
- Foote-Ardah. 2003. "The meaning of complementary and alternative medicine practices among people with HIV in the United States: strategies for managing everyday life." *Sociology of Health and Illness* 25: 481-500.
- Geertsen, Reed, Melville R. Klauber, Mark Rindflesh, Robert L. Kane, and Robert Gray. 1975. "A re-examination of Suchman's views on social factors in health care utilization." *Journal of Health and Social Behavior* 16: 226-237.
- Lau, Richard R., Marilyn Jacobs Quadrel, and Karen A. Hartman. 1990. "Development and change of young adults' preventive health beliefs and behavior: influence from parents and peers." *Journal of Health and Social Behavior* 31(3): 240-259.
- Zola, Irving. 2000. "Pathways to the doctor—from person to patient." Pp. 271-286 in *Perspectives in Medical Sociology, Third Edition*, edited by Phil Brown. Prospect Heights, IL: Waveland Press.

Unit IV: Lay participation and social movements

This section explores participation in self-help groups, patient involvement in care systems, and advocacy by health social movement groups.

Week 8: Core Readings

- Borkman, Thomasina. 1999. *Understanding Self-Help/Mutual Aid: Experiential Learning in the Commons*. New Brunswick, NJ: Rutgers University Press.
- Brown, Phil, Steve Zavestoski, Sabrina McCormick, Brian Mayer, Rachel Morello-Frosch, and Rebecca J Gasior. 2004. "Embodied health movements: uncharted territory in social movement research." *Sociology of Health and Illness* 26:1-31.
- Brown, Phil. 1995. "Popular epidemiology: toxic waste and social movements." Pp. 91-112 in *Medicine, Health, and Risk: Sociological Approaches*, edited by Jonathan Gabe. Cambridge, MA: Blackwell Publishing Ltd.
- Klawiter, Maren. 1999. "Racing for the cure, walking women, and toxic touring: mapping cultures of action within the Bay area terrain of breast cancer" *Social Problems* 46(1): 104-126.
- Morello-Frosch, Rachel, Steven Zavestoski, Phil Brown, Rebecca Gasior Altman, Sabrina McCormick, and Brian Mayer. 2006. "Social movements in health: responses to and shapers of a changed medical world." Pp. 244-271 in *The New Political Sociology of Science: Institutions, Networks and Power*, edited by Scott Frickel and Kelly Moore. Madison, WI: University of Wisconsin Press.

Week 9: Continued Exploration (select at least three)

- Archibald, Matthew E. 2008. "Institutional environments, sociopolitical processes, and health movement organizations: the growth of self-help/mutual aid." *Sociological Forum* 23(1): 84-115.
- Chesney, Barbara K. and Mark A. Chesler. 1993. "Activism through self-help group membership: reported life changes of parents of children with cancer." *Small Group Research*, 24: 258-273.
- Crossley, Nick. 1998. "Transforming the mental health field: the early history of the National Association for Mental Health." *Sociology of Health & Illness* 20(4): 458-488.
- Gillett, James. 2003. "Media activism and Internet use by people with HIV/AIDS." *Sociology of Health and Illness* 25(6): 608-624.
- Kaufer, Patricia A. 1982. "Myth and the menopause." *Sociology of Health & Illness* 4(2): 141-166.
- Rogers, Anne, and David Pilgrim. 1991. "'Pulling down churches': accounting for the British Mental Health Users' Movement." *Sociology of Health & Illness* 13(2): 129-148.
- Tritter, Jonathan Q., V. Barley, N. Daykin, Simon Evans, Judith McNeill, James Rimmer, M. Sanidas, Pat Turton. 2003. "Divided care and the Third Way: user involvement in statutory and voluntary sector cancer services." *Sociology of Health & Illness* 25(5): 429-456.
- Trojan, Alf. 1989. "Benefits of self-help groups: A survey of 232 members from 65 disease-related groups." *Social Science & Medicine* 29(2): 225-232.

Unit V: Medicine, risk and social control

This section covers topics such as social construction of medical knowledge, medicalization, medical surveillance, and social construction of risk.

Week 8: Core Readings

- Bloor, Michael. 1995. "A user's guide to contrasting theories of HIV-related risk behavior." Pp. 19-30 in: *Medicine, Health, and Risk: Sociological Approaches*, edited by Jonathan Gabe. Cambridge, MA: Blackwell Publishing Ltd.
- Brown, Phil. 1995. "Naming and framing: the social construction of diagnosis and illness." *Journal of Health and Social Behavior* 33: 267-281.
- Conrad, Peter. 2005. "The shifting engines of medicalization." *Journal of Health and Social Behavior* 46: 3-14.
- Conrad, Peter. 1992. "Medicalization and social control." *Annual Review of Sociology* 18: 209-32.
- Conrad, Peter. 2000. "Medicalization, genetics, and human problems." Pp. XXX-XXX in *Handbook of Medical Sociology, Fifth Edition*, edited by Chloe E. Bird, Peter M. Conrad, Allen M. Fremont. Upper Saddle River, NJ: Prentice Hall, Inc.
- Grinyer, Anne. 1995. "Risk, the real world, and naïve sociology." Pp. 31-52 in: *Medicine, Health, and Risk: Sociological Approaches*, edited by Jonathan Gabe. Cambridge, MA: Blackwell Publishing Ltd.
- Lane, Karen. 1995. "The medical model of the body as a site of risk: a case study of childbirth." Pp. 53-72 in: *Medicine, Health, and Risk: Sociological Approaches*, edited by Jonathan Gabe. Cambridge, MA: Blackwell Publishing Ltd.
- Prior, Lindsay. 2003. "Belief, knowledge and expertise: The emergence of the lay expert in medical sociology." *Sociology of Health & Illness* 25: 41-57.
- Rogers, Anne, and David Pilgrim. 1995. "The risk of resistance: perspectives on the mass childhood immunization programme." Pp. 73-90 in: *Medicine, Health, and Risk: Sociological Approaches*, edited by Jonathan Gabe. Cambridge, MA: Blackwell Publishing Ltd.
- Turner, Bryan. 2004. "Health, risk, and globalization." Pp. 230-269 in *The New Medical Sociology*, by Bryan Turner. New York, NY: W.W. Norton & Co, Inc.

Week 9: Continued Exploration (select at least three)

- Davison, Charlie, George Davey Smith, and Stephen Frankel. 1991. "Lay epidemiology and the prevention paradox: the implications of coronary candidacy for health education." *Sociology of Health & Illness* 13(1): 1-19.
- Hislop, Jenny, and Sara Arber. 2003. "Understanding women's sleep management: beyond medicalization-healthicization?" *Sociology of Health & Illness* 25(7): 815-837.
- Meadows, Robert, Sara Arber, Susan Venn, and Jenny Hislop. 2008. "Engaging with sleep: male definitions, understandings and attitudes." *Sociology of Health & Illness* 30(5): 696-710.
- Oinas, Elina. 1998. "Medicalisation by whom? accounts of menstruation conveyed by young women and medical experts in medical advisory columns." *Sociology of Health & Illness* 20(1): 52-70
- Parsons, Evelyn and Paul Atkinson. 1992. "Lay constructions of genetic risk." *Sociology of Health & Illness* 14(4): 437-455.

- Petersen, Alan and Robin Bunton. 1997. *Foucault, Health, and Medicine*. New York, NY: Routledge.
- Risk, Elianne. 2002. "From Type A man to the hardy man: masculinity and health." *Sociology of Health & Illness* 24(3): 347-358.
- Sharma, U. 1995. "The homeopathic bod; 'reification' and the homeopathic gaze." Pp. 33-49 in: *Studies in Alternative Therapy, volume 2*, edited by H. Johannessen, S.G. Oleson, and J.O. Andersen. Odense University Press.
- Wickrama, K.A.S., Rand D. Conger, Lora Ebert Wallace, and Glen H. Elder. Jr. 1999. "The intergenerational transmission of health risk behaviors: adolescent lifestyles and gender moderating effects." *Journal of Health and Social Behavior* 40(3): 258-272.

Unit VI: Negotiating health, illness, and patienthood

We wrap up the semester by examining patient-provider relations, trust, and participatory decision making.

Week 10: Core Readings

- Armstrong, David. 1989. "The patient's view." Pp. 238-253 in *Perspectives in Medical Sociology, First Edition*, edited by Phil Brown. Prospect Heights, IL: Waveland Press.
- Charles, Cathy, Amiram Gafni, and Tim Whelan. 1997. "Shared decision-making in the medical encounter: what does it mean?" *Social Science and Medicine* 44: 681-692.
- Freidson, Eliot. 2000. "The social organization of illness." Pp. 285-294 in: *Perspectives in Medical Sociology, Third Edition*, edited by Phil Brown. Prospect Heights, IL: Waveland Press.
- Hahn, Steven. 2001. "The physician-patient relationship." *Annals of Internal Medicine* 134: 897-905.
- Mechanic, David and Sharon Meyer. 2000. "Concepts of trust among patients with serious illness." *Social Science & Medicine* 51: 657-668.

Week 11: Continued Exploration (select at least three)

- Baker, P.S., W.C. Yoels, and J.M. Clair. 1996. "Emotional expression during medical encounters: social dis-ease and the medical gaze." Pp. 173-200 in: *Health and the Sociology of Emotions*, edited by Veronica James and Jonathan Gabe. Cambridge, MA: Blackwell Publishing Ltd.
- Berg, Marc and Geoffrey Bowker. 1998. "The multiple bodies of the medical record: toward a sociology of an artifact." *The Sociological Quarterly* 38(3): 513-537.
- Charles, Cathy, Amiram Gafni, and Tim Whelan. 1997. "Shared decision-making in the medical encounter: what does it mean? (Or, it takes at least two to tango)." *Sociology of Health and Illness* 44(5): 681-692.
- Charles, Cathy, Cristina Redko, Tim Whelan, Amiram Gafni, and Leonard Reyno. 1998. "Doing nothing is no choice: lay constructions of treatment decision-making among women with early-stage breast cancer." *Sociology of Health and Illness* 20(1): 71-95.
- Hardey, Michael. 1999. "Doctor in the house: the Internet as a source of lay health knowledge and the challenge to expertise" *Sociology of Health and Illness* 21: 820-835.
- Lupton, Deborah. 1996. "Your life in their hands: trust in the medical encounter." Pp. 157-172 in: *Health and the Sociology of Emotions*, edited by Veronica James and Jonathan Gabe. Cambridge, MA: Blackwell Publishing Ltd.

- Stiggelbout, Anne M. and Gwendoline M. Kiebert. 1997. "A role for the sick role: patient preferences regarding information and participation in clinical decision-making." *Canadian Medical Association Journal* 157: 383-391.

Social Studies of Science
(proposed syllabus: undergraduate course)

This is a syllabus for an introductory course in science studies, suitable for sociology undergraduates, and perhaps even nonmajors. If I were teaching a graduate level course in science studies, I would adapt this syllabus to include more of the theoretical works from Kuhn, Fleck, and Latour. I would really welcome the opportunity, though, to teach a course like this to undergraduates, to help them think critically about what science can and cannot tell us, and help them see how science both reflects and shapes the society in which it is embedded. The media essay assignments will give students regular practice over the semester in fine-tuning these analytic and observational skills, and practice in interpreting science news for its social significance. I also like the idea of having undergraduates do some job shadowing with scientists, in order to demystify what goes on in the laboratory. I think this kind of exercise will give them the confidence to enter the expert's domain, to question what they find there, and will give them valuable practice in describing and translating what they see there to an external audience.

Course Description

Science and technology are dominant forces in modern society. Science holds out the promise of wondrous changes, but some of these changes are also profoundly worrisome. For example, researchers promise designer drugs that are tailored to an individual's genetic profile. At the same time, however, such research raises ethical dilemmas, for example, whether these new designer drugs will benefit everyone equally, or whether they will exacerbate existing health inequalities. Moreover, scientific and technical changes are increasingly global in their impacts, having the potential to affect everyone living on the planet. As informed citizens, it is important that we understand how science works so that we may understand how science drives policy and social change.

This undergraduate seminar introduces students to social studies of science. It is not necessary to have any prior knowledge of any specific set of scientific issues, nor is any prior knowledge of sociology required, just a curiosity about these issues, an open mind, and an eagerness to learn and discover. The course is designed to foster critical intelligence about how scientific knowledge is made and how it is used. We will study the people who generate scientific knowledge, that is, scientists and the people who work in their labs and offices. We will examine how their authority is derived and how they maintain that authority, even when they disagree with one another. We'll especially consider how controversies over scientific knowledge and decisions that ultimately emerge from those debates impact what we do, as individuals and as a society. As we will see, critically engaging with science is not so much about getting a final answer to a particular scientific issue, but more about knowing how to ask questions about science, how to recognize what science can and cannot tell us, and realizing how the interface between science and politics affects the broader social world around us.

This course provides a basic introduction to some of the historical, philosophical, and theoretical perspectives that social scientists apply to the interdisciplinary field of science and technology

studies. Many of the substantive examples are drawn from the field of health and medicine, but we will also consider examples from chemistry and environmental science.

Course Aims

This course has 4 overall goals:

1. To introduce you to the sociological perspectives on science and technology that have dominated social studies of science since the middle of the twentieth century;
2. To help you develop analytical skills to compare, contrast, and apply the different theoretical approaches within science and technology studies;
3. To encourage you to challenge your own assumptions about science and technology, including how they are shaped by our society, and how they impact our society; and
4. To help you develop as critical thinkers, writers, researchers, and scholars, in preparation for your future as critical consumers of scientific knowledge, both within and beyond the classroom.

Course Objectives

Successfully completing this course will mean that you have or are able to:

1. Explain how science is shaped by the social context in which scientists work.
2. Critically evaluate the strengths and weakness of varied perspectives on scientific controversies.
3. Exhibit an understanding of how science influences policymaking in democratic societies.
4. Demonstrate an ability to critically read journal articles in science and technology studies and other social studies of science.
5. Communicate with a practitioner in the life and physical sciences about issues that are important to their work, and to use the analytic skills taught in this course to evaluate how what they are doing is shaped by the context in which they work.
6. Engages with multiple perspectives on a contemporary scientific controversy of your choosing.

Expectations

Students are expected to come to class prepared, having done the readings assigned for that week *before* the scheduled class meeting time. Please bear in mind that over the course of the semester, we will very likely be discussing some topics that are controversial or pose difficult ethical questions. I ask two things of you: first, that you listen attentively and respectfully to one another throughout these debates, and second, that you work to focus class discussion on the broader social implications of these issues. As you think about the topics presented in class, you are welcome to reflect on how these issues impact your own lives, but you should also push yourselves to consider how they impact society at many levels. Does this kind of science bring benefits or harms to any particular social group? What organizations are involved in investigating this scientific issue, and what organizations use this kind of scientific information in crafting policies? What sectors do these organizations belong to? Do these kinds of scientific issues play out differently in policy debates at the national or international level?

Evaluation

Your grade in this course will be based on the following assignments:

- 1. Class Attendance and Participation (5%).** Active, thoughtful participation is a required element of this course. Attendance will be taken at each class session and counts toward your final grade.
- 2. Class Facilitation (5%).** Once during the semester, either on your own or with a partner, you will be responsible for leading class discussion. You are responsible for presenting a brief analysis (~10 min) describing the week's readings, offering an overview of the main ideas and some perspective on how the selections relate to one another and how they fit into what we have covered thus far in the course. Handouts, visuals, and other creative ideas are welcome, but not required.
- 3. Media Essays (10% each; 30% total).** Over the course of the semester, you should get in the habit of reading at least one major, national, daily newspaper (e.g., the *New York Times*, the *Boston Globe*, the *Washington Post*) for news that pertains to science and technology. Articles about science and technology issues may be found most commonly in the Science or Health sections of the newspaper, but are also often reported in other sections of the paper, especially the Business pages and the National and World news sections. You are responsible for writing three short essays (3-5 pages each) during the semester, to be turned in on dates of your own choosing, about how science is reported in the news. In each essay, you should select at least three articles that are somehow related. They may or may not all report on the same particular scientific finding. You could, for example, select articles from three newspapers that report on a major scientific discovery, to explore how the different media outlets portray the story. Alternatively, you may draw articles from three different sections of the same newspaper to examine how a general scientific topic is explored in the news section, the science section, and the business section. The essays should not merely report on the scientific issue, but should use the analytical tools from the course to examine the issue, how it is portrayed in the media, and the implications of this issue for society at large.
- 4. Observing a Scientist at Work (25%).** With my assistance, you will identify a graduate student in the life or physical sciences and arrange a mutually convenient time to observe them at work. This will include at a minimum both a formal interview with the scientist plus at least one session in which you observe them at work in the field or in their laboratory. You will write a short paper (5-10 pages) about your observations. Your analysis should draw upon at least one of the theoretical frameworks discussed in the course. You should describe your observational methods and reflect upon how accurate or complete a picture they give you of this scientist at work and the broader scientific discipline in which this scientist works. You should include a short description of the nature and context of the scientist's work, in language that an educated lay reader would be able to understand. This description of the scientist's work should cite at least two articles from scientific journals in that scientist's field about the type of work the scientist does. The goal is not to convey all the technical nuances of what the scientist does, but

enough to convey the overall objective of his or her work, the key challenges or obstacles he or she faces in this work, and the context in which he or she works. **Due in Week 9.**

5. Research Paper (35%)

Prospectus due: Week 3

First draft due (15%): Week 7

Final draft due (20%): Week 12

There are two options for the research paper:

1. A research paper on a topic of your choosing related to the course (12-15 pages). Select a current scientific issue or controversy and use at least two of the frameworks from the syllabus to evaluate it. Analyze, compare, contrast, and make an argument for how STS brings important insights to this topic, and how the STS approach may help inform decision making by one or more of the following stakeholders: policymakers, scientists, the public, industry, and/or universities.
2. A literature review (12-15 pages), for a potential research project that applies an analytic framework used in this course, to a problem of your choosing.

What You Can Expect From Me.

You can expect that I have prepared lectures and discussion exercises, and have selected readings and assignments to help you achieve these objectives. You can expect feedback from me on your progress in the course, primarily in the form of written comments on assignments you turn in to me. Finally, you can expect that I will be responsive to your queries and concerns. I encourage you to visit me during my office hours or by appointment. You may also contact me via e-mail with any questions that arise; I generally reply to e-mail requests within 24 hours.

Required Readings

The following books are required for the course. A coursepack is available at Allegra Printing on Thayer Street.

- Bocking, Stephen. 2006. *Nature's Experts: Science, Politics, and the Environment*. New Brunswick, NJ: Rutgers University Press.
- Collins, Harry, and Trevor Pinch. 1998. *The Golem at Large: What You Should Know About Technology*. New York, NY: Cambridge University Press.
- Frickel, Scott and Kelly Moore. 2006. *The New Political Sociology of Science: Institutions, Networks, and Power*. Madison, University of Wisconsin Press.
- Hess, David. 1997. *Science Studies: An Advanced Introduction*. New York: New York University Press.
- Krimsky, Sheldon. 2004. *Science in the Private Interest: Has the Lure of Profits Corrupted Biomedical Research?* Lanham, MD: Rowman & Littlefield.

So that you may participate fully in class discussions, you are expected to bring copies of the books and readers to class.

Schedule of Readings and Assignments

Week 1: Introduction

- Robertson, John A. 1998. Human Cloning and the Challenge of Regulation, *New England Journal of Medicine* 339(2): 119-122.
- Annas, George. 1998. Why We Should Ban Human Cloning, *New England Journal of Medicine* 339(2): 122-125.

Week 2: Social Theories of Science

- Hess, David. 1997. *Science Studies: An Advanced Introduction*. New York: New York University Press.
 - Read Introduction (pp. 1-5); Chapter 2: The Philosophy of Science (pp. 6-51); Chapter 3: The Institutional Sociology of Science (pp. 52-80).

Week 3: Science, Certainty, and Prediction

** Research Prospectus Due. **

- Collins, Harry, and Trevor Pinch. 1998. *The Golem at Large: What You Should Know About Technology*. New York, NY: Cambridge University Press.
- Bocking, Stephen. 2006. *Nature's Experts: Science, Politics, and the Environment*. New Brunswick, NJ: Rutgers University Press.
 - Read Chapter 2: The uncertain authority of science (pp. 16-44).

Week 4: Sociology of Scientific Knowledge

- Hess, David. 1997. *Science Studies: An Advanced Introduction*. New York: New York University Press.
 - Read Chapter 4: Social Studies of Knowledge (pp. 81-111).
- Shapin, Steven. 1995. Here and everywhere: sociology of scientific knowledge. *Annual Review of Sociology* 21:289-321.
- Shapin, Steven. 1998. The house of experiment in seventeenth century England. In *The Science Studies Reader*. M. Biagioli (editor). New York, NY: Routledge, pp. 479-504.

Week 5: Science as a Social World

- Fujimura, Joan H. 1988. The molecular biological bandwagon in cancer research: where social worlds meet. *Social Problems* 35: 261-83.
- Clarke, Adele and Theresa Montini. 1993. The many faces of RU486: tales of situated knowledges and technological contestations. *Science, Technology, & Human Values* 18(1): 42-78.
- Gieryn, Thomas F. 1995. Boundaries of science. In *Handbook of Science & Technology Studies*, revised edition, S. Jasanoff, G.E. Markle, J.C. Petersen, and T. Pinch (editors). Thousand Oaks, CA: Sage Publications Inc., pp. 393-443.
- Kerr, Anne, Sarah Cunningham-Burley, and Amanda Amos. 1997. The new genetics: professionals' discursive boundaries. *The Sociological Review* 45(2): 279-303.
- Martin, Paul A. 1999. Genes as drugs: the social shaping of gene therapy and the reconstruction of genetic disease. *Sociology of Health & Illness* 21(5): 517-538.

Week 6: Laboratory Studies

- Latour, Bruno and Steve Woolgar. 1986. *Laboratory Life: The Construction of Scientific Facts*. Princeton, NJ: Princeton University Press.
 - Read Introduction (pp. 11-14) and Chapter 2: An Anthropologist Visits the Laboratory (pp. 43-90).
- Knorr-Cetina, Karin (1999). *Epistemic Cultures: How the Sciences Make Knowledge*. Cambridge, MA, Harvard University Press.
 - Read Chapter 2: What is a laboratory? (pp. 26-45); Chapter 3: Particle physics and negative knowledge (pp. 46-78), and Chapter 4: Molecular biology and blind variation (pp. 79-110).

Week 7: Race, Gender, and Science

**** First draft of Research Paper or Literature Review due. ****

- Reardon, Jenny. 2006. Creating Participatory Subjects: Science, Race, and Democracy in a Genomic Age. In: *The New Political Sociology of Science: Institutions, Networks, and Power*. S. Frickel and K. Moore. Madison, University of Wisconsin Press: 351-77.
- Shim, Janet K. 2005. Constructing 'Race' across the Science-Lay Divide: Racial Formation in the Epidemiology and Experience of Cardiovascular Disease." *Social Studies of Science* 35(3): 405-36.
- Klawiter, Maren. 2006. Regulatory shifts, pharmaceutical scripts, and the new consumption junction: configuring high-risk women in an era of chemoprevention. In *The New Political Sociology of Science: Institutions, Networks, and Power*, S. Frickel and K. Moore, editors. Madison, WI: University of Wisconsin Press, pp. 432-460.

Week 8: The New Political Sociology of Science

- Frickel, Scott and Kelly Moore. 2006. Prospects and challenges for a new political sociology of science. In: *The New Political Sociology of Science: Institutions, Networks, and Power*. S. Frickel and K. Moore (editors). Madison, University of Wisconsin Press: pp. 3-31.
- Kleinman, Daniel Lee and Steven P. Vallas. 2006. Contradiction in convergence: universities and industry in the biotechnology field. In *The New Political Sociology of Science: Institutions, Networks, and Power*. S. Frickel and K. Moore (editors). Madison, University of Wisconsin Press: 35-62.
- Woodhouse, Edward J. 2006. Nanoscience, green chemistry, and the privileged position of science. In *The New Political Sociology of Science: Institutions, Networks, and Power*. S. Frickel and K. Moore (editors). Madison, University of Wisconsin Press: 148-84.
- Moore, Kelly. 2006. Powered by the people: scientific authority in participatory science. In *The New Political Sociology of Science: Institutions, Networks, and Power*. S. Frickel and K. Moore (editors). Madison, University of Wisconsin Press: 299-323.

Week 9: Scientists as Activists

**** Scientist Observation report due. ****

- Moore, Kelly. 1996. Organizing integrity: American science and the creation of public interest organizations, 1955-1975. *American Journal of Sociology* 101:1592-1627.

- McCormick, Sabrina, Phil Brown, and Stephen Zavestoski. 2003. The personal is scientific, the scientific is political: the public paradigm of the environmental breast cancer movement. *Sociological Forum*, 18:545-576.
- Woodhouse, EJ, and S. Breyman. 2005. Green chemistry as a social movement? *Science, Technology, and Human Values*. 30(2): 199-222.

Week 10: Scientific Expertise & Policymaking

- Bocking, Stephen. 2006. *Nature's Experts: Science, Politics, and the Environment*. New Brunswick, NJ: Rutgers University Press.
 - Read Chapter 5: Science and the global environment (pp. 106-134), and Chapter 6: Science in a risky world (pp. 135-160).

Week 11: Science & Democracy

- Bocking, Stephen. 2006. *Nature's Experts: Science, Politics, and the Environment*. New Brunswick, NJ: Rutgers University Press.
 - Read Chapter 7: Credible and effective science (pp. 163-198), Chapter 8: Democratic environmental science (pp. 199-225), and Chapter 9: Achieving effective and democratic science (pp. 226-228).
- Sclove, Richard E. 2000. Town meetings on technology: consensus conferences as democratic participation. In: *Science, Technology, and Democracy*, D.L. Kleinman (editor). Albany, NY: State University of New York Press, pp. 35-48.
- Watch video about the Boston University Consensus Conference on Human Biomonitoring, available at: <http://www.busbrp.org/news/consensus-conference-video-available-online.html>.

Week 12: Science & the University

**** Final draft of Research Paper or Literature Review due. ****

- Krimsky, Sheldon. 2004. *Science in the Private Interest: Has the Lure of Profits Corrupted Biomedical Research?* Lanham, MD: Rowman & Littlefield.

Environmental Justice
(proposed syllabus: graduate/undergraduate seminar)

This is a syllabus for a seminar on environmental justice, modeled closely on the one taught by Phil Brown and Rachel Morello-Frosch when I was their TA. This seminar is designed to be accessible to graduate and advanced undergraduate students from a range of disciplines, not limited to the social sciences. There are no prerequisites for this course. This syllabus is substantially similar to what we taught in the spring of 2006. I have added some readings to Week 9, on vulnerability and disasters, to update the social scientific scholarship that has been published since Hurricane Katrina, and to place this US event in an international context, alongside events such as the South Asian tsunami. This course includes the contributions of several guest lectures, for two reasons. First, I think it is good for students to hear from community organizers who are working in the field on these issues. Second, in a class with an interdisciplinary enrollment, I believe it is helpful for students to hear from a correspondingly wide range of academics about their special disciplinary perspectives on these topics.

The major change I have made to this syllabus concerns the writing assignments. When I was a TA in this course, all students selected service learning projects and so all had the same schedule for written assignments. This sample syllabus lays out writing assignments for two tracks: a service learning option and a research paper option. Students who take the service learning option are responsible for a written report on their project that they should deliver to their community partner, in addition to a journal and an integrative essay that they hand in to the professor. Students who take the research paper option will write a term paper and a series of reaction papers. All students will write a reflective essay at the start of the semester. This tailors the writing assignments to the pedagogical needs of these two different kinds of activities, while keeping the students on parallel tracks in terms of deliverables, and making it easier for the professor to manage the paper flow and grading requirements.

Course Description

For nearly two decades, civil rights leaders, academics, and policymakers have contended that biases within environmental policy-making and the regulatory process, combined with discriminatory market forces, have created a disproportionate prevalence of hazardous pollution among the poor and communities of color. Underlying these claims of environmental discrimination is the belief that pollution may play an important, yet poorly understood, role in the complex pattern of disparate health status among the poor and people of color in the United States. In seeking to redress health disparities and inequalities in exposures to toxics, the environmental justice movement has shifted the political framework of US environmentalism by offering new insights into the junctures of political economy, social justice, discrimination, environmental degradation, and public health. The movement has also sparked contentious debates among researchers, policy-makers, activists and industry as to whether environmental discrimination actually exists and why or whether it is simply the result of other structural forces. These debates have fueled a surge of academic and scientific inquiry into the question of environmental inequality in the United States.

This seminar engages students in developing quantitative and qualitative analytical approaches for understanding the origins and persistence of environmental inequality. We will examine the

regulatory, institutional, structural, political, and economic forces that underlie patterns of race and class-based discrimination and their implications for human health impacts among diverse communities. The course will explore competing theoretical, historical, and legal frameworks for understanding the intersection of race/racism and class formation in the United States and their relationship to current patterns of disparities in community environmental health. Empirical evidence will also be examined regarding: distributions of environmental quality and health; access to resources to influence and resist siting decisions and industrial development; and the broader political-economy of decision-making regarding environmental and health issues. Subject areas will include: siting of locally unwanted land uses; disparate impact of environmental hazards on human health among the poor and people of color; conflicts in urban planning and regional development; workplace health and safety; the disparate impact of natural disasters; and concepts of international environmental justice in the context of global warming debates and the international trade of wastes.

This course is a seminar for advanced undergraduates and graduate students who will be expected to participate actively and help facilitate discussions on complex theoretical, data, and policy issues presented in the readings and case studies. This course is multidisciplinary in nature and will develop the written, verbal and critical thinking skills of upper-level undergraduates and graduate students. The primary audience will be students in Sociology and Environmental Studies, although the course will be open to students from other disciplines. The course includes guest lectures.

Course Objectives

Successfully completing this course will mean that you have or are able to:

1. Understand theoretical and historical frameworks on race, racism and class formation in the United States and apply them to the field of environmental justice research;
2. Apply basic concepts in environmental health for understanding disparities in community susceptibility to environmental hazards;
3. Analyze and critique quantitative and qualitative studies on environmental racism;
4. Develop multidisciplinary approaches for addressing policy challenges related to environmental justice;
5. Understand the how the intersection of institutional discrimination with socioeconomic and political forces can lead to disparities in spatial distributions of environmental hazards.

Evaluation

Your grade in this course will be based on the following assignments:

1. A short **reflective essay (5%)** defining environmental injustice and describing how your racial, socio-economic, and geographic background influenced your exposure to environmental harm and/or access to environmental benefits.
2. Once during the semester, either on your own or with a partner, you will be responsible for **leading class discussion (10%)**. You are responsible for presenting a brief analysis (~10 minutes) describing the week's readings, offering an overview of the main ideas and some perspective on how the selections relate to one another and how they fit into what

we have covered so far in the course. Handouts, visuals, and other creative idea are welcome, but not required.

3. A **term project (55%)** consisting of *either* a research paper or a service learning project. All projects will be developed in consultation with me. Term projects will be completed in three phases: a prospectus, a final product, and a poster presentation.
 - a. **Option A:** A traditional term paper on a current issue in the field of environmental justice, such as methodological questions in research and data analysis or a critique of policy tools to adequately address environmental justice concerns of diverse communities. The paper should be about 20-25 pages. You will write a 2-3 page prospectus for your project in Week 5, hand in a draft of part one of the paper in Week 10, and the final draft of the full paper during reading week.
 - b. **Option B:** A service learning project to support a community-based environmental justice campaign. The bulk of the work will consist of a project produced in consultation with the community-based organization you are working with, and with my supervision and approval. If you choose this option, you will also write an integrative essay connecting what you have learned in the field to the theories, themes, and policy issues reviewed in the course. You will write a 2-3 page prospectus for the project in Week 5, hand in a draft of the project in Week 10, a draft of the integrative essay in Week 12, and final drafts of both during reading week.
4. A series of short **reaction papers (10%)** consisting of *either*:
 - a. **Option A:** If you choose to write a research paper, you will also write five reaction papers during the semester. You may choose to write in reaction to a guest lecture, a particular reading, or in response to one of the writing prompts I provide for that week.
 - b. **Option B:** If you choose the service learning option, you will keep a journal about your experiences working in the field with the community-based organization. You may write about your observations of their work, your feelings about working with them, or in response to specific writing prompts that I provide.
5. A **poster (10%)** that describes your research project or your service learning project to share with the class on the last class session of the semester. Attendance at this class session is mandatory.

Assignment Schedule

<i>Date</i>	<i>Research Project Track</i>	<i>Service Learning Project Track</i>	<i>Percent of grade</i>
Week 3	Reflective essay	Reflective essay	5%
Week 4	Reaction paper	Service learning journal	10%
Week 5	Prospectus for research paper	Service learning project proposal	10%
Week 7	Reaction paper	Service learning journal	
Week 9	Reaction paper	Service learning journal	
Week 10	Paper draft due	Draft service learning product	25%
Week 12	Reaction paper	Draft service learning essay	

Week 13	Reaction paper	Service learning journal	
Week 14	Poster session	Poster session	10%
Reading Week	Final paper due	Final product due to community partner Final essay due to professors	30%
TBA	Class facilitation	Class facilitation	10%

Required Readings

There are two required texts for this course, plus a course pack. *So that you may participate fully in class discussions, you are expected to bring copies of the books and readers to class.*

- Steve Lerner (2005): *Diamond: A Struggle for Environmental Justice in Louisiana's Chemical Corridor*.
- Corburn, Jason (2005): *Street Science: Community Knowledge and Environmental Health Justice*.

Reading Schedule

Week 1: Introduction to the Course

- Cone, Marla, "Dozens of Words for Snow, None for Pollution." *Mother Jones*, January/February 2005. Available at: http://www.motherjones.com/news/feature/2005/01/12_402.html.
- Cappiello, Dina, "In Harm's Way: Troubled Neighbors." *Houston Chronicle*, January 15, 2005. Available at: <http://www.chron.com/cs/CDA/ssistory.mpl/topstory/2989507>
- Times-Picayune, "Unwelcome Neighbors – Civil Rights and the Environment," Special Series available at: <http://www.nolalive.com/speced/unwelcome/>

Week 2: Race, Poverty, Environment, and Social Justice: A History of Struggle in the South

- Principles of Environmental Justice, Adopted at the People of Color Conference on Environmental Justice, Washington, D.C. 1991. Available at: <http://www.ejrc.cau.edu/princej.html>
- Bullard, RD. (1993) Anatomy of environmental racism and the environmental justice movement, in Bullard, RD & Chavis, B eds. *Confronting Environmental Racism: Voices from the Grassroots*. South End Press, 15-39.
- Steve Lerner (2005): *Diamond: A Struggle for Environmental Justice in Louisiana's Chemical Corridor*, MIT Press.

Week 3: How Race and Class are Lived in America: What's Environment Got To Do With It?

***** Reflective Essay Due**

***** Guest lecture from a local community group**

- Brown, Michael and Martin Carnoy, Elliott Currie, Troy Duster, David Oppenheimer, Marjorie Shultz, and David Wellman (2003). "Chapter 1: Of Fish and Water: Perspectives on Racism and Privilege." In: *White-washing Race: The Myth of a Color-Blind Society*. University of California Press, Berkeley, CA pp. 34-65.
- Moore, Donald, Anand Pandian, Jake Kosek (2003) Introduction the Cultural Politics of Race and Nature: Terrains of Power and Practice. In: *Race, Nature and the Politics of Difference*, Duke University Press. Pp 1-49.
- Cronon, William (1996): "The Trouble With Wilderness or Getting Back to the Wrong Nature: In: *Uncommon Ground: Rethinking the Human Place in Nature*, Norton, New York, pp. 69-90.

Week 4: Racism, Social Class and Environmental Health Inequalities

***** Reaction papers/Service learning journals due**

- Institute of Medicine (1999) Establishing a baseline. Chapter Two from: Institute of Medicine. *Environmental Justice: Research, Education, and Health Policy Needs*. National Academy Press: Washington DC. pp: 11 - 21.
- Morello-Frosch RA, Pastor M, Sadd J: "Integrating Environmental Justice and the Precautionary Principle in Research and Policy-Making: The Case of Ambient Air Toxics Exposures and Health Risks among School Children in Los Angeles." *Annals of the American Academy of Political and Social Science*, 2002, 584: 47-68.
- Gee G and Payne-Sturges D (2004): "Environmental Health Disparities: A Framework Integrating Psychosocial and Environmental Concepts," *Environmental Health Perspectives*. 112: 1645-1653.
- Brown, Phil, Brian Mayer, Stephen Zavestoski, Theo Luebke, Joshua Mandelbaum, Sabrina McCormick (2003) The Health Politics of Asthma: Environmental Justice and Collective Illness Experience in the U.S., *Social Science and Medicine*, 57: 453-464.
- Geronimus A. (2000). "To Mitigate, Resist, or Undo: Addressing Structural Influences on the Health of Urban Populations." *American Journal of Public Health* 90(6): 867-872.

Week 5: Theorizing Environmental Justice

***** Propectus Due**

- Pellow, David (2000), "Environmental Inequality Formation: Toward a Theory of Environmental Injustice," *The American Behavioral Scientist*, 43 (4): 581-601.
- Morello-Frosch RA: "The Political Economy of Environmental Discrimination." *Environment and Planning C, Government and Policy*, 2002, 20:477-496.
- Friedman, David, "The Environmental Racism Hoax," American Enterprise Institute, 2003, available at: http://www.taemag.com/issues/articleid.17116/article_detail.asp
- Rawls, John, "Justice as Fairness," (ed.) *John Rawls – Collected Papers*, Cambridge: Harvard University Press, 1999, pp.: 47-72.
- Pulido, L. (2000) Rethinking environmental racism: White privilege and urban development in Southern California. *Annals of the Association of American Geographers* 90(1): 12-40.

- Taylor, Dorceta, “The Rise of the Environmental Justice Paradigm,” *The American Behavioral Scientist*, vol 43, no. 4, pp: 508-580, January 2000. Available at: <http://abs.sagepub.com/cgi/reprint/43/4/508>

Week 6: Citizens, Science and Data Judo: EJ and Contested Knowledge

*** *Guest lecture: Madeleine Kangsen Scammell, Boston University School of Public Health*

- Corburn, Jason (2005): *Street Science: Community Knowledge and Environmental Health Justice*, MIT Press.
- Morello-Frosch R, Pastor M, Sadd J, Porras C, Prichard M (2005). “Citizens, Science, and Data Judo: Leveraging Community-based Participatory Research to Build a Regional Collaborative for Environmental Justice in Southern California.” In *Methods for Conducting Community-Based Participatory Research in Public Health*. Barbara Israel, Eugenia Eng, Amy Shultz, Edith Parker, eds. University of Michigan, Jossey-Bass Press.

Week 7: Case Studies of Activism and Advocacy

*** *Reaction papers/Service learning journals due*

- Sze, Julie (2004) “Asian American Activism for Environmental Justice,” *Peace Review* 16(2): 149–156.
- William Shutkin: *The Land That Could Be: Environmentalism and Democracy in the Twenty-First Century*

Week 8: Rural EJ Struggles: Agriculture and the American Southwest

*** *Guest lecture: Jill Harrison, University of Wisconsin*

- Laura Pulido 1996: Chapter 3: The Pesticide Campaign of the UFW Organizing Committee, 1965-71 in *Environmentalism and Economic Justice: Two Chicano Struggles in the Southwest*, University of Arizona Press, p. 57-124.
- Valerie Kuletz (1998): Chapters 5-6, *The Tainted Desert: Environmental and Social Ruin in the American West*, Routledge Press, pp. 123-177.
- Pulido, Laura (1998) “Ecological Legitimacy and Cultural Essentialism: Hispano Grazing in Northern New Mexico.” In *Chicano Culture, Ecology, Politics: Subversive Kin*, ed. Devon Peña, University of Arizona Press, pp. 121-140.

Week 9: ‘Human-made’ Disasters: Lessons for Environmental Justice from Hurricane Katrina and the South Asian Tsunami

*** *Reaction papers/Service learning journals due*

- Please read the articles on the following website: Social Science Research Council: “Understanding Katrina: Perspectives from the Social Sciences.” Available at: <http://understandingkatrina.ssrc.org/>
- Boyce, J (2000): “Let Them Eat Risk? Wealth, Rights, and Disaster Vulnerability”. Political Economy Research Institute, University of Massachusetts, Amherst.
- Allen, Barbara (2007): “Environmental justice and expert knowledge in the wake of a disaster.” *Social Studies of Science* 37: 103-110.
- Wickramage, K (2007): “Hands in relief, eyes on development: challenges and community responses in the delivery of humanitarian aid in conflict affected and tsunami ravaged districts in northern Sri Lanka.” *Asia Pac J Public Health* 19: 25-34.

- Pastor, Manuel, Robert D. Bullard, James K. Boyce, Alice Fothergill, Rachel Morello-Frosch, and Beverly Wright (2006). *In the Wake of the Storm: Environment, Disaster, and Race after Katrina*. New York, NY: Russell Sage Foundation.
- Weinstein, H.M., L.E. Fletcher, and E. Stover (2007). Human rights and mass disaster: lessons from the 2004 tsunami. *Asia Pac J Public Health* 19: 52-9.
- Logan, John R. 2006. Population Displacement and Post-Katrina Politics: The New Orleans Mayoral Race, 2006. Providence, RI: Brown University S4 Institute.

Week 10: The Political Economy of Waste, Recycling and Pollution

*** *Research paper draft due / Service learning draft report due*

- Pellow, David (2002): Chapters 5-6, *Garbage Wars*, MIT Press, pp. 102-160.
- Alastair Iles (2004), "Mapping Environmental Justice in Technology Flows: Computer Waste Impacts in Asia," *Global Environmental Politics*, vol. 4, no. 4, 76-107.
- Field, R. (1997). "Risk and Justice: Capitalist Production and the Environment." *Capitalism, Nature, Socialism* 8(2): 69-94.
- Basel Action Network & Silicon Valley Toxics Coalition (February 2002): *Exporting Harm: the Hi-Tech Trashing of Asia* 55 pages. Please skim this report at: <http://www.svtc.org/cleancc/pubs/technotrash.pdf>

Week 11: Government Regulation and Legal Strategies

*** *Research paper draft due / Service learning draft report due*

*** *Guest lecture from a local community group*

- Mitchell, T (2001): "From Reconstruction to Deconstruction: Undermining Black Land Ownership, Political Independence, and Communities through Partition Sales of Tenancies in Common." *Northwestern University Law Review*, 95(2): 505-580.
- Lavelle, M., Coyle, M.A. (1993) "Unequal protection: The racial divide in environmental law." In: *Toxic Struggles: the Theory and Practice of Environmental Justice*. Hofrichter, R. (ed.) Philadelphia, PA: New Society Publishers, 136-43.
- Executive Order 12898 – Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations, February 11, 1994, available at: http://www.epa.gov/compliance/resources/policies/ej/exec_order_12898.pdf
- Lowry, Alma (Winter 2002) "Environmental Justice Advocacy after Sandoval." *Guild Practitioner*, Vol 59 (1):37-43.
- Lewis, Sanford and Diane Henkels, "Good Neighbor Agreements – A Tool for Environmental and Social Justice," Please skim this at: <http://www.cpn.org/topics/environment/goodneighbor.html>
- Cole, Luke and Foster, Sheila (2001): Chapter 5 "The Process of Struggle: Grassroots Resistance and the Structure of Environmental Decision-Making." From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement, pp. 103-133.

Week 12: International Environmental Justice and Occupational Health

*** *Guest lecture: Elizabeth Hoover, Brown University Department of Anthropology*

*** *Service learning integrative essay draft due / Reaction paper due*

- Kuletz, V (2002) “The Movement for Environmental Justice in the Pacific Islands,” in *The Environmental Justice Reader*, Joni Adamson, Mei Mei Evans and Rachel Stein, eds. University of Arizona Press, pp. 125-144.
- Pellow, David and Lisa Sun-Hee Park (2003) Chapter 5: The Political Economy of Work and Health in Silicon Valley. *Silicon Valley of Dreams: Environmental Injustice, Immigrant Workers, and the High Tech Global Economy*, New York University Press, pp. 85-111.
- Bonacich, Edna and Richard Appelbaum (2000) “Chapter 1: Introduction: *The Return of the Sweatshop.*” *Behind the Label: Inequality in the Los Angeles Apparel Industry*, University of California Press, Berkeley, pp. 1-26.
- Soriano, Jen “Globalization and the Maquiladoras” *Mother Jones Magazine* November 24, 1999, available on-line : <http://www.motherjones.com/wto/soriano1.html>
- Levenstein, Charles and John Wooding, “Dying for a Living – Workers, Production, and the Environment,” Chapter 2 in D. Faber (ed.), *The Struggle for Ecological Democracy: Environmental Justice Movements in the United States*, New York: The Guilford Press, pp.: 60-81, 1998

Week 13: Looking Forward: Future Research and Organizing Strategies for Environmental Justice

*** *Reaction papers/Service learning journals due*

- Pulido, Laura (1996) “Chapter 5: Politics, Identity and the Future of Environmentalism.” *Environmentalism and Economic Justice: Two Chicano Struggles in the Southwest*, University of Arizona Press, pp. 191-212.
- Jenice L. View (October 23, 2002) “Just Transition Alliance Frontline Workers and Fenceline Communities United for Justice.” Resource Paper Series, Second National People of Color Environmental Leadership Summit – Summit II, 7 pages. Available at: <http://www.ejrc.cau.edu/summit2/JustTransition.pdf>
- Morello-Frosch R., Pastor, M., Porras, C., Sadd, J. (2002) Environmental Justice and Regional Inequality in Southern California: Implications for Future Research, *Environmental Health Perspectives*, 110(Supplement 2): 148-154.
- Sze J and Prakash S (2004) Human Genetics, Environment, and Communities of Color: Ethical and Social Implications. *Environmental Health Perspectives* 112: 740-745.
- Robert Gough (October 23, 2002) “Indigenous Peoples and Renewable Energy: Thinking Locally, Acting Globally—A Modest Native Proposal for Climate Justice from the Northern Great Plains.” Resource Paper Series, Second National People of Color Environmental Leadership Summit – Summit II, 16 pages. Available at: <http://www.ejrc.cau.edu/summit2/IndigenousClimateJustice.pdf>
- Hynes, Patricia, “The Chelsea River: Democratizing Access to Nature in a World of Cities,” in J. Boyce and B. Shelley (eds.) *Natural Assets: Democratizing Environmental Ownership*, Washington, D.C.: Island Press, pp.: 277-297, 2003.

Week 14: Class Poster Presentations

*** *Poster presentations in class, ATTENDANCE MANDATORY*

Teaching Assistant Evaluation:

Environmental Sociology: An Environmental Justice Approach (Spring 2006)

Instructors: Phil Brown (Sociology) and Rachel Morello-Frosch (Environmental Studies/Community Health)

This was a very popular seminar cross-listed in Sociology and Environmental Studies, and attended by advanced undergraduate and graduate students. Students represented a wide variety of majors, including Sociology and Environmental Studies, but also Community Health, International Relations, Geology, Biology, and the humanities. Students were given the option of writing a term paper or participating in a service learning project; all students chose service learning option. Students were responsible for leading discussion for two class sessions during the semester. There was no regular discussion section.

TA responsibilities:

- Met with students to review their facilitation plans and provide guidance on key concepts to highlight from the readings and how to stimulate discussion.
- Delivered one guest lecture.
- Coordinated service learning projects.
- Graded term papers for one-third of the students in the class, under supervision of the instructors. Commented on reflection papers for those students.

Summary: How would you rate your TA's performance?

	Excellent	Good	Satisfactory	Fair	Poor	No Answer
Knowledge of the material	16	4	0	0	0	0
Enthusiasm for the subject	19	1	0	0	0	0
Availability for help	18	2	0	0	0	0
Helpfulness	17	3	0	0	0	0
Evaluation of your work	10	6	0	0	0	4
Ability to lecture/lead discussion	13	4	0	0	0	3
Overall rating of TA	17	3	0	0	0	0

Excerpts from, "please indicate the overall performance of your TA."

"She was one of the most knowledgeable, involved, helpful TAs I have ever had. She was very helpful in facilitating the service learning." -- *Senior, Visual Arts*

"Very good at communicating and addressing all concerns of students in the class. Well organized. Loud voice, good for leadership and communication." -- *Master's candidate, Environmental Studies*

"I thought Laura was an exceptional TA in her enthusiasm and devotion to the class. She was always available and went above and beyond to make our experiences (especially service learning projects) as positive as possible." -- *Junior, Environmental Studies*

“Laura was helpful in designing discussion questions and very knowledgeable about environmental justice.” -- *Junior, Environmental Studies*

Excerpts from, “please indicate the good/bad points concerning section.”

(Not applicable to this course)

Teaching Assistant Evaluation:
Environmental Health & Policy (Fall 2006)

Instructor: Rachel Morello-Frosch (Environmental Studies/Community Health)

This was a popular course for advanced undergraduates and graduate students, cross-listed in both Environmental Studies and Community Health. This course fulfilled one of the distribution requirements for students pursuing the master's in public health. Graduate students took only the first half of the semester (departing after the midterm), and were not required to attend discussion section.

TA responsibilities:

- Facilitated discussion sections for undergraduate students on alternate weeks.
- Graded three problems sets for graduate and undergraduate students and the midterm.
- Graded poster presentations and term papers.

Summary: How would you rate your TA's performance?

	Excellent	Good	Satisfactory	Fair	Poor	No Answer
Knowledge of the material	21	7	0	1	0	0
Enthusiasm for the subject	21	6	1	1	0	0
Availability for help	17	6	1	2	1	2
Helpfulness	18	6	1	2	0	2
Evaluation of your work	14	9	2	1	1	2
Ability to lecture/lead discussion	12	12	1	1	0	3
Overall rating of TA	20	7	1	1	0	0

Excerpts from, "please indicate the overall performance of your TA."

"I was pleasantly surprised and enjoyed the TA's master of the subject material and vast knowledge." -- *Senior, Environmental Studies*

"Laura was the perfect TA for this class. She had a wealth of knowledge, planned good sections, and was very approachable." -- *Senior, Community Health*

"I think Laura is very helpful outside of class. I was not able to attend section on Thursday mornings as I had a required class for my MPH at that time. I wish they scheduled this better because I feel Laura would have increased my knowledge throughout this course. I have seen Laura and e-mailed frequently and she is extremely helpful and always willing to explain material over again." -- *Graduate student, Community Health*

"Laura was by far the best TA I've had here at Brown. She was organized, provided excellent instruction, and assistance with the material." -- *Senior, Community Health*

Excerpts from, “please indicate the good/bad points concerning section.”

“I could’ve done it every week, not just every other.” -- *Senior, Environmental Studies*

“Clarified main points from lecture. Small groups gave everyone the opportunity to talk. Went over key readings. Left time to answer any other course-related questions.” -- *Senior, Community Health*

“The timing was a little tricky, the lack of flexible or more time slots made scheduling a little bit difficult. Otherwise, I thought section was a good and effective medium to reframe some of the concepts in class in contextual situations and discussions.” -- *Senior, Community Health*

“Section was helpful when it reviewed confusing concepts in class, but I’m not sure how necessary section was in general since we had discussions in class, too. But I liked section. I think it would have been better if we had reading specifically for section to give Laura more to work with.” -- *Sophomore, Community Health*