

Degree	Type	Year
Environmental Sciences	FB	1

Contact

Name: Guillermo Sala Lorda

Email: guillem.sala@uab.cat

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

No prerequisites.

Objectives and Contextualisation

The basic objective of this subject is to provide adequate knowledge of the main tools and concepts that have been formulated in the social sciences for the study of the environment and the relationships between humans and the environment.

The fact that it is a first-year subject means that it has an introductory vocation and, therefore, the topics will focus on a small volume of basic but essential concepts to continue further training.

Specifically, the history and recent evolution of environmentalist social movements.

The main theoretical models will be introduced to explain the relationships between environment and society, with special emphasis on the analysis of socio-environmental conflicts.

An analysis will be made of the different study perspectives of the social perception of risk and its implications in

political, social and cultural terms.

Learning Outcomes

1. CM09 (Competence) Identify aspects related to ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values throughout the development of environmental projects.
2. CM10 (Competence) Identify in the field of the environment the origin of potential inequalities based on sex/gender.
3. CM11 (Competence) Work independently when tackling problems and practical sociological cases from the environmental field.
4. CM12 (Competence) Transmit the basic sociological information associated with an environmental problem to members of the general public appropriately.
5. KM16 (Knowledge) Identify the basic relationship between the principles and foundations of Sociology and environmental processes.
6. KM17 (Knowledge) Recognise the history and recent evolution of environmental movements.
7. KM18 (Knowledge) Recognise the impact of human activities and behaviour on the environment.
8. KM19 (Knowledge) Identify the main sociological dimensions of a global world.
9. SM17 (Skill) Collect and analyse sociological data and observations related to the historical evolution of the relationships between nature, society (social theories and the environment) and culture.
10. SM18 (Skill) Express yourself using language in line with fundamental sociological information, clearly, explicitly and briefly.

Content

1. Nature / society relations

The Society-Nature duality: an anthropological perspective
The economic system and natural 'resources'
The dialogue between the Social Sciences and the Natural Sciences
Environmental vectors: water, energy, waste, food, biodiversity, territory ;

air quality and climate change (these vectors will also appear in the other sections of the program)

2. Contemporary environmental concerns
Origins and evolution. Different theoretical interpretations (causes based

politics, institutions, social constructionism, etc.).

Ecological explanations: Chicago School (Park, Burgess, etc.); Model PC

HEP-NEP model (Catton & Dunlap), etc.

Explanations from political economy: Model Wheel of production (Schnai

Second contradiction of capitalism (O'Connor); Popular environmentalism (Martínez-Alier);

Society of Risk (Beck), etc.

From the Ecological Modernization debate (Mol and Spargaaren) and the

degrowth (Kallis, D'Alisa), transition initiatives (Del Río, Hobkins), collapse (Riechmann, Turiel),

ecosocialism (Sempere), etc.

Ecofeminisms and queer ecology.

3. Environmental and technological risks

Concept of risk and its social and political implications. The social dimen

Social perception of environmental and technological risks: Different pers

(psychometric, cultural, institutional, etc.).

Environmental conflicts: Models for analyzing the structure of conflicts.

4. Social movements and environment

The origins of socio-environmental mobilization: Conservationism and wc

The increase (of the perception) of environmental risks and the new envi

(or political environmentalism).

Other social movements (naturism, etc.) and contemporary evolution (pla

The new climate movements.

5. Environmental policies

Ecological modernization and sustainable development

Environmental governance and the precautionary principle

Decline and transitions towards sustainability

The ecosocial transition from the climate emergency

6. Transversal issues

Sociology of health

Urban and territorial sociology

Sociology of energy

Sociology of the agri-food system

Sociology of climate change

Sociology of waste

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom problems	12	0.48	CM09, CM10, SM18, CM09
Theoretical lessons	38	1.52	KM18, KM19, SM17, KM18
Type: Supervised			
Tutorials	12	0.48	CM11, CM12, KM16, CM11
Type: Autonomous			
Problem solving	23	0.92	CM12, KM16, KM17, CM12
Studying	65	2.6	CM09, CM10, CM12, CM09

The teaching staff will present an exposition of the main theoretical concepts and proposals in each study unit,

as well as explaining specific cases that exemplify the different concepts studied.

It is intended to encourage debate/discussion on the topics covered.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essay	40%	0	0	SM17, SM18
Exam	60%	0	0	CM09, CM10, CM11, CM12, KM16, KM17, KM18, KM19

Evaluation

The evaluation will consist of:

- a) THEORETICAL PART: 60% of the total grade. Written exam on the cc
 - b) CASE STUDY: 40% of the total grade. Group analysis of a socio-envir
- The student's grade will be the average of the two previous activities.

To pass the subject, you must obtain a minimum grade of 5 in both evidences.

If the student has only been evaluated for a maximum of 25% of the tests and leaves,

the final grade will be NON-ASSESSABLE.

Recovery

If the exam grade does not reach 5, the student has another opportunity

the retrieval exam that will be held on the date set by the degree coordinator.

In this test you can recover 60% of the grade corresponding to the theory.

If the subject is suspended for not having passed the case study, the teaching team may enable a

retrieval mechanism for this part of the grade.

Unique assessment

Students who have accepted the single assessment modality will have to take a final test that will consist

of a theory exam where they will have to develop a topic and answer a series of short questions.

Then you will have to hand in an assignment where you will have to solve a case study similar

to those worked on in the Classroom Practice sessions.

The student's grade will be the weighted average of the two previous activities,

where the theory exam will account for 60% of the grade and the case study 40%.

If the final grade does not reach 5, the student has another opportunity to pass the subject through

the retrieval exam that will be held on the date set by the degree coordinator.

In this test you can recover 60% of the grade corresponding to the theory.

If the subject is suspended for not having passed the case study, the teaching team may enable

a retrieval mechanism for this part of the grade.

Bibliography

ALISA, G. d' ET AL (eds) (2015) *Decrecimiento. Vocabulario para una nueva era*, Barcelona, Icaria

ASOCIACIÓN TOUDA (2013), *Entrevista a Dennis Meadows*, recovered to:

<https://www.asociacion-touda.org/2013/04/30/dennis-meadows-no-hay-nada-que-podamos-hacer/>

BECK, U. (2002), "De la sociedad industrial a la sociedad del riesgo: cuestiones de supervivencia, estructura social e ilustración ecológica", at:

La sociedad del riesgo global, Madrid, Siglo XXI, pp. 75-112.

BECK, U. (2009) *The World at Risk*, Cambridge, Polity Press.

BELL, M. M. (2009) *An Invitation to Environmental Sociology*. California. Pine Forge Press.

COMMONER, B. (1992), "En guerra con el planeta", a *En paz con el planeta*, Barcelona, Crítica, pp. 11-23.

DUNLAP, R.E.; BUTTEL, F.H.; DICKENS, P.; GIJSWITJ, A. (2002) *Sociological Theory and the Environment. Classical Foundations, Contemporary Insights*.

Lanhan: Rowman & Littlefield Publishers.

ESPLUGA, J.; RUSCHEINSKY, A.; PRADES, A. (2018). "El concepto de riesgo y su aplicación al análisis de conflictos socioambientales", at:

A. Vallejos-Romero; J. Valencia Hernández & A. Boso (eds.) *Riesgos, Gobernanza y Conflictos Socioambientales*. Temuco (Chile): Ediciones Universidad de La Frontera. P. 69-90.

GARCIA, E. (2004), *Medio ambiente y sociedad. La civilización industrial y los límites del planeta*. Madrid: Alianza.

HARARI, Y.N. (2018). *21 lliçons per al segle XXI*, Barcelona: Edicions 62.

HERRERO, Y. (2016). "Prólogo ala edición española: ecofeminismo, más necesario que nunca", a MIES, M.; SHIVA, V., *Ecofeminismo*, Barcelona, Icaria, pp.7-10.

IRWIN, A. (2001) *Sociology and the Environment*. Oxford. Polity Press.

LATOUCHE, S. (2008, original francès 2006), *La apuesta por el decrecimiento. ¿Cómo salir del imaginario dominante?*, Barcelona, Icaria.

LEMKOW, L. (2002), *Sociología ambiental*. Barcelona: Icaria.

LÓPEZ CEREZO, J.A.; LUJÁN, J.L. (2000) *Ciencia y política del riesgo*. Madrid: Alianza.

MARTÍNEZ ALIER, J.; OLIVERES, A. (2005), *¿Quién debe a quién? Deuda ecológica y deuda externa*, Barcelona, Icaria.

MONTAGUT, X.; DOGLIOTTI, F. (2006), *Alimentos globalizados. Soberanía alimentaria y comercio justo*, Barcelona, Icaria.

REDCLIFT, M and Benton, T. (1994) *Social Theory and the Global Environment*. London. Routledge.

RICH, N. (2020). *Perdiendo la Tierra: la década en que podríamos haber detenido el cambio climático*, Madrid: Capitán Swing.

RIECHMANN, J. & FERNÁNDEZ BUEY, F. (1994). "Ecologismo, proteccionismo, ambientalismo: una aproximación histórica". Chapter 3 at:

Redes que dan libertad. Introducción a los nuevos movimientos sociales. Barcelona: Paidós. Pàgs. 103-116.

SCHNAIBERG, A. (1998). "Politizando la rueda de producción: Los programas de reciclaje de residuos sólidos en Estados Unidos",

Revista Internacional de Sociología, 19-20, pp. 181-222.

SCHNAIBERG, A. and Gould, K. A. (1994) *Environment and Society. The Enduring Conflict*. Caldwell. The blackburn Press.

SEMPERE, J.; RIECHMANN, J. (2000), *Sociología y medio ambiente*. Madrid: Síntesis.

SHIVA, V. (2001), *Biopiratería. El saqueo de la naturaleza y el conocimiento*, Barcelona, Icaria.

STIGLITZ, J.E. (2007, orig. Inglés 2002), *El malestar en la globalización*, Barcelona, Punto de Lectura.

TAMAMES, R. (1995), *Ecología y desarrollo sostenible. La polémica sobre los límites del crecimiento*, Madrid, Alianza.

VARGAS, M. (coord) (2009), *Agrocombustibles ¿otro negocio es posible?*, Barcelona, Icaria.

WILSON, E.O. (2012). *La conquista social de la Tierra*, Barcelona: Debate.

Software

No specific software required.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	first semester	afternoon
(PAUL) Classroom practices	2	Catalan	first semester	afternoon
(TE) Theory	1	Catalan	first semester	afternoon