

CHAPTER 15: SOCIAL CHANGE: TECHNOLOGY, SOCIAL MOVEMENTS, AND THE ENVIRONMENT

Interactive Map

Hazardous Waste Sites by State, U.S.

Annotation: Students can access this map by going to another Henslin web site at http://wps.ablongman.com/ab_henslin_sociology_6/0.5241.210429-.00.html. Click on *Interactive Maps* in the left column, then the *Hazardous Waste Sites by State* map. This map of the U.S. is color coded to reflect the percentage of the worst hazardous waste sites located in each state. Clicking on a state brings up a window displaying the number of sites in that state. Clicking on one of the ranges (i.e., “More than average (6%),” “Average (4-5.9%), or Less than average (4%)”) brings up a window displaying the names of the states within that percentage range of hazardous waste sites. Two questions are posed about the distribution of hazardous waste sites in the U.S.

Learning Objective: To develop appreciation for the threats to the environment associated with industrialization.

Faculty Note: The interactive map reveals uneven distribution of hazardous waste sites within the U.S. There is also uneven distribution of hazardous waste sites among the countries of the world. The exercise below extends the text’s discussion in Chapter 15 of environmental problems in industrializing and the least industrialized nations, to reveal an important negative consequence of industrialization.

Activity: Have students click on the *Interactive Map*, “Hazardous Waste Sites by State, U.S.,” and inspect the distribution of hazardous waste sites around the U.S. Next have them go to the article “Hazardous Waste Management (Developing Countries)” http://www.findarticles.com/m1076/9_41/57476120/p1/article.jhtml and read about the pattern of development of hazardous waste disposal programs and problems in developing countries. Have them write a brief description of the typical stages of development of hazardous waste disposal programs in developing countries.

Additional Resources: The U.S. Department of Energy, Office of Environmental Management web site, “...managing the legacy of contamination from the nuclear weapons complex” displays a U.S. map <http://www.em.doe.gov/index4.html>. Clicking on a state brings up a map of that state showing the names and locations of nuclear waste sites and a description of the nuclear waste cleanup program in that state.

Video Activity (Premium Resource CD Rom)

Ecosabotage

Annotation: This video clip shows 150 acres of old-growth White Pine in a north woods area. The Department of Natural Resources has contracted for a lumber company to cut down most of the trees. A DNR enforcement officer says spiking trees is a serious crime. A local dog-sled business owner says that, if the trees are cut down, people will no longer come to the area to patronize his business. Environmentalists have tried to negotiate saving the trees. People who oppose the logging have “spiked” (i.e., driven long nails into) some of the trees, creating a risk of serious injury to loggers who would cut down the trees. The president of a nearby sawmill displays the extensive damage to a saw blade caused by striking a foreign object, which might have been a spike. Workers say cutting the trees is good forestry practice and good business. They also say that the spikes in the trees will not stop them from cutting the trees down.

Learning Objective: To develop an appreciation for the ethical and practical issues related to extreme acts to preserve the environment.

Faculty Note: The exercise below ties in well with the “Thinking Critically—Ecosabotage” reading in the text because it presents the points of view of several interest groups. This exercise encourages students to think about whether the ends justify the means, and whether extreme actions on behalf of a good cause are likely to attract more supporters or opponents. This video clip is a part of the “Premium Resource CD Rom” provided to instructors upon request.

Activity: Have students watch the video, “Ecosabotage.” Then have them read, “Thinking Critically—Ecosabotage” about similar activities of groups trying to save the environment. Lead a discussion of the ethics and likely outcomes of these extreme acts that are intended to protect the environment.

Additional Resources: An article from *The Christian Science Monitor*, “In the Name of the Planet; Environmental Activist Violence Escalates” reports a wide range of violent activities by environmental groups, including a case of arson that caused \$12 million in damage at the Vail, Colorado, ski area http://archive.abcnews.go.com/sections/science/DailyNews/enviro_violence981026.html.

Video Activity (Premium Resource CD Rom)

Human-Genome

Annotation: This video clip shows a woman with a life-threatening genetic heart condition. Medication and a heart transplant are currently the only forms of treatment available to her. Gene therapy, however, might produce a cure for her disease. The purpose of the Human-Genome Research Project is to map the 100,000 genes on the 46 human chromosomes. A scientist explains that the development of a complete map of the human genome will accelerate the search for relationships between genetic makeup and disease. The genome map is expected to transform the practice of medicine in the 21st Century.

Learning Objective: To increase awareness of the differential impact of technological advances.

Faculty Note: The technological advances we are witnessing are exciting, yet not all people will benefit from these advances to the same degree. The exercise below will encourage students to think about the differential allocation of benefits of technological change. This video clip is a part of the “Premium Resource CD Rom” provided to instructors upon request.

Activity: Have students watch the video, “Human-Genome.” Then have them write a paper on the likely impact of research on human genes, focussing on which groups in what part of the world are likely to benefit most from this research. Suggest students consider the usual demographic variables (e.g., race/ethnicity, class, age) as well as characteristics of the country in which people live (e.g., industrialized/least industrialized, rich/poor).

Additional Resources: Detailed information about the Human Genome Project and its progress to date can be found at the Project web site <http://www.ornl.gov/hgmis>. This is a fascinating web site, with much information about the discoveries and potential benefits of the project.

Web Link *Student Environmental Action Coalition*

Annotation: SEAC, pronounced, "seek," is a student and youth run national network of progressive organizations and individuals whose aim is to uproot environmental injustices through action and education. SEAC defines the environment to include the physical, economical, political and cultural conditions in which we live. By challenging the power structure that threatens these environmental conditions, SEAC works to create progressive social change on both the local and global levels.

Learning Objective: To develop awareness of the impact of diffuse structure on organizational effectiveness.

Faculty Note: Some organizations that might be successful in promoting social change assume such an ambitious agenda that they undermine their potential success. The exercise below has students consider an example of such an organization, whose agenda covers all the types of change included in the text’s discussion of types of transformation in technology, social organization, ideology, values, and social relationships.

Activity: Have students click on the Web Link, “Student Environmental Action Coalition,” and browse this web site. Have them click on “About SEAC” in the left-hand column, and read “SEAC’s Organizational Principles:”

1. Fight environmental degradation.
2. Recognize the impact of the environment on human individuals and communities.

3. Support human rights
4. Support animal rights
5. Demand corporate responsibility
6. Fight class inequalities
7. Fight racism
8. Fight sexism
9. Fight homophobia and heterosexism
10. Fight imperialism and militarism
11. Have a diverse membership
12. Develop an activist rather than a volunteer approach.
13. Link our issues to local, community concerns.
14. SEAC National exists to empower the grassroots through training and education. We view national campaigns as one of the tools to accomplish these goals.

Lead a discussion of the attractiveness of SEAC to potential members, and whether they might be inclined to join. Ask them how likely SEAC will be in securing progress in the 14 areas listed above. Ask them what effect having so many action areas has on recruiting members, coordinating activities, and succeeding in the organization's goals.

Additional Resources: For a counter-example of an organization that has a clear focus and a track record of success, see the web page of "The Nature Conservancy" <http://www.tnc.org>. Founded in 1951, The Nature Conservancy is the world's leading private, international conservation group. They preserve habitats and species by saving the lands and waters they need to survive. Their 1 million-plus members have helped protect more than 11 million acres of habitat in the United States and nearly 60 million acres in Canada, Latin America, the Caribbean, Asia and the Pacific. They currently manage 1,340 preserves, the largest system of private nature sanctuaries in the world. Their results-oriented, non-confrontational approach allows them to forge partnerships with landowners, corporations, and governments.

Test Question: (Essay) What are the likely consequences of the Student Environmental Action Coalition's having so many organizational goals?

Answers might include: SEAC might have difficulty attracting members who are interested in only one or a few of the goals; SEAC might have difficulty coordinating the diverse activities in pursuit of all the goals; internal feuding might occur among members who want more attention or resources devoted to one goal over others.

The Video Professor

A Civil Action

Annotation: *A Civil Action* is a 1998 film about a Boston injury lawyer who takes on two industrial conglomerates who have been poisoning a community's water supply resulting in high incidents of birth defects and disease.

Learning Objective: To increase student awareness of the ecological problems associated with pollution created by big industry. To recognize strategies students should pursue to reduce the polluting of the land, water, and the atmosphere and why they are important.

Faculty Note: The "Ecology Movement" has been a welcome introduction to Planet Earth. Without it we would probably still be casting hundreds of tons of pollutants a day into the atmosphere, water, and land through industrial waste, nuclear testing, and the discarding of domestic waste. The current efforts, however, are not an end to the problem, only a beginning to keep the problem in check. Using a recent newspaper or news magazine (Newsweek, Time, US News and World Report) collect several articles addressing pollution problems facing the world today.

Activity: After viewing the film, have the students create collages on a piece of poster paper that illustrate the polluting of the planet. They may find material to use in magazines, from the Internet (that can be printed), and other sources. They can work in pairs or small teams for the purpose of the exercise. Have each small group to elect a spokesperson to present their collage to the class. After setting up all the collages for the students to view, lead a class discussion on the extent of the pollution problem, the reaction to the problem by both government and industry, and what individual citizens can do to reduce the seriousness of pollution.

Activity: Have students watch the video clips *Abortion Protest* and *Roe v. Wade Anniversary*. Then ask them to write a brief paper in which they classify each of the people they saw in the video clips (including those who did not speak) according to the levels of membership described in Chapter 15.

Additional Resources: The web site “Anti-Abortion Extremists” <http://www.rickross.com/groups/abortion.html> by Rick Ross provides a good, detailed example of the level of commitment and willingness to engage in extreme behavior of the “inner core” of the anti-abortion movement.

The Video Professor

All Quiet on the Western Front

Annotation: The original version of this classic, starring Lew Ayers, was filmed in 1930. *All Quiet on the Western Front* continues to serve as a model for peace movements. This edition of the film won an Oscar for Best Picture.

Learning Objective: To illustrate the social forces that contribute to a social movement and how certain groups are subject to greater influence than others.

Faculty Note: Are high school students able to make an informed decision about the legality or appropriateness of government action, such as participating in a war? Is there an obligation for citizens to serve their country, whether it is in the military, the Peace Corps, or AmeriCorps? Do individuals who young people look up to and depend upon for career advice, such as faculty members, have an obligation to suggest courses of action to students in a similar situation as the young German boys in the film? The author of the teaching tool went through a similar experience as the German students during the Vietnam War. Are there parallels that should be made to the Vietnam War, the Persian Gulf War, the current War on Terrorism or the pending war with Iraq and this film? If so, what are they? How are the two conflicts different?

Activity: After watching the movie, lead a class discussion that addresses the following points: How did the schoolmaster commit a disservice to his students while performing what those in the government would have called his patriotic duty? How could the schoolmaster have made a similar appeal to the students in a more objective manner? Did the students really have a choice to join the army since they were going to be drafted anyway? What form of collective behavior was prevalent during this period in German history? What type of social movement was this? How has the need for large numbers of young men in the military changed since this movie was made? Do students today feel there is such an obligation to military service? How can a young person serve their country in other constructive and useful ways without accepting a call to arms? How do government incentives make military service more attractive today than it was at the time of World War I?

Additional Resources: The Peace Corps is an alternative to military service <http://www.peacecorps.gov> as is its domestic counterpart, AmeriCorps at <http://www.americorps.org> and Friends of Vista at <http://www.friends-ofvista.org/>. “Be all you can be” is the US Army site at <http://www.army.mil/> or “One of the few, the proud, the Marines” is at <http://www.usmc.mil/>

Content Select Activity

Collective Behavior and Social Movements

Annotation: The *Content Select* feature of *Companion Website* provides several hundred articles on various aspects of collective behavior and social movements.

Learning Objective: To increase a student’s ability to research topics and condense material into a usable format for us in writing research papers.

Faculty Note: Writing research papers in a “rite of passage” in many respects for students trying to earn their degree, For others, it’s a preparatory period for more intensive writing assignments in their major and as they pursue a graduate degree. The use of “note cards” has been replaced by “cut and paste” techniques, which has greatly compromised the concept of “research”. The instructor will need to explain to students what “note cards” are and provide them examples.

Activity: Have students choose one of the following topics: “Social Movements in the Twentieth Century”, “Collective Behavior Among College Students”, or “The Impact of Public Opinion Polls on National Policy.” Have the students locate ten sources that address one of these topics from *Content Select* related to the topic, composing at least three note cards from each article, and then assembling an APA style bibliography on their sources.

Additional Resources: Students may wish to use more than the resources available in the sociology section of *Content Select*. To use the articles in the database from political science and other disciplines, simply have them check the appropriate boxes after they enter *Content Select* in addition to “sociology”.
