

## **Environmental Sociology**

### **Possible Test Questions for Test 4:**

**Be sure to include information from the Hannigan Chapter 5 where applicable. Using the letters when answering the questions will help make sure you have answered each part of the question.**

**These will be updated and revised so watch the updated date to be sure you have the most recent version.**

**UPDATED: April 17, 2025**

### **Hannigan, Chapter 5 and Power Points on Risk and Biodiversity**

1. (a) Discuss how the mass media have covered environmental issues differently over the years beginning in the early 1900s, through the 1960s, 80s, 90s and into recent decades. (b) How have topics changed over time? (c) What is the overview effect and why was it important? (d) What was the golden age?
2. (a) What does Hannigan describe as the cornerstones of journalism? Explain. (b) How is this related to how journalist view themselves? (c) What is the traditional technique for reporting described by Hannigan and (d) what problem or risk does he describe may result?
3. Hannigan describes 5 key factors or actions associated with keeping environmental issues at the forefront of people's attention. Describe the three you feel are most important and explain why.
4. (a) Why do we care about the media when studying Environmental Sociology? (b) What factors influence the manufacturing of news stories? (c) How does the constraint of time/space affect what is reported and how it is reported?
5. When journalists create their own stories, sometimes they may twist the facts to get attention. (a) In what ways might they twist the facts (provide at least 3 noted by Hannigan)? (b) Why do reporters sometimes avoid going into detail when reporting an environmental issue (provide at least 3 noted by Hannigan)?
6. Hannigan considers catastrophes as the bread and butter of environmental coverage and organizes them into two types. (a) Describe each type and provide examples. (b) What is the disadvantage of focusing on discrete (specific) events?

7. (a) How is risk defined as it is related to the environment? (b) Do you agree that risk is socially constructed? If you think so, how does it happen, by whom, and why? (c) What risks are we taking? (d) Why is the idea of “risk” important to environmental sociologists?
8. (a-c) Describe three factors reviewed in class that cause a person to feel s/he is at risk. (d) Stuart summarizes Hannigan’s steps that must be accomplished for the public to define environmental conditions as highly risky such as a climate “crisis”. Describe the steps and how each contributes to people believing they are at risk?
9. (a) What is biodiversity? (b) Why is biodiversity important? (c) What is biodiversity loss? (d) Provide and describe two examples and the potential effects of their loss. (e) Describe several groups of people who are concerned about biodiversity (i.e., what is their concern)?
10. (a-c) What has been done to protect against biodiversity loss (provide 3)? Hannagan describes three steps or stages that need to happen in order for there to be meaningful programs developed to stop biodiversity loss: Assembling, Presenting, and Contesting. (d-f) Describe what each is and how it could be accomplished so that programs addressing biodiversity loss would be supported, (g) provide an example of contesting.