

SOCIOLOGY 349: ENVIRONMENTAL SOCIOLOGY ~ SELECTED TOPICS **Boston College, Spring 2007**

Course Information

Course ID # 4232

Classroom: Carney 306

Class time: Wednesday 3:00-5:20 PM

Course Website: Consult your WebCT

Instructor: Michael Agliardo, SJ

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Office hours: Tuesday 2:00 - 4:00 PM,

Thursday 10:00 - 11:45 AM, & by appointment

Course Overview and Goals

This course explores how ecology, technology, politics, economics, and culture intersect. By analyzing key contemporary environmental debates, students develop skills necessary for investigating any sophisticated social issue. Topics we cover: the environmental movement (is it effective?); the sustainable development debate (the tension between environmental protection and the plight of developing nations); capitalism and technology (friends or foes of the environment?); global warming (where science, economics, and politics collide). We employ a range of materials, including participant accounts, media coverage, movies, and sociological analysis. This course can build on but does not require prior coursework in environmental studies or environmental sociology

Texts for Purchase and Course Reserves

Assignments for this course entail your reading significant parts of the following books. They are available for purchase at the Boston College bookstore under "required texts":

- Brulle, Robert J. 2000. *Agency, Democracy, and Nature: The U.S. Environmental Movement from a Critical Theory Perspective*. Cambridge, Massachusetts: MIT Press.
- Bruno, Kenny and Joshua Karliner. 2002. *Earthsummit.Biz: The Corporate Takeover of Sustainable Development*. Oakland, California: Food First Books.
- Conca, Ken, and Geoffrey D. Dabelko (Eds.). 2004. *Green Planet Blues: Environmental Politics from Stockholm to Johannesburg*. Boulder, Colorado: Westview Press
- Dryzek, John S. 2005. *The Politics of the Earth: Environmental Discourses*. New York: Oxford University Press.
- Speth, James Gustave. 2004. *Red Sky at Morning: America and the Crisis of the Global Environment*. New Haven: Yale University Press.

Several of the books from which readings have been taken have been made available at the Reserve Desk in O'Neill Library. In addition to the above Course texts, the reserve list includes the following:

- Dunlap, Riley E., and Angela G Mertig (Eds.). 1992. *American Environmentalism: The U.S. Environmental Movement, 1970-1990*. New York: Taylor & Francis.
- Dunlap, Riley E., and William Michelson (Eds.). 2002. *Handbook of Environmental Sociology*. Westport, Connecticut: Greenwood Press.

- Gelbspan, Ross. 2004. *Boiling Point: How Politicians, Big Oil and Coal, Journalists, and Activists Are Fueling the Climate Crisis*. New York: Basic Books.
- Houghton, John. 2004. *Global Warming: The Complete Briefing*. Cambridge, England: Cambridge University Press.
- Leggett, Jeremy. 2001. *The Carbon War. Global Warming and the End of the Oil Era*. New York: Routledge.
- Redclift, Michael, and Graham Woodgate (Eds.). 1997. *The International Handbook of Environmental Sociology*. Cheltenham, UK: Edward Elgar.
- Turner, Tom, Sierra Club Legal Defense Fund, and Carr Clifton. 1990. *Wild by Law: The Sierra Club Legal Defense Fund and the Places It Has Saved*. San Francisco: Sierra Legal Defense Fund.
- Turner, Tom. 2002. *Justice on Earth: Earthjustice and the People It Has Served*. Oakland, CA: Earthjustice.
- Victor, David. 2001. *The Collapse of the Kyoto Protocol and the Struggle to Slow Global Warming*. Princeton: Princeton University Press.

See "Course Bibliography" (on the course website) for complete bibliographic information on all course readings.

Course Outline and Reading Assignments

"Course text" refers to a book available for purchase from the Boston College Bookstore.

"eText" refers to a reading available on the "Readings" webpage of the course website, which you can access via your WebCT.

See "Course Bibliography" (toward the end of this document) for complete bibliographic information on the readings in this outline. Note: Be sure to use the format in the bibliography (or a similar recognized format) for citations you include in your papers.

Introduction

1/17 Course Overview

Speth, *Red Sky at Morning*: "Prologue: 1980" and chapter 1 - "A World of Wounds". Course Text.

Ophuls, "The Scarcity Society" (chapter 5 of Conca & Dabelko, eds., 2004). Course Text.

Dryzek, *The Politics of the Earth*: chapter 1 - "Making Sense of the Earth's Politics: A Discourse Approach". Course Text.

The Environmental Movement and U.S. Democracy

1/24 Mobilization

Speth, *Red Sky at Morning*: chapter 2 - "Lost in Eden". Course Text.

Turner, *Justice on Earth*: selections. eText.

Mertig, Dunlap, Morrison, "The Environmental Movement in the United States" (chapter 14 of Dunlap & Michelson, eds., 2002). eText.

Explore the website of a U.S. environmental organization. (See links page of course website or cite one in which you yourself have particular interest.) Familiarize yourself with its history, mission, approach, and recent activity.

Optional:

Turner, *Wild by Law*: selections. eText.

➔ Movie: *Monumental: David Brower's Fight for Wild America*

1/31 Movement Frames and Transformations

Brulle, *Agency, Democracy, and Nature*: chapter 6 - "Manifest Destiny and the Development of North America"; chapter 7 - "The Early Development of the Environmental Movement"; chapter 8 - "Reform Environmentalism: Public Health and Ecology"; chapter 9 - "Alternative Voices". Course Text.

McCloskey, "Twenty Years of Change in the Environmental Movement: An Insider's View" (chapter 6 of Dunlap & Mertig, eds., 1992). eText.

Further Resources:

Sale. *The Green Revolution: The American Environmental Movement 1962-1992*. eText.

Brower. *For Earth's Sake: The Life and Times of David Brower*. Reserve desk.

Helvarg, *The War against the Greens*. Reserve desk.

Dunlap & Mertig, eds., *American Environmentalism: The U.S. Environmental Movement, 1970-1990*. Reserve desk.

2/7 Analysis & Prospects

Brulle, *Agency, Democracy, and Nature*: chapter 10 - "The Dynamics of the Environmental Movement". Course Text.

Dryzek, *The Politics of the Earth*: chapter 2 - "Looming Tragedy: Survivalism"; chapter 4 - "Leave it to the Experts: Administrative Rationalism"; chapter 5 - "Leave it to the People: Democratic Pragmatism". Course Text.

Shellenberger & Nordhaus, "The Death of Environmentalism: Global Warming Politics in a Post-Environmental World" (article from *Social Policy*). eText.

Optional:

Meyer, "Does Environmentalism Have a Future?" (article from *Dissent*). eText.

Sills, "The Environmental Movement and Its Critics" (article from *Human Ecology*). eText.

Brulle & Jenkins, "Spinning Our Way to Sustainability?" (article from *Organization & Environment*).

Further Resources:

Neuzil & Kovarik. *Mass Media and Environmental Conflict*. Reserve desk.

Luke, "Nature Protection or Nature Projection: A Cultural Critique of the Sierra Club" (article from *Capitalism, Nature, Socialism*). eText.

Capitalism & Technology, Friend or Foe?

2/14 Green Technology, Green Entrepreneurs? Innovation & the Triple Bottom Line

Chouinard, *Let My People Go Surfing*: "Production Design Philosophy", "Image Philosophy", "Human Resource Philosophy", "Environmental Philosophy", "1% for the Planet Alliance".
NOTE: other sections optional. eText.

Wiesner & Colvin, "Environmental Implications of Emerging Nanotechnologies" (chapter 4 of Olson & Rejeski, eds., 2005). eText.

Zhao & Brown, "Ecological Computing" (chapter 5 of Olson & Rejeski, eds., 2005). eText.

Marchant, "Genetics and the Future of Environmental Policy" (chapter 6 of Olson & Rejeski, eds., 2005). eText.

Hawken, Lovins, & Lovins, *Natural Capitalism*: chapter 1 - "The Next Industrial Revolution"; chapter 3 - "Waste Not", and chapter 9 - "Nature's Filaments". eText.

Scarlett, "Doing More with Less: Dematerialization: Unsung Environmental Triumph?" (chapter 3 of Bailey, ed., 2000). eText.

Optional:

Hawken, Lovins, & Lovins, *Natural Capitalism*: chapter 11 - "Aqueous Solutions". eText.

➔ Movie: *The Next Industrial Revolution*

2/21 Green Accounting and Green Markets?

Mol, "Ecological Modernization: Industrial Transformations and Environmental Reform" (chapter 8 of Redclift & Woodgate, eds., 1997). eText.

Hawken, Lovins, & Lovins, *Natural Capitalism*: chapter 13 - "Making Markets Work". eText.

Daly, *Beyond Growth*: Introduction - "The Shape of Current Thought on Sustainable Development"; chapter 1 - "Moving to a Steady-State Economy"; chapter 2 - "Elements of Environmental Macroeconomics"; chapter 4 - "Operationalizing Sustainable Development by Investing in Natural Capital". eText.

Bhagwati, "The Case for Free Trade" (chapter 18 in Conca & Dabelko, eds., 1998). eText.

Daly, "The Perils of Free Trade" (chapter 19 in Conca & Dabelko, eds., 1998). eText.

Juniper, "Presentation to the World Trade Organization Symposium" (chapter 17 in Conca & Dabelko, eds., 2004). Course Text.

Esty, "Environment and the Trading System: Picking up the Post-Seattle Pieces" (chapter 18 in Conca & Dabelko, eds., 2004). Course Text.

Dubash, "World Bank's Environmental Reform Agenda" (chapter 19 in Conca & Dabelko, eds., 2004). Course Text.

Optional:

Serageldin, "Expanding the Capital Stock" (chapter 20 in Conca & Dabelko, 2004). Course Text.

2/28 Critical Assessment

Bakker, "Water is Life! The Debate over Private Sector Participation in Water Supply" (chapter 8 of Laxer & Soron 2006). eText.

Bruno & Karlner, *Earthsummit.Biz*: chapter 2 - "The corporate capture of the Rio earth summit"; chapter 3 - "The swoosh, the shell, and the olive branch"; chapter 6 - "Greenwash snapshots"; chapter 7 - "Bluewash snapshots". Course Text.

Dryzek, *The Politics of the Earth*: chapter 3 - "Growth Forever: The Promethean Response"; chapter 6 - "Leave it to the Market: Economic Rationalism"; chapter 8 - "Industrial Society and Beyond". Course Text.

➔ Movie: *Earth and the American Dream*

The North-South Divide and the Sustainable Development Debate

3/14 From environmentalism versus development to sustainable development

Caldwell, "Globalizing Environmentalism: Threshold of a New Phase in International Relations" (chapter 6 of Dunlap & Mertig, eds., 1992). eText.

United Nations Development Programme, *A Guide to World Resources, 2000 - 2001: People and Ecosystems: The Fraying Web of Life*: Executive Summary. eText.

Speth, *Red Sky at Morning*: chapter 3 - "Pollution and climate change in a full world"; chapter 4 - "First attempt at global environmental governance". Course Text.

World Commission on Environment and Development, "Towards Sustainable Development" (chapter 22 of Conca & Dabelko, eds., 2004). Course Text.

Sachs, "Sustainable Development" (chapter 8 of Redclift & Woodgate, eds., 1997). eText.

United Nations Environmental Programme (UNEP), *Global Environmental Outlook 3*: chapter 1 - "Integrating Environment & Development, 1972-2002". eText.

Optional:

United Nations Environmental Programme (UNEP), "Multilateral International Agreements" (chapter 12 of Conca & Dabelko, eds., 2004). Course Text.

Further Resources:

United Nations Environmental Programme (UNEP), *Global Environmental Outlook 3* (entire document). eText.

World Resources Institute (WRI), *A Guide to World Resources, 2000 - 2001: People and Ecosystems: The Fraying Web of Life* (entire document). eText.

→ Movie: *Secrets of the Choco*

3/21 Justice & Political Contest

Lohmann, "Whose Common Future?" (chapter 23 of Conca & Dabelko, eds., 2004). Course Text.

Macneill, Winsemius, Yakusiji, "Shadow Ecologies of Western Economies" (chapter 8 of Conca & Dabelko, eds., 1998). eText.

Mohamad, "Statement to the U.N. Conference on Environment and Development" (chapter 33 of Conca & Dabelko, eds., 1998). eText.

Nagpa, "Voices from Developing World" (chapter 26 of Conca & Dabelko, eds., 1998). eText.

Coordinating Body for Indigenous Peoples' Organizations of Amazon Basin (COICA), "Two Agendas on Amazon Development" (ch. 32 of Conca & Dabelko, eds., 2004). Course Text.

Business Council for Sustainable Development, "The Business of Sustainable Development" (chapter 27 of Conca & Dabelko, eds., 1998). eText.

Conca & Dabelko, "Earth Summit, Reflections" (chapter 17 of Conca & Dabelko, eds., 1998). eText.

Speth, "Perspective of the Johannesburg Summit" (chapter 13 of Conca & Dabelko, eds., 2004). Course Text.

Ascelrad & others, "Excerpt from The Jo'burg Memo" (chapter 15 of Conca & Dabelko, eds., 2004). Course Text.

International Institute for Sustainable Development, "Trade and Sustainable Development" (chapter 20 in Conca & Dabelko, eds., 1998). eText.

→ Movie: *The Bomb Under the World*

3/28 Proposals and Critical Reflections

Dryzek, *The Politics of the Earth*: chapter 7 - "Environmentally Benign Growth: Sustainable Development". Course Text.

Padua, "Biosphere, History and Conjuncture in the Analysis of the Amazon Problem" (chapter 26 of Redclift & Woodgate, eds., 1997). eText.

Castro, "Environment and Development: The Case of the Developing Countries (chapter 2 of Conca & Dabelko, eds., 2004). Course Text.

Lélé, "Sustainable Development: A Critical Review" (chapter 24 of Conca & Dabelko, eds., 2004). Course Text.

Speth, *Red Sky at Morning*: chapter 5 - "Anatomy of failure". Course Text.

→ Movie: *Too Hot NOT to Handle*

Global Warming and the Politics of Science

4/4 Facts

Houghton, *Global Warming - The Complete Briefing*: chapter 1 - "Global warming and climate change"; chapter 2 - "The Greenhouse effect"; chapter 3 - "The Greenhouse gases" (28-42 only); chapter 4 - "Climates of the past"; chapter 6 - "Climate change for the twenty-first century and beyond"; chapter 7 - "The impacts of climate change". eText.

For a brief synopsis of Houghton's argument see his article:

Houghton, "The Science of Global Warming" (article in *Interdisciplinary Science Reviews*). eText.

→ Movie: *An Inconvenient Truth*

4/11 Politics

Gelbspan, *Boiling Point*: chapter 3 - "Criminals Against Humanity"; chapter 4 - "Bad Press"; chapter 5 - "Three Fronts of the Climate War". eText.

Michaels, *Meltdown*: "Foreword"; chapter 2 - "An Introduction to Global Warming"; chapter 7 - "A Greener World of Changing Seasons?"; chapter 11 - "The Predictable Distortion of Global Warming". eText.

One or more of the following three (at least skim all):

Murray, "Gorey Truths: 25 Inconvenient Truths for Al Gore" (article from *The National Review Online*). eText.

Lewis, "Al Gore's an Inconvenient Truth: One-Sided, Misleading, Exaggerated, Speculative, Wrong" (publication of the Competitive Enterprise Institute). eText.

Berlau, "The Case of the DDT Deniers" (article from *The National Review Online*). eText.

National Center for Atmospheric Research, "'No Doubt' Human Activity Is Affecting Global Climate, Top Scientists Conclude" (news release of National Center for Atmospheric Research). eText.

Jasanoff, "Skinning Scientific Cats" (chapter 16 of Conca & Dabelko, eds., 2004). Course Text.

Look up the relevance of one or two of the following with regard to the climate change debates: former Vice-President Al Gore, Senator James Inhofe, the Cato Institute, the Competitive Enterprise Institute (CEI), the Intergovernmental Panel on Climate Control (IPCC), the World Resources Institute (WRI).

Optional:

Leggett, *The Carbon War*: chapter 8 - "A Discernible Human Influence"; chapter 9 - "'Cracks Appear in the Carbon Club"; chapter 10 - "A Crime Against Humanity"; chapter 11 - "The Day of the Atmosphere". eText.

McCright & Dunlap, "Defeating Kyoto: The Conservative Movement's Impact on U.S. Climate Change Policy". eText.

4/18 Justice

Lynas, *High Tide*: chapter 3 - "Pacific Paradise Lost". eText.

Agarwal & Narain, "Global Warming in an Unequal World" (chapter 16 in Conca & Dabelko, eds., 1998). eText.

Baumert & Kete, "The United States, Developing Countries, and Climate Protection: Leadership or Stalemate?" (position paper of the World Resources Institute). eText.

Victor, *The Collapse of the Kyoto Protocol*: chapter 1 - "Crisis and Opportunity"; chapter 2 - "Kyoto's Fantasyland: Allocating the Atmosphere". eText.

➔ Movie: *Baked Alaska*

4/25 Social Analysis

Hawken, Lovins, & Lovins, *Natural Capitalism*: chapter 12 - "Climate: Making Sense and Making Money" (234-41 optional, 241-59 assignend). eText.

Pershing, "Exploring Greenhouse Gas Technologies" (testimony before U.S. Senate). eText.

Moreira, Nogueira, Parente, "Biofuels for Transport, Development and Climate Change: Lessons from Brazil" (chapter 3 of Baumert & Bradley, eds., 2005). eText.

Avery, "Biofuels, Food, or Wildlife? The Massive Land Costs of U.S. Ethanol" (position paper of the Competitive Enterprise Institute). eText.

Goklany, "Richer Is More Resilient: Dealing with Climate Change and More Urgent Environmental Problems" (chapter 7 of Bailey, ed., 2000). eText.

Optional:

Winkler & Mwakasonda, "Carbon Capture and Storage in South Africa" (chapter 6 of Baumert & Bradley, eds., 2005). eText.

Further resources:

Baumert & Bradley, *Growing in the Greenhouse: Protecting the Climate by Putting Development First*. eText.

Conclusions

5/2 Environment, Civil Society, Politics, and Governance

Brulle, *Agency, Democracy, and Nature*: chapter 11 - "Agency, Democracy, and the Environment". Course Text.

Bissell, "Participatory Approach to Strategic Planning" (chapter 14 of Conca & Dabelko, eds., 2004). Course Text.

Paul Wapner, *Politics Beyond the State: Environmental Activism and World Civic Politics* (chapter 11 of Conca & Dabelko, eds., 2004). Course Text.

Ronfeldt, "NGOs, Networks, and Future Social Evolution" (chapter 9 of Olson & Rejeski, eds., 2005). eText.

McDonough & Braungart, "The Guardian Reborn: A New Government Role in Environmental Protection" (chapter 12 of Olson & Rejeski, eds., 2005). eText.

Bell, "Advancing Sustainability: A Critical New Role for Government" (chapter 13 of Olson & Rejeski, eds., 2005). eText.

Dryzek, *The Politics of the Earth*: chapter 10 - "Save the World Through New Politics"; chapter 11 "Ecological Democracy". Course Text.

Optional:

Speth, *Red Sky at Morning*: chapter 9 - "Taking Good Governance Seriously". Course Text.

Further Resources:

United Nations Development Programme, United Nations Environment Programme, World Bank, and World Resources Institute, *World Resources 2002-2004: Decisions for the Earth: Balance, Voice, and Power*. eText.

9/9 Wednesday, 9:00 AM – 12:00 noon: Final exam

About the Readings

The assigned readings constitute the bulk of the work you will have to do for this course. Along with participating in class discussions, doing the readings is main vehicle for accomplishing the goals of this course.

Since the readings and lectures form the basis of this course, your primary task will be to master those readings and participate in class regularly. The course outline indicates which selections you are asked to prepare *prior to coming to each class*. During class we will all discuss the readings, and I will offer some background to the larger debate in which they figure. If you do not prepare, you will not benefit fully from class.

One further comment: The readings were *not* chosen because the point of view they present is somehow the official point of view of this course. They were chosen because they reflect the state of the debate in society today; because they allow us to view the issues they treat from a range of vantages; and because (in most cases) they offer a perspective worthy of consideration, whether or not you ultimately find yourself in agreement. So read appreciatively but critically.

Class Participation

In class, I will provide background information for the readings, and I will highlight what in the readings is significant *for our purposes*. We will review and discuss many of the readings. The point is not only to understand the readings, but also to gain some critical perspective on the concepts and analyses they provide. That means being able to go beyond the written text itself. In other words, the answers are not "in the book" somewhere. With that in mind, you cannot succeed in this class if you fail to attend and participate in class. That is where this course takes place. We do this show live.

Attendance will be recorded by means of a sign-in sheet that is passed around at the beginning of class. If you arrive late, you not only disrupt class; you may also miss the opportunity to sign in. Please be considerate and arrive on time.

Class participation will be key factor into your grade. (See "Grading Policy" below.)

Class Presentation

This is a seminar. Not only will participation in class discussion be important. Each student will be responsible for making one class presentation on the readings for that week. This is an important opportunity to develop and hone skills that will benefit you in almost any career path you choose.

During your presentation you should do the following:

- sum up key ideas from the readings;
- discuss how the readings relate to one another (conflict / contradict, offer alternative but complementary considerations, build on one another, and so forth);
- relate the readings to this course and any themes we are developing;
- offer critical reflections of your own.

You will have 15 to 20 minutes for your presentation.

You will be able to sign up for a given unit by responding to an invitation to access a shared document on Google that I will email you. If two students sign up for a given week, then they should coordinate to divvy up the readings.

You may include visuals and handouts, but it is not required. If you would like me to prepare any transparencies or photocopies, please submit them to me via email by noon of the preceding Tuesday. If you have hard copies, bring them to my office. If I am not in leave them in the main office ***and*** send me an email to make sure I am aware they are there.

Synthesis Essays

During the semester you will also write two Unit Synthesis Essays (where a unit is the readings for a particular class). The synthesis essays should address the same concerns (sum up key ideas in readings, relate readings to each other, relate readings to course, include critical reflections of your own).

The approximate length of your essay should be 5 to 6 pages. You may write more, but do not go beyond 10 pages (normal pages, that is).

You will be able to sign up for your Unit Synthesis Essays the same way you sign up for your presentation, by responding to an invitation to access a shared document on Google that I will email you. I will allow up to four people to sign up for a particular unit. In this way I we evenly distribute the number of people who do in-depth preparation for each unit we discuss.

Your essays are due by midnight of the Tuesday preceding class. They must be in on time. If you submit an essay after midnight, just as long as it is there by the time I check my email in the morning it will not represent a major inconvenience. If it comes in after class, then it is late, and it will lose 1 point (10%) per day late.

In an emergency, if you are not able to write an essay for a week for which you signed up, you may be able to change your topic. To do so, you must contact me by the preceding Sunday afternoon, and we will try to assign you to an alternate unit / week.

In general, I am flexible, but you must communicate with me for your benefit and the common good of our class.

Movies

Audio-visual media can convey ideas and make real the experiences of others in a way that the printed word often does not. That is especially true when it comes to environmental issues. We will make use of some of the excellent resources available to take in the content of the messages they convey.

At the same time, as budding sociologists we view with a critical eye. The semester's presentations all capture important moments in popular and elite culture. Who do the producers of a presentation address? Where are they located in the larger debate? What frame(s) do they employ? How do they attempt to make their point? In what sense might they reflect bias? Are they effective, and if so, why?

Presentations slated for the semester are listed below. They will be shown after class over dinner, starting at around 5:30-5:40. The duration and date of each follows its title. For a fuller description of each, see the "Movies" page of the course website.

Students are required to see *An Inconvenient Truth* and two other features. You may see them with the class on the date of showing, or you may view them during the same week by obtaining a copy either from the O'Neill media center or the professor. (Note: *Baked Alaska* is only 26 minutes long and so does not count as one of the required "two other features".)

If you would like to enhance our viewing by helping with the logistical details, coordinating 10 minutes or so of discussion following the presentation, and even purchasing some comestibles (for which there is a modest budget), then your volunteering accordingly will be most appreciated by all.

☺ <i>Monumental: David Brower's Fight for Wild America</i> (77 minutes)	1/24
☺ <i>The Next Industrial Revolution</i> (55 minutes)	2/14
☺ <i>Earth and the American Dream</i> (79 minutes)	2/28
☺ <i>Secrets of the Choco</i> (52 minutes)	3/14

☹️ <i>The Bomb Under the World</i> (52 minutes)	3/21
☹️ <i>Too Hot NOT to Handle</i> (55 minutes)	3/28
☹️ <i>An Inconvenient Truth</i> (96 minutes)	4/4
☹️ <i>Baked Alaska</i> (25 minutes)	4/18

Course Paper

By the end of the term you will write a course paper in which you pursue one of the three options below:

Option A - Choose a class unit to explore in greater depth. If you choose this option, you should plan to choose additional readings, especially works cited by our authors, or readings that refer back to them or the issues they discuss. Plan in particular to integrate the analysis of one or more sociologists in your paper.

Option B - Choose a topic of your own devising, or one from the following list of suggestions: the urban environment; nuclear energy; greening the university; religion and environmentalism; social ecology. You may see me or a reference librarian for guidance as you build your bibliography.

Option C - Write an essay in which you discuss and work through theme we have raised throughout the semester, one that engages readings from throughout the course. If you choose this option, you will be expected to supplement your discussion with additional readings from one or more of the following books: Brulle - *Agency, Democracy, and Nature*; Dryzek - *Deliberative Democracy and Beyond: Liberals, Critics, Contestations*; Dunlap & Michelson - *Handbook of Environmental Sociology*; Redclift & Woodgate - *The International Handbook of Environmental Sociology*; Daly - *Beyond Growth*; OR, with prior approval, readings from the "optional readings" or "further resources" noted in the syllabus, or alternate suggestions of your own devising.

Please note: Your essay should also take into account recent developments that pertain to your topic. Make use of newspaper articles, authoritative websites, and other resources to this end. See a reference librarian in O'Neill for guidance if you are unsure how to proceed.

Whichever option you choose, your essay should be approximately 15 pages in length. You may write more, but do not go beyond 20 pages (normal pages, that is).

So that we are all on the same page, as it were, you will submit a prospectus for your Course Paper. The prospectus is your plan of attack: which option you choose; the concrete topic; a bit about your topic and what you hope to explore; and a preliminary bibliography. Please submit your prospectus to me by email. Your prospectus is due by Wednesday, April 4th.

The Course Paper is due by email by midnight of Monday, May 7th. If you need an extension, please email me by noon of the due date. Let me know *in brief* what the problem is *and when you expect to complete the paper*. Normally, for each *unexcused* day it is late, the Course Paper will be penalized 2 points (10%).

A word about the quality of your work: Writing is an important dimension of your undergraduate career. Please write your assignments with care. Present your ideas simply and clearly. Ground your discussion with references to course readings, class discussion, and your research. Finally, be sure to proofread and polish your work. Turning in slapdash, poorly executed work is not acceptable in the business world, and it certainly is not acceptable at the university. To benefit from having your writing reviewed, it pays to turn in the best work you can.

Exams

Final exam: Wednesday, May 9th 9:00 AM - 12:00 noon

There will be final exam for this course, but no midterm. The Final will take place on Wednesday, May 9th, as noted above.

On the Final you will be asked to write three short essays, each addressing a question pertaining to one of the units we have covered. The question will refer to specific readings and issues raised in that unit. You will be given four questions from which other choose. The Final will also include a longer integrative essay. You will be free to draw on material we have covered in a way that you believe best addresses the question posed. You will be given two options from which to choose.

The short essays will be worth 6 points each, and the integrative essay will be worth 12 points. In total the Final Exam will count for 30 points of your final grade.

A word about how to approach exam questions. View them as *opportunities*. In other words, do not think in terms of minimum requirements—what is the minimum you can write to provide an answer on a purely literal level? Instead, think of exam questions as openings for showing what you know. I construct exam questions so that they open up to the issues that are central to the course, so you should find considerable leeway to construct an intelligent response that draws on what you have learned.

If members of the class would like to organize a voluntary review session, I will allow class time to facilitate that process.

Grading Policy

I will not distribute grades in this course on a curve. In other words, there are no predetermined number of A's, B's, C's, and so forth. I am happy to give out as many A's as people earn.

In order to facilitate your accomplishing as much as you can in this course, I try to make the course expectations and the basis of your grade clear, and I also try to make clear the concrete steps you can take to do well. If my expectations or your task are not clear, please raise the matter in class, or come in to see me during office hours.

You will be graded out of 100 points, distributed as follows:

Class participation	20
Presentation	10
Unit synthetic essays, 10 points each	20
Term paper	20
Final exam	30

Your points earn the following grade equivalents:

95 - 100	= A	87 - 89	= B+	77 - 79	= C+	67 - 69	= D+
90 - 94	= A-	84 - 86	= B	74 - 76	= C	65 - 66	= D
		80 - 83	= B-	70 - 73	= C-	below 65	= F

If you receive a grade on an assignment or exam that you believe does not give you full credit, then you are welcome to drop me a note or come in and see me. In order to receive the credit you think you deserve, be prepared to show me that what you have produced is worth more credit.

Of course, even when each assignment is graded appropriately, there are times when the numbers do not add up to the full story. I will try to have your grades ready as soon after the Final as I can. If you believe your grade for the course is not appropriate for some reason, then, again, be prepared to make your case. I will take into account what you have to say and, if warranted, will make an adjustment before I submit your grade to the registrar.

Academic integrity

In brief, academic integrity means you must cite your sources and not misrepresent someone else's work as your own. Please review and be aware of the university standards for plagiarism and academic integrity. University policy can be found at www.bc.edu/integrity.

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SOCIOLOGY 349: ENVIRONMENTAL SOCIOLOGY, SELECTED TOPICS
Boston College, Spring 2007

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