

I. Reaction Papers

One of your tasks in this course is to do the readings carefully and discuss lectures and readings thoughtfully in class. In order to help you do the readings well and to facilitate discussion in class, you will write a short reaction paper during the quarter. **You should aim for approximately 1000 words.**

As the name implies, a reaction paper should be your reaction to, or assessment of, the reading assigned—not a simple summary of the content of the reading. The paper can take a variety of forms including:

- Something you agree or disagree with
- Grappling with things you don't understand
- How the reading relates to a personal experience you have had
- How the reading relates to other readings in this or another class

Think of these reaction papers as being a transcript of your “conversation” with a reading. The reaction papers will be scored according to how seriously you engage a reading and the rigor and clarity of your argument not whether you are “right” or “wrong,” or whether you follow my own point of view. I want to see evidence that you are thinking about and interacting with the readings.

On the tentative schedule in your syllabus I have indicated readings for which you may write a reaction paper. A reaction paper prepared for any particular reading will be accepted at the beginning of class on the day we are to discuss the reading. **No late reaction papers will be accepted.**

Get this requirement done early!

II. Response Questions

You will turn in a Reaction Paper for only one reading during the quarter. For **all other readings** I will require Response Questions: two (only 2) pertinent, provocative, penetrating questions that stem from your reading of the material that are **word-processed** and turned in at the **beginning** of the class in which the reading will be discussed. If you have an excused absence (for health reasons, I require a note from Health Services) on a discussion day, you may e-mail the questions to me **before** class. I will not accept Response Questions after the fact. **Note:** If you have generally good attendance, if you accidentally sleep through class (and who of us hasn't enjoyed an afternoon nap on occasion?), and miss turning in a set of these questions, it should be no big deal. But don't make it a habit!

CONTENTS OF COURSE PACK

(Readings arranged in the order in which we will read them)

Owen, David. 2004. Green Manhattan. *The New Yorker*, October 18, 2004, pp. 111-123.

Vitousek, Peter M., Harold A. Mooney, Jane Lubchenco, and Jerry M. Melillo. 1997. Human domination of earth's ecosystems. *Science* 277: 494-499.

Hardin, Garrett. 1968. The tragedy of the commons. *Science* 162: 1243-1248.

Michaels, David and Celeste Monforton. 2005. Manufacturing uncertainty: Contested science and the protection of the public's health and environment. *Public Health Matters* 95 (S1): S39-S47.

Galloway, James N. *et al.* 2003. The nitrogen cascade. *BioScience* 53(4):341-356.

Zimmer, Carl. 1995. The processing plant. *Discover*, September 1995, pp. 92-97.

Ellison, Aaron M. and Nicholas J. Gotelli. 2002. Nitrogen availability alters the expression of carnivory in the northern pitcher plant, *Sarracenia purpurea*. *Proceedings of the National Academy of Sciences* 99:4409-4412.

Wilson, Edward O. 1992. *The Diversity of Life*. Harvard Univ. Press, Cambridge, pp. 3-32.

Constanza, Robert, *et al.* 1997. The value of the world's ecosystem services and natural capital. *Nature* 387:253-260.

Campbell, Colin J. and Jean H. Laherrère. 1998. The end of cheap oil. *Scientific American*, March 1998, pp. 78-83.

Kolbert, Elizabeth. 2005a. The Climate of Man I: Disappearing islands, thawing permafrost, melting polar ice. How the earth is changing. *The New Yorker*, April 25, 2005, pp. 56-71.

Kolbert, Elizabeth. 2005b. The Climate of Man II: The curse of Akkad. *The New Yorker*, May 2, 2005, pp. 64-73.

Kolbert, Elizabeth. 2005c. The Climate of Man III: What can be done? *The New Yorker*, May 9, 2005, pp. 52-63.

Rosales, Jon. 2005. Economic growth and biodiversity loss in an age of tradeable permits. *Conservation Biology* 4: 1042 – 1050.