

FWS: Environmental Politics  
CRP 1109  
Letter Grade Only

Professor Booth  
Fall 2017  
3 Credit Hours

## **COURSE DESCRIPTION AND REQUIREMENTS**

### **I. Description**

The politics of the environment permeate American life. They involve issues ranging from very local concerns (e.g., protection of individual water supply sources or potential development of highly valued open space) to the broadest possible national and international concerns (e.g., protection of the country's national parks, air pollution controls, and strategies for confronting global warming). This course examines our collective discussions of environmental issues: e.g., what groups wish to accomplish (or prevent) regarding the environment, what interests motivate those widely varying groups, what tactics/strategies those groups utilize for influencing decision-makers, and what factors most significantly shape decision-makers' specific choices about protecting or harming the environment. Readings, class discussions, and writing assignments will deal with both historic and current environmental controversies.

This course involves 3 weekly discussion sessions (MWF 11:15–12:05 p.m.), completion of assigned readings, and (most importantly) preparation and revision of a number of papers. There will be no exams.

### **II. Goals and Learning Outcomes**

Hopefully each student in the class will derive the following from this course: improved ability to write clearly and concisely; an introduction to environmental politics in the United States; and an ability to read, comprehend, and discuss a variety of materials pertinent to discussion of topics in the general field of environmental politics.

In terms of Learning Outcomes pertaining to writing, the work in this First-Year Writing Seminar requires each student to develop and/or expand his/her competency in the following areas:

1. identifying a significant question/topic addressed in a paper, developing a thesis (i.e., the author's position) regarding that question/topic, and making this thesis the central thrust of the paper;
2. presenting evidence and argument to support the student's thesis (with both evidence and argument tied to appropriate sources by use of notes at the end of the paper); (OR presenting evidence and arguments to demonstrate why the student's initial thesis is not entirely correct;)
3. incorporating the basics of good writing throughout the paper: e.g., clear, concise language; proper spelling, punctuation, sentence structure, and paragraph structure; effective organization of the paper's various sections; and logical transitions as the paper moves from paragraph to paragraph and section to section;

4. preparing an initial draft and subsequent revisions, as appropriate, of each paper and proofreading carefully each draft/revision the student prepares in eventually producing a “Polished Paper;” and

5. reading and commenting on other students’ papers so that each student gains the benefits of having other “eyes” critically review his/her work and provides those same benefits to others.

### **III. Required Texts**

#### **Each student should obtain the following texts:**

1. J. McPhee, Encounters with the Archdruid (Farrar et. al., 1977), (hereafter referred to as **MCPHEE**).

2. R. Gold, The Boom – How Fracking Ignited the American Energy Revolution and Changed the World (Simon & Schuster, 2014) (hereafter referred to as **GOLD**).

3. Douglas Brinkley, Rightful Heritage – Franklin Roosevelt and The Land of America (HarperCollins, paperback, 2017) (hereafter referred to as **BRINKLEY**).

4. Strunk and White, Elements of Style (Pearson, 4<sup>th</sup> Edition), (hereafter **STRUNK**).

5. Any additional materials Professor Booth hands out in class.

### **IV. Required Readings and General Course Outline**

**In addition to the required readings listed in the following items, students are required to read any other materials Professor Booth hands out in class. For example, in a number of instances he will bring a newspaper article to class for students to discuss.**

#### **WEEK #1 -- Week of August 21:**

**BRINKLEY:** pp. 1-24 (NOTE: many of the assigned readings in BRINKLEY begin or end with chapter or section breaks which are obvious and not individually noted in this list); **AND MCPHEE** – pp. 1-34; **AND STRUNK** – Students are expected to read and use STRUNK throughout the semester; it is an immensely valuable and easily readable treatment of what good writing requires.

#### **WEEK #2 – Week of August 28:**

**BRINKLEY:** pp. 34-42 (to bottom of page), 47-49 (to “... port-of-entry fees.”), 51 (from “The previous summer ...”) – 60, and 65-71 (to “... wildlife of New York.”); **AND MCPHEE** – pp. 35-75.

**WEEK #3 – Week of September 4:**

**BRINKLEY:** pp. 73-78 (to bottom of page), 80-85, 88 (from “Overall Franklin Roosevelt ...”) - 99 (to “...’big timber’ interests in New York.”), and 107-112; **AND MCPHEE** – pp. 77-123.

**WEEK #4 -- Week of September 11:**

**BRINKLEY:** pp.116-120, 131 (from “While this was not obvious ...”) - 133 (to “ ‘...as advertising signs.’”), 144-166; **AND MCPHEE** – pp. 123-167.

**WEEK #5 -- Week of September 18:**

**BRINKLEY:** pp. 166-194; **AND MCPHEE**, pp. 167-204.

**WEEK #6 -- Week of September 25:**

**BRINKLEY:** pp. 194-197, 203-207, 209-214 (to “ ...’Yes, yes.’”), and 225-237; **AND MCPHEE** – pp. 204-245.

**WEEK #7 -- Week of October 2:**

**BRINKLEY:** pp. 238-264; **AND GOLD** – pp. 1-43 (NOTE: some of the assigned readings in GOLD start or end at obvious breaks in page texts).

**WEEK #8 -- Week of October 9:**

**BRINKLEY:** pp. 264-276 and 281-292; **AND GOLD** – pp. 43-85.

**WEEK #9 -- Week of October 16:**

**BRINKLEY:** pp. 292-318; **AND GOLD** – pp. 86-130 (to bottom of page).

**WEEK #10 -- Week of October 23:**

**BRINKLEY:** pp. 322 (from “In February 1936, ...”) – 329 and 333-357; **AND GOLD** – pp. 131-176.

**WEEK #11 -- Week of October 30:**

**BRINKLEY:** pp. 359-373, 375 (from “The summer of 1937 ...”) – 386, and 394-404; **AND GOLD** – pp. 176-221.

**WEEK #12 -- Week of November 6:**

**BRINKLEY:** pp. 404-413, 417 (from “Roosevelt’s Western trip ...”) – 418, 420-426 (to “... marred beyond recognition.”), 429 ( from top of page) - 433, and 443-454; **AND GOLD** – pp. 221-263.

**WEEK #13 -- Week of November 13:**

**BRINKLEY:** pp. 455-468 (to “... distinctly American flavor.”); **AND GOLD** – pp. 263-310.

**WEEK #14 -- Week of November 20:**

**BRINKLEY:** pp. 474-498, 505 (from top of the page) – 506, and 513 – 530.

**WEEK #15 -- Week of November 27:**

**BRINKLEY:** pp. 539-548, 558-560 (to “ ‘ ... in the autumn.’ “), and 566-589.

**V. Classes**

Students are required to attend classes on Mondays, Wednesdays, and Fridays. Attendance will be taken at each class. All of the classes will involve discussions, most importantly regarding writing. Some classes will involve in-class writing exercises. All assignments will be handed out during class sessions. Students should bring BRINKLEY and (as appropriate) MCPHEE or GOLD to class.

**VI. Paper Assignments**

Each student will complete 6 to 8 final papers (i.e., “Polished Papers”) on different topics (and various draft papers that lead to those final), as follows (together with such additional points as Professor Booth may add in class):

1. The 6 to 8 papers will contain a total of approximately 30 pages of “polished prose.” The first paper will be 3 pages in length. The other papers will vary in length up to 6 pages.

2. All of the draft and final papers will be: typed in a standard font and in 12 point size; double spaced, with page numbers and 1-inch margins (top, bottom, and sides of each page); and stapled.

NOTE: The text of this Course Description appears (generally) in 12 point font, with “Times” print, and 1-inch page margins (i.e., margins at the top, bottom, and sides of each page). To save space, the lines in the Course Description are generally single-spaced.

3. All of the assigned draft and final papers will contain an unnumbered Cover Page that provides the following information: the student’s name, the name of the assignment provided by Professor Booth (e.g., “Environmental Topic Memo”), an indication of which draft of the

assignment the paper contains (e.g., “First Draft”, “Second Draft,” “Polished Paper”), and the date the paper is handed in for review.

4. Unless otherwise indicated by Professor Booth, each of these papers will contain a separate (numbered) page(s) that includes the paper’s source notes (i.e., notes that appear at the end of a paper and consequently are also referred to as “end notes”). (In addition to source notes, students may include a bibliography on a separate page at the end of the paper, but a bibliography is not required.) Papers will not contain footnotes (even though footnotes are entirely appropriate in many forms of writing). Students may use any recognized format to present source notes (and bibliographies if provided); in any individual paper students must use the selected format consistently.

5. Neither the Cover Page nor the page(s) that contains source notes (or bibliographies) will count in terms of the number of pages to be included in the assigned paper. An assigned 5-page paper, for example, must contain 5 pages of text, not including the Cover Page or any containing source notes or bibliographies.

6. Unless otherwise directed by Professor Booth, the first numbered page of an assigned paper (i.e., the page following the Cover Page) will state the student’s name, the date, and the paper’s title at the top of the page.

7. With one possible exception, all of the 6-8 final papers will be rewritten at least once after their initial submission so that the final draft can be considered and graded as a “Polished Paper.” Three of these papers will go through at least 3 submitted drafts before the “Polished Papers” are turned in for Professor Booth’s final review and assignment of grades for those papers.

8. Each “Polished Paper” will receive a letter grade, and it is the grades on those papers that will primarily determine a student’s grade for the course. Earlier drafts of papers may receive “interim grades” for instructional purposes, but these “interim grades” will not count in calculation of grades for the course.

9. Each student must hand in TWO hard copies of each draft paper and each “Polished Paper.” (The purpose of the second hard copy is to provide a “clean copy” that Professor Booth may use to copy a paragraph(s) for class discussions, with the identity of the author deleted.) Papers will not be accepted electronically for purposes of Professor Booth’s review, except with individual permission given by Professor Booth in light of special circumstances.

**In addition, each student will hand in an electronic copy of each “Polished Paper” through Blackboard’s Turnitin system, and each student will attach to each hard copy “Polished Paper” a hard copy of the summary sheet from the Turnitin system. (Professor Booth currently intends no additional use of Blackboard for this course.)**

10. All papers must be handed in during class sessions or directly to Professor Booth outside of class. Unless specifically allowed by Professor Booth in a particular instance, no paper is to be left in Professor Booth’s mailbox, outside of his office, or under his office door.

11. No in-class writing exercise will be graded.

112. Professor Booth may require an individual student to schedule a meeting with him regarding a particular paper the student has prepared. This meeting will be in addition to the Student Conferences mentioned in item VII.

## **VII. Student Conferences**

Each student will meet at least twice during the semester with Professor Booth to discuss his/her writing and progress in the class.

## **VIII. Grades**

1. Each student's course grade will primarily be based on the 6 to 8 final "Polished Papers" he/she submits during the semester (subject to policy statement #5 in section X below).

2. In averaging the grades on the "Polished Papers." Professor Booth will give more weight to the longer assignments than the shorter ones.

3. Because students are expected to improve their writing over the course of the semester, students should anticipate that Professor Booth will be more demanding in assigning an "A" or "B" grade (etc.) near the end of the semester than he was at the beginning of the semester.

4. With regard to grades on individual papers, "A" and "A-" grades will be assigned only for excellent written work.

## **IX. Office Hours**

1. Professor Booth's office is in 117 West Sibley (office phone: 255-4025; home phone: 272-6573). He will post his office hours and weekly sign-up sheets on the door of his office. His e-mail address is [rsb6@cornell.edu](mailto:rsb6@cornell.edu)

2. In addition to the required Student Conferences mentioned in item VII, all students in the class are strongly encouraged to meet with Professor Booth during his office hours or at such other convenient times as may be arranged.

3. Professor Booth will answer questions regarding the course schedule and assignment dates by e-mail, by telephone, or in person. Students should come to Professor Booth's office to discuss questions about course content, writing in general, an individual student's paper, his/her grades on individual papers, or other SUBSTANTIVE ISSUES; students should not expect that he will answer these types of questions via e-mail or telephone.

## **X. Important Policies**

**1. Each student in this course is required to comply with the Cornell University Code of Academic Integrity at all times and under all circumstances.** All work submitted by a student in this course (including signing an attendance sheet) must be the student's own work. Very early in the semester each student should read the Code of Academic Integrity and make sure that he/she understands it.

**2.** Professor Booth will be available to discuss appropriate academic accommodations that may be required for students with disabilities. Except for unusual circumstances, requests for academic accommodations should be made during the first two weeks of the semester so that appropriate arrangements can be made.

**3.** Courtesy to everyone involved in the class is essential to the success of this course – and is expected/required at all times.

**4.** Written assignments will be due at the times specified by Professor Booth. Papers not turned in on time will be considered “late papers.”

**5.** Professor Booth reserves the right to reduce a student’s grade on an assignment because it is turned in late and to reduce a student’s overall course grade for poor class attendance and/or for other appropriate reasons.

**6.** Except in special circumstances, students may NOT use computers for any purpose during classes.

**7.** Students may NOT use telephones or other electronic communication devices during classes.

**8.** Professor Booth will adhere strictly to University policy regarding the issuance of any “incomplete” grade for the course.