

Newsletter of the Section on Environment and Technology of the American Sociological Association

MOBILIZING ENVIRONMENTAL SOCIOLOGY CLASSES IN COLLECTIVE PROJECTS

J. Timmons Roberts, Tulane University

[*Editor's note:* the following was presented at the 1998 ASA Meetings in San Francisco, during the Teaching Environmental Sociology Workshop. Panelists discussed various techniques and projects used to convey aspects of environmental sociology. Below, the author explains some projects designed to get students actively involved in social-scientific research. Specifics about implementing such projects are also covered.]

INTRODUCTION In the spring of 1996, a Tulane Environmental Sociology class conducted a random phone survey of Greater New Orleans (GNO) residents on their perception of environmental quality. Students administered the surveys themselves from a questionnaire drawn from previous national and international studies and which included dozens of questions of their own. The study found that while GNO residents were identical to national averages in their assessment of U.S. and global environmental issues, they were twice as likely as the national average to rate their local environment as "poor." A TV camera crew covered the students presenting the findings, and the results were presented by request of the state Legislature at the capital in a special news briefing in 1997. The findings are being revised into a scholarly article co-authored by an undergraduate, the course's graduate student T.A., and the professor.

In the spring of 1997, the first ever comprehensive "Environmental Audit" of Tulane University was conducted by sixty students in an Environmental Sociology class. The study considered fourteen areas of the school's environmental performance, including energy use, environmental education, recycling, toxic materials handling, research and endowment screening. Grades for these areas ranged from A to F, with the overall Green GPA calculated at 1.9, a C-. Class representatives met with the president of the university, the report was made available on the web, and an executive summary and the "Green Gradecard for the Green Wave" was circulated to 200 top staff, administrators and department heads around the campus. The report is becoming a part of the University's comprehensive planning process, and within a year several grades have improved as the process is being followed up on by a student leader's Honor's theses and by student, administration and faculty committees.

This spring the first "Green Map of New Orleans" is being completed by Environmental Sociology students. The map identifies several hundred sites of environmental importance in the metropolitan area, using standard icons developed first in the New York City "Green Apple Map" project and now used in dozens of countries around the world. On the "positive" side, the map locates green spaces, community gardens, museums, bike paths and bike shops, and good views for tourists and residents. The map also, however, identifies "environmental challenges", including polluters, Superfund toxic sites, landfills, sewage treatment plants, hazardous transport routes, areas of lead contamination and other potential dangers. The back of the map includes an inset map on the "chemical corridor" or "cancer alley" region between New Orleans and Baton Rouge, as well as a dozen informational sidebars including ones on the environmental history of the city, its demographics, environmental justice struggles, and water and wetlands. The map will be passed on to a professional design team and will either be sold or with the help of a grant or two be given away in places frequented by tourists and locals.

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NOTES FROM THE EDITOR...

The Place of Environmental Sociology

Recently on the envtecsoc listserv, Tom Dietz posed the question "is environmental sociology marginal?" I'd like to explore that question here.

Not to sound cynical, but, sure, environmental sociology is marginal! I suspect we all knew that when we started. If we were really bothered by being marginal, would we even be sociologists? Just look at the relative position (and funding) of sociology and other social science departments in comparison to say, engineering or business departments. Or should I take this one step further and suggest that academia is marginal? Andy Szasz's posts early last year on "attacks on our profession" point to the tentative position of traditional academia in a commodity-driven age.

And, what about the idea that the environment is (or was) a "hot" topic? I was one of those who, along with Steve Zavestoski, thought that following my interests and selecting this specialty would assure me a solid career path. I would argue now, though, that environmentalism is in what the social movements literature calls "the doldrums" or the low ebb of a protest cycle. That is, of course the issues are still important, even critical, but public interest and activity are low. Hopefully temporarily.

Coincidentally, the doldrums are a time for resource building. For what we as scholars do best: research and education. That is, this is not a time for pessimism, but for optimism. We may be headed for renewed growth in the near future!

To be prepared, we have at least two options. First, we can make ourselves and our work more useful. Remember Tom Rudel's discussion of the role of policy studies in the Summer 1998 issue of *ET&S* (no. 90). A second option for us in this doldrum period is to remind society of the value of sociology, as well as of education and research more generally. That is, not only do we need to build the field as well as the sub-field, we also need to support the institution that is our home.

What are the practical options before us? Increased visibility has been suggested by many. This means we must keep trying to publish in those top sociology journals, no matter how we feel about them. We need for the work we do to reach a wider audience. We can make ourselves available as reviewers. Visibility outside the discipline and outside academia is valuable as well. See for example the regular publications of members such as Barb Farhar and Jan Buhmann, considering energy and consumer issues. These types of work are readily marketable to policymakers, in addition to their scholarly value.

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Environment, Technology, and Society Newsletter

Editor: Susan H. Roschke

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Publication Schedule: *ET&S* is published quarterly. The deadline for submissions for the next (Spring) issue is March 31. If at all possible, please submit text items electronically or on IBM-formatted diskette, as this greatly facilitates the newsletter production process. Articles on current research that can be represented graphically on the front page are especially sought.

ET&S is printed on recycled paper.



The Environment and Technology Section on the Internet:

◆ Listserv: *Envtecsoc*

To subscribe, send an email to: listserv@csf.colorado.edu with the message text: *sub envtecsoc yourfirstname yourlastname* (List archives are located at <http://csf.colorado.edu/envtecsoc>)

◆ Section Websites:

<http://mason.gmu.edu/nvsrl/Env.html>
<http://www.asanet.org/Sections/environ.htm>

◆ ET&S Pages:

<http://www.montana.edu/wwwsi/scarce/eandt.htm>

ET&S is a publication of the American Sociological Association, Section on Environment and Technology. The newsletter is a member benefit.

Please note that you must be a member of the ASA in order to join a Section. Contact the American Sociological Association, Membership Services, at 1722 N Street, NW, Washington, DC 20035-2981

Are You an Academic Lone Wolf?: Surviving as a Minority Interest Group in the Environment and Technology Section

The ASA first created sections more than twenty years ago out of a recognition that people with similar, but somewhat specialized substantive interests, often found it difficult to meet one another within the confines of the larger organization. The sections have succeeded beyond the expectations of their founders, but, to some extent, the problem that the sections were created to resolve persists within each section. While all of us have some sort of interest in environment and technology issues, some of us have interests that are closer to the section's intellectual center, and others of us are out on the intellectual periphery. For people on the periphery the question becomes 'can participation in the section's activities further my substantive interests?'. The answer to this question is 'yes', but it will require more frequent use of roundtables at the annual meetings.

People with the common interests usually do not have trouble finding events of interest at the meetings because session organizers, more often than not, organize sessions around these common interests. Organizers want to build coherent sessions, and they must work with the papers that are submitted, so they will create sessions around the most frequent themes in the submitted papers. If a paper explores an unusual theme, it is probably less likely to be selected for a session. So someone with unusual interests may have their papers selected less frequently. To add insult to injury, they may find that, when they read through the preliminary program, there is little of interest to them in the section's scheduled activities. Under these circumstances people with minority interests may decide to drop out of the section. This dynamic probably explains why people with interests in the built environment have dropped out of the section in disproportionate numbers during the 1990s.

Things need not come to such an unhappy end. The section could easily provide the venue for the expression of a more diverse set of intellectual interests if people would make more extensive use of the roundtables that the section sponsors at each meeting. Space is not a problem. The section could easily sponsor two to three times as many roundtables at the annual meetings as it currently does. Because roundtables facilitate communication between relatively small numbers of people, they are an excellent setting for interchanges among people with interests that in the section are a little unusual. People with interests in disasters have used the roundtables in just this manner during the past several years. People with other less well represented interests like the built environment, technological change, and forestry could use the roundtables as an occasion for making informal presentations and creating the social networks that sustain us all in our work. In this manner those of us whose interests are fairly far afield from the section's center (try tropical rain forests, for example) would not qualify as the academic lone wolves, and we would get more of a return out of our trips to the annual meetings. So think about organizing a roundtable around a special interest that you share with a few other colleagues at the next annual meeting.

"Mobilizing Classes," continued from page 1

Since 1996, I've engaged my Environmental Sociology courses in "class projects." My goals are to bring a relatively large number of students into the process of social research and practice with a concrete project of interest to an identifiable public outside the classroom. My feeling is that when students are working on a project which will be presented beyond their classroom that their excitement builds and their motivations to do quality work also grows. I also have especially tried to devise projects to help our students, most of whom are from out-of-town, learn about the place where they are living and to give something back to that community. I believe that by doing real social research, students can appreciate its great potential to inform decision-makers, and they will also learn that often there is resistance to hearing what we social researchers find. Anticipating and responding to resistance from people and social institutions is another part of the political ecology I teach. Two final goals of mine are to break the potentially alienating large class down into small groups of students who may not have otherwise met each other, and to help them develop skills in working as a team.

What follows are some details of how I conducted these projects and some lessons I've learned from my three years of conducting class projects in Environmental Sociology. I also discuss my plans for future projects and in an Annex¹, provide

executive summaries for the survey and audit projects. I welcome comments on these projects and wish again to encourage other faculty of Envirosoc to share some of the teaching innovations they may have tried and whether and how they worked.

HOW I'VE RUN CLASS PROJECTS AND SOME LESSONS LEARNED There is great potential and many pitfalls in this process, so my goal here is to pass on as many details as I can here. First, each project was conducted in relatively large classes, of 50-65 students. To make the process manageable and for students to work effectively together, in each case I broke the class into small work teams of 2-6 students. Often I won't begin the project until the course is well underway, say a third of the way through the semester. The process begins with one or two class days scheduled entirely for settling on the exact topic, our scope, breaking it down into parts which small groups could tackle, and assigning each task a number of students and soliciting volunteers. It has been valuable to spend some time as a class coming up with suggestions for each group. This helps everyone understand how the pieces will fit together, and helps avoid overlaps. Then students meet in small groups briefly in class and exchange phone numbers and arrange meetings outside of class to carry on the work.

... Continued on page 4

I should make clear that these projects run "in the background" while the course's normal academic content is being read and discussed. This has good and bad sides. This allows me to not sacrifice the topics I believe should be covered in the class, and students are kept busy doing readings and papers as individuals. On the down side, students sometimes feel overwhelmed (but not frequently nor too many of them), so the project often needs a boost to keep the groups energetic and focused on doing a good job. To facilitate their work, I sometimes give 10-15 minutes at the end of class once a week for the groups to meet. I require them to give very brief periodic updates to the class so they can see the project coming together and to get course corrections. Meeting once or twice outside of class with each group improves the product substantially, as does requiring a draft version be submitted before the final assembly deadline.

Certain problems have arisen. First, there are tremendous differences in quality between the groups. Additional work may be needed to fill in the resultant gaps in the product or some sections could be eliminated or downplayed. Inevitably there are many loose ends to be tied up at the end of the semester. Each year (so far) a few students have stepped up and done FAR more than is expected of them to see the project through to completion. Many do this in spite of heavy courseloads and the crunch of exam time because they genuinely like the projects. Some have worked as volunteers and sometimes small amounts of summer salary available through our environmental studies program/Center for Bioenvironmental Research have allowed students to continue with the work. These follow-up workers have been critical in making the projects more professional and accessible to the publics. These students also get the most from the projects as they get more experience from the final stages and from working more closely with me. Full disclosure: I've also put in substantial work on the final stages of the product to help make the product more professional.

There are trade-offs between devising projects before or during the semester and doing it alone or with the whole class. Sometimes settling on the topic beforehand gets it started much more quickly but it may be harder to get the class enthusiastic about something I've picked beforehand. On the other hand, I find more ownership of projects which are collectively brainstormed and voted on by the class, but it can take weeks to narrow the focus down to a manageable and interesting topic. Further, in a Methods of Social Research class I've had the class settle on topics about which I know very little indeed. For me the best approach has been to come in with an idea but leave substantial room for brainstorming the details with the students.

Grading is certainly tricky. First, since different tasks vary so much in difficulty, I keep that in mind when evaluating them. I grade students both as a group and as individuals because many students are concerned about having too much of their grade determined by a group project of which they can only control a part. On the last day of class I have students fill out a form where they list everyone in their group and assign each two letter grades and make comments about the *effort* and *quality of work* they each put into the project. They also evaluate themselves. I try to tell them that if they have no variance in their grades or give all A's to everyone in their group their assessments will be discounted. After assigning a group grade for the project, I then sort their self-evaluation forms by group and adjust the individual grades by triangulating between them and from my and my T.A.'s observations of how much

each person did. The freeloaders can usually be identified fairly easily. I average their individual and group grades which together count for about 15-20 percent of their semester grade.

FUTURE PLANS My future ideas for projects are: 1. a comprehensive study of Environmental Justice in Louisiana (1999); 2. a study of campaign contributions and legislator performance of state and federal representatives from Louisiana (2000); and 3. a reprise of the survey on Environmental Concern in New Orleans (2001). I hope the Environmental Audit of the University will become a course of its own, adopted by the Environmental Studies program. If it is not, I may conduct another audit in 2001.

The Environmental Justice project will split the class into groups who will examine 1. overall patterns in the U.S. of the association or lack of association between minorities/poor and highly polluting facilities and other locally-unwanted land uses; 2. Patterns in the state of Louisiana; 3. Patterns along the "chemical corridor" between New Orleans and Baton Rouge; 4. Case studies with interviews of residents at local sites including a. Agriculture Street Landfill/Press Park neighborhood, currently on the Superfund list, b. neighbors of the Hayward-Thompson Chemical company, c. residents of Convent Louisiana, a current siting controversy with the \$700 million Shintech PVC plant, d. Oakville's fight with a landfill; and 5. lead-soil content contamination around the city.

Many students have said that the class projects have made Environmental Sociology special for them. I believe it has also provided a modest service to the community. For myself, the projects keep the class exciting and have certainly informed my environmental research and activist roles here. Although no articles are yet published from them, if someone were to put effort into it, harnessing 60 undergraduates to help collect data is a mutually-beneficial process, and students have expressed excitement at being part of faculty research.

‡ *Editor's Note: The "annex" is not printed here. A website with all the materials from the teaching workshop is in the works, however. See the next ET&S for details.*



In addition, we have good visibility at the Annual Meetings. Our sessions are well-attended. We should build on that position. Recently, we began a "partnerships" series in this newsletter, exploring the relationships and potential relationships environmental sociology has to other disciplines. Also, in the Chair's column in this issue we are reminded of the value of roundtable sessions for building relationships within the field. We have many potential connections and should make use of these to advertise our sessions. Our papers are consistently some of the best at the Annual Meetings; bringing non-E&T members to hear these papers can only improve the position of the sub-field. And, continue to make our visitors and new members feel welcome! Media attention is also readily possible at the Meetings. Let's make effective use of it.

Closer to home, tell your friends, students, and colleagues about your work. Yes, again! Participate in interdisciplinary work. And, share your ideas for improving the position of environmental sociology with the Section. (Please contact the membership committee and council members listed on page 2 --they're waiting to hear from you!)

1999 ENVIRONMENT AND TECHNOLOGY SECTION AWARD NOMINATIONS SOLICIT

THE DISTINGUISHED CONTRIBUTION AWARD The Environment and Technology Section will make an award for distinguished contributions to the sociology of environment and technology. This award recognizes individuals for outstanding service, innovation, or publication in environmental sociology or the sociology of technology. It is intended to be an expression of appreciation, to be awarded when an individual is deemed to be extraordinarily meritorious by the Section. Deadline for submission of nominations is May 1, 1999. Please send nominating letters to Dr. Dorceta Taylor, School of Natural Resources and the Environment, University of Michigan, 430 East University Avenue, Ann Arbor, Michigan 48109-1115.

MARVIN OLSEN STUDENT PAPER AWARD Manuscripts to be considered for the Environment and Technology Section's Marvin E. Olsen Outstanding Graduate Student Paper Award should be sent to the Olsen Student Paper Award Committee Chair - Dr. Kenneth Gould, Department of Sociology, St. Lawrence University, Canton, NY 13617. The deadline for submissions is May 1, 1999. The Olsen Graduate Student Paper Award is chosen from graduate student authored papers accepted for presentation at the ASA Annual Meeting and is accompanied by a \$200 award to defray the expenses of travel to and lodging for the annual meeting.

BOGUSLAW AWARD FOR TECHNOLOGY AND HUMANISM This award honors Robert Boguslaw by recognizing a scholar whose work reflects the interests of ordinary people in developing innovative approaches for addressing emerging societal issues about technology, values, and social concerns. The nominee must be a new scholar who is pursuing a graduate degree or has received a Ph.D. in the past five years. Nominees do not need to be members of the ASA. The work and supporting letter of nomination should be submitted to Dr. Allan Schnaiberg, Department of Sociology, Northwestern University, Evanston, Illinois 60208. The deadline is May 1, 1999.

JOURNAL SYMPOSIUM: SOCIOLOGY AND GLOBAL ENVIRONMENTAL CHANGE

A two-part symposium on "Sociological Perspectives on Global Environmental Change," edited by Jose A. Prades and Riley E. Dunlap, is being published in *International Sociology*.

Part One, including the following four articles, was published in the December, 1998 issue (Vol. 13, No.4).

Eugene A. Rosa and Thomas Dietz, "Climate Change and Society: Speculation, Construction and Scientific Investigation." Reprints available from <rosa@wsu.edu>.

Allan Mazur, "Global Environmental Change in the News: 1987-90 vs. 1992-96." Reprints available from <amazur@syr.edu>.

Riley E. Dunlap, "Lay Perceptions of Global Risk: Public Views of Global Warming in Cross-National Context." Reprints available from <dunlap@wsu.edu>.

Michael Redcliff and Colin Sage, "Global Environmental Change and Global Inequality: North/South Perspectives." Reprints available from <m.r.redcliff@cc.keele.ac.uk>.

Part Two, consisting of articles by Prades, Markku Wilenius and by Herbert Giner and David Tabara, will appear in the March, 1999 issue (Vol. 14, No. 1).

COURSES ON BUILDING FOR SOLAR ENERGY

Two courses on Building-Integrated Photovoltaic (BI-PV) Systems will be held at the University of California at Irvine:

Be Your Own Electricity Provider: Building-Integrated Photovoltaic (BI-PV) Systems for Industrial, Commercial and Residential Applications. Social Ecology 814.3 (0.70 CEU). February 20th, 1999 9 am to 5 pm. Engineering Lecture Hall 110 UCI Campus. Registration #: 00277. Fee: \$135 Includes Materials.

Exploring Business Opportunities in the Building-Integrated Photovoltaics (BI-PV) Industry. Social Ecology 814.4 (0.70 CEU). Engineering Lecture Hall 110 UCI Campus. Registration #: 00278. Fee: \$135 Includes Materials.

FAX registrations to: (949) 824-2090


We are also in the process of building membership for the International Association of Building-Integrated Photovoltaics Architects and Installers (IABI-PVAI). Charter membership is \$99. This includes a monthly newsletter, and related industry development information and support. We hope to offer liability insurance in the near future. Applicants must be either licensed contractors and registered architects with BI-PV certificates or related professionals with relevant training and BI-PV certificates.

Check out this website for more information: www.geocities.com/Eureka/1905

or contact: Eileen M. Smith, M.Arch., Founder & CEO, SOLAR DEVELOPMENT COOPERATIVE Lighting the Way With Creation's Original Remedy; 3535 East Coast Highway, Corona del Mar, CA 92625; 714-862-5826; bi_pv@yahoo.com

MINUTES OF THE ENVIRONMENT AND TECHNOLOGY

BUSINESS MEETING AUGUST 23, 1998

The meeting was called to order by the Chair, Tom Rudel. 

Secretary-Treasurer Dorceta Taylor presented the minutes of last year's Council meeting which were approved unanimously. Valerie Gunter reported for the Nominations and Elections Committee that David Pellow and Stella Capek had been elected to the Council. She invited members to submit nominations for future positions on the council.

The Chair announced that nominations were needed for the new Chair-elect and Nominations Committee Chair positions and urged Section members to submit nominations.

David Sonnenfeld reported that as of August 14, the Section had 381 members. Section members were asked to help in the membership drive to bring the membership count to 400 by September 1, 1998. The new Section brochures were distributed and members were encouraged to use them to help recruit new members. The Chair also announced the Section would cover the first year's membership dues of graduate students. Graduate student enrollment forms should be sent to Tom Rudel.

Susan Roschke, editor of *Environment, Technology, and Society*, reported that the newsletter had several new features including departmental spotlights and a point-counterpoint column. Roschke has agreed to continue as editor of the newsletter for the next three years.

Timmons Roberts announced that there were 380 subscribers to the EnvTecSoc listserv group. However, he encouraged members to subscribe and play a more active role in communicating with each other through the list.

Dorceta Taylor reported a balance of \$1,958.86 in the Section's general funds after current meeting expenses. She also reported \$3,033.33 in the Boguslaw scholarship fund. The Section awarded \$200 to the winner of the Olsen Student Paper competition. There was no winner for the Boguslaw award in 1998.

Dorceta Taylor presented the Distinguished Service Award to Robert Bullard of Clark Atlanta University and Ken Gould presented the Olsen Student Paper Award to Michael Handel of Harvard University. Ken Gould will also continue to oversee the award next year. Since no one was awarded the Boguslaw Award in 1998, section members were urged to nominate people for the award because there have been very few nominations in recent years.

The Chair proposed a change in the award structure whereby the Distinguished Service Award would be a lifetime achievement award, and a new award, the Outstanding Publication Award, would be given for a single, outstanding publication. While some section members expressed concern over the work that might be involved in administering the new award, and the difficulty that might arise in deciding on a single outstanding publication in a section as varied as Environment and Technology, others supported the idea of a new award because they thought such an award could be presented to scholars at various levels of their careers. By a unanimous vote, it was decided to approve this new award for publications completed within three years of the time of the award. Members thought the Outstanding Publication Award could be given in alternate years.

Tom Rudel then announced that the Section was jointly hosting its reception with Race, Gender and Class and Marxist Sociology. The Chair also discussed the status of student members on the council. The by-law change that would have allowed a student to participate on the council did not make it onto the ballot because of ASA personnel changes. This change will be on next year's ballot. Until the by-laws are changed, students cannot sit on the council.

The Chair announced initiatives to co-sponsor sessions with Race, Gender and Class. As a result of these collaborations, the Environment and Technology Section will organize an environmental justice session for the 1999 meetings.

Tom Rudel also announced that the Section was considering co-sponsoring sessions with Rural Sociology when the conferences for both associations were held in the same city in a given year. Therefore, the possibility existed to co-sponsor sessions at the Chicago (1999) conference and the Washington, D.C. conference. There was general support among the attendees for such initiatives. The chair announced that the 1999 meeting was being planned by the Chair-elect, Carole Seyfrit, so members should pass their ideas on to her as soon as possible.

Finally, William Freudenberg of the University of Wisconsin announced that his department had an NSF grant to fund graduate students in the biological and social sciences to collaborate on projects. Faculty and students worked on interdisciplinary teams in the program.

Respectfully submitted,

Dorceta E. Taylor,
Secretary-Treasurer

✧ **FYI.** AskJeeves.com and The Learning Company define *environment* as follows: "All of the physical surroundings in which animals and plants live. Many different physical factors affect a living thing in its environment, including land, light, temperature, water, gases, pressure, food resources, Wind, competition with other plants or animals, predators, disease, and events such as fires, floods, or volcanic eruptions. Each organism's environment is complex and affects its growth, reproduction, and geographic distribution. There are many different environments in the world and no single species can live in them all, not even people. Pollution, development, noise, and other human disruptions have a great impact on different environments." ✧

NEW JOURNAL

The MIT Press is pleased to announce the *Journal of Industrial Ecology*, a new, international, peer-reviewed quarterly designed to foster both understanding and practice in this emerging field. Interdisciplinary in its approach, the journal provides a unique forum for the continuing exchange of information and opinions between environmental scholars, scientists, policymakers, and managers.

Journal of Industrial Ecology delves into the theory and the practice of industrial ecology, highlighting policy and strategic implications while at the same time describing programs and practices that spring from industrial ecological principles.

Papers appearing in the journal address a series of related topics:

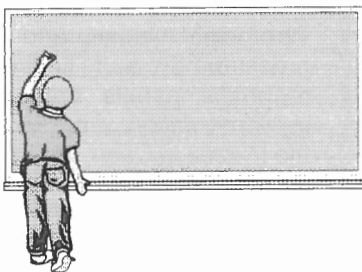
- material and energy flows ("industrial metabolism")
- technological change and the environment
- dematerialization and decarbonization
- life cycle planning, design, and assessment
- design for the environment
- extended producer responsibility ("product stewardship")
- exo-industrial parks ("industrial symbiosis")
- product-oriented environmental policy
- eco-efficiency

Editors: David Allen, John Ehrenfeld, Bruce Guile (Editor, Policy Prescriptions), Reid Lifset (Editor-in-Chief), Rachel Lombardi (Assistant Editor), Valerie Thomas (Editor, Book Reviews)

More information is available online at <http://mitpress.mit.edu/JIE> or by contacting the Circulation Department, The MIT Press, Five Cambridge Center, Cambridge, MA 02142, (617) 253-2889, fax (617) 577-1545.

Also, a review of the journal by Gilbert S. Hedstrom (very favorable) appeared in the 10 September 1998 (Volume 395) issue of *Nature*.

submitted by: Eugene A. Rosa
Edward R. Meyer Professor of Natural Resource & Environmental Policy
Washington State University



POSITION ANNOUNCEMENT

Tufts University

Community and Environmental Policy, Department of Urban and Environmental Policy

The Department of Urban and Environmental Policy at Tufts University is recruiting for a tenure-track position at the Assistant Professor level in the area of environmental policy. The Department seeks a dynamic and creative teacher with a strong environmental research agenda compatible with the Department's mission: the interdisciplinary education of professionals who are responsive to the socio-economic needs of communities, to the sustainable and equitable management of natural resources, and to the reduction of toxic substances. Ability to teach quantitative methods is desirable.

Ph.D. or equivalent preferred. Send letter of application, CV, and three letters of reference to Chair, Environmental Policy Search Committee, Department of Urban and Environmental Policy, 97 Talbot Ave., Tufts University, Medford, MA 02155. Review of applications begins on November 1, 1998 and continues until position is filled.

Tufts University is an Affirmative Action/Equal Opportunity employer. We are committed to increasing the diversity of our faculty. Members of underrepresented groups are strongly encouraged to apply.

For more information contact Professor Sheldon Krinsky, Chair, Search Committee. Phone: (617) 627-3394; Fax: (617) 627-3377; krinsky@emerald.tufts.edu

NEW GROUP

Environmental Sociology Interest Group Proposed for Eastern Sociological Society A meeting to discuss the formation of an environmental sociology interest group will be scheduled for the 1999 Eastern Sociological Society meeting in Boston, March 4-7, as part of a new interest group initiative being encouraged by Society president Margaret Anderson (see ESS Newsletter, Fall 1998, p. 2). It is proposed that these groups should be "an informal mechanism for meeting new colleagues, sharing ideas, and learning about each other's work" rather than formal entities along the lines of the ASA sections. The groups will have the opportunity to propose sessions for subsequent ESS meetings. The call for interest group formation provides an opportunity to bring together environmental sociologists and others in the Northeast who are working in a variety of areas such as environmental movements, the social construction of nature, disasters, toxic communities, environmental justice, the sociology of risk, environmentalism and popular culture, human ecology, environmental law, sociology of science, and a variety of other areas. Peter Grahame has agreed to act as facilitator for discussions regarding the formation of the environmental sociology interest group. Anyone who has suggestions regarding topics, issues, activities, goals, and resources which might play a role in forming a useful and worthwhile interest group is invited to contact Peter. (e-mail: pgrahame@erols.com; phone: 508-877-6415; regular mail to 28 Wesley Rd., Framingham, MA 01701).



MEMBER PUBLICATIONS

Farhar, Barbara C. and Jan Buhrmann. 1998. "Public Response to Residential Grid-Tied PV Systems in Colorado: A Qualitative Market Assessment," NREL/ TP-550-24004 (July).

This report discusses the qualitative study of 120 home owners interested in paying \$8000 and \$12,000 for a residential PV system tied to the utility grid is available from the National Renewable Energy Laboratory, 1617 Cole Blvd., Golden, CO 80401, e-mail request to sally_evans@nrel.gov.

A follow-up study has been done on these 120 respondents to find out whether they heard from their utility companies and whether they actually purchased PV systems. This study can be requested from barbara_farhar@nrel.gov and will be sent when it is available (early 1999).

A report on the quantitative study of a probability sample of Colorado home-owners on grid-tied PV systems is nearing completion. A related survey covers utility restructuring, comparative energy and renewable energy preferences, and environmental concerns. These can be requested from barbara_farhar@nrel.gov. The reports are expected to be available in early 1999.

Goldman, Michael, ed. 1998. *Privatizing Nature: Political Struggles for the Global Commons*. Rutgers University Press. (also published by Pluto Press, London, 1998).

Helford, Reid M. 1999. "Rediscovering the Presettlement Landscape: Making the Oak Savanna Ecosystem 'Real'." *Science, Technology, and Human Values*, Vol. 24, No. 1, pp. 54-78 (Winter).

Sonnenfeld, David A. 1998. "Logging versus Recycling: Problems of the Industrial Ecology of Pulp Manufacturing in South-East Asia," *Greener Management International*, No. 22 (October).



Carole L. Seyfrit, Associate Dean for Research and Graduate Studies at Old Dominion University, was promoted to full Professor. She was also appointed to a three-year term on the Polar Research Board, a unit of the National Research Council, which is the operational arm of the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine. The PRB provides independent analysis to the federal government on matters of science and technology affecting public policy on research needs, environmental quality, natural resources, and other issues in both the Arctic and the Antarctic.

MEMBER NEWS AND ANNOUNCEMENTS

Penelope Canan and Nancy Reichman [University of Denver] presented the early findings of their NSF-sponsored study of the expert technical panels that are largely responsible for the successful implementation of the Montreal Protocol at the 10th Annual Meeting of the Parties in Cairo, November 19th. Combining participant observation, lengthy biographical interviews, and formal network analysis of the Technology and Economic Assessment Panel over the past 10 years, Canan and Reichman document the building and maintenance of a tight knit global expert community. Their research is keenly pertinent to the future of environmental regulation of the global commons and is already being closely monitored by policy makers in the climate change arena.

Why did separatist Premier Lucien Bouchard of Quebec look so glum after winning 75 of the 124 seats in the provincial election? Why did losing Liberal leader Jean Charest receive congratulations? See the "Happenings" section of **Des. Connor's** quarterly "Constructive Citizen Participation" newsletter (Dec., '98) in the Library of his website www.connor.bc.ca/connor. This issue also has a 2,000 word article on the "Competencies for Public Participation" outlining a cluster of five functional roles and detailing the knowledge, attitudes, skills and disciplinary sources for each.

Tom Dietz, George Mason University, has been appointed chair of the U.S. National Research Council's Committee on Human Dimensions of Global Change. The committee has issued such reports as *Global Environmental Change: Understanding the Human Dimensions*; *Environmentally Significant Consumption: Research Directions and People and Pixels: Linking Remote Sensing and Social Science* (all from National Academy Press). The Committee's tasks include oversight on the US human dimensions research program and linkage with other national human dimensions efforts. The Committee also conducts workshops and issues reports on emerging areas of research and areas where research is reaching a critical mass that should be highlighted to the broader science and policy community.

Tom Dietz, George Mason University, and **Gene Rosa**, Washington State University, were invited participants at the workshop of the International Human Dimensions of Global Environmental Change Programme (IHDP)-Industrial Transformation at Boston University, 24-25 September at Boston University. The workshop, funded by the National Science Foundation, was one of eight workshops being held around the world this year to launch the IHDP's Industrial Transformation Program.

Gene Rosa, Washington State University, and **Tom Dietz**, George Mason University, are co-organizers of a symposium "Democratizing the Use of Science in Policy: Recent Advances" for the annual meetings of the American Association for the Advancement of Science in Anaheim, California, 21-26 January 1999. Participants include Stephen Schneider, Howard Kunreuther, Paul Kleindorfer, Ortwin Renn, Carlo Jaeger, Margaret Shannon, and Paul Stern.