

**Environmental Studies (ENV) 202:
Environmental Social Sciences
ENV 202**

Davidson College

Fall 2011

Class Times: Monday, Wednesday, and Friday, 9:30 a.m. - 10:20 a.m.

Class Location: Chambers 3155

Graham Bullock

Political Science/Environmental Studies

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Office Hours: TU 1:30-4:00; TH 1:30-4:00

Matt Samson

Anthropology

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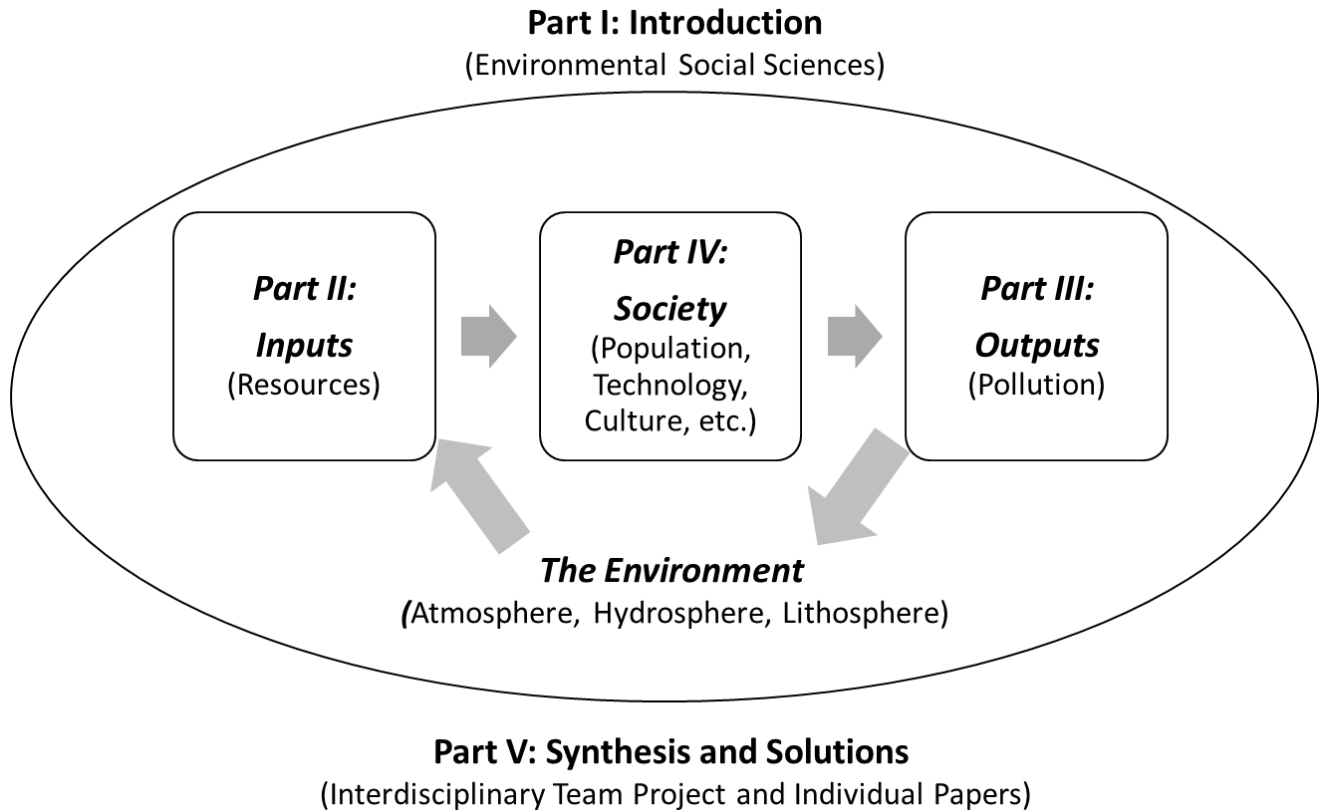
Office Hours: M 2:30-3:30; TH 2:30-3:30

COURSE INTRODUCTION

This course provides an overview of social science approaches to environmental issues. As a required course for the environmental studies major, the course takes a problem-based and topical approach to the study of interactions between society and the environment. Students in the course will learn to integrate concepts and the qualitative and quantitative methods of the social sciences (primarily anthropology, economics, geography, political science, and sociology) in interdisciplinary analyses of environmental issues. The course's content addresses significant environmental issues relating to society's utilization of natural resources, the environmental pollution created by society, and society's efforts to create a more "sustainable" future. Important institutional, market, demographic, and cultural dynamics that are relevant to these issues will be covered, as will concepts such as sustainable development, environmental justice, indigenous knowledge, sustainability paradigms, the tragedy of the commons, and environmental externalities. The course concludes with an interdisciplinary analysis of a particular environmental issue that includes both team and individual components. This final project will help students synthesize the knowledge and skills gained throughout the semester.

The course will be structured in five units, building on the model of society-environment interactions presented in the diagram below.

- **Unit I: Introduction** (Weeks 1–2)
 - The Social Sciences, the Environment and Interdisciplinarity
- **Unit II: Resources and Society** (Weeks 3-6)
 - Food, Water, and Energy/Materials
- **Unit III: Pollution and Society** (Weeks 7-10)
 - The Problem of Pollution, Pollution and Public Policy
- **Unit IV: Sustainability and Society** (Weeks 11-14)
 - Population and Consumption, Framings and Paradigms, Environmental Justice, Scale, Communities, China, Guatemala, Overarching Trends
- **Unit V: Synthesis and Solutions** (Weeks 15-16)
 - Team Presentations and Individual Paper Relating to a Specific Environmental Problem



COURSE GOALS

This course has four major goals:

- To introduce students to the core concepts and methods of the social sciences – anthropology, economics, geography, history, political science, and sociology.
- To enable students to apply concepts and methods from the social sciences to a range of environmental issues relating to natural resource utilization, environmental pollution, and sustainability.
- To expose students to some of the classic academic literature from these fields relating to society and the environment.
- To improve students' ability to analyze diverse forms and sources of knowledge and integrate them into their own perspectives and opinions about society and the environment.

This course is designed to complement both introductory and advanced courses in other departments and to help students connect ideas learned in those courses to environmental problems. It is not designed to be a substitute for introductory courses in any of the related disciplines.

This course is also not designed to be a comprehensive environmental studies or environmental science course, but should be viewed as one component of the broader environmental studies core curriculum at Davidson. ENV 201, Environmental Science, will introduce and use concepts and methods from the

natural sciences – biology, chemistry, physics, and geology – to explore the physical interactions between society and the environment. ENV 203, Environmental Humanities, will introduce ideas from the humanities – religion, literature, philosophy, and history – to explore the normative dimensions of humanity’s relationship with the environment. While we will touch on these areas in ENV 202, we will leave them for deeper exploration in the other core courses. Our focus will be on how the structures and dynamics of human society impact, and are impacted by, the natural environment.

COURSE MATERIALS

Instead of textbooks, the course has been developed around the series of readings listed in the course outline below. Links to the readings, either through databases available in the library or posted in .pdf format, are available on the ENV 202 site in the Moodle course management system. Occasionally students will also need to extract readings from books available in digital format through the Ebrary network available through the college library. Please familiarize yourself with checking out books through this system as soon as possible.

PARTICIPATION AND ASSIGNMENTS

This course is structured to combine lecture and discussion in a style that requires your active participation. Such participation begins by attending class regularly, asking good questions, and contributing to class discussions. All of this, naturally, presupposes that you will have completed reading assignments before class. Class attendance is expected, and you are also expected to respect your classmates and the instructors by arriving for class on time and remaining until the end. Occasional video materials used to supplement our readings are integral to the course and should be treated as such. Because the class requires a commitment to dialogue between students and the professor, absences and marginal participation will have a negative impact on your grade.

An additional note about classroom etiquette: During lectures all cell phones, MP3 players, and other mobile devices should be turned off. If using a laptop or notebook for notetaking purposes, the wireless capability should also be disabled. Surfing the internet during class is both disrespectful and distracting to other students. Violation of this policy will result in a meeting with the professors and a second violation could jeopardize your standing in the course.

Often there will be questions of fact or contention that come up in class that we will be tempted to look up on the spot to resolve or to make a point. As rewarding as this can be in everyday life, it is usually a distraction in the classroom setting. We still want to know, however, the answers to the questions that come up, so we will also have designated “Fact Checkers” who will be “on call” for each class and asked to post the answers (or links to discussions of them) on Moodle, where the discussion can continue in the Forum section. This will be a part of your participation grade.

Grading in this course will follow the system outlined in the Davidson Catalog and consist of the following components:

Attendance and Class Participation	15%
Take-Home Reviews for Each Course Unit	55%
Unit I Response Paper (2 Pages)	10%
Unit II Review	15%
Unit III Review	15%
Unit IV Review	15%
Final Synthesis Assignments	30%
Individual Paper (5-7 Pages)	15%
Team Presentation	15%
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Total	100%

The first review will be a brief writing exercise dealing with interdisciplinary approaches to environmental studies. Reviews for Units II-IV will combine identifications, conceptual short-answer questions, and a brief analytical essay. Reviews will be posted on Moodle on Wednesday of the week indicated and be due at the beginning of class on the Friday of the same week. Late assignments will be graded down a half-letter grade for each day they are late.

The final group project will have a written (5-7 pages) component and an oral presentation (approximately 10-15 minutes per group) during the last two weeks of class. This will be an opportunity to synthesize your learning in the course. Further details will be provided after the semester fall break.

The professors will coordinate grading of papers, presentations, and reviews so that evaluations are consistent and fair. They will determine all final grades as a team.

Excused absences and changes in deadlines will be approved upon evidence of extenuating circumstances. Excused absences are granted only for serious personal illness or injury, family emergency, or authorized college activity, and generally require documentation from college officials. It is your responsibility to request an excused absence or an extension to a deadline as soon as you possibly can.

Important Note: All written work should be submitted in hard copy at the beginning of class on the due date. Text should be in a regular 12 point font, and the paper should have 1 inch margins on each side. Copies of all assignments should also be uploaded to Moodle so that there can be no question about your having completed the work.

ACADEMIC INTEGRITY AND THE DAVIDSON HONOR CODE

As a student at Davidson College, you are expected to uphold the highest standards of academic integrity. For this community of learning, these standards are embodied in the Honor Code, and any violation of that code will be dealt with as stipulated. Should an ambiguous situation arise in your writing or other assignments, by all means seek clarification before determining a course of action. All written work should be your own or properly documented as having come from another source.

COURSE OUTLINE AND READINGS

The course outline below lists the topics we will cover each day and week of the semester, and includes the readings associated with each topic. With the exception of the first day of the course, students should read these materials before the class for which they are assigned and be prepared to discuss them. For your convenience and planning purposes, we have included each reading's approximate number of pages in parentheses after the bibliographic information. Readings average around 75 pages per week, and the maximum assigned in a week is approximately 120 pages (the minimum is approximately 30 pages). The average number of pages assigned on a particular day is 30, but can be as high as 62 and as low as 5. Keep in mind, however, that some materials are more dense than others, and will take longer to read and comprehend than the average text.

We are happy to accommodate students with learning or physical disabilities. Please identify yourself to us and have the College provide the appropriate documentation so that we can provide you with the appropriate learning experience.

Important Note: Your instructors reserve the right to make modifications to this outline and list of readings if in their judgment the flow of the course is best served by such adjustments.

Unit I: An Introduction to Social Sciences and the Environment

This first part of the course sets the stage for the rest of the semester and introduces the relevance of the social sciences to environmental studies. We will begin with the concept of the "Anthropocene" and humanity's impact on the environment, which foreshadows many of the themes of the course.

August 22: The Anthropocene and the Environmental Social Sciences

"Welcome to the Anthropocene" (*The Economist*, 26 May 2011). (2)

"The Anthropocene: A Man-Made World" (*The Economist*, 26 May 2011). (5)

August 24: Economics and the Environment

Backhouse, R. E, and S. G Medema. 2009. On the Definition of Economics. *Journal of Economic Perspectives* 23, no. 1: 221-233. (12)

Solow, R. M. 1993. Sustainability: An Economist's Perspective. *Economics of the Environment: Selected Readings* 3: 179-187. (8)

Daly, Herman E., and Joshua Farley. 2004. *Ecological Economics: Principles and Applications*. Island Press, xvii – xxiv, 3-13. (17)

August 26: Political Science and the Environment

Grigsby, Ellen. 2008. *Analyzing Politics: An Introduction to Political Science*. Cengage Learning, 12-41 and 43-58. (44)

Dietz, Thomas, Elinor Ostrom, and Paul C. Stern. 2003. The Struggle to Govern the Commons. *Science* 302, no. 5652 (December 12): 1907-1912. (5)

August 29: Anthropology and Sociology: Ethnographic Methods, Culture, and Society

Chapter 2, James Peacock, *The Anthropological Lens* (Ebrary volume), 62-112. (50)
Buttel, Frederick H., and Craig H. Humphrey. 2002. Social Theory and the Natural Environment. In *Handbook of Environmental Sociology*, ed. Riley E. Dunlop and William Michelson, 33-69. Westport, Connecticut: Greenwood Press. (12)

August 31: Geography and the Environment

Buttel and Humphrey, continued. (26)
Wainwright, Joel. 2010. Climate Change, Capitalism, and the Challenge of Transdisciplinarity. *Annals of the Association of American Geographers* 100(4): 983-991. (11)

September 2: Social Sciences, the Environment, and “Interdisciplinarity”

Brewer, G. D. 1999. The Challenges of Interdisciplinarity. *Policy Sciences* 32, no. 4: 327-337. (10)
Uiterkamp, A. J.M, and C. Vlek. 2007. Practice and Outcomes of Multidisciplinary Research for Environmental Sustainability. *Journal of Social Issues* 63, no. 1: 175-197. (22)

UNIT I RESPONSE PAPER (2 PAGES) DUE AT THE BEGINNING OF CLASS
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Unit II: Resources and Society

It is often said that humans have three basic needs – “food, water, and shelter.” In this part of the course, we use these three needs as case studies to explore the mechanisms by which society acquires and distributes resources for its survival. Each week we will cover a different resource need, using perspectives from the different social sciences to illuminate how society attempts to satisfy those needs. We will interpret “shelter” broadly to encompass both energy and materials, with a particular focus on metal mining, forests, and global commodity chains. We will read a mix of classic and contemporary papers to introduce both important theoretical concepts and recent data related to the topic of resources and society, and will discuss a major current controversy relating to each resource need.

FOOD

September 5: Agriculture and the Commons

Hardin, Garrett. 1968. The Tragedy of the Commons. *Science* 162(3859): 1243-1248. (6)
Costanza, Robert, et al. 1997. The Value of the World’s Ecosystem Services and Natural Capital. *Nature* 387: 253-260. (7)
Food and Water Watch Fact Sheet on “Factory Farmed Hogs in North Carolina.” (4)

September 7: Food Systems and Culture

Lind, David, and Elizabeth Barham. 2004. The Social Life of the Tortilla: Food, Cultural Politics, and Contested Commodification. *Agriculture and Human Values* 21: 47-60. (14)
Tilman, David, Kenneth G. Cassman, Pamela A. Matson, Rosamond Naylor, and Stephen Polasky. 2002. “Agricultural Sustainability and Intensive Production Practices.” *Nature* 418: 671-677. (6)

September 9: The Green Revolution

R. E. Evenson and D. Gollin. 2003. Assessing the Impact of the Green Revolution, 1960-2000 *Science* 300(5620): 758-762. (5)

Shiva, Vandana. 2008. The Continuing Violence of the Green Revolution. *Kisan World* (August): 60-61. (2)

WATER

September 12: Water: An Introduction

“For Want of a Drink” (*The Economist* 20 May 2011). (4)

Howitt, Richard, and Kristina Hansen. 2005. The Evolving Western Water Markets. *Choices: The Magazine of Food, Farm and Resource Issues* 20, no. 1: 49–51. (3)

September 14: The Human Right to Water

Gleick, P. H. 1998. The Human Right to Water. *Water Policy* 1, no. 5: 487–503. (16)

September 16: Water Privatization

Gleick, P. H, G. Wolff, E. L Chalecki, and R. Reyes. 2002. *The New Economy of Water. The Risks and Benefits of Globalization and Privatization of Fresh Water*. Pacific Institute, 1-44. (44)

MATERIALS, ENERGY, AND SOCIETY

September 19: Metal Mining, Communities, and the Environment

Earthworks and Oxfam America. 2004. Dirty Metals Mining, Community and the Environment. (32)

September 21: Forest Resources and Community Tenure

Ankersen, Tom and Grenville Barnes. n.d. Inside the Polygon: Emerging Community Tenure Systems and Forest Resource Extraction. University of Florida (manuscript). (19)

Couto Pereira, Simone Novotny. 2010. Payment for Environmental Services in the Amazon Forest: How Can Conservation and Development Be Reconciled? *The Journal of Environment and Development* 19(2): 171-190. (20)

September 23: Four Case Studies of Global Value Chains

Gereffi, Gary, John Humphrey, and Timothy Sturgeon. 2005. The Governance of Global Value Chains. *Review of International Political Economy* 12, no. 1: 78-100. (22)

September 26: A Commodity Chain Analysis

Ribot, Jesse C. 1998. Theorizing access: Forest profits along Senegal's charcoal commodity chain. *Development and Change* 29(2): 307-341. (35)

September 28: Discussion, Questions and Catch-Up

Unit II Take-Home Review Distributed After Class

September 30: Unit Review Discussion and Synthesis

UNIT II TAKE-HOME REVIEW DUE AT THE BEGINNING OF CLASS

Unit III: Pollution and Society

Humans not only impact the environment by what they use from it, but also by what they leave behind in it. After discussing some of nature's "inputs" into human society in the last section, we now turn to some of the "outputs" that it creates. Our consideration gives particular attention to issues of governance in relation to these outputs.

October 3: Histories of Pollution

Markham, Adam. 1994. *A Brief History of Pollution*. Palgrave Macmillan, October. (11)
McNeill, John Robert. 2001. *Something New Under the Sun: An Environmental History of the Twentieth-Century World*. W. W. Norton & Company, April 26, 50-83. (33)

October 5: Economics of Pollution

Coase, R. H. 1960. The Problem of Social Cost. *Journal of Law and Economics* 3: 1-44. (20)
Ruff, L. E. 1970. The Economic Common Sense of Pollution. *The Public Interest* 19: 69-85. (14)
Daly, Herman E., and Joshua Farley. 2004. *Ecological Economics: Principles and Applications*. Island Press, 175-180. (5)

October 7: Technology, Growth, and Pollution

Chertow, Marian R. 2000. The IPAT Equation and Its Variants. *Journal of Industrial Ecology* 4, no. 4 (October 1): 13-29. (16)
Dasgupta, S., B. Laplante, H. Wang, and D. Wheeler. 2002. Confronting the Environmental Kuznets Curve. *The Journal of Economic Perspectives* 16, no. 1: 147-168. (21)

FALL BREAK—10 OCTOBER

October 12: Policy Instruments and Impacts

- Goulder, L. H, and I. W.H Parry. 2008. Instrument Choice in Environmental Policy. *Review of Environmental Economics and Policy* 2, no. 2: 152. (22)
- Harrington, Winston, Richard D. Morgenstern, and Thomas Sterner. 2004. Overview: Comparing Instrument Choices, in *Choosing Environmental Policy: Comparing Instruments and Outcomes in the United States and Europe*. RFF Press, September 16, 1-23. (23)

October 14: Regulation-Based Governance

- Rosenbaum, Walter A. 2010. Command and Control in Action: Air and Water Pollution Regulation, in *Environmental Politics and Policy*. 8th ed. CQ Press, August 1, 195-236. (41)

October 17: Treaty-Based Governance

- O'Neill, Kate. 2009. State-Led Global Environmental Governance: International Cooperation and Regime Formation, in *The Environment and International Relations*. Cambridge University Press, February 2, 71-102. (31)
- DeSombre, E. R. 2000. Experience of the Montreal Protocol: Particularly Remarkable, and Remarkably Particular, The. *UCLA Journal of Environmental Literature & Policy* 19: 49-77. (28)

October 19: Information-Based Governance

- Bullock, Graham. 2011. What are "Green Grades?" Theoretical Perspectives on Eco-Labels, Green Ratings, and Information-Based Environmental Governance, in *Green Grades: The Popularity and Perceived Effectiveness of Information-Based Environmental Governance Strategies*. Dissertation, University of California, Berkeley, 8-30. (22)
- Hamilton, James T. 2005. *Regulation through Revelation: The Origin, Politics, and Impacts of the Toxics Release Inventory Program*. Cambridge, UK: Cambridge University Press, August 29, 1-9. (9)

October 21: Market-Based Governance

- Stavins, Robert N. 1st Quarter 2005. Lessons Learned from SO₂ Allowance Trading. *Choices: The Magazine of Food, Farm, and Resource issues*. 20(1):53-57 (5).
- Harrington, Winston, Richard D. Morgenstern, and Thomas Sterner. 2004. *Choosing Environmental Policy: Comparing Instruments and Outcomes in the United States and Europe*. RFF Press, September 16 (Selections to be assigned in class, approximately 20 pages in length).

October 24: Private Governance

- Cashore, Benjamin. 2002. Legitimacy and the Privatization of Environmental Governance: How Non-State Market Driven (NSMD) Governance Systems Gain Rule-Making Authority. *Governance: An International Journal of Policy and Administration* 15, no. 4: 503-529 (21).
- Darnall, Nicole, and Stephen Sides. 2008. Assessing the Performance of Voluntary Environmental Programs: Does Certification Matter? *Policy Studies Journal* 36, no. 1 (February 1): 95-117 (20).

October 26: Discussion, Questions and Catch-Up

Unit III Take-Home Review Distributed After Class

October 28: Unit Review Discussion and Synthesis

UNIT III TAKE-HOME REVIEW DUE AT THE BEGINNING OF CLASS
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Unit IV: Sustainability and Society

After exploring both the environmental inputs (resources) and outputs (pollution) of society, our focus now becomes society itself. What would a sustainable society look like? For example, the size, composition and activities of the human population has profound effects on both what it consumes and what it produces, and requires our attention as well. Building on the insights from the famous I=PAT equation (Impact = Population x Affluence x Technology), we know that both a population's size and its level and type of consumption are critical in understanding its impact. Our discussion of sustainability will therefore explore the interrelationship between population and consumption in different places and time frames.

We will also look at how different segments of society discuss sustainability (and climate change in particular) using different cultural framings and paradigms. One particular frame we will discuss in more detail is the concept of "environmental justice," and its implications for sustainability efforts. We will also analyze the effects of scale on sustainability, and how the social sciences can help us understand those effects. We will also investigate the relationship between communities and sustainable development, first more generally and then through two cases studies of China and Guatemala. We will conclude the unit with two readings that discuss several overarching trends relating to sustainability and society.

October 31: Population and Consumption

McKibben, Bill. 1998. A Special Moment in History. *Atlantic Monthly* 281(5): 55-78. (24)

"Population: Special Section." *Science*, 333(6042): 539-546. (7)

Montenegro, Maywa. 2011. Is Population a Problem? *SEED Magazine*, 15 August. (5)

November 2: Climate Change, Cultural Framings and Sustainability Paradigms

Davidson, C. 2000. Economic Growth and the Environment: Alternatives to the Limits Paradigm. *BioScience* 50, no. 5: 433-440. (7)

Hoffman, A. J. 2011. Talking Past Each Other? Cultural Framing of Skeptical and Convinced Logics in the Climate Change Debate. *Organization & Environment* 24, no. 1: 3-21. (18)

Harriss, Robert, and Bin Shui. 2010. Consumption, Not CO2 Emissions: Reframing Perspectives on Climate Change and Sustainability. *Environment* December, 5-15. (11)

November 4: Environmental Justice and Sustainability

- Selin, Noelle E., Elsie M. Sunderland, Christopher D. Knightes, and Robert P. Mason. 2010. Sources of Mercury Exposure for U.S. Seafood Consumers: Implications for Policy. *Environmental Health Perspectives* 118(1): 137-143. (7)
- Fjord, Lakshmi. 2010. Making and Unmaking “Vulnerable Persons:” How Disasters Expose and Sustain Structural Inequalities. *Anthropology News* 52(7): 13-15. (3)
- Mohai, Paul, David Pellow, and J. Timmons Roberts. 2009. Environmental Justice. *Annual Review of Environment and Resources* 34: 405–30. (26)

November 7: Scale and Sustainability

- Chapter 5, Emilio Moran, Multi-Scale and Multi-Temporal Analysis, in *Environmental Social Science: Human-Environmental Interactions and Sustainability*, 93-111. (18)
- McDonald, Robert I. Pamela Green, Deborah Balk, Balazs M. Fekete, Carmen Revenga, Megan Todd, and Mark Montgomery. 2011. Urban growth, climate change, and freshwater availability. *Proceedings of the National Academy of Sciences* 108(15): 6312-6317. (6)
- Wilk, Richard. 2006. “But the Young Men Don’t Want to Farm Any More:” Political Ecology and Consumer Culture in Belize. In *Reimagining Political Ecology*, ed. Aletta Biersack and James B. Greenberg, Durham and London: Duke University Press, 149-170. (22)

November 9: Communities and Sustainability

- Wendell Berry selection on community and sustainability (to be determined)
- Liu, L. 2008. Sustainability Efforts in China: Reflections on the Environmental Kuznets Curve Through a Locational Evaluation of Eco-Communities. *Annals of the Association of American Geographers* 98, no. 3: 604–629. (25)

November 11: China and Sustainability

- Liu, Jianguo, and Jared Diamond. 2005. China’s Environment in a Globalizing World. *Nature* 435, no. 7046 (June 30): 1179-1186. (7)
- Bullock, Graham. 2003. Creating Positive Synergies in Mountain-Based Ecotourism Development: Case Studies from the Yunnan Great Rivers Project. In *2nd International Montane Mountain Southeast Asia (MMSEA II) Conference Proceedings*, 567-576. (10)

November 14: Guatemala and Sustainability

- Prado Córdova, J. P., S. E. Gramajo, Sven Wunder, C. Smith Olsen. 2008. Collective Boundaries and Forest Dependency in the Western Highlands of Guatemala, paper for Governing Shared Resources Conference (Cheltenham, England). (21)
- Veteto, James R., and Joshua Lockyer. 2008. Environmental Anthropology Engaging Permaculture: Moving Theory and Practice Toward Sustainability. *Culture and Agriculture* 30, nos.1 and 2: 47-58. (12)

November 16: Overarching Trends

- Lemos, Maria Carmen, and Arun Agrawal. 2006. Environmental Governance. *Annual Review of Environment and Resources* 31, no. 1: 297-319. (23)
- York, R., E. A Rosa, and T. Dietz. 2009. A Tale of Contrasting Trends: Three Measures of the Ecological Footprint in China, India, Japan, and the United States, 1961-2003. *American Sociological Association* 15, no. 2, 134-144. (11)

November 18: Discussion, Questions and Catch-Up

Unit IV Take-Home Review Distributed After Class

November 21: Unit Review Discussion and Synthesis

UNIT IV REVIEW DUE AT THE BEGINNING OF CLASS

THANKSGIVING BREAK — NOVEMBER 23 – 27

Unit V: Synthesis and Solutions

November 28 Team Meetings and Discussions

November 30: Team Meetings and Discussions

December 2: Team Meetings and Discussions

December 5: TEAM PRESENTATIONS OF FINAL GROUP PROJECT

December 7: TEAM PRESENTATIONS OF FINAL GROUP PROJECT

FINAL PAPER COMPONENT OF GROUP PROJECT DUE DECEMBER 9 BY 5 PM

Additional Course Resources

The Davidson Library

The Davidson Library has a great range of resources that are designed to enhance your learning, from its extremely dedicated staff to its extensive online databases. It will be helpful to your diving deeper into the issues and topics we discuss, and invaluable in your work on your final research project.

The Writing Center

For students who want to improve the quality of their writing, the Writing Center provides a wide range of support to improve the writing skills of Davidson College students. Through collaboration with a tutor, students can assess their own writing process and learn to write more effectively. Ultimately, the Writing Center strives to create better writers, not just better papers. In the Writing Center, trained peer tutors will work with students at any stage in the writing process – from pre-writing to fine-tuning a finished draft – and for assignments in classes across the curriculum or for personal projects such as cover letters. The Writing Center is open Sunday through Thursday, 2-4 p.m. and 8-11 pm and is located, along with the Speaking Center, in the north basement of Chambers, room B039. More information about the Writing Center and its services is available at their website, <http://www3.davidson.edu/cms/x11014.xml>.

The Speaking Center

For those students who would like to improve their public speaking skills, the Speaking Center at Davidson College offers the services of trained student tutors to support speaking across the curriculum. At any point of the process, from selecting a set of arguments to delivering a speech, the Center can assist students in learning to speak, and speaking to learn. No appointment is necessary; tutors see students on a first-come, first-served basis. Located in Chambers B39 in the north basement, the Speaking Center includes private rooms, a camera and playback equipment, and resource materials to help students collaborate with tutors. Students wishing to keep copies of their presentations can bring recordable DVDs (available in the Bookstore). The Speaking Center is open Sunday through Thursday from 9-11 pm. You are encouraged to come early; help is more readily available at 9 pm than at 10:45 pm. More information about the Speaking Center is available at <http://www3.davidson.edu/cms/x15986.xml>.

Study Skills and Time Management Support

For those of you interested in improving your study skills and time management skills, the Center for Teaching and Learning has produced several useful videos that are hosted on its website. These videos discuss how to reduce your anxiety around coursework, “strategic studying,” and Time Management using Outlook. We encourage everyone to check these resources out if they have not already. The website address for these videos is <http://coursemedia.davidson.edu/department/ctl.php#>.