

## Term Information

Effective Term Spring 2021  
[Previous Value](#) Summer 2012

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Online approval

**What is the rationale for the proposed change(s)?**

Offering this class in an online format allows improved access to a diverse group of students—those who may not be able to attend in-person classes because of personal circumstances and/or geographical location—and thus allows the history department and the university to provide increased educational opportunities to all students. Providing permanent online course options that most effectively work with students' needs also promotes enhanced enrollment possibilities within the History Department, as this will generate revenue. Overall, this change to permit full online delivery is consistent with the History Department's goals of greater outreach to students, and flexibility in instructional/pedagogical approaches. The shift to permit DL designation for this course will not entail any additional fiscal or logistical commitments on the part of the instructor or Department.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

N/A

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2700
Course Title	Global Environmental History
Transcript Abbreviation	Global Env Hist
Course Description	Global overview of the ecology of the human condition in past time, stressing climate change, earth systems, technology, energy, demography, and human cultural-economic revolutions.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<a href="#">Previous Value</a>	<a href="#">Yes, Greater or equal to 50% at a distance</a>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Recitation, Lecture

Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx.
Exclusions	
<a href="#">Previous Value</a>	Not open to students with credit for 366.01.
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Human, Natural, and Economic Resources; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

## Course Details

Course goals or learning objectives/outcomes

- Understanding of the history of our lived environment

[Previous Value](#)

Content Topic List

- Global human history
- Climate change
- Earth systems
- Technology
- Energy
- Demography
- Health
- Disease
- Human cultural-economic revolutions
- Natural disasters
- Drought
- Deforestation

**COURSE CHANGE REQUEST**  
2700 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
10/14/2020

**Sought Concurrence**

No

**Attachments**

- Checklist - Hist 2700.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)*
- DL 2700 syllabus.docx: Online Syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*
- 2700 GE Assessment Plan.docx: Assessment Plan  
*(GEC Course Assessment Plan. Owner: Heikes,Jacklyn Celeste)*

**Comments**

- No in-person syllabus for this course exists, as it has always been taught online or as a hybrid. A fully online syllabus has been provided, as the instructor decided to seek online approval as opposed to hybrid. The amended assessment plan is attached. *(by Heikes,Jacklyn Celeste on 10/13/2020 04:15 PM)*
- The GE Assessment plan for GE Social Science—Human, Natural, and Economics Resources requested by the Panel has not been included. *(by Vankeerbergen,Bernadette Chantal on 10/12/2020 03:05 PM)*
- Once the work with ASCTech (or ODEE/equivalent college support team for non-ASC units) is completed, the course request should be submitted via curriculum.osu.edu with the following attachments
  - (1) a complete syllabus for the distance learning course,
  - (2) a syllabus for the class version of the course (if applicable)
  - (3) the completed Distance Learning Course Component Technical Review Checklist (or equivalent documentation for non-ASC units),
  - (4) for existing GE courses that are being converted to a distance learning format: an updated GE assessment plan that is specific to the distance learning format. *(by Heysel,Garett Robert on 05/30/2020 11:57 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	05/29/2020 04:52 PM	Submitted for Approval
Approved	Elmore,Bartow J	05/29/2020 09:07 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	05/30/2020 11:57 PM	College Approval
Submitted	Heikes,Jacklyn Celeste	06/24/2020 04:38 PM	Submitted for Approval
Approved	Elmore,Bartow J	06/25/2020 07:25 AM	Unit Approval
Approved	Heysel,Garett Robert	06/25/2020 08:40 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/28/2020 04:43 PM	ASCCAO Approval
Submitted	Heikes,Jacklyn Celeste	10/02/2020 01:21 PM	Submitted for Approval
Approved	Elmore,Bartow J	10/02/2020 01:44 PM	Unit Approval
Approved	Haddad,Deborah Moore	10/02/2020 02:27 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/12/2020 03:06 PM	ASCCAO Approval
Submitted	Heikes,Jacklyn Celeste	10/13/2020 04:15 PM	Submitted for Approval
Approved	Elmore,Bartow J	10/14/2020 07:31 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/14/2020 01:36 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	10/14/2020 01:36 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

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# **SYLLABUS: HIST 2700 GLOBAL ENVIRONMENTAL HISTORY [DISTANCE LEARNING VERSION]**

## **Course overview**

### **Instructor**

Instructor: Prof. White

Email address: white.2426@osu.edu

Phone number (office messages): 614-292-5596

Office hours: Thursdays 3-4pm on Zoom. Students may also make appointments to speak with the instructor in person or by phone.

### **Teaching Assistants**

[TBD]

### **Course description**

In this course, we explore how humans have shaped the environment and how the environment has shaped human history from prehistory to the present. Our topics will range from fire to deforestation to climate change. Students will learn the essential background to major environmental issues and consider how history might (or might not) help us confront environmental challenges in the present and future.

### **Course learning outcomes**

By the end of this course, students should successfully be able to:

- Identify major environmental factors and events that influenced global and regional human histories, including disease, climate variability,

- Identify approximately when, where, and to what degree human activity has shaped several dimensions of the global environment, including megafaunal biodiversity, introduction of invasive species, habitat loss, air and water quality, and climate.
- Discuss the evolving interactions among ideas, politics, technologies, and economic incentives in human attitudes toward the environment and natural resources.
- Examine how environmental histories can and should (or shouldn't) inform present environmental policies.

## **GE Historical Study**

**Goals of GE Historical Study:** Students recognize how past events are studied and how they influence today's society and the human condition.

### **Expected Learning Outcomes of Historical Study**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

### **How This Course Meets Historical Study ELOs**

1. Students weigh the role of environmental factors and changes in the diverging local and national histories and long-term historical change.
2. Students examine the origins of contemporary environmental challenges, politics, and policies; students write an essay connecting environmental histories to present environmental understandings and policies.
3. Students reads and discuss debates on major topics in environmental history and analyze primary source materials for original information and perspectives on major events in environmental history.

## **GE Social Science: Human Natural and Economic Resources**

**Goals of GE Social Science:** Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

### **Expected Learning Outcomes of Human Natural and Economic Resources**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.

2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

#### **How This Course Meets Historical Study ELOs**

1. Students learn several key theories of human, natural, and economic resources and apply them to specific issues in environmental history, including “shifting baselines”, “tragedy of the commons”, path dependency, and Jevon’s paradox.
2. Students examine multiple historical case studies of natural resource (mis)management, their outcomes, competing interpretations by historians, and potential lessons for current environmental challenges.
3. Through both primary and secondary sources, students learn about the history of ideas concerning sustainability and the relation between population and resources, and especially debates over Malthusian views of population and resource limits.

## **GE Diversity: Global Studies**

**Goals of Diversity:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

#### **Expected Learning Outcomes of Diversity: Global Studies**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

#### **How This Course Meets Historical Study ELOs**

1. Students learn about environmental history from an international and global perspective. Every lesson contains at least one case study from outside the United States.
2. Students examine the history of the environmental movement and environmental policy in comparative and global context, especially the parallels and divergences between environmentalism in the United States, Western Europe, and Japan, on the one hand, and developing nations including China, India, and Brazil, on the other.

## Course Credits:

This course fulfills GE Historical Studies, GE Social Science: Human Natural and Economic Resources, and GE Diversity: Global Studies. Within the history major, this course could be counted as either Group A or Group B, and either pre- or post-1750 for the major in history. Please speak with your adviser for clarification on how this course can help you complete your degree.

## Course materials

### Required

John R. McNeill and Peter Engelke, *The Great Acceleration: An Environmental History of the Anthropocene since 1945* (Cambridge, MA: Harvard Belknap, 2016).

There are many inexpensive paperback and electronic copies available through online bookstores (the Kindle version is fine for this class, too).

All of your other class readings, and links to all online materials including podcasts, will be posted on the course Carmen site. Reading during the first half of the course will come mainly from: McNeill, J. and E. Mauldin, eds. *A Companion to Global Environmental History*. Chichester: Wiley-Blackwell, 2012, which is available for free electronically through our library.

## Course technology

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

### Necessary software

- Microsoft Office (available free to all OSU students)

# Grading and faculty response

## Grades

Assignment or category	Points
Quizzes	115
Discussion Posts	120
Writing Exercises	120
Topic Selection and Prospectus	50
Essay Draft	55
Peer Review	50
Essay	250
Midterm	120
Final Exam	120
<b>Total</b>	<b>1000</b>

See course schedule, below, for due dates

## Explanation of Lessons and Assignments

Each lesson has several required components, which must be completed in order. These components may include the following:

1. A brief introductory presentation explaining the lesson;
2. A series of short presentations and videos presenting the content;
3. A reading assignment;
4. A brief quiz on the presentations, videos, and reading (which may be retaken up to one time);
5. A short writing assignment, often based on an accompanying by a short reading or video;
6. A discussion within a small group discussion forum, which you will post to at least once.

All material for the **first lesson each week is due by Tuesday 5pm**; all material for the **second lesson each week is due Thursday 5pm**. If there is only one lesson in a week, then all material is due by Thursday 5pm. Students who miss these deadlines may not submit late writing



assignments and discussion posts, but they may request a make-up assignment (see below). You may start on the next week's lessons at Thursday 5pm each week.

You will write a **class paper** that applies information and ideas from the course and additional readings to issues in environmental policy or public history. The paper has four steps: (1) topic selection and prospectus; (2) rough draft; (3) peer review; (4) final paper. Detailed instructions on each of these steps will be provided in advance of the due date.

In the **prospectus**, you will select which topic you will write about and briefly state your ideas on the topic.

The **rough draft** should be as close as possible to a complete paper, with a thesis and supporting arguments and evidence; however, it will not be marked down for mistakes or omissions that can be corrected in the final paper. All students must submit a rough draft in order to participate in the peer review exercise. You will also receive feedback on your rough draft from an instructor.

The **peer review assignment** will give you a chance to give and receive writing advice from your fellow students. Instructors will assign two peer reviewers to each paper, which means that each of you will review two papers on a topic other than your own. Please note the discussion and communication guidelines below when you complete your peer review.

The **final paper**, due at the end of the semester, should improve on your rough draft, drawing on the advice from your fellow students and instructors, as well as information ideas from the final lessons in the course. Detailed instructions will be posted on Carmen.

The course will have cumulative **midterm and final exams**. These will test core concepts from the course. There will be a review session before each exam. Please contact an instructor well in advance if there is a chance you will not be available during the midterm or final exam time.

## Late assignments

Required writing assignments and discussion posts may not be submitted late for any grade. Students unable to complete the writing assignment or required discussion post for a lesson may request a make-up assignment. Except in extraordinary circumstances, students are unlikely to be permitted more than three make-up assignments for the course. Other late assignments will be marked down by 10% for each day late, weekends included.

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C

70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

### E-mail

Instructors will reply to e-mails by the end of the following school day. Note that this means emails sent on over the weekend may not be answered until the following Monday evening.

### Discussion board

I will check and reply to messages in the discussion boards every **48 hours on school days**.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST TWICE PER WEEK**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**  
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums: TWICE PER WEEK**  
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Academic integrity policy

#### Ohio State's academic integrity policy

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

### Policies for this online course

- **Quizzes and exams:** You must complete all quizzes and exams yourself, without any external help or communication. You may use your own typed or written notes during quizzes and exams but not anyone else's, nor should you try to look up information in the textbook or online during quizzes and exams. (Remember: they are timed anyway, so you won't have time to do so).
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the Chicago Manual of Style "notes and bibliography" format to cite the ideas and words of your research sources (see: [http://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)). You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel ask ahead of time. You will receive formal peer review and comments from fellow students and your instructors on your essay rough draft.

For more about academic advising offered on Ohio State's main campus, please visit

<http://advising.osu.edu/welcome.shtml>

For further information about student services offered on Ohio State's main campus, please visit: <http://ssc.osu.edu>

## Accommodations for accessibility

### Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can

privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slids@osu.edu](mailto:slids@osu.edu); 614-292-3307; [slids.osu.edu](http://slids.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

Self-advocacy is a critical life skill and it is important that you reach out to SLDS and me to ensure your own success.

Go to <http://ods.osu.edu> for more information.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Streaming audio and video
- Synchronous course tools

## Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
<b>Part I. Introduction</b>		
1	[by semester calendar]	<b>1. Introduction to the Course</b> Discussion: introductions
2		<b>2. Doing Environmental History</b> Reading and exercise: Hughes, "Lessons of Environmental History" <b>3. The Anthropocene</b> Podcast and discussion: The past and future of the Salton Sea (99% Invisible)
<b>Part II. The Deep History of Human-Environment Interactions</b>		
3		<b>4. Fire: From the Paleolithic to the Present</b> Video and exercise: The 1988 Yellowstone Fire (RetroReport) Reading: J. McNeill, "First 10,000 Years" <b>5. Pleistocene Extinctions</b>

		Discussion: Rewilding
4		<p><b>6. Agriculture</b></p> <p>Reading: D. Hughes, "Ancient Environmental History"</p> <p>Discussion: Environmental history from the perspective of grass</p> <p><b>7. Ancient Societies</b></p> <p>Primary source exercise: Plato and Lucretius on the Mediterranean landscape</p>
5		<p><b>8. Disease</b></p> <p>Reading: D. Headrick, "Medieval Environment 500-1500"</p> <p>Primary source exercise: Boccaccio on the Black Death</p> <p><b>9. 'Collapse'</b></p> <p>Discussion: competing historiographies of collapse</p>
6		<p><b>10. Ecological Imperialism</b></p> <p>Primary source exercise: William Bradford and the Columbian Exchange</p> <p><b>11. The Little Ice Age</b></p> <p>Reading and discussion: G.D. Wood on Frankenstein and the 1816 'Year without a Summer'</p>
7		<p><b>12. The 'Great Divergence' and First Industrial Revolution</b></p> <p>Reading: Marks, "Modern Environment, 1500-2000"</p> <p>Discussion: Course feedback and advice</p> <p><b>13. Midterm Exam Review</b></p> <p><b>**midterm exam</b></p>
<b>Part III. Industrialization and Acceleration</b>		
8		<p><b>14. Industrialization and Energy Transitions</b></p> <p>Reading: McNeill and Engelke, <i>Great Acceleration</i> 7-21, 27-36</p> <p>Video and exercise: Three Mile Island (RetroReport)</p> <p><b>15. Global Resource Extraction</b></p> <p>Reading and exercise: Kennedy, "Rubber Blight and Mosquitoes"</p> <p><b>*Essay Prospectus due by 5pm Friday</b></p>

10		<p><b>16. Pollution</b> Reading: <i>Great Acceleration</i>, 21-27, 135-141 Primary source exercise: Testimonies from the Bhopal disaster</p> <p><b>17. Global Warming</b> Reading: <i>Great Acceleration</i>, 63-82 Exercise and discussion: Individual decisions and climate change vulnerabilities</p>
11		<p><b>18. Habitat and Biodiversity Loss</b> Reading: <i>Great Acceleration</i>, 82-101 Podcast and discussion: Galapagos conservation (Radiolab)</p> <p><b>There is only one lesson during these three weeks. Please use the extra time to work on your essay project.</b></p>
<b>Part IV. Drivers of the Great Acceleration</b>		
12		<p><b>19. Population Growth</b> Reading: <i>Great Acceleration</i>, 40-61 Video and discussion: The “Population Bomb” (RetroReport)</p> <p><b>*Essay rough draft due 5pm Friday</b></p>
13		<p><b>20. Urbanization</b> Reading: <i>Great Acceleration</i>, 103-117, bottom of 122-128 Primary source exercise: Jane Jacobs on cars in the city</p> <p><b>*Peer review due 5pm Friday</b></p>
14		<p><b>21. Conflict</b> Reading: <i>Great Acceleration</i>, 155-168 Video and discussion: The environmental legacy of the Vietnam War (RetroReport)</p> <p><b>22. Ideology and Economic Policy</b> Reading: <i>Great Acceleration</i>, 168-175, 128-135 Exercise: Course survey and feedback</p>
15		<p><b>23. Environmentalism and Its Opponents</b> Reading: <i>Great Acceleration</i>, 184-205</p>

		Video and Exercise: Rachel Carson (RetroReport)
<b>16</b>		<b>24. Conclusion and Review</b> <b>[Final exam and final essay dates based on semester schedule]</b>



## GE Assessment Plan for Hist 2700: Global Environmental History

### A. Historical Studies

**ELO 1: Students construct an integrated perspective on history and the factors that shape human activity.**

Methods of Assessment:

#### 1. Direct measure

Specific questions will be integrated into assignments to assess students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample: In lesson 3, students watch a short documentary on the history of the Salton Sea and are asked to reflect in an exercise and then discussion about how the sea's history as an accidental man-made creation has complicated its management for environmental quality and ecosystem services since the 20<sup>th</sup> century.

Assessment rubric

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors (social and environmental) that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors (social and environmental) that shape human activity.	Demonstrates modest understanding of history and the factors (social and environmental) that shape human activity.	Demonstrates little or no understanding of history and the factors (social and environmental) that shape human activity.

#### 2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will submit these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous

This course provided opportunities for me to meet this objective:

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
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**Please Explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**ELO 2: Students describe and analyze the origins and nature of contemporary issues.**

Methods of Assessment:

1. Direct Measure:

Specific questions will be integrated into assignments to assess students' ability to describe and analyze the origins and nature of contemporary issues.

Sample: in lesson 4, following a reading and presentation on anthropogenic fire and its role in shaping landscapes in long-term perspective, students watch a brief documentary on the Yellowstone fire of 1988 in the context of evolving land management policies. Students are asked to reflect in an exercise and then discussion on how and why American vulnerabilities to forest fires have changed since 1988.

Assessment rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, and self-aware analysis of the origins and nature of contemporary issues	Demonstrates adequate and critical understanding of the origins and nature of contemporary issues	Demonstrates modest understanding of the origins and nature of contemporary issues	Demonstrates little or no understanding of the origins and nature of contemporary issues

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking

for students' input on learning objectives. Please indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous

This course provided opportunities for me to meet this objective:

Agree strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**ELO 3: Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.**

Methods of Assessment:

1. Direct Measure:

Specific questions will appear in assignments to assess students' ability to speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Sample: In lesson 8, following a presentation and reading on the Black Death of the 14<sup>th</sup> century, students will read a passage by contemporary witness and answer the following questions: What can we infer from the text about contemporary perceptions of the disease and its causes, and what can we infer from the text about how people at the time reacted to the plague?

Assessment rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust and critical ability to speak and write about primary	Demonstrates adequate and critical ability to speak and write about primary	Demonstrates modest ability to speak and write about primary and secondary historical sources	Demonstrates little or no ability to speak and write about primary and

and secondary historical sources	and secondary historical sources		secondary historical sources
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2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous

This course provided opportunities for me to meet this objective:

Agree strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**B. Diversity: Global Studies**

**ELO 1: Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the US.**

Methods of Assessment:

1. Direct Measure:

Specific questions will appear in assignments to assess students' ability to understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the US.

Sample: Following presentations and reading on the environmental movement, students will read a short passage from the Rachel Carson’s *Silent Spring* (US, 1962) and watch a selection of Chai Jing’s documentary “Under the Dome” (China, 2015). In a written exercise, they will discuss why each was a catalyst of the environmental movement in its national and historical context.

Assessment rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of some of the political, economic, cultural, physical, social, and philosophical aspects influencing the environmental movement beyond the US	Demonstrates a good understanding of some of the political, economic, cultural, physical, social, and philosophical aspects influencing the environmental movement beyond the US	Demonstrates a fair understanding of some of the political, economic, cultural, physical, social, and philosophical aspects influencing the environmental movement beyond the US	Demonstrates little or no understanding of some of the political, economic, cultural, physical, social, and philosophical aspects influencing the environmental movement beyond the US

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will submit these before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students’ input on learning objectives. Please indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous

This course provided opportunities for me to meet this objective:

Agree strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward

them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**ELO 2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.**

Methods of Assessment:

1. Direct measure:

Specific questions will appear in assignments to assess students' ability to situate local events in their global contexts and their ability to understand their own place in this context both as US and as global citizens.

Sample: Following a lesson on impacts of and adaptations to global warming, students read a number of short scenarios representing typical individual life trajectories, both US and international, since the late 20<sup>th</sup> century, representing typical patterns of migration, careers, and lifestyle choices. Student then reflect on and discuss how these life trajectories and the personal choices they represent have contributed to climate change or mitigation and climate vulnerability or resilience; in a discussion, they are invited to compare these to their own life and career choices.

Assessment rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the role of national and international diversity in shaping their worlds.	Demonstrates a good understanding of the role of national and international diversity in shaping their worlds.	Demonstrates a fair understanding of the role of national and international diversity in shaping their worlds.	Demonstrates little or no understanding of the role of national and international diversity in shaping their worlds.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They submit these before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous

This course provided opportunities for me to meet this objective:

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
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Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

## **GE Assessment Plan for Hist 2700: Global Environmental History**

### **GE Social Science: Human Natural and Economic Resources**

**Goals of GE Social Science:** Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

### **Expected Learning Outcomes of Human Natural and Economic Resources**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

### **How This Course Meets Historical Study ELOs**

1. Students learn several key theories of human, natural, and economic resources and apply them to specific issues in environmental history, including “shifting baselines”, “tragedy of the commons”, path dependency, and Jevon’s paradox.
2. Students examine multiple historical case studies of natural resource (mis)management, their outcomes, competing interpretations by historians, and potential lessons for current environmental challenges.
3. Through both primary and secondary sources, students learn about the history of ideas concerning sustainability and the relation between population and resources, and especially debates over Malthusian views of population.

**ELO 1: Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.**

### Methods of Assessment:

1. Direct measure

Students learn several key theories of human, natural, and economic resources and apply them to specific issues in environmental history, including “shifting baselines”, “tragedy of the commons”, path dependency, and Jevon’s paradox. Specific questions will be integrated into assignments to assess students’ ability to understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.

Sample: In lesson 12, the concept of the tragedy of the commons is introduced in the context of the first state controls on forest land in early modern Europe and in Japan, and students watch a



video explaining the concept. Students are given the following question on a quiz: “Explain what is meant by the “tragedy of the commons” and explain how that concept could apply to at least two historical examples discussed in this course. Use at least one complete sentence for your explanation of the concept and at least one sentence for each historical example and how it illustrates the concept.” In other lessons, students are similarly introduced and asked about concepts including “shifting baselines” and Jevon’s paradox.

Assessment rubric

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources	Demonstrates adequate and integrated understanding of the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources	Demonstrates modest understanding of the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources	Demonstrates little or no understanding of the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will submit these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students’ input on learning objectives. Please place indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous

This course provided opportunities for me to meet this objective:

Agree strongly	Agree	Neutral	Disagree	Disagree strongly

**Please Explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**ELO 2: Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.**

Methods of Assessment:

1. Direct Measure:

Students examine multiple historical case studies of natural resource (mis)management, their outcomes, competing interpretations by historians, and potential lessons for current environmental challenges. Specific questions will be integrated into assignments to assess students' ability to understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.

Sample: In lesson 14, following a reading and presentations explaining the evolution of global energy use over the past century and a half, with an emphasis on the economic and environmental tradeoffs of major energy sources and persistence of fossil fuel reliance despite high environmental and health costs. Students then watch a documentary on the global history of nuclear power which emphasizes its increasing unpopularity following accidents at Three Mile Island, Chernobyl, and Fukushima. Students then answer and discuss (on a discussion board) the following questions: "What factors may have contributed to the public fear of nuclear power, and public willingness to accept the risks and harms of fossil fuels instead? Has the public fear of nuclear power and acceptance of fossil fuels been irrational, or did nuclear power posed particular risks that justified its abandonment?" Similar exercises and discussions are included for the topics of the globalization of industrial production in the context of the Bhopal Union Carbide disaster and the global trade in tires.

Assessment rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, and self-aware ability to understand the political, economic, and social trade-offs reflected in individual decisions and societal	Demonstrates adequate and critical ability to understand the political, economic, and social trade-offs reflected in individual decisions and societal	Demonstrates modest ability to understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and	Demonstrates little or no ability to understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and

policymaking and enforcement and their similarities and differences across contexts.	policymaking and enforcement and their similarities and differences across contexts.	enforcement and their similarities and differences across contexts.	enforcement and their similarities and differences across contexts.
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2. Indirect measure:

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This course provided opportunities for me to meet this objective:

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Please explain:

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**ELO 3: Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.**

Methods of Assessment:

1. Direct Measure:

Specific questions will appear in assignments to assess students' ability to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

Sample: In lesson 17, on global warming, students are presented with several short biographies of ordinary people around the world, whose life choices over the past four decades have strongly shaped their personal and economic contribution and exposure to climate change. Students are then assigned a pair of examples and asked “how the person’s life choices have influenced (a) their impact on the climate (i.e., emissions or mitigation), (b) their vulnerabilities to global warming, and (c) their potential resilience if struck with a climate-related disaster. Consider factors such as geography and environments, economic and personal exposure.” They then discuss their responses in a Carmen discussion board.

Assessment rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust and critical ability to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.	Demonstrates adequate and critical ability to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.	Demonstrates modest ability to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.	Demonstrates little or no ability to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students’ input on learning objectives. Please indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous

This course provided opportunities for me to meet this objective:

Agree strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

### Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** Hist 2700

**Instructor:** Prof. White

**Summary:** Global Environmental History

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Discussion Boards</li> <li>• CarmenWiki</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All software is available for free via OSU site license.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Accessibility links are provided for all tools.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 5/26/20
- Reviewed by: Ian Anderson

**Notes: CarmenConnect should be replaced with Carmen Zoom.  
5/26/20: Corrected above/L. Seeger**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.