

## Term Information

Effective Term Spring 2024  
*Previous Value* Autumn 2017

## Course Change Information

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

Adding new GE Sustainability theme to History 3706. Also updating the writing prereq for the new GE.

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

History 3706 is a natural fit for the Sustainability theme

### 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 3706  
Course Title Coca-Cola Globalization: The History of American Business and Global Environmental Change 1800-  
Today  
Transcript Abbreviation US Biz & Envmt  
Course Description This course offers an introduction to the fields of environmental history and business history, beginning  
with the industrial revolution of the early nineteenth century and ending in the twenty-first century. It  
chronicles the rise of some of America's biggest multinational corporations and examines how these  
firms, working with governments and other institutions, shaped global change.  
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? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster  
*Previous Value* Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

**Prerequisites/Corequisites**

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

*Previous Value*

*Prereq: English 1110.xx, or permission of instructor.*

**Exclusions**

**Electronically Enforced**

No

## Cross-Listings

**Cross-Listings**

## Subject/CIP Code

**Subject/CIP Code**

54.0101

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Sophomore, Junior, Senior

## Requirement/Elective Designation

**General Education course:**

Historical Study; Social Diversity in the United States; Sustainability

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

*Previous Value*

*General Education course:*

*Historical Study; Social Diversity in the United States*

*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**

- Students will investigate major contests and debates in American environmental history and analyze how those debates were resolved over time.
- Students will will also analyze how historical knowledge is generated and investigate methodologies environmental historians deploy to better understand the past.
- Students will analyze how firms adapted to local environments when expanding overseas, and assess the degree to which American businesses alleviated or exacerbated social, racial, and gender inequalities through their international operations.
- Students will understand the ways in which different ethnic, gender, and racial groups interact with the ecological world.

**Content Topic List**

- Environmental history
- Business history
- Big Business
- Industrial Revolution
- Conservation and environmental movements
- Banana republics
- Agribusiness
- Automobile industry
- War and nature
- GMOs
- Climate change
- Sustainability

**Previous Value**

- *Environmental history*
- *Business history*
- *Big Business*
- *Industrial Revolution*
- *Conservation and environmental movements*
- *Banana republics*
- *Agribusiness*
- *Automobile industry*
- *War and nature*
- *GMOs*
- *Climate change*

**Sought Concurrence**

No

**Previous Value**

Yes

**Attachments**

- 3706 Elmore GE Form Final.docx: GE Form 5.25.2023  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*
- 2022-History 3706-Final-Elmore-Coca-Cola Globalization Syllabus-Fall 2022 JG\_5.15.2023[31].docx: Syllabus 5.25.2023  
*(Syllabus. Owner: Getson, Jennifer L.)*

**Comments**

**COURSE CHANGE REQUEST**  
3706 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/11/2023

**Workflow Information**

| Status           | User(s)  | Date/Time           | Step                   |
|------------------|--|---------------------|------------------------|
| Submitted        | Getson, Jennifer L.  | 05/25/2023 03:35 PM | Submitted for Approval |
| Approved         | Soland, Birgitte   | 05/25/2023 09:08 PM | Unit Approval          |
| Approved         | Vankeerbergen, Bernadette Chantal  | 09/11/2023 01:31 PM | College Approval       |
| Pending Approval | Jenkins, Mary Ellen Bigler<br>Hanlin, Deborah Kay<br>Hilty, Michael<br>Neff, Jennifer<br>Vankeerbergen, Bernadette Chantal<br>Steele, Rachel Lea | 09/11/2023 01:31 PM | ASCCAO Approval        |

# History 3706 - Coca-Cola Globalization: The History of American Business and Global Environmental Change, 1800-Today

Instructor: Professor Bart Elmore

Autumn Semester 2022

Class Times: Tues/Thurs., 2:20 PM-3:40 PM

Classroom location: Fontana Lab 2020

Format of instruction: Lecture and discussion

Grader: Sydney Heifler, [heifler.1@buckeyemail.osu.edu](mailto:heifler.1@buckeyemail.osu.edu)

Office: Dulles Hall, Room 167

Office Hours: Tues./Thurs. 12:45-1:30 PM

Instructor email: [elmore.83@osu.edu](mailto:elmore.83@osu.edu)

## COURSE DESCRIPTION:

Coca-Cola is everywhere. Today, the company sells over 1.8 billion servings of its products daily to customers in over 190 countries worldwide. The company has bottling plants in every corner of the globe from Australia to Zimbabwe. This is remarkable considering the company started out as a “brain tonic” first sold for just five cents in a small Gilded Age Atlanta pharmacy in 1886 by a sick and cash-strapped businessman named John Pemberton. So how did the company do it? That’s *one* of the big questions we will ask in this global environmental history course.

History 3706 offers an introduction to the fields of environmental history and business history. It is organized chronologically, beginning with the railroad revolution of the nineteenth century and ending in the twenty-first century and it asks how we can use the past to create a more environmentally sustainable economy in the future.. It chronicles the rise of some of America’s biggest multinational corporations and examines how these firms, working with governments and other institutions, shaped global ecological change between 1800 and 2017. It also considers the social and political responses to these environmental changes and the various corporate sustainability plans that have been developed over the years by major firms.

The questions we will ask in this course are not simple, and they will require us to re-imagine well-told stories from a new, ecological perspective. How did Coca-Cola acquire the natural resources it needed to end up all over the world? Can history tell us whether global climate change is real? Are Californians going to run out of water? We will deal with these and other intriguing questions as we explore the history of America in the world through the lens of environmental history.

## NEW GE THEME: SUSTAINABILITY GOALS AND ELOS

### Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

3. Successful students will analyze and explain how social and natural systems function, interact, and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multifaceted potential solutions across time.

### **Expected Learning Outcomes:**

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
  - 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
  - 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.
- 3.2. Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future.
- 3.3. Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

### **ELOs of the course will be met in the following ways:**

- 1.1 In this course students will watch, read, and reflect on films and cutting-edge secondary and primary sources in business and environmental history. We will survey recent historiographical trends designed to bring these two fields together. We will also analyze how historical knowledge is generated and investigate methodologies environmental historians deploy to better understand the past (including utilization of new scientific technologies relevant to climate change and other major ecological concerns). The instructor reads student reflections before class and then adds student names to the syllabus, calling on students and having them, rather than the instructor, elaborate on key course themes (Assignment #1). Students also engage in turn-in-discuss techniques, digesting a key course question with a partner before lectures.
- 1.2 Students will investigate major contests and debates in American environmental history and analyze how those debates were resolved over time. Tackling issues of present-day importance, such as climate change, water resource scarcity, and sustainable energy development, the course will force students to consider how the past could be used to help solve some of the most pressing environmental concerns of our time. It will also help students interested in business think about how they might develop sustainable enterprises in the future. Specifically, students will complete a major research assignment that will examine how a local firm overcome a particularly troubling environmental problem. Students in the course will write a research paper (Assignment #2) that is seven/eight pages in length that examines the ecological footprint of a firm operating in Columbus, Ohio. More details

available in syllabus.

- 2.1 This course is global in scope, examining how American firms embedded themselves in different social, political, economic, military, and ecological environments around the world. Students will analyze how firms adapted to local environments when expanding overseas. Students will also assess the degree to which American businesses alleviated or exacerbated social, racial, and gender inequalities through their international operations. All class assignments, including reflections (Assignment #1), the in-depth research paper (Assignment #2), and the exams (Assignment #3) task the students with using the past to help figure out how large corporations can operate more sustainably.
- 2.2 Students are required to submit reflections based on the readings or course content before each class. These reflections are based on readings that examine a particular corporate case study and requires the students to think about how their own consumptive habits are connected to big brands driving our economy.
- 3.1 In each class, students are asked to submit reflections that tackle how corporate behavior (whether Coca-Cola's recycling operations, Great Plains growers' farming practices, or Monsanto's chemical business) reshape natural environments and how that change in turn affects the lived experience of communities.
- 3.2 The business and environment research project will offer students a chance to see how their exposure to environmental pollutants and access to environmental resources might differ from people of different racial, ethnic, and gender groups living in communities that produce goods they buy as consumers. Students will tackle questions of environmental justice in this assignment, considering the ways in which different ethnic, gender, and racial groups interact with the ecological world and how these groups develop differing approaches to pressing issues, such as global climate change.
- 3.3 The midterm and final exams require students to devise solutions to past environmental problems, as the essay questions are written as if students are joining a big firm and tasks them with using the history learned in the class to make corporate changes that would lead a particular firm to become more sustainable in its operations.

## **LEGACY GE GOALS AND ELOS**

### **GEL Historical Studies**

#### **Goals**

Students recognize how past events are studied and how they influence today's society and the human condition.

#### **Expected Learning Outcomes**

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.

#### **ELOs of the course will be met in the following ways:**

1. In this course students will watch films and read secondary and primary sources in business and environmental history and then reflect on those reading through weekly reading submissions. We will survey recent historiographical trends designed to bring these two fields together. We will also analyze how historical knowledge is generated and investigate methodologies environmental historians deploy to better understand the past (including utilization of new scientific technologies relevant to climate change and other major ecological concerns).

2. Students will investigate major contests and debates in American environmental history and analyze how those debates were resolved over time. The midterm and final exam test their ability to put these past events in contemporary context. Tackling issues of present-day importance, such as climate change, water resource scarcity, and sustainable energy development, the course will force students to consider how the past could be used to help solve some of the most pressing environmental concerns of our time. It will also help students interested in business think about how they might develop sustainable enterprises in the future.

3. This course is global in scope, examining how American firms embedded themselves in different social, political, economic, military, and ecological environments around the world. Students will analyze how firms adapted to local environments when expanding overseas. Students will also assess the degree to which American businesses alleviated or exacerbated social, racial, and gender inequalities through their international operations. Students complete comprehensive research on the environmental history of a local firm, which requires them to digest primary and secondary sources.

## **GEL Social Diversity in the United States**

### **Goals**

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**

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

### **ELOs of the course will be met in the following ways:**

1. Through the large research project on the environmental history of local firms, students will tackle questions of environmental justice in this course, considering the ways in which different ethnic, gender, and racial groups interact with the ecological world and how these groups develop differing approaches to pressing issues, such as global climate change. Weekly reflections also allows students to explore how they are embedded in the environmental histories featured in the readings and course materials.
2. The business and environment research project will offer students a chance to see how their exposure to environmental pollutants and access to environmental resources might differ from people of different racial, ethnic, and gender groups living in communities that produce goods they buy as consumers.

## **FORMAT AND MODALITY FOR THE COURSE:**

We will meet twice a week (Tues/Thurs) throughout the semester in Baker Systems 120 for our synchronous lecture sessions. These lecture meetings will also be recorded for asynchronous viewing for students who cannot attend a designated session. Please let me know if you will not be able to attend a lecture and we will make arrangements with you. Recorded lectures will be posted on our Carmen course page.

## **GRADES:**

Your grade in this course will be broken down as follows: **participation (20%), Business and**



## Environment Project (40%), exams (40% total).

### 1. Participation (20%)

Students are required to submit **one question/reflection** related to the readings by **11:59 PM** the evening before we meet under the Assignments tab on Canvas. Each question/reflection should be roughly a paragraph (no more than 250 words each) and should focus on key themes and lessons we can learn from the past that can help us think about how to develop more sustainable business practices in the future.

- **ATTENDANCE POLICY:** Each student will be strongly encouraged to attend live lectures where they can participate in discussion, but attendance in these live sessions is not mandatory, given the uncertainties of the pandemic.
- Your participation grade is based on your pre-class questions. If you have a conflict with a particular date, please talk with me at least two weeks before class so we can discuss a supplemental assignment.

### 2. Columbus Environmental Digital Project (40%)

- Students in the course will write a **research paper that is seven/eight pages in length** that examines the **ecological footprint and environmental sustainability plan of a firm operating in Columbus, Ohio**. You'll be taking a historical approach to this project, investigating not only the history of the company you are interested and the history of its business operations in Columbus, but also the broader ecological effects the firm has had on a particular sector of the city. You'll be asked to think about environmental justice concerns, including identifying community partners and organizations in the city that might find your report of interest. You will write your report using a variety of digital resources available online via the Ohio State University library system. We will talk a great deal about these resources over the course of the semester.
  - **Columbus Environmental Digital Project Paper FIRST DRAFT is due by Friday, October 28 by 11:59 PM on Canvas (15% of grade)**
  - **Columbus Environmental Digital Project Paper SECOND DRAFT is due on Thursday, December 1 by 11:59 PM on Canvas (25% of grade).**

### Here are the requirements for the papers:

- You will use [one of the newspaper research databases](#) available online via the Ohio State University library system to trace the environmental history of the company you are interested in investigating. You will also use the [EPA's Enforcement and Compliance History Online](#) to identify potential environmental issues related to your firm in question.. Using these resources, you will:
  - First offer an introduction that helps your reader understand the context of why your firm began operating in Columbus. This should include footnotes references to newspaper articles or other sources you draw upon. Please see note below about proper format for footnotes. (app. 2 pages for this introductory section)
  - Next, you will offer clear details about the environmental issues that your firm has run into in

the past. When did problems arise? What was the problem? Who were the people negatively/positively impacted by the firm's actions? How did it affect the firm? This section should also include footnote references to newspaper articles and other sources of interest. (app. 3-4 pages for this body section of the paper).

- Finally, you should conclude by talking about what your firm has done to deal with the environmental issue (if anything). You'll also end by identifying potential community partners and or advocacy groups that we might want to connect with to begin a discussion about our findings. Again, you should include footnotes to newspaper articles and other sources in this section (app. 2-3 pages for this concluding section).
  - You must complete this writing assignment on your own.
- **This must be based on extensive primary research into newspaper articles or other sources.** You should cite specific pages from specific newspapers and other sources using FOOTNOTES.
  - **We will use the Chicago Manual of Style for our footnotes. For reference, please visit the [Chicago Manual of Style Sample Citations page here](#) and make sure to follow the format suggestions listed for "Notes."** (We will talk about this in class).
  - Again, you must use FOOTNOTES when citing works. You should also deploy Chicago style citations (We will talk about this in class).
  - Papers should use 12-point, Times New Roman font and should be double-spaced with one-inch margins.
  - **DO NOT PLAGARIZE!** There will be steep consequences for doing so. A clear definition of what plagiarism is can be found at the end of this syllabus. Read it carefully before starting your paper.
- Helpful online databases for research can be found at:
    - **ECHO Enforcement and Compliance History Online:** <https://echo.epa.gov/>
    - **Columbus Dispatch Database:** <http://infoweb.newsbank.com/?db=CLDB> Columbus Office of Environmental Stewardship Environmental Reports: <https://www.columbus.gov/getgreen/Progress-Reports/>
    - **EPA Superfund Database:** <https://www.epa.gov/superfund/search-superfund-sites-where-you-live>
    - **Proquest Historical Newspapers:** <http://library.ohio-state.edu/record=e1000384~S7>
    - **More Toxic Chemicals Maps:** <http://toxmap.nlm.nih.gov/toxmap/>

### 3. Exams (40%)

- There will be **two exams** throughout the course of the semester. These exams will consist of essay questions drawn from the course readings. This technology checks for plagiarism

and similarities with other papers submitted for the course. You may use your readings and historical sources available online to complete these essays, but your writing must be your own and you **cannot work with other students** to complete this assignment.

- You will be given a list of key terms before the midterm and the final.
  - **Midterm to be delivered by Friday, October 7 by 5 PM EST** (20% of total course grade). Submit essay as a Word document under the “Assignments” tab on our Canvas page.
  - **Final to be delivered by Monday, December 12 by 2 PM EST** (20% of total course grade). Submit essay as a Word document under the “Assignments” tab on our Canvas page.
  - **These questions focus specifically on corporate environmental sustainability. Here is an example of the prelude to a past exam question to give you an idea of what to expect:** “You’re waiting to hear back about those jobs you applied for during the midterm, but you’re still looking for new opportunities. The good news is that three new positions just opened and you’re going to apply. You’ll be putting in applications to be (1) a sustainability officer at Bank of America, (2) head of environmental issues at Starbucks, and (3) a lead climate negotiator for President Biden’s climate team headed to Dubai in 2023.” For each job, I want you to prepare analysis that details at least TWO major lessons from the past that you could apply to the present that will help Bank of America, Starbucks, and Biden’s climate team make headway as they seek to address major environmental issues

### **Grade distribution**

I use the OSU Standard Scheme for assigning letter grades to points:

|                |               |                |
|----------------|---------------|----------------|
| 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).  |

### **ACADEMIC MISCONDUCT AND PLAGIARISM:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

***Please read the sections on plagiarism carefully.*** Please read the attached definition of plagiarism at the end of this Syllabus (Appendix B from University Survey: A Guidebook and Readings for New Students). And see the web sites: <http://oaa.osu.edu/coamfaqs.html#fairuse> (and scroll down for discussion of plagiarism) and <http://oaa.osu.edu/coamtensuggestions.html>. It is important that when you are citing sources, including online sources, that you utilize best practices outlined in these resources. **If you do not understand what plagiarism entails as it is described in this excerpt from the student handbook and/or websites, you must see me before beginning any of these assignments.**

**OSU Statement on Sexual Harassment and Gender Discrimination:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)”

**OSU statement on the value of Diversity:** The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### **Grade Grievances and Other Academic Complaints**

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, David Brakke (.2), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department’s grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

### **Students with Disabilities:**

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process ([slds.osu.edu/covid-19-info/covid-related-accommodation-requests/](https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/)), managed by Student Life Disability Services. 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: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](https://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### **Join H-Environment**

To get a sense of the issues and activities that engage environmental historians, please join the listserv H-Environment at the H-Net site. This is more for your enrichment than for classroom purposes, but some weeks we may identify a specific posting to discuss.

### **REQUIRED TEXTS**

Ted Steinberg, *Down to Earth: Nature's Role in American History* (Oxford University Press, 2009).  
John Soluri, *Banana Cultures: Agriculture, Consumption, & Environmental Change in Honduras & the United States* (University of Texas Press, 2005).  
Naomi Klein, *This Changes Everything: Capitalism vs. Climate* (Simon & Schuster, 2014).

**SCHEDULE FOR THE TERM: (WE WILL MEET FOR SYNCHRONOUS LECTURE/DISCUSSION EACH DAY. LECTURES WILL ALSO BE RECORDED FOR ASYNCHRONOUS VIEWING).**

As a reminder, class reflections are due every night before class. In these reflections, wrestle with complex questions of corporate sustainability, identifying major environmental problems firms have faced in the past and how they have overcome or failed to overcome those challenges.

**(DATES WILL BE ADJUSTED)**

**Week 1: Introduction to the Course: What is Environmental History? What is Business History?**

**Tuesday, August 23**

Introduction.

**Thursday, August 25**

In our first session, we'll get a taste of what environmental history is all about as we pop open a Coke can and talk about the history of recycling in America.

**Required Reading:** Read "The American Beverage Industry and the Development of Curbside Recycling Programs, 1950-2000" (Available on Canvas)

**Week 2: Railroads and the American Environment: The First Big Businesses Make Their Mark**

**Tuesday, August 30**

Perhaps no technology was more important in reshaping the American landscape—and thereby the global economy—than the railroad. In this class, we'll talk about the environmental history of the iron horse.

**Required Reading:** Ted Steinberg's *Down to Earth* (required text available on Amazon/bookstore), Chapter 8, The Unforgiving West, 116-135.

**Thursday, September 1**

Changes wrought by industrial titans in the first half of the nineteenth century inspired a conservation movement in the United States. In this class, we'll talk about the birth of that movement as well as the creation of the world's first national parks.

**Required Reading:** Ted Steinberg's *Down to Earth* (required text available at bookstore), Chapter 9, Conservation Reconsidered, 136-154.

**Week 3: Ecological Costs of the Industrial Revolution Inspire a Conservation Movement, 1860-1916**

**Tuesday, September 6**

This week we're going to learn a lot about United Fruit and the international banana industry. This industry really highlights key aspects of Gilded Age and Progressive era business and the international ecological footprint of America's expanding economic empire.

**Required Reading:** Read Chapter 1 and Chapter 2 from John Soluri's *Banana Cultures*, pp. 1-74. (book to be purchased at the bookstore or on Amazon).

**Thursday, September 8**

In this class, we're going bananas again. By that I mean we're going to continue our discussion of the history of United Fruit and other transnational companies that made the banana commonplace in America

during the Progressive Era. We'll also talk more broadly about the emergence of packaged foods and consumer concerns about food adulteration. We'll also talk about the future sustainability of the banana industry.

**Required Reading:** Read Chapter 6 and Chapter 7 from John Soluri's *Banana Cultures*, 161-215.

**Required Listening:** Listen to an NPR interview with Dan Koeppel, author of *Banana: The Fate of the Fruit that Changed the World*.

#### **Week 4: The Dawn of a Chemical Age: A Brief History of Monsanto and Conversation with Bayer Tuesday, September 13**

This week we're going to take a close look at the history of the Monsanto Company and the dawn of the chemical age. This reading will be super critical as we will invite a representative from Bayer, which bought Monsanto in 2018, to our class for a discussion about what Bayer thinks is the company's next step as it looks to the future.

**Required Reading:** Read a chapter of Bart Elmore's *Seed Money*.

#### **Thursday, September 15**

Today we'll have a conversation with Bayer's Senior Vice President about what the company plans to do given all the toxic legacies it has taken on with the Monsanto merger.

**Required Reading:** Read conclusion from Bart Elmore's *Seed Money*.

#### **Week 5: The Middle of the Nation Turns to Dust: Agribusiness in America, 1900-1939**

##### **Tuesday, September 20**

We'll talk about one of the nation's worst environmental disasters in this class: The Dust Bowl.

**Required viewing:** Watch **Ken Burns DUST BOWL on Canvas** (Also feel free to arrange time to meet with Professor Elmore for one-on-one discussions about research projects and or other matters.)

##### **Thursday, September 22**

We'll discuss some of the federal government's efforts to deal with the Dust Bowl

**Required Reading:** Selections from Donald Worster's *Dust Bowl* (on Canvas).

#### **WEEK 6: Delta and Bank of America**

##### **Tuesday, September 27**

It might seem surprising, but the largest airline in the world began as a crop dusting company operating out of the Mississippi Delta. We'll talk about the environmental history of Delta Airlines in this class.

**Required Reading:** Read short selection from my forthcoming book, *Country Capitalism*.

##### **Thursday, September 29**

**NO CLASS – WORK ON YOUR MIDTERM ESSAYS WHICH ARE DUE NEXT WEEK.**

#### **Week 7: War and Nature: World War II and the Boom of America's Chemical Companies**

##### **Tuesday, October 4**

Bank of America became the largest bank in the world by the 1940s. We'll talk about the environmental history of banks in this session.

**Required Viewing:** Elmore article on Bank of America in *Environmental History*.

**MIDTERM ESSAY DUE VIA CANVAS ON FRIDAY, OCTOBER 7 by 5 PM EST.**

##### **Thursday, October 6**

In this class we will discuss DuPont and the company's marketing of its textiles as "fashion"

during the post-war era. In doing so, we will use them as an example of how big corporations have branded their technology as “the future” in order to sell it, despite the environmental consequences of such products.

**Required Reading:** See Canvas for two articles on environmental problems with synthetic fibers.

**Week 8: AutoNation: The Environmental Footprint of the Automobile Industry, 1950-Today  
Tuesday, October 11**

As we continue our discussion about war and nature, we’ll talk about how the Cold War bred a radically new technology that transformed the American landscape: the interstate highway system.

**Required Reading:** Steinberg, *Down to Earth*, Chapter 13, “America in Black and Green,” 203-224.

**Thursday: NO CLASS**  
INSTRUCTIONAL BREAK

**Week 9: Agent Orange in the Vietnam War and The Green Revolution of the Cold War Era  
Tuesday, October 18**

We’ll discuss the ecological consequences of the manufacture and use of Agent Orange, a defoliant used during the Vietnam War by the US military

**Reading:** <https://ohiostate.pressbooks.pub/sciencebites/chapter/the-use-and-effects-of-agent-orange-in-vietnam/>

**Thursday, October 20**

Believing that exporting American agribusiness techniques overseas was the best way to solve world hunger, businesses and NGOs, working with US scientists, exported American agricultural practices overseas in the 1960s and 1970s. We will talk about this Green Revolution in this session

**Required Viewing:** Ted Steinberg, *Down to Earth*, 274-277: Read Norman Borlaug’s Nobel Prize speech (on Canvas).

**Week 10: The Birth of the Modern Environmental Movement, 1960s-1970s  
Tuesday, October 25**

We’ll talk about the birth of the modern environmental movement.

**Required Reading:** Ted Steinberg, *Down to Earth*, Chapter 15, Shades of Green, 240-268.

**Thursday, October 27**

We’ll continue our discussion of the modern environmental movement.

**Required Viewing:** Watch a *Fierce Green Fire* on the Secured Media Library (link to film on Canvas).

**FIRST DRAFT OF REPORT DUE ON FRIDAY, OCTOBER 28 BY 11:59 PM VIA CANVAS**

**Week 11: The Birth of GMOs, 1980s-1990s.**

**Tuesday, November 1**

This week we will talk about the emergence of genetically-modified organisms (GMOs) in the 1980s and 1990s. Are they a good thing? Are they bad for the global environment and/or our health?

**Required Reading:** Read chapter from Marie-Monique Robin’s *The World According to Monsanto* (available on Canvas).

**Thursday, November 3**

The GMO discussion continues as we talk about Roundup.

**Required Reading:** Read chapter of *Seed Money*.

## **Week 12: Blue Gold: Water Wars Overseas and the Environmental History of Coffee**

### **Tuesday, November 8**

Conflicts over water are becoming increasingly common worldwide. This week we'll talk about these crises. We'll start by looking at one company, the Coca-Cola Company, and tracing out the history of its efforts to gain access to blue gold in some of the most arid regions of the world.

**Required Reading:** Read *Guardian* articles on Canvas about Coca-Cola's bottling plant in Kerala, India.

### **Thursday, November 10**

We'll discuss the environmental history of coffee in this class.

**Required Reading:** Selections from Richard Tucker's *Insatiable Appetite*.

## **Week 13: Procter and Gamble and the Environment**

### **Tuesday, November 15**

We'll continue the discussion about the environmental history of coffee in this class.

**Required Reading:** Selections from Taylor Clark's *Starbucked*.

### **Thursday, November 17**

Discussion with representative from Procter & Gamble about environmental sustainability at this Cincinnati firm.

**Required Reading:** Citizenship Report from Procter & Gamble

## **Week 14: Global Climate Change**

### **Tuesday, November 22**

We'll begin our discussion of climate change in this class.

**Required Reading:** Read the introduction and Chapters 2, 8, and 9 of Naomi Klein's *This Changes Everything* (book to be purchased at the bookstore)

### **Thursday, November 24 – NO CLASS - THANKSGIVING**

## **Week 15: Challenges and Opportunities for the Twenty-First Century**

### **Tuesday, November 29**

We'll continue our discussion of climate change in this class.

**Required Reading:** Read the most recent IPCC report

**FINAL DRAFT OF RESEARCH PROJECT DUE BY 11:59 PM on THURSDAY, DECEMBER 1**  
**Submit via Canvas.**

### **Thursday, December 1**

We'll talk about the future of environmental regulation in the United States as we consider recent actions taken by the Trump Administration.

**Required Reading:** Read "Regulating America's Natural Environment" in the Oxford Encyclopedia.

## **Final Week**

### **Tuesday, December 6**

We'll have our final discussion about what the environmental history of American business and talk about how we design a sustainable economy for the twenty-first century.

**Required Assignment:** Scour the web for what's going on for Earth Day 2022. We can share and discuss ideas about what we might do for Earth Day in our final meeting.

**FINAL EXAM ESSAY DUE BY 2 PM on MONDAY, DECEMBER 12, 2021. Submit via Canvas**



under “Assignments” tab.

## PLAGIARISM DEFINITION | The Ohio State University

The following statement is adapted from the definition of plagiarism as understood by the Department of English. This statement was developed to apply specifically to courses in first-year English composition; it is referred to widely in cases involving charges of plagiarism throughout the University. **Every student is responsible for reading and understanding this statement.**

Because the purpose of University writing assignments is to improve your ability to express yourself in writing, your themes and exercises must be your own work. To submit to your instructor a paper that is not truly the product of your own mind and skill is to commit plagiarism. To put it bluntly, plagiarism is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic misconduct which can incur severe penalties. It is important, therefore, that you understand what it consists of, so that you will not unwittingly jeopardize your college career.

Plagiarism can take several forms. The most obvious form is a word-for-word copying of someone else's work, in whole or in part, without acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition not your own. Any such verbatim use of another's work must be acknowledged by (1) enclosing all such copied portions in quotation marks and by (2) giving the original source either in the body of your essay or in a footnote. As a general rule, you should make very little use of quoted matter in your themes, essays, or other written work.

A second form of plagiarism is the unacknowledged paraphrasing of the structure and language of another person's work. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition and therefore can be given no credit. If such borrowing or paraphrase is ever necessary, the source must be scrupulously indicated by footnotes.

Still another form of plagiarism is more difficult to define. It consists of writing a theme based solely on the ideas of another. Even though the language is not the same, if the thinking is clearly not your own, then you have committed plagiarism. If, for example, in writing a theme you reproduce the structure and progression of ideas in an essay you have read, or a speech you have heard, you are not engaging your own mind and experience enough to claim credit for writing your own composition.

How then, you may ask, can I be original? Am I to learn nothing from others? There are several answers to such questions.

Of course you have come to the University to learn, and this means acquiring ideas and exchanging opinions with others. But no idea is ever genuinely learned by copying it down in the phrasing of somebody else. Only when you have thought through an idea in terms of your own experience can you be said to have learned; and when you have done that, you can develop it on paper as the product of your own mind. It is your mind we are trying to train and evaluate. When, therefore, you are given a writing assignment, do not merely consult books or articles or friends' themes in search of something to say. If an assignment baffles you, discuss it with your instructor. And if you are directed to use printed sources, in English or in other courses, consult your instructor about how to proceed. There is an art to taking notes for research; careless notetaking can lead to plagiarism.

Why be so concerned about plagiarism? Because it defeats the ends of education. If a student were given credit for work that is not his or her own, then those course grades would be meaningless.

That student's college degree would become a mere sheet of paper and the integrity of the University would be undermined. To protect the conscientious student, therefore, and to guarantee the quality of an Ohio State education, the University assesses heavy penalties against those who plagiarize. By Faculty Rules, penalties for plagiarism range from an "E" grade in the course to dismissal from the University. If these penalties seem severe, remember that your integrity and the integrity of the University itself are at stake.

Finally, the University cannot prevent a student from plagiarizing, but it can make sure that every student knows what plagiarism is, what the penalties for it are, and in what jeopardy it places his or her future career. Hence this statement. Read it carefully. If you do not understand it fully, consult your instructor.

**AND IF YOU HAVE ANY DOUBTS ABOUT THE ORIGINALITY OF A PAPER YOU HAVE WRITTEN SEE YOUR INSTRUCTOR BEFORE YOU TURN IT IN.**

## GE Theme course submission worksheet: Sustainability

### Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Sustainability)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

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*(enter text here)*

This course examines the economic history of the United States through the lens of environmental history, examining how major multinational firms both affected the natural environment over time and how nature also acted as an agent shaping the evolution of big business in North America and beyond. At heart, the course seeks to show students how they can use history to create more ecologically sustainable business practices in the years ahead.

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

|  | Course activities and assignments to meet these ELOs  |
|--|---|
| <b>ELO 1.1</b> Engage in critical and logical thinking.  | The instructor reads student reflections before class and then adds student names to the syllabus, calling on students and having them, rather than the instructor, elaborate on key course themes (Assignment #1). Students also engage in turn-in-discuss techniques, digesting a key course question with a partner before lectures. |
| <b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme. | Students in the course will write a research paper (Assignment #2) that is seven/eight pages in length that examines the ecological footprint of a firm operating in Columbus, Ohio.<br>More details available in syllabus.   |
| <b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.                                   | All class assignments, including reflections (Assignment #1), the in-depth research paper (Assignment #2), and the exams (Assignment #3) task the students with using the past to help figure out how large corporations can operate more sustainably.  |

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| <p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p> | <p>Students are required to submit reflections based on the readings or course content before each class. These reflections are based on readings that examine a particular corporate case study and requires the students to think about how their own consumptive habits are connected to big brands driving our economy.</p> |
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*Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):*

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| <p><b>ELO 1.1</b> Engage in critical and logical thinking.</p> | <p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></p> |
|  | <p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i></p> <p><i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>   |

**ELO 2.1** Identify, describe, and synthesize approaches or experiences.

Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.

Lecture

Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.

Reading

The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.

Discussions

Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.

Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.

**ELO 2.2** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.

Some examples of events and sites:

The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces

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|  | <p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p> |
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Goals and ELOs unique to Sustainability

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

|   | Course activities and assignments to meet these ELOs  |
|---|---|
| <p><b>ELO 3.1</b> Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.</p>  | <p>In each class, students are asked to submit reflections that tackle how corporate behavior (whether Coca-Cola's recycling operations, Great Plains growers's farming practices, or Monsanto's chemical business) reshape natural environments and how that change in turn affects the lived experience of communities. (Assignments 1,2, and 3)</p>  |
| <p><b>ELO 3.2</b> Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.</p> | <p>The reflections (Assignment #1) achieve this goal by getting students to think about how particular multinational firms develop technologies (railroads, recycling systems, computer networks) that radically change the environment. The research pape (Ass #2) achieves this goal as well, as students focus on a local environmental problem.</p> |

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| <p><b>ELO 3.3</b> Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.</p> | <p>The midterm and final exams (Assignment category #3) get students to do this directly, as the essay questions are written as if they were joining a big firm and it asks them to use the history learned in the class to make corporate changes that would lead a particular firm to become more sustainable in its operations.</p> |
|---|--|