

Term Information

Effective Term Spring 2025
[Previous Value](#) Spring 2024

Course Change Information

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

Adding Sustainability GE Theme

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

This course is a good fit for this 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	3700
Course Title	American Environmental History
Transcript Abbreviation	Amer Environ Hist
Previous Value	Am Environ Hist
Course Description	The history of American ecosystems from the last Ice Age to the present; focusing on sustainability and historical debates over the causes and consequences of environmental change.
Previous Value	The history of American ecosystems from the last Ice Age to the present; focuses on historical debates over the causes and consequences of environmental 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

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value

Prereq or concur: English 1110.xx, or GE foundation writing and info literacy course, or permission of instructor.

Exclusions

Electronically Enforced

Yes

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; 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

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 gain an understanding of the history of American ecosystems from last Ice Age to the present.
- Students will explore scientific and historical debates over the causes of environmental change.
- Students will examine the history of the environmental movement and environmental philosophy, and the historic impacts of humans and nonhumans on each other.
- Students will learn about the importance of sustainability to American ecosystems.
- *Students will gain an understanding of the history of American ecosystems from last Ice Age to the present.*
- *Students will explore scientific and historical debates over the causes of environmental change.*
- *Students will examine the history of the environmental movement and environmental philosophy, and the historic impacts of humans and nonhumans on each other.*

Previous Value

Content Topic List

- Native American Ecology
- Asian and European Biological invasions
- The Market Revolution and the Ecology of Midwestern Forests
- Prairies
- Plains
- The Emergence of Ecology
- Conservation
- Preservation
- The Dust Bowl
- Urban Pollution
- The Environmental Movement since World War II
- Environmental Challenges of the Twentieth and Twenty-First Centuries
- Sustainability

Previous Value

- *Native American Ecology*
- *Asian and European Biological invasions*
- *The Market Revolution and the Ecology of Midwestern Forests*
- *Prairies*
- *Plains*
- *The Emergence of Ecology*
- *Conservation*
- *Preservation*
- *The Dust Bowl*
- *Urban Pollution*
- *The Environmental Movement since World War II*
- *Environmental Challenges of the Twentieth and Twenty-First Centuries*

Sought Concurrence

No

Attachments

- 3700 GE Form doc.docx: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- History 3700 GE Revision 10.3.2024.docx: Revised Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- 3700 Cover Letter.docx: Cover Letter
(Cover Letter. Owner: Getson, Jennifer L.)

Comments

- Please see Subcommittee feedback email sent 9/16/24. *(by Neff, Jennifer on 09/16/2024 01:38 PM)*

COURSE CHANGE REQUEST
3700 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/03/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	05/07/2024 11:07 AM	Submitted for Approval
Approved	Soland, Birgitte	05/07/2024 02:54 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/07/2024 03:57 PM	College Approval
Revision Requested	Neff, Jennifer	09/16/2024 01:38 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	10/03/2024 09:40 AM	Submitted for Approval
Approved	Reed, Christopher Alexander	10/03/2024 09:47 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/03/2024 10:55 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/03/2024 10:55 AM	ASCCAO Approval



October 3, 2024

Hello,

Thank you for the careful read of this syllabus. The following changes have been made to try to ensure that the theme is more prominent in early weeks to address the contingency concern that the theme was not as visible early on.

- The introductory paragraphs for the course have been revised
- The importance of the readings for ELO 1.2 has been noted in the course readings section.
- The framing of the op-ed assignment has been revised to emphasize its connection to the theme.
- Topics in week one have been rewritten to show the theme in earlier weeks.
- A special reading reflection task has been added to week two to allow students to clearly and deliberately reflect on their own understanding of sustainability earlier in the semester. This has the added benefit of helping them possibly discern a potential topic for the op-ed.

Furthermore, the smaller suggested revisions have been implemented.

History 3700: American Environmental History

Semester/Year
Room/Building
Dates/Time

Instructor: Bart Elmore
Office: Dulles Hall XXX
Email: XXX
Office Hours: XXXX

Format of instruction: In-person, lecture, 3 hours per week, student participation expected.

COURSE DESCRIPTION:

This course shows what history can teach us about the future survival of humanity on planet Earth. We dive deep into the past, examining how Americans have affected the natural environment over time and how nature has shaped the course of human events. As part of the GE Sustainability theme, this course connects past and present via the lens of environmental history.

Environmental history is a field that studies the history of human engagement with ecosystems, non-human animals, and natural systems. It investigates not only how people are impacted by non-human forces, but also how humans have affected the rest of nature. Environmental history uses interdisciplinary methods to explore how human decisions, social and economic structures, ethics, and institutions impact the ability of people to sustain themselves and their ecosystems. The field encourages students to look to the past to find inspirations and lessons that can be used to shape decision-making for a more sustainable future.

Through a focus on sustainability, this class tackles some of the biggest issues hitting headlines today. How bad is climate change? What can we do about it? Are we running out of water? How will we quench our thirst in the years ahead? While asking “How did we get here?,” we journey across the country (and the globe) to find solutions to these questions and more. You’ll never look at American history the same way again.

This course focuses on US Environmental history, but by looking at themes like Ecological Imperialism, colonial expansion and the slave trade, the Industrial Revolution, and modern fossil-fuel driven societies, and the “Atomic Age,” the US will be seen as part of a global story. [Goal 3]

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.

Rationale for fulfilling the GE Learning Outcomes for Sustainability

1. This course is a thematic approach to US history and is designed to show students how deeper engagement with a single topic (in this case, environmental history) expands on the foundation-level understanding of US history. Successful students will critically engage with important moments in American history when humans created technologies, political, and social structures that had effects on the environment and assess the ecological sustainability of those institutions, machines, and social organizations. [GOAL 1]
2. Successful students will integrate environmental history into scholarly research focused on out-of-classroom experiences and in-depth research by investigating and writing up the environmental history of contemporary environmental issues that have roots in the past. [GOAL 2]
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. [GOAL 3]

LEGACY GE GOALS AND ELOS

GEL Historical Studies

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.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study: History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
 - In this course students will watch films and read secondary and primary sources in environmental history. We will survey recent historiographical trends. 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. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past.
 - 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.
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context.
 - This course is global in scope, examining how Americans embedded themselves in different social, political, economic, military, and ecological environments around the world. Students will analyze how American businesses adapted to local environments when expanding overseas.
- 4) Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects
 - Each student will be required to complete an op-ed historicizing an environmental issue in Columbus or their hometown. Students will be required to examine documents from the past and

form a coherent argument about why this history is still relevant to citizens living in the United States today.

Course Format and Modality

We will meet twice a week throughout the semester in ROOM 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 arrange with you. Recorded lectures will be posted on our Carmen course page.

Each week has a different theme, with two class meetings that cover slightly different aspects of the same idea so that students can see multiple ways that people and place have been connected in the past. [ELO 1.1] Each week we will use parts of class to think about how adding new topics helps us broaden our understanding of what sustainability means at different scales and in different settings. [ELO 1.1]

REQUIRED TEXTS

Ted Steinberg *Down to Earth: Nature's Role in American History* (Oxford University Press, 2009).
Mark Fiege *Republic of Nature: An Environmental History of the United States* (University of Washington Press, 2012).

In addition to these readings, the course features a sprinkling of articles/chapters from some of today's top environmental historians. We'll also watch a series of films that will help students visualize ecological changes that reshaped America. [ELO 1.2]

OTHER USEFUL REFERENCE TEXTS

Carolyn Merchant, *American Environmental History: An Introduction* (Columbia, 2007).
Andrew C. Isenberg, ed. *The Oxford Handbook of Environmental History* (Oxford, 2014).
Roderick Nash, *Wilderness and the American Mind* (Yale University Press, 1967).

Course Components

Component	% of Final Grade	Due Date
Attendance and participation in class discussion and activities	15%	Weekly see below
Pre-class reading reflections	10%	Weekly before all meetings
Op-ed project		Topic confirmation Friday Week 4 5pm
Preliminary bibliography	5%	Friday Week 6 5pm
Rough draft	10%	Friday Week 9 5pm

Final op-ed	20%	Friday Week 13 5pm
Midterm Exam	20%	Friday Week 7 5pm
Final Exam	20 %	Scheduled exam date NOON

Attendance and Participation (15%)

Regular class discussion will challenge the students to move beyond their initial ideas and impressions and develop an even deeper understanding of the central themes of the course. These discussions will be informed by the preparatory reading reflections, so that students are able to express how their understanding of the history of the environment. [ELO 2.2]

Each student is strongly encouraged to attend live lectures when they can and to participate in discussion. You are expected to attend at least 80% of class meetings across the semester at a minimum to receive a passing participation grade. Please communicate with me if you are expecting an extended absence so that we can develop an alternative way for you to demonstrate engagement.

Regular and on-time attendance is essential to quality participation, but it is only the first step! You are expected to come to class prepared, having read the assignments for that day. You also need to be prepared to talk about what you read—about the ideas, the content, and the questions you have. You will be expected to take an active role in both larger class discussions and smaller group work, and to actively participate in other in-class activities and assignments. Finally: Active participation helps you learn better. Participating in discussion will help you better understand the ideas we read about and prepare you to do well on other course components.

I reserve the right to implement **pop quizzes** if I find that students are failing to do the readings. These quiz performances will be reflected in your participation grade.

Pre-class Reading Reflections (10%)

The regular reading reflections (before every class) ask students to synthesize the readings, focusing on the class themes of environmental change over time and the impacts of human activity and technology on the natural world. [ELO 2.1, 3.2]

First, the reading reflections due **before** class each meeting encourage students to express their own understanding of the materials and to reflect on how their ideas of the history of environmental and sustainability themes are developing. Students should be prepared to discuss their reflections, and how they are learning more about sustainability from the readings, during class. [ELO 2.2]

Students are required to submit a **250 word reading reflection** the evening before each class meeting. These will be due on **11:59 PM** the evening before we meet. These should not be summaries of the readings but instead should be your response to the reading, a question that the reading raised for you, and/or a discussion of a critical theme addressed in the day's readings. This helps your ability to

communicate what you are learning from class and is practice for the exams and other graded work. These are ungraded—you will either receive credit or no-credit. Your grade will be determined by the % of completed reflections, using the course grading scale. So if you complete 90 % of the responses or more, you will earn an A- or A, etc.....

Op-Ed Project (35%)

Students in the course will write a **750-word op-ed** on a topic related to the environmental history of Columbus or their hometown. Think broadly about what aspects of life fit within the idea of sustainability! This can include the histories of food, water, living spaces, transit systems, energy regimes, industrial development, etc. There is a deeper history behind modern sustainability flashpoints.

The goal of this assignment is to bring the readings and in-class discussions about the history of sustainability and the environment to bear on a contemporary topic of interest to you that is newsworthy today. The op-ed should be a publishable piece, one you will submit to your hometown paper or another news outlet you choose at the end of the course.

The Op-ed assignment allows students to integrate their own cares and concerns about contemporary sustainability to the class topic. The students will connect the discipline of environmental history to a topic relevant to either Columbus or their home-town (if in the US), linking broad themes and topics from class to a unique case study. Then, rather than a traditional research essay, the students will generate an op-ed essay that will focus on how scholarly work can be communicated to a public audience, extending the classroom out into the broader community. [ELO 2.1]

The op-ed will historicize an environmental issue in Columbus or your hometown. By that I mean you will collect **primary and secondary source materials** that help illuminate the historical roots of a contemporary environmental issue in our community or in your hometown. You identify, describe, and synthesize approaches or experiences various environmental scholars and policymakers have taken in the past so as to understand approaches or methods to sustainability that might be useful in our own time. You will research the issue related to history and sustainability, and then interpret for a public audience why a historical frame can help us assess modern sustainability values. [ELO 3.3]

Assignment structure:

Start by identifying a topic on which you have some expertise. For example, you may have some personal connection to a contemporary environmental debate that you may be able to play up in your piece. Remember, you have to accomplish two things to give yourself a good chance of getting published. **First**, you have to speak to an issue that is relevant to the local news outlet you are contacting. You might have a great story about Coca-Cola, but if it doesn't speak to a paper's readership, they simply will not publish the piece. So, remember to tie your opinion to some issue of local importance. If your issue is related to a topic that is just making headlines, you have to move fast. Pegging your piece to a timely topic is the best way to get published. **Second**, you have to give the newspaper editor a good reason why he or she should listen to you. In other words, you have to express why you have expertise in the topic at hand—why you, specifically, can speak to a given issue.

- **A preliminary bibliography (5%) due Friday of Week 6 at 5 PM on Canvas**

- You will provide an annotated list of five primary and secondary sources you will use for your research. This will help us both be confident that you have identified useful tools and materials for your project.

By compiling a bibliography on their project, students will engaging in in-depth, independent scholarly exploration of their chosen issue. [ELO 1.2]

- **First draft of op-ed (10%) will be due Friday of Week 9 at 5 PM on Canvas.**
 - It should be roughly 750 words (no more than 850 words).
 - Papers should be 12-point Times New Roman Font.
 - Late papers will be docked a half-letter grade per day (ex. A to A-).
- **Final draft of op-ed (20%) will be due Friday of Week 13 at 5 PM on Canvas.**
 - Follow the same guidelines of the first draft
 - This must reflect revision and reflection; you will be evaluated on both the finished project and your revision.
 - You must include a “revision note” explaining the decisions that you made about how to change your op-ed after initial feedback. This note should also include a 100-150 word reflective self-assessment, which discusses what you learned about writing and the idea of public engagement by doing this activity. [ELO 2.2]

Midterm and Final Exams (20% each)

The two exams expect students to synthesize their readings, think logically about tracing themes and patterns across the course, and link discrete historical moments to analytical themes. [ELO 1.1] They will answer exam questions that focus on the history of the interdependency of people and place, and how American people (collectively and as individuals) have been dependent on and shaped environmental systems over time. [ELO 3.1, 3.2]

*Your first midterm needs to be turned in **via Canvas by 5 PM on Friday of Week 7 (20%)**

*Your final exam needs to be turned in **via Canvas by NOON on DATE OF FINAL EXAM (20%)**

- The midterm and Final will each consist of one essay question. You will be given the question one week before the exam due date.
- Prepare a formal answer that is **no longer than SIX pages** and no less than **FOUR pages**. Please double-space your paper and use 12-pt Times New Roman font (or some equivalent).
- Draw on the course lectures AND your course readings to answer this question. Feel free to cite (parenthetically or with footnotes) your references to specific readings. No need to cite my lectures but do draw on them.
- This is open-book and open-notes exam, and you can look for articles or other readings to support your essay, but I will be assessing your papers based on how well you digest our COURSE CONTENT. In other words, this is not a research paper, so you need not look for sources online to build your answer. If you do draw on other sources outside our class, however, make sure to offer citations with links to those sources.
- Please make sure to consult the plagiarism guidelines in our syllabus. **Make sure your work is your own** and cite any references you make to other sources. If you have any questions, you can always reach out to me.
- **Working on your own**

- While this is an open-book and open-notes assignment, you are to work on this essay by yourself, without assistance from other students in the class or other people outside our class.

SCHEDULE FOR THE TERM:

We will meet for Synchronous Lecture/Discussion each day. Lectures will also be recorded for asynchronous viewing, but attendance in person is strongly encouraged if possible.

WEEK 1 What is Environmental History?

1.1. First Session,

Introductory session. Here we will have students discuss their own understandings of why environment matters, and then we will begin to address how ideas related to human dependence on nature can be explored in the past, and how conversations about sustainability, resource use, and the impact of people on ecosystems change over time.

1.2 Second Session (First reading reflection due before this class!)

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. This will help students begin to see how issues important to sustainability such as resource chains, economics, technology, and cultural forces intersect in environmental history.

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

WEEK 2: "Ecological Imperialism" and the Discovery of the New World, 1500-1700

2.1 First Session

In our second week, we will talk about how the growth of imperial nation-states created new systems of extraction and distribution that resulted in the transplantation of biota from native habits to foreign lands. Issues of native/non-native flora and fauna are key in modern discussions of sustainability—this lecture focuses on how we got to such an interconnected biological world. The lecture will draw on Alfred Crosby's *Ecological Imperialism*, which considers the ecological implications of New World expansion.

Required Reading: Ted Steinberg's *Down to Earth*, "Preface," "Prologue," "Wilderness Under Fire," "A Truly New World," ix-39 (page numbers are to the 3rd edition, so make sure to just read these chapters named above if page numbers are different in your edition).

2.2 Second Session. [ELO 2.2]

Op-ed workshop. We'll read various op-eds and talk about the craft of writing op-eds. Come prepared by reading selections posted on Canvas.

Required Reading: Op-eds on Canvas.

Since part of a successful op-ed is the ability of writers to express important ideas clearly and *in their own voice* this day's reading reflection is due FRIDAY after class, rather than before class. This activity is intended for you to continue to become more comfortable with expressing your own ideas [ELO 2.2] and with writing about concepts of sustainability. This assignment may also help you discern which topics might be interesting to explore for your op-ed.

TASK: Write about what sustainability has meant for you in your own personal history up until now. How are your ideas changing so far because of the readings and activities in this class?

WEEK 3: Colonist and Native American Encounters with Nature, 1600s-1700s

3.1 First Session

This week we'll discuss how colonists and Native Americans interacted with the land in the 17th and 18th centuries. This will allow us to talk also about how indigenous knowledge (TEK) needs to be part of conversations about the past and present of sustainability studies.

Required Reading: Mark Fiege, *Republic of Nature*, Chapter 1, "Satan in the Land"

3.2 Second Session

This session, we'll discuss William Cronon's *Changes in the Land*, which offers an illuminating glimpse into new land-use practices that emerged in seventeenth and eighteenth-century America. We'll discuss the myth of the ecological Indian and consider how the commoditization of natural resources in colonial America led to dramatic ecological change in the New World.

Required Reading: Selection from William Cronon, *Changes in the Land* (available on Canvas on course website)

WEEK 4: A New Republic of Nature, 1776-1860s

4.1 First Session

Today, we'll discuss how the US Constitution codified colonists' views of nature. This will be a way where we can see how political ideologies not only shape but are also shaped by the ways that people relate to ecologies.

Required Reading: Mark Fiege, Chapter 2, "By the Laws of Nature and Nature's God"

4.2 Second Session

Cotton plantations fundamentally transformed America's agroecology in the nineteenth century. This environmental transformation also remade human lives. We'll discuss that history in class today. This conversation allows for a discussion of how race and environmental (in)justice are deeply intertwined, and how there is a clear connection between the exploitation of people and nature.

Required Reading: Mark Fiege, *The Republic of Nature*, Chapter 3, "King Cotton"

CONFIRM YOUR OP-ED TOPIC WITH (BART ELMORE/GRADER) BY EMAIL BY FRIDAY WEEK 4, 5pm.

WEEK 5: Water Wars in New England and the Environmental History of the Civil War

5.1 First Session

Today, we'll tackle the history of water wars as they played out in the mill towns of New England in the 1800s. This topic addresses the tension between open access to resources, economic growth, and resource sustainability.

Required Reading: Introduction to Ted Steinberg's *Nature Incorporated*.

5.2 Second Session

In this section of the course, we will look at the Civil War through the lens of environmental history. This is the first major example of the ecological impact of human warfare that we will cover.

Required Reading: Mark Fiege, *The Republic of Nature*, Chapter 5, "The Nature of Gettysburg."

WEEK 6: Railroaded: The Transportation Revolution of the Nineteenth Century, 1862-1900

6.1 First Session,

Having talked about the energetic, political, and economic transformations that gave birth to the Industrial Revolution in the nineteenth century, we'll consider how technological improvements of the steam engine gave rise to railroad empires that revolutionized the western American landscape.

Required Reading: Mark Fiege, Chapter 6, "Iron Horses: Nature and the Building of the First U.S. Transcontinental Railroad."

6.2 Second Session

We will take a moment to consider how Americans' perceptions of nature changed over the course of the nineteenth century and how railroad development and business expansion affected perceptions of environmental conservation. This is related to ideas of transit and travel and the links between development and sustainability.

Required Viewing: Ken Burns *National Parks* (Link to this film available on Canvas).

BIBLIOGRAPHY DUE FRIDAY OF WEEK 6 5pm

WEEK 7: Midterm Week

7.1 First Session

Come for the story of Standard Oil, Cleveland, and the environmental impact of the early oil industry. This is of relevance for discussions of energy transitions, sustainable energy use, and ecologies of oil.

Required Reading: Introduction to Jonathan Wlasiuk's dissertation on Standard Oil (on Canvas)

7.2 Second Session

MIDTERM EXAM (NO CLASS) – SUBMIT MIDTERM EXAM (Canvas) by FRIDAY WEEK 7 at 5 pm

WEEK 8: Coal, Labor, and Conflict: An Environmental History of Gilded Age Appalachia

8.1 First Session

Industrialization and migration not only occurred in the American West and the urbanized North at the end of the nineteenth-century, but also in the last sparsely settled part of the American East: Appalachia. Railroads brought people in and shipped coal out and resource extraction radically changed this region both the short-and-long terms. Not only will we learn about these histories, but along the way we will dismantle some popular stereotypes characterizing Appalachia, its history, and its people.

Required Reading: TBA

8.2 Second Session

NO CLASS – Work on your op-eds due in Week 9.

WEEK 9: The Hydrology of Los Angeles and Federal Farming Policies in Rural America, 1900-1940

9.1 First Session

The development of large-scale irrigation systems in the American West paved the way for agricultural development in arid regions previously though unfit for cultivation. In this session we will talk about the Bureau of Reclamation and the massive state-sponsored damming projects that opened the West up to large-scale agribusiness.

Required Reading: Required viewing – Marc Reisner’s *Cadillac Desert*

9.2 Second Session

This week, we will devote a large portion of our time to Donald Worster’s *Dust Bowl*, which highlights the ways in which state-supported agribusinesses helped bring about one of the largest environmental catastrophes in world history. It also allows us to discuss how ideas of what agricultural progress and sustainability look like in the past, and how this crisis changed discussions about long-term agricultural development.

Required Reading: Required viewing Ken Burns *Dust Bowl*.

FIRST DRAFT OF OP-ED DUE (Canvas) by 5 pm FRIDAY, WEEK 9

WEEK 10: Henry Ford’s Quest for Rubber and the Consequences of a Synthetic Economy

10.1 First Session

This is the story of Henry Ford’s wild dream of creating utopia in Brazil. This topic adds a global aspect to the story of US environmental history and opens a discussion of how resource chains develop, how technological sustainability is both imagined and (not) experienced, and labor and resource colonization.

Required Reading: Listen to Greg Grandin talk about his book *Fordlandia* on NPR.

10.2 Second Session

NO CLASS – Watch a *Fierce Green Fire* on Canvas in preparation for our discussions about the modern environmental movement in session 12.1.

WEEK 11: A Chemical Age and An Atomic Age

11.1 First Session

To set us up for a discussion of the origins of the modern environmental movement, we’ll read selections from Rachel Carson’s *Silent Spring*, a book that raised critical awareness about pesticide and chemical pollution in the postwar era. This will help us think about great works of sustainability writing as part of scientific and cultural moments.

Required Reading: Selections from Rachel Carson’s *Silent Spring*

11.2 Second Session

Get ready to witness the first successful test of an atomic bomb from a fresh, new perspective. This topic foregrounds the history of war and will lead to discussions of how nature should/should not be considered as a catalyst for or victim of human conflict.

Required Reading: Mark Fiege, Chapter 7, “Atomic Sublime: Toward A Natural History of the Bomb”

WEEK 12: The Environmental Movement and the Environmental Justice Movement:

12.1 First Session, April 5

We will talk about the rise of the modern environmental movement in the 1960s and 1970s. This will help us better understand the origin and development of contemporary conversations about environment and sustainability, and help us recognize that environmental activism is also rooted in political, social, and economic structures.

Required Reading: Required viewing – *A Fierce Green Fire*

12.2 Second Session

We will travel back a bit to talk about a classic civil rights case, *Brown v. Board*. As we always do in this course, we will reimagine this story from an environmental angle. This allows us to explore the intersection of politics and law in environmental policy and connections between environment and social justice.

Required Reading: Mark Fiege, Chapter 8, “The Road to *Brown v. Board*: An Environmental History of the Color Line”

WEEK 13: The Roundup Ready Agricultural Revolution/The Era of Dam Removal

13.1 First Session

We will read a chapter from my book on Monsanto that looks at the GMO revolution around the world, and will explore ideas of agricultural sustainability.

Required Reading: Selection from *Seed Money: Monsanto's Past and the Future of Food*.

13.2 Second Session

NO CLASS. WATCH *Damnation* and learn about dam removal projects that have been ongoing in the country since the 1990s. We'll discuss when we come back on 14.1. Also, take time to complete those op-eds!

FINAL DRAFT OF OP-ED AND REFLECTION DUE (Canvas) by 5pm FRIDAY WEEK 13

WEEK 14: Climate in the Twenty-First Century

14.1 First Session. [ELO 2.2]

Some people might think that climate change is recent news, but the reality is scientists have been warning about a warming climate for decades. We will conclude with a look at the history of what we knew when in this final lecture and offer an update on where we are now! We will also spend time discussing the experience of writing the Op-Ed.

Required Reading: Introduction to Naomi Klein's *This Changes Everything*.

14.2 Second Session. [ELO 2.2]

We'll talk about what Earth Day looks like now, some fifty years after the first Earth Day, and reflect on how our understanding of the importance of history to contemporary environmental and sustainability concerns. how the regular reading reflections have shaped your engagement with texts and your role as an active reader.

Required Assignment: Come having perused the web for 2021 Earth Day events and for a discussion about what we should do to commemorate this day.

FINAL EXAM ESSAY DUE VIA CANVAS ON FINAL EXAM DATE by NOON.

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/coamfaq.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, at 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 who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair. 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. 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 maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed. Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, Instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#) .

Policy: [Religious Holidays, Holy Days and Observances](#)

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

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.

(enter text here)

Environmental history is a field that studies the history of human engagement with ecosystems, non-human animals, and natural systems. It investigates not only how people are impacted by non-human forces, but also how humans have affected the rest of nature. Environmental history uses interdisciplinary methods to explore how human decisions, social and economic structures, ethics, and institutions impact the ability of people to sustain themselves and their ecosystems. The field encourages students to look to the past to find inspirations and lessons that can be used to shape decision-making for a more sustainable future.

This course focuses on US Environmental history, but by looking at themes like Ecological Imperialism, colonial expansion and the slave trade, the Industrial Revolution, and modern fossil-fuel driven societies, and the “Atomic Age,” the US will be seen as part of a global story.

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
ELO 1.1 Engage in critical and logical thinking.	This course is a thematic approach to US history, and is designed to show students how deeper engagement with a single topic (in this case,

	<p>environmental history) expands on the foundation-level understanding of US history.</p> <p>Each week has a different theme, with two class meetings that cover slightly different aspects of the same idea so that students can see multiple ways that people and place have been connected in the past. historical moments to analytical themes.</p> <p>The two exams expect students to synthesize their readings, think logically about tracing themes and patterns across the course, and link discrete historical moments to analytical themes.</p>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>This ELO is satisfied by the final paper for the class, in which students are expected to write an advanced, in-depth and scholarly exploration of a particular food and how the systems providing it have affected the human body and the planet in positive and negative ways over time.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>The regular reading reflections (before every class) ask students to synthesize the readings, focusing on the class themes of environmental change over time.</p> <p>The Op-ed assignment allows students to integrate their own cares and concerns about contemporary sustainability to the class topic. The students will connect the discipline of environmental history to a topic relevant to either Columbus or their hometown (if in the US), linking broad themes and topics from class to a unique case study. Then, rather than a traditional research essay, the students will generate an op-ed essay that will focus on how scholarly work can be communicated to a public audience, extending the classroom out into the broader community.</p>
<p>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.</p>	<p>Students will demonstrate their developing sense of self as a learner in several ways. First, the reading reflections due *before* class each meeting encourage students to express their own understanding of the materials and to reflect on how their ideas of the history of environmental and sustainability themes are developing. Secondly, regular class discussion will challenge the students to move beyond their initial ideas and impressions and</p>

	develop an even deeper understanding of the central themes of the course.
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Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:</i></p> <p><i>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>
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	<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>
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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.

<p>ELO 2.2 <i>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.</i></p>	<p><i>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.</i></p> <p><i>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></p>
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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

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.

	<p>Course activities and assignments to meet these ELOs</p>
<p>ELO 3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.</p>	<p>Answer exam questions that focus on the history of the interdependency of people and place, and how American people (collectively and as individuals). Engage in critical and logical thinking about human-nature interactions and the sustainability of human practices across time.</p> <p>Example classes on this topic include:</p>

	<p>1.1) 1.1. First Session, Introductory session. Here we will have students discuss their own understandings of why environment matters, and then we will begin to address how ideas related to human dependence on nature can be explored in the past, and how conversations about sustainability, resource use, and the impact of people on ecosystems change over time.</p> <p>3.2 Second Session This session, we'll discuss William Cronon's Changes in the Land, which offers an illuminating glimpse into new land-use practices that emerged in seventeenth and eighteenth-century America. We'll discuss the myth of the ecological Indian and consider how the commoditization of natural resources in colonial America led to dramatic ecological change in the New World.</p> <p>WEEK 5: Water Wars in New England and the Environmental History of the Civil War 5.1 First Session Today, we'll tackle the history of water wars as they played out in the mill towns of New England in the 1800s. This topic addresses the tension between open access to resources, economic growth, and resource sustainability.</p>
<p>ELO 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, currently, and in the future.</p>	<p>Engage in an advanced, in-depth, scholarly exploration of environmental history and Sustainability.</p> <p>WEEK 8: Coal, Labor, and Conflict: An Environmental History of Gilded Age Appalachia 8.1 First Session Industrialization and migration not only occurred in the American West and the</p>

urbanized North at the end of the nineteenth-century, but also in the last sparsely settled part of the American East: Appalachia. Railroads brought people in and shipped coal out and resource extraction radically changed this region both the short-and-long terms. Not only will we learn about these histories, but along the way we will dismantle some popular stereotypes characterizing Appalachia, its history, and its people.

Specific classes include:

4.2 Second Session

Cotton plantations fundamentally transformed America's agroecology in the nineteenth century. This environmental transformation also remade human lives. We'll discuss that history in class today. This conversation allows for a discussion of how race and environmental (in)justice are deeply intertwined, and how there is a clear connection between the exploitation of people and nature.

5.2 Second Session

In this section of the course, we will look at the Civil War through the lens of environmental history. This is the first major example of the ecological impact of human warfare that we will cover.

WEEK 9: The Hydrology of Los Angeles and Federal Farming Policies in Rural America, 1900-1940

9.1 First Session

The development of large-scale irrigation systems in the American West paved the way for agricultural development in arid regions previously though unfit for cultivation. In this session we will talk about the Bureau of Reclamation and the massive state-sponsored damming projects that opened the West up to large-scale agribusiness.

Required Reading: Required viewing – Marc Reisner's Cadillac Desert

9.2 Second Session

This week, we will devote a large portion of our time to Donald Worster's Dust Bowl, which

	<p>highlights the ways in which state-supported agribusinesses helped bring about one of the largest environmental catastrophes in world history. It also allows us to discuss how ideas of what agricultural progress and sustainability look like in the past, and how this crisis changed discussions about long-term agricultural development.</p> <p>WEEK 10: Henry Ford’s Quest for Rubber and the Consequences of a Synthetic Economy</p> <p>10.1 First Session This is the story of Henry Ford’s wild dream of creating utopia in Brazil. This topic adds a global aspect to the story of US environmental history and opens a discussion of how resource chains develop, how technological sustainability is both imagined and (not) experienced, and labor and resource colonization.</p> <p>11.2 Second Session Get ready to witness the first successful test of an atomic bomb from a fresh, new perspective. This topic foregrounds the history of war and will lead to discussions of how nature should/should not be considered as a catalyst for or victim of human conflict.</p>
<p>ELO 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.</p>	<p>Identify, describe, and synthesize approaches or experiences various environmental scholars and policymakers have taken in the past so as to understand approaches or methods to sustainability that might be useful in our own time.</p> <p>Through the editorial assignment, identify problems in either Columbus or their hometown, research the issue related to history and sustainability, and then interpret for a public audience why a historical frame can help us assess modern sustainability</p> <p>Specific sessions include:</p> <p>WEEK 11: A Chemical Age and An Atomic Age 11.1 First Session</p>

To set us up for a discussion of the origins of the modern environmental movement, we'll read selections from Rachel Carson's *Silent Spring*, a book that raised critical awareness about pesticide and chemical pollution in the postwar era. This will help us think about great works of sustainability writing as part of scientific and cultural moments.

WEEK 12: The Environmental Movement and the Environmental Justice Movement:

12.1 First Session, April 5

We will talk about the rise of the modern environmental movement in the 1960s and 1970s. This will help us better understand the origin and development of contemporary conversations about environment and sustainability, and help us recognize that environmental activism is also rooted in political, social, and economic structures.

WEEK 14: Climate in the Twenty-First Century

14.1 First Session. [ELO 2.2]

Some people might think that climate change is recent news, but the reality is scientists have been warning about a warming climate for decades. We will conclude with a look at the history of what we knew when in this final lecture and offer an update on where we are now! We will also spend time discussing the experience of writing the Op-Ed.

14.2 Second Session. [ELO 2.2]

We'll talk about what Earth Day looks like now, some fifty years after the first Earth Day, and reflect on how our understanding of the importance of history to contemporary environmental and sustainability concerns. how the regular reading reflections have shaped your engagement with texts and your role as an active reader.

Required Assignment: Come having perused the web for 2021 Earth Day events and for a

	discussion about what we should do to commemorate this day.
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