CONTENT:
One of the important successes of modern environmentalism has been the rise of a broad environmental consciousness. The discipline of history has not been immune to this recent transformation. Over the last twenty years, environmental history has emerged as a clearly defined subset of this field of study.

Amongst the various tendencies of environmental history, this course will pay particular attention to the following historical issues: the growth of ideas of “environment,” “nature,” and “wilderness” over the past two centuries (with particular emphasis on the Western experience); the involvement of notions of race, nation, class and gender in the development of these ideas; the interaction between these ideas and the broader world developments of industrial capitalism and imperialism; the corresponding kinds of “environmentalisms” that emerged as programs for political and legal action; and the not always easy fit of western environmentalism and the expense of the developing- or "third" world.

FORMAT:
The course will be a combination of lectures and discussions in class. Students will also be required to complete all assigned readings and assignments, including an online assignment using the course Blackboard website.

Students are required to attend all lectures and to be active participants in class discussions.

GRADING:
Participation 20%
Album 20%
Final Exam 30%
Term Paper 30%

REQUIRED BOOKS and MATERIALS:
1. David Peterson del Mar, Environmentalism: A Short History of a Big Idea
2. Guidelines for Academic Essays (available on course website)
3. 1 package of 5x7 note cards.
**LEARNING OUTCOMES:**

On the successful completion of this course, students should be able to:

1) identify the major issues in environmental history in the 19th and 20th centuries;

2) understand the principal notions of nature, wilderness, and environment that have been articulate over the last three centuries and how they have been applied in specific social and cultural practices;

3) describe and critically appraise some leading academic theories of environmental history;

4) develop an informed understanding of the interplay between the ideas and practices of nature and other, major social, political, economic, and cultural developments over the last three centuries;

5) prepare a term paper at university level, showing appropriate research and documentation of sources, and using appropriate grammar, punctuation, and spelling, and word choice.

**ASSIGNMENT DESCRIPTIONS:**

**Participation:**

The participation grade will be based on several components:

- Regularity: Students are expected to attend and be active participants in all lectures and discussion groups.
- Readiness: Students are expected to complete all of the assigned readings and come to class prepared to discuss them.
- Discussion Note Cards: At the outset of each discussion session, students will be required to submit a 5”x7” note card that contains a) a proper bibliographic citation for the article assigned for that week’s discussion; b) a summary of the article’s thesis and key points; and c) your response to the reading – how effective it was, its relation to other issues dealt with in the course, or any other point of relevance to the course.

Note cards will be graded on a “pass/fail” basis.

**Album**

The main argument of this course is that nature *is not*, but is, rather, a social or cultural construct of – which is to say something that is projected on to the physical world and its processes that surround us by humans and for narrow human purposes. It is also one of the claims of this course that these ideas of nature that are projected onto the physical world become effective because they continue to be represented (re-presented) to society at large in various forms – painting, television, movies, music, journalism, etc.

In this assignment, students will be asked to keep and share with others in the course (through the Blackboard course website) an album of cultural artifacts that represent nature in specific ways. Three times over the term (October 4, November 1, and December 6) students will be asked i) to post on Album Discussion Boards a
link or an image of the cultural artifact or that in some way introduces readers to the cultural artifact; ii) to provide readers with some basic details about the artifact; and iii) to analyze the artifact to show how nature/wilderness/environment/etc is being represented in the artifact, what meaning the artifact hopes to convey about nature, and how it communicates this meaning.

Album contributions will be evaluated on i) the relevance of the cultural artifact to the course and the assignment, ii) the criticism and insight betrayed in the analysis, iii) the conformity of the contribution to the assignment as described; and iv) the clarity of writing (see below in this course syllabus).

The grade for the assignment will be cumulative, although students can expect feedback based on each contribution.

**Term Paper:**

Students are required to write a 2000-2500 word term paper on a topic of relevance to this course. The word totals referred to above are exclusive of title page, bibliography and notes (either footnotes or endnotes) – things that all papers must have.

Students are required to submit a written outline for their paper on Monday, October 25, 2010. All essay topics must be approved in advance by the instructor. Outlines should include a brief description of the chosen topic, a more detailed description of the specific aspects of the topic you want to deal with or your working hypothesis as concerns the topic, and a list of five sources you propose to use in the writing of the paper.

Students must follow the requirements for format and citation as outlined in Guidelines for Academic Essays. Beyond the requirements outlined in that document, students should be aware that encyclopedias, course textbooks, articles in current newspapers or magazines, Wikipedia, Microsoft Encarta and other similar internet sources, and self-published articles available on the internet are **in most instances not permissible sources.** Students should consult the instructor if they have any question as to the permissibility of their sources.

All papers are to be submitted during class time on Monday, November 29, 2010. Students are advised not to slip assignments under the instructor’s office door. Make and retain a copy of your paper, rough materials and working notes until the original has been returned to you. You may be asked to produce them.

**Final Exam:**

The final exam will be based upon lectures and readings throughout the term. The exam format will be discussed in class closer to the end of the term. An exam outline will be provided prior to the conclusion of classes.
POLICIES:

Late Policy: There are no grade penalties for assignments handed in after the due date. However, assignments submitted after the due date will only receive a grade. No comments will be provided by the instructor to explain the grade assigned to late assignments. No assignments will be accepted after December 6, 2010.

Communications: Students should feel free to discuss the assignments, lectures, readings and any aspect of the course with me during class time, posted office hours, or by appointment if you cannot come during office hours. Email correspondence should be limited to ‘Yes’ or ‘No’ questions or to book appointments. Email responses may take up to 48 hours, although you should usually receive a response within 24 hours.

Course Readings: Course readings are a crucial component of this course. Students are expected to complete all assigned readings and come to class prepared to discuss them. Each week I will post “reading questions” on the course website to guide student readings to the points that I (at least) think are relevant – although students should not limit themselves to my concerns.

Attendance: Attendance in class is not optional. You are expected to attend each class, having completed assigned readings for that day. Please respect your fellow students by arriving on time and not packing up books until lectures are over. There should be no use of electronic communications (including cell phones, pagers, Blackberries, or ipods) during class time.

Evaluation:

While students will be evaluated according to the specific requirements of each assignment, the following general criteria will be used:

Written work:

1. Mechanics: that is, freedom from spelling and grammatical errors; accurate references consistently using the approved academic referencing style for history papers; inclusion of all required components of each assignment, including title pages, foot/endnotes, and bibliography.

2. Writing style: clear, succinct, grammatical writing.

3. Structure: The focus of the written assignment is clearly presented in the introduction and the rest of the assignment follows logically from this introduction; a thesis or argument is clearly presented; ideas and sections of the assignment are clearly linked; repetition and duplication are avoided; the assignment consistently remains focused on the topic at hand.

4. Precision and accuracy: Saying exactly and specifically what you mean and avoiding vagueness and generalities; the absence of factual errors.

5. Analysis: Student writing is expected to be critical, reflective, and original.

Oral presentation:

1. Success in communicating key concepts succinctly and accurately, thereby demonstrating sound understanding of the work being presented.

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2. Mechanics of communication, such as manner of speaking, structure of oral presentation, and organization of thought.

3. Ability to respond appropriately and fairly to questions and to contribute to and stimulate unstructured discussion among peers.

**Grading system:**

A+ = outstanding performance; evidence of highly original thinking and excellent knowledge of subject matter.

A = Exception Performance: Strong evidence of original thinking; superior grasp of subject matter and ability to critically evaluate evidence.

B = Good performance: good grasp of the subject matter; some evidence of critical ability; reasonable command of issues.

C = Adequate performance: an understanding of the subject matter; basic command of issues; limited critical ability.

D = Minimally acceptable performance: some evidence of familiarity with subject matter; little evidence of critical and analytical skills.

F = Inadequate performance: little evidence of understanding of subject matter; weak critical and analytical abilities.
COURSE SCHEDULE

Week 1:  **Introduction/Making Nature**  
Date:  September 8  
Readings:  Text: Introduction  
Discussion:  No Discussion/No Note Card

Week 2:  **Pre-modern nature**  
Date:  September 13 and 15  
Readings:  Text: Chapter 1, pp. 5-13 (to end of 1st paragraph)  

Week 3:  **The Birth of Modern Nature**  
Date:  September 20 and 22  
Readings:  Text: Chapter 1, pp 13-28, Chapter 2  
Discussion:  “Romantics on the Mountaintop” (on course website)

Week 4:  **Nature, Nation, and Race**  
Date:  September 27 and 29  

Week 5:  **Nature and Modernity, I**  
Date:  October 4 and 6  
**Album #1 due October 4, 2010**

Week 6:  **Nature and Modernity, II**  
Date:  October 13  
Readings/ Discussion:  Adam Rome, “‘Political Hermaphrodites:’ Gender and Environmental Reform in Progressive America,” *Environmental History*, v. 11, no. 2 (July, 2006): 440-463 (On Reserve)

Week 7:  **Between Pessimism and Prometheus**  
Date:  October 18 and 20  

Week 8:  **The Environmentalism of Prosperity**  
Date:  October 25 and 27  
Readings:  Text: Chapter 3  
Essay outline due Monday, October 25, 2010

Week 9: The Machine in the Garden
Date: November 1 and 3
Readings: Text: Chapter 5
and

*NB: Write note card for the article by Hazlett***

Week 10: Nature and Counter-Culture
Date: November 8 and 10
Readings: Text: Chapter 4

Week 11: The Transformations of Modern Environmentalism
Date: November 15 and 17
Readings: Text: Chapter 6

*** Guest Lecture by Prof. Peter Prontzos, Wednesday, November 17, 2010 ***

Week 12: Third World Ecology
Date: November 22 and 24
Readings: Text: Chapter 8

Week 13: The End of Environmentalism?
Date: November 29 and December 1
Readings: Text: Chapter 7

Term Paper due Monday, November 29

Week 14: Review/Summary
Date: December 6

*Album #3 due December 6*