

HISTORY-1240 (Sect. 001 & 002): Environmental History Survey

A *Clemson Thinks*² Course; Clemson University, FALL 2015

Section-1 meets M/W/F 11:15 am - 12:05 pm in Hardin Hall 101

Section-2 meets M/W/F 12:20 pm - 1:10 pm in Hardin Hall 101

Instructor: Dr. James B. Jeffries

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Required Purchases:

Books: (Available at the Clemson University Bookstore)

- Steinberg, Ted. *Down to Earth: Nature's Role in American History; 3rd Edition*. New York: Oxford University Press, 2013.
- Cronon, William. *Nature's Metropolis: Chicago and the Great West*. New York: Norton, 1992.
- Worster, Donald. *Dust Bowl: The Southern Plains in the 1930s*. New York: Oxford University Press, 2004.
- Mar, David Peterson del. *Environmentalism*. New York: Routledge, 2012.
- [One large bluebook (8.5" x 11"; 8-leaves/6-pages)]

In anticipation of the final exam, each student will need to purchase and turn in a blank bluebook by class-time Friday, September 4. Turn it in as soon as possible (see schedule below for the exact deadline). *Students who fail to meet this deadline (i.e., neglect to turn in the correct bluebook) will acquire late-points (1% for each week-day late) that will be subsequently deducted from their final exam.* Write your name on the cover before turning it in before or after class. The blank booklet will be redistributed on the day of the final exam.

Audience Response System:

- **i>Clicker or REEF Polling Subscription: (Your choice! Carefully consider the two options below)**

- **i>Clicker (version 1 or 2):** i>clicker is a handheld device that students use in class (like a TV remote). The new generation i>clicker-2 is available for approximately \$53.00 at the Clemson University Apple Store. For more information about purchasing and operating an i>clicker consult: http://www.clemson.edu/ccit/learning_tech/computer_training/classroom_tech/iclickers/
- **Reef Polling Subscription:** REEF polling allows students to use your smartphone in place of i>clicker. Although REEF can be installed on any smart devices, including laptops, *this course will only permit the use of smartphones (or i>clickers) for polling purposes* [outside any exceptions granted from the instructor]. Reef is available for a subscription rate of \$9.99 for the semester (with different rates available for extended periods). Subscriptions are available for purchase at <https://www1.iclicker.com/purchase/> or the Apple App Store (if you use an iPhone). **Before purchasing a REEF subscription, it is recommended that you utilize the company's 2-week free trial offer to test your device for potential technical problems.**

Each student is required to bring his/her response-device to each class, beginning Friday, August 28. If you are using an i>clicker, be sure that it is unpacked and outfitted with new batteries at the beginning of the term. If you are using a smartphone, be sure that it is always charged for class.

Purpose: i>Clicker/REEF is a response system that allows you to respond to questions I pose during class. It will be utilized in this class to facilitate discussions and to assess students' participation and preparation. Thus, question will be posed in one of two formats: "discussion questions" (for which *any* answer will be credited toward participation points) and "quiz questions" (for which only the *correct* answers will be credited toward quiz points). For more on scoring policy, see requirements below.

Registration: In order to receive participation and quiz credit, you will need to register your i>clicker or REEF phone-App. This is a simple process, and instructions will be provided during the first week of classes. Once your device is registered, you are registered for the entire semester.

Missing/Malfunctioning Remote Policy: i>clicker/REEF will be used every day in class, and *you are responsible for bringing your device daily*. If your device is missing or malfunctioning, you may notify me or the graduate assistant immediately before or after the class in order to be marked for attendance. Generally speaking, there will be no opportunities to recover quiz points lost for missing or malfunctioning remotes.

Course Description:

Introduction to environmental history, in the United States and globally, with emphasis on changing attitudes toward the environment and the interaction between science and public policy.

This course provides students with an introduction to the environmental history of the United States in a global context from the fifteenth century to the present. The course explores the impacts of human societies and the natural environment over time, and the significant roles played by science, technology, ideology/ethics, and public policy in altering this relationship. Thus, students will examine the important economic and technological developments—e.g., mercantile capitalism along with innovations in navigation and cartography; 2nd industrial revolution along with innovations in steel and railroads; Cold War economy along with innovations in housing and highways—that have shaped how people have interfaced with their natural environment AND how these environments have conditioned and responded to these processes over time. Beyond the economic and technological factors, the course will also examine significant political, cultural, and intellectual developments that have led to various and sometimes conflicting ways of understanding the environment.

Thinking Critically about Environmental History:



This is a *Clemson Thinks²* course where students develop reflective judgment skills for determining what best to believe and assert. In this course such skills stem from learning what to believe and assert about the environmental history of the United States. This involves not only critically assessing evidence, contexts, methods, standards, and theories of this field of study—that is, *doing* environmental history—but also *thinking about* the manner in which both accurate and meaningful arguments are crafted about it. In other words, this is a course that involves not only thinking about the environmental history of the U.S., but also thinking *about* this thinking. It is this second, metacognitive part that makes this a *Clemson Thinks²* course. By acquiring the reflective skills for assessing arguments, thinking through problems, and deriving sound arguments, beliefs, and courses of action, students will possess the judgment that is applicable, in principle, to all academic studies—indeed, to all facets of your life and world.

As it states on the *Clemson Thinks²* website: “*Clemson Thinks²*, the University’s Quality Enhancement Plan, is an ambitious experiment in critical thinking that will transform learning and teaching through second-year Critical Thinking (CT) Seminars, a cohort of CT faculty scholars, faculty development, rigorous assessment and scholarly research.”

<http://www.clemson.edu/assessment/thinks2/>

In order to **develop critical thinking**, students will regularly participate in collaborative **CT² Group Forum Discussions** (see Class Schedule below), which will entail the following three components:

1. Each group will craft a position (sometimes an assigned role-to-play in a hypothetical scenario) on a problem pertaining to environmental history.
2. Each group will present their respective position (and the rationale on which it is based) to the rest of the class.
3. The professor will lead a class discussion in which students discuss the relative strengths and weaknesses of the respective arguments based on the manner of thinking engaged in each side of the issue.

Although critical thinking will be indirectly assessed in all of the graded course assignments, in order to **directly assess critical thinking**, students will write a position paper on a controversial issue in environmental history, which will require critical evaluation of the manner of thinking engaged in each side of the issue.

In order to **access progress in critical thinking**, students will complete a California Critical Thinking Skills Test (CCTST) in Cooper Library at the beginning and end of the semester (see Class Schedule below for two dates).

Learning Outcomes:

During their successful advancement in this course, students will:

- Explain the significant role nature has played in U.S. history (in a global context), which involves the ability to:
 - identify and explain the prominent ecological, social/economic, technological, and ideological factors of this core objective
 - identify and explain the significant, complex interactions between the three levels of environmental history: ecology; society/economy; ideology
 - identify and explain prominent ethical issues/dilemmas that are born out of these interactions
- Apply historical methods to generate this understanding, which involves the ability to:
 - Describe and explain human actions using ecological, sociological, and historical concepts and evidence
 - Critically appraise the primary sources and historical interpretations (contexts, theories, and methods) of the subject
 - Articulate arguments effectively in writing, both under timed conditions and in assessed essays

- Analyze the *critical thinking* skill that are employed to make sound, persuasive, and meaningful contentions, which involves the ability to:
 - Determine the relevance of information for evaluating an argument or conclusion
 - Recognize flaws and inconsistencies in an argument
 - Evaluate competing causal explanations
 - Evaluate hypotheses for consistency with established facts
 - Evaluate the appropriateness of procedures for investigating a question of causation
 - Identify and explain the *uncritical* thinking patterns/habits that produce *flimsy*—that is, academically-unsound, -unpersuasive, and -misleading—contentions about this history.

Thus, students will demonstrate the two course-specific General Education Competencies of:

- Science and Technology in Society: “Demonstrate an understanding of issues created by the complex interactions among science, technology, and society.”
- Social Sciences: “Describe and explain human actions using social science concepts and evidence.”

Assignments:

This course requires students to attend class, take careful notes, read four books and a number of short articles, write three papers, and one bluebook exam.

There are four assignment categories:

1) **CLASS PREPARATION, ATTENDANCE, PARTICIPATION [15% of final grade]:**

Beginning immediately in the term, students are required to complete assigned reading, and prepare to discuss it prior to the appropriate class period.

DAILY ATTENDANCE/QUIZZES: The seat that you choose to occupy next Friday (8/28) will be your assigned seat for the rest of the semester. From this day forward, students will use their polling devices to earn up to 10 points for every regular class period. Every class period will include roughly three i>clicker/REEF “quiz questions.” Students will automatically earn 5.5 points for attendance (i.e., by simply *responding* to at least 75% of the polling questions presented during the class period). Added to this score, students will earn up to 4.5 total points from correct responses to the quiz questions. At the end of the term, the four lowest class-period participation scores for each student will be dropped from her or his total.

CLASS ENGAGEMENT: The instructor will adjust individual participation scores (up to +/- 5%) according to the actual level of engagement by individual students in class discussions.

In the event of university closings due to inclement weather, power outages, etc.:

Please consult the course's Blackboard Announcements for possible assignment schedule adjustments. Also, the student handbook states: "If the professor or a substitute does not arrive within 10 minutes of the scheduled starting time of the class, students may leave."

- 2) THREE SHORT PAPERS (approx. 3-5 pages, ~800-1200 words; typed, double-spaced) [50% of final grade]:** Students will write three short papers on environmental history. See schedule below for the exact deadlines. Late papers will be penalized 10% (one grade) for each calendar-day late. Further assignment and submission details will be provided in a forthcoming assignment-sheet that will be posted on the Blackboard.

Evidence/Artifacts of General Education Competencies: If done correctly, the three papers provide evidence for the distributive competencies of *communication* and *critical thinking*. In addition, if done correctly, each paper will provide specific evidence of the following competencies:

Paper-1: <i>Science, Technology and Society</i>	[Gen Ed Requirement]
Paper-2: <i>Social Sciences</i>	[Gen Ed Requirement]
Paper-3: <i>Clemson Thinks²</i>	[special attribute]

- 3) FINAL EXAM [35% of final grade]:** There will be a comprehensive "bluebook" essay exam at the conclusion of the term.
- 4) PRE- & POST-CCTST (California Critical Thinking Skills Test) [2%-Extra Credit]:** As part of *Clemson Thinks²*, students will take two multiple-choice exams at designated times at Cooper Library. Those who conscientiously complete BOTH exams will receive 2 extra credit percentage points, which will be added to your final course total.

Grading

Assignments in this course are divided into these general categories, which carry the following weight in your final grade calculations:

<i>Participation</i>	Attendance, quizzes, engagement	15 points
<i>Papers</i>	x 3	50 points
<i>Final Exam</i>		35 points
Total points		100 points
<i>CCTST</i>	x 2	+ 2 extra credit points

You are treated as a professional in the course. Accordingly, the grading is strict, but fair. Reading the directions and grading criteria provided for each assignment is the key to understanding how you will be graded. Following those directions is the key to doing well.

Failure to complete (i.e., score at least 30% on) all papers and the exam will result in failure (i.e., an "F") in the course. In general, there will be no make-up or extra-credit opportunities for missed classes and exams. Any exceptions to this rule will require official documentation to support a justifiable excuse.

This course follows the typical grading guidelines:

- A = 90 to 100%
- B = 80 to <90%
- C = 70 to <80%
- D = 60 to <70%
- F = 0 to <60%

Classroom Rules of Conduct:

- **MAJOR-RULE #1:** Other than *during* REEF-polling, **you must keep all of your personal electronic devices stowed away during the class period.**
 - This means that you may not check your cell phone for even mundane purposes, like checking for messages or the time of day.
 - If there is a special and important reason why you will need to monitor your cell phone during class, you may request permission to do so before class.
 - Students are not permitted to use laptops or tablets in the classroom unless granted special permission by the professor.
- **MAJOR-RULE #2:** **You may not leave the class before the end of the period without a legitimate reason.**

- If you know (ahead of time) that you will not be able to attend the entire class period, you may *request* an excuse from the professor before class.
- If you suddenly need to leave due to an emergency, please provide an explanation to the professor soon afterwards.
- **OTHER RUDE AND DISRUPTIVE BEHAVIOR:** includes carrying on a private conversation, reading material that is not pertinent to the course, intentionally falling asleep, arriving late on a regular basis, and/or regularly excusing yourself for bathroom breaks.
- **PENALTY POLICY:** Students will automatically lose course points for disregarding any of the classroom rules of conduct. In many cases, the student will be notified by email after class about his/her offense. So, for example, do not assume that you got away with using your cell phone. Offending students will lose course points according to the severity of the infraction:
 - Minor infractions—e.g., carrying on a private conversation; pulling/leaving out a cell phone—will result in a 1 %-point deduction the first time, 2-pts the second, 3-pts the third, and so on.
 - Major infractions—e.g., texting on your cell phone, leaving early—will result in a 2 %-point deduction the first time, 4-points the second, 6-points the third, and so on.

General Policies & Procedures

Students are expected to adhere to all policies and procedure outlined by Clemson University at: [University Policies](#).

Academic Integrity

Coursework must be documented appropriately in CSE or APA format, based on your major. Content from previous classes may not be submitted.

The Clemson University Academic Integrity Statement

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

A simple definition of plagiarism is when someone presents another person's words, visuals, or ideas as his or her own. The instructor will deal with plagiarism on a case-by-case basis. The

most serious offense within this category occurs when a student copies text from the Internet or from a collective file. This type of academic dishonesty is a serious offense that will result in a failing grade for the course as well as the filing of a formal report to the University.

See the [Undergraduate Academic Integrity Policy](#) website for additional information about academic integrity and Clemson procedures and policies regarding scholastic dishonesty.

Email Communication

Because of privacy regulations, University faculty and staff may email students only through Clemson email. Therefore, you must use your Clemson email account in this course for all email communications. Check your Clemson account at least three times per week for important messages.

Student Disability Services

Students with disabilities who need accommodations should make an appointment with Dr. Arlene Stewart, Director of Disability Services, to discuss specific needs within the first month of classes. Students should present an Academic Accommodation Letter from Student Disability Services when they meet with instructors. Student Disability Services is located in Suite 239 Academic Success Building (656-6848; sds-l@clemson.edu <mailto:sds-l@clemson.edu>). Please be aware that accommodations are not retroactive and new Academic Accommodation Letters must be presented each semester.

Reasonable and specific accommodations are developed with each student based on current documentation from an appropriate licensed professional. All accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment. Housing accommodations for a disability or medical condition are also coordinated through this office.

Visit the [Student Disability Services](#) website for location, contact information, as well as official policies and procedures. To learn more information or request accommodations contact Student Disability Services (SDS) at sds-l@clemson.edu or [864.656.6848](tel:864.656.6848) or visit [SDS's website: http://www.clemson.edu/campus-life/campus-services/sds/about.html](http://www.clemson.edu/campus-life/campus-services/sds/about.html).

Academic Support Services

Students may access a variety of academic support services to support your learning in the online classroom. Here are links to services available:

- [Academic Success Center http://www.clemson.edu/asc/staff.html](http://www.clemson.edu/asc/staff.html)
- [The Writing Center http://www.clemson.edu/centers-institutes/writing/](http://www.clemson.edu/centers-institutes/writing/)

- [Clemson Online Library Guides](http://libguides.clemson.edu/distanceed) <http://libguides.clemson.edu/distanceed>
- [Online Library Resources](http://www.clemson.edu/library/) <http://www.clemson.edu/library/>
- [CCIT \(Tech Support\)](http://www.clemson.edu/ccit/help_support/) http://www.clemson.edu/ccit/help_support/ or [CCIT \(Tech Support\) email: ithelp@clemson.edu](mailto:ithelp@clemson.edu)
- [Academic Advising](http://www.clemson.edu/academics/advising/index.html) <http://www.clemson.edu/academics/advising/index.html>
- [Registrar](http://www.registrar.clemson.edu/html/indexStudents.htm) <http://www.registrar.clemson.edu/html/indexStudents.htm>

Copyright Notice

The materials found in this online course are strictly for the use of students enrolled in this course and for purposes associated with this course; they may not be retained or further disseminated. Clemson students, faculty, and staff are expected to comply fully with institutional copyright policy as well as all other copyright laws.

The Clemson University Title IX (Sexual Harassment) Statement:

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. To locate information on the [Title IX policy](#), visit <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator, and is also the Director of Access and Equity. His office is located at 111 Holtzendorrf Hall, [864.656.3181](tel:864.656.3181) (voice) or [864.565.0899](tel:864.565.0899) (TDD).

(e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. The policy is located at <http://www.clemson.edu/campus-life/campus-services/access/non-discrimination-policy.html>. Jerry Knighton serves as Clemson's Title IX coordinator and he may be reached at knightl@clemson.edu or 656-3181."

SCHEDULE OF CLASSES:

[NOTE BELOW: Asterisks around “**READING**” indicate that at least part of that day’s reading assignment is to be found on the Blackboard under “Additional Reading.” Please consult the course’s Blackboard Announcements for schedule adjustments that might result from any university-wide class cancellations due to inclement weather.]

	Learning Outcomes	CT ² Group Forum
<p>Module 1: <i>What is Environmental History?</i></p> <p>1. (W 8/19) What is History?</p> <p>2. (F 8/21) What is Environmental History? **READING**: Worster, “Doing Environmental History”</p> <p>3. (M 8/24) Ethical Dilemmas **READING**: Merchant, “Interpreting Environmental History”</p> <p>4. (W 8/26) [Pre-CCTST] NOTE: **Meet in Cooper Library @ Class Time**</p> <p>5. (F 8/28) Ideological Impediments **READING**: Cronon, “Using Environmental History” NOTE: First Day of i>clicker/REEF Polling</p>	<ul style="list-style-type: none"> Explain how and why historical claims are constructed Evaluate factual and speculative claims Identify the attributes of valid (and invalid) claims <hr/> <ul style="list-style-type: none"> Explain the goal, methods, and significance of environmental history Demonstrate the above in a hypothetical case study Identify the attributes of sound and meaningful evidence and contentions <hr/> <ul style="list-style-type: none"> Explain how and why environmental history was born out of moral purpose Demonstrate this in the case study above Identify the attributes of sound and meaningful (vs. weak and meaningless) ethical contentions <hr/> <ul style="list-style-type: none"> Explain how and why Romantic assumptions about the environment are misleading and self-defeating Identify the <i>uncritical</i> thinking habits it entails 	<p>Hypothetical Case: <i>Fantasy Island</i></p>
<p>Module 2: <i>Streamlining Nature</i> Industrialization in Antebellum Era, 1700-1860</p> <p>6. (M 8/31) North READING: Steinberg, <i>Down to Earth</i>, ch. 4</p> <p>7. (W 9/2) South READING: Steinberg, <i>Down to Earth</i>, ch. 5</p>	<p>Applicable to both classes:</p> <ul style="list-style-type: none"> Explain the evolution (and the environmental and social impact) of prominent industries in Antebellum America Analyze the role of technological innovations Identify or invent, sketch and explain a hypothetical “business geography” in a contemporary context Identify why you would (now) paint these business complexes in an ethically positive or negative light 	<p>Contemporary Context: <i>Business Geography</i></p>

<p>Module 3: <i>Second Nature</i> The Gateway City and its Hinterland, 1830 – 1920</p> <p>8. (F 9/4) Dreaming the Metropolis READING: Cronon, <i>Nature’s Metropolis</i>, Prolog. & ch. 1 NOTE: Blank bluebook Due (8.5” x 11”; 8-leaves/6-pages)</p> <p>9. (M 9/7) Second Nature READING: Cronon, <i>Nature’s Metropolis</i>, ch. 2</p> <p>10. (W 9/9) Gateway City READING: Cronon, <i>Nature’s Metropolis</i>, ch. 6</p> <p>11. (F 9/11) The Busy Hive READING: Cronon, <i>Nature’s Metropolis</i>, ch. 7</p> <p>12. (M 9/14) White City Pilgrimage READING: Cronon, <i>Nature’s Metropolis</i>, ch. 8</p> <p>13. (W 9/16) Where We Were Driving READING: Cronon, <i>Nature’s Metropolis</i>, Epilogue</p>	<ul style="list-style-type: none"> • Explain the two key problems that Cronon sets out to explore in <i>Nature’s Metropolis</i> • Explain how the early booster’s “dream” of Chicago sheds light on these problems <hr/> <ul style="list-style-type: none"> • Explain the two-fold meaning of “second nature” • Explain the environmental, social, and ideological impact of Chicago’s second nature • Identify, analyze, and evaluate Clemson University’s second nature <hr/> <ul style="list-style-type: none"> • Explain the qualities that made 19th-c. Chicago a “gateway” rather than a “central” city. <hr/> <ul style="list-style-type: none"> • Explain the attributes of 19th-c. Chicago’s “busy hives” • Explain how/why busy hives obscure their purpose • Identify and explain contemporary examples of busy hives • Explain how/why busy hives (like other technologies) tend to obscure (in the layperson’s perspective) the connections they perform <hr/> <ul style="list-style-type: none"> • Compare the White City with the actual city • Explain how this relates to the competing “moral economy” that emerged between city and countryside • Explain what this moral economy obscured <hr/> <ul style="list-style-type: none"> • Explain how and why the environment of Green Lake, WI was targeted and refashioned in relation to Chicago • Explain the ideological impact of this refashioning 	<p>Contemporary Context: <i>Clemson’s 2nd Nature</i></p> <p>Contemporary Context: <i>Today’s Busy Hives</i></p>
<p>Module 4: <i>Invading Nature</i> Industrial Expansion in Postbellum U.S., 1865-1900</p> <p>14. (F 9/18) The New South READING: Steinberg, <i>Down to Earth</i>, ch. 7</p> <p>15. (M 9/21) Today’s Coal Country NOTE: Paper-1 Due—Business Geography [General Education Artifact: STS]</p>	<ul style="list-style-type: none"> • Compare the industrial complexes (and associated technological features of their respective “business geographies”) that emerged in the South following the Civil War. <hr/> <ul style="list-style-type: none"> • Evaluate the two sides of the strip-mining debate in Appalachia today, identifying the multiple stake-holders • Critique the relative merits of their positions • Identify the attributes of valid and meaningful (vs. invalid and less-meaningful) ethical claims • Develop, articulate and defend your position • Explain how and why your thinking about strip-mining changed as a result of our discussion 	<p>Contemporary Context: <i>Strip-Mining in Appalachia</i></p>

<p>16. (W 9/23) The West READING: Steinberg, <i>Down to Earth</i>, ch. 8</p> <p>17. (F 9/25) Life and Death on the Plains **READING**: Worster, “Cowboy Ecology”</p>	<ul style="list-style-type: none"> Analyze the evolution, and social/environmental fallout of, the prominent business geographies that shaped the American West during the second-half of the nineteenth century. Identify the corresponding Gateway Cities involved <hr/> <ul style="list-style-type: none"> Explain the relationship between the beef bonanza of 1870s the great cattle bust of the 1880s Identify the two sides of the debate on land tenure in the Great Plains Develop, articulate and defend your position Identify the attributes of sound and meaningful (vs. weak and less-meaningful) ethical contentions Explain how and why your thinking about this issue changed (or not) as a result of our discussion 	<p>Contemporary Context: <i>Land-Tenure on the Great Plains</i></p>
<p>Module 5: Conserving Nature Rational Conservation & Nature Loving, 1800-1920</p> <p>18. (M 9/28) Rational Conservation & Nature Loving READING: Mar, <i>Environmentalism</i>, ch. 1-2, Doc. 1-2 [bring copy]</p> <p>19. (W 9/30) Industrial Nature Loving READING: Mar, <i>Environmentalism</i>, ch. 3, Doc. 8 [bring copy]</p> <p>20. (F 10/2) U.S. Wilderness: Battlegrounds of Preservation versus Management READING: Steinberg, <i>Down to Earth</i>, ch. 9</p>	<ul style="list-style-type: none"> Identify the paradoxical relationship that Mar sets out to explore in his book Explain the historical contexts that gave rise to rational conservation and nature loving, respectively <hr/> <ul style="list-style-type: none"> Explain how and why nature was showcased to promote nationalism, begging in the 19th century Explain the paradox of industrial nations loving nature <hr/> <ul style="list-style-type: none"> Compare the approaches (goal and methods) of conservation embraced by Gifford Pinchot and John Muir, respectively Explain how the upbringing and careers of Pinchot and Muir were influenced by the corresponding intellectual historical roots of the two approaches Identify the two sides of the debate on Hetch Hetchy Valley (1903-1913) Explain the relative merits and limitations of each position Develop, articulate and defend your position Explain how and why your thinking about conservation changed (or not) as a result of our discussion 	<p>Watershed Event: <i>Hetch Hetchy Controversy, 1903-1913</i></p>
<p>Module 6: Overextending Nature Industrialization of Agriculture, 1880 – 1940</p> <p>21. (M 10/5) Commercialization of Food READING: Steinberg, <i>Down to Earth</i>, ch. 11</p> <p>22. (W 10/7) The Storms READING: Worster, <i>Dust Bowl</i>, Introduction, ch. 1</p>	<ul style="list-style-type: none"> Explain how and why the food industry became more expansive and integrated in the early 20th c. Explain how and why California (environmentally and socially) played such a significant role in this development <hr/> <ul style="list-style-type: none"> Explain the remarkable problem that Worster sets out to explore about the Dust Bowl Explain why the dust storms were so devastating to the farmers 	

<p>32. (M 11/2) Nature and Counter-Culture READING: Mar, <i>Environmentalism</i>, ch. 5</p>	<ul style="list-style-type: none"> • Identify the prominent social and intellectual factors that fueled the counter-culture movement (and its expressions of nature loving) in the 1960s • Identify and evaluate the romantic elements of both “hippie” and mainstream expressions of nature loving 	
<p>Module 8: Belonging to Nature (or Not) Modern Environmentalism and its Offshoots, 1970 – 2000</p> <p>33. (W 11/4) The Birth of Modern Environmentalism READING: Steinberg, <i>Down to Earth</i>, ch. 15 (to p. 253)</p> <p>34. (F 11/6) Growth of Modern Environmentalism **READING**: Mar, <i>Environmentalism</i>, ch. 6; Carson, <i>Silent Spring</i> (excerpt) [bring copy]</p> <p>35. (M 11/9) Radical Departures; Thwarted READING: Mar, <i>Environmentalism</i>, ch. 7-8, Doc. 13 [bring copy]</p> <p>36. (W 11/11) The Reagan Revolution READING: Steinberg, <i>Down to Earth</i>, ch. 15 (254-end)</p> <p>37. (F 11/13) Environmental Justice Movement **READING**: <i>Document: JSDS, 2002</i>; McGurty, “Environmental Justice” [bring copy]</p> <p>38. (M 11/16) [Post-CCTST] NOTE: **Meet in Cooper Library @ Class Time**</p>	<ul style="list-style-type: none"> • Identify the prominent social and intellectual factors surrounding the publication of <i>Silent Spring</i> (in 1962) that fueled modern environmentalism • Analyze the impact of modern environmentalism on public policy—from local to national levels • Identify (and explain the relationship between) the defining attributes of modern environmentalism <hr/> <ul style="list-style-type: none"> • Analyze how and why modern environmentalism was sparked by the publication of <i>Silent Spring</i> <hr/> <ul style="list-style-type: none"> • Explain and evaluate the defining intellectual and tactical characteristics of specific examples of radical environmentalism <hr/> <ul style="list-style-type: none"> • Explain the political context that radicalized environmentalism • Explain the forms of activism that grew out of the environmental circumstances of Love Canal, NY during the late-1970s <hr/> <ul style="list-style-type: none"> • Explain the defining elements (moment) of the environmental justice movement • Explain how environmental justice evolved since its inception in Warren County, NC 1982 	<p style="text-align: center;">Watershed Event: <i>Silent Spring, 1962</i></p>

<p>Module 9: A Brave New World Order The Role of Nature in U.S. Foreign Policy, 1945 – Present</p> <p>39. (W 11/18) U.S. in the World: The Green Revolution READING: Steinberg, “In Corporations We Trust” (pp. 269-279)</p> <p>40. (F 11/20) Fossil-Fuels and Climate Change READING: Steinberg, “In Corporations We Trust” (pp. 279-295)</p> <p>41. (M 11/23) Genetic Modified Organisms NOTE: Paper-3 Due—Position Paper [Special Artifact: <i>Clemson Thinks²</i>]</p> <p>42. (M 11/30) Extreme Nature Loving READING: Mar, <i>Environmentalism</i>, ch. 9-10</p> <p>43. (W 12/2) Globalization: SeaWorld: Sites of Extreme Nature/Entertainment/Consumption **READING**: Susan G. Davis, “Touch the Magic”</p>	<p>Applicable to both classes:</p> <ul style="list-style-type: none"> Analyze the role of nature in U.S. foreign policy since WWII Describe the technological and political developments that that gave rise to the Green Revolution as part of the U.S.’s Cold War policy Analyze the Green Revolution’s social and environmental impact on its targeted nations Explain how and why multi-national corporations have played in shaping our global economy Analyze the social and environmental fallout of this global economic arrangement <hr/> <ul style="list-style-type: none"> Identify and explain the attributes (and ironies) of extreme nature loving in contemporary examples <hr/> <ul style="list-style-type: none"> Explain how SeaWorld represents an example of extreme nature loving Analyze the ethical issues of both animal-captivity and corporate-sponsorship in SeaWorld 	<p>Contemporary Context: <i>SeaWorld Controversies</i></p>
<p>44. (F 12/4) Final Exam Preview</p>		

FINAL EXAM: [same room]

Section-1: Tuesday, Dec. 8, 8:00-10:30 am; **Section-2:** Monday, Dec. 7, 8:00-10:30 am