History-1240: *Environmental History Survey*

Department of History & Geography, Clemson University, Fall 2020
Section-1: M/W/F 8:00 - 8:50 am, 211 Brackett
Section-2: M/W/F 9:05 - 9:55 am, 212 Brackett

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  Online-Zoom upon Request
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Office Hours: *In-Person* M,W,F 10-11:00am
E-mail: carolet@g.clemson.edu
History Dept. Phone: 864-656-3153

Course Modality: Synchronous Blended (Online/In-person): The class is formatted as a blended (on-line/in-person) course that is scheduled to "meet" synchronously M/W/F mornings from Aug. 19 to Dec. 4 (except for scheduled holidays and possible unscheduled class cancellations). The semester will begin with *online instruction only through Sept. 18* via Zoom. *In-person instruction is scheduled to begin on Sept. 21*. Due to the unpredictability of the **COVID-19** pandemic, meeting plans might change during the semester. Thus, stay tuned to *university announcements* in addition to *course announcements* on Canvas for possible schedule adjustments. Likewise, **in the event of university closings due to inclement weather, power outages, etc.**, please consult the same announcement sources.

Course Description:

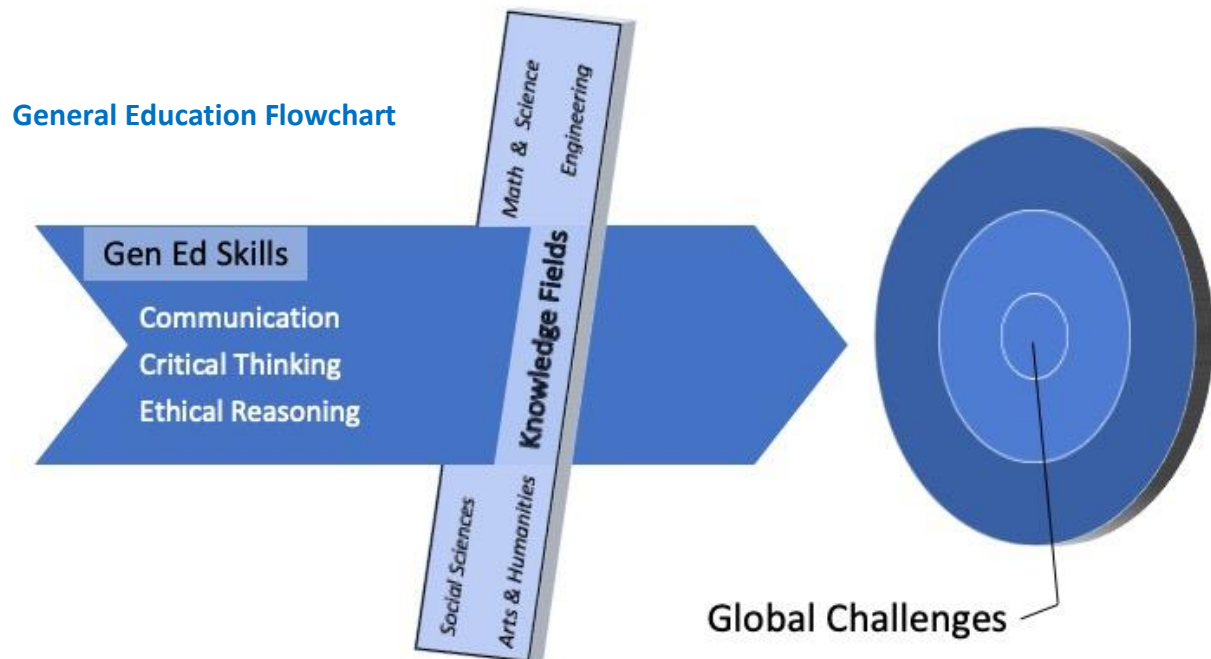
https://www.metmuseum.org/art/collection/search/20011777

"…environmental history is about the role and place of nature in human life."

--Donald Worster

This course provides students with an introduction to the environmental history of the United States in a global context. The course explores the human interaction with the natural world over time, which highlights significant roles played by ecological, social-economic, and ideological factors. Thus, students will examine how natural environments have conditioned important economic and technological developments in U.S. history, which have, in turn, altered these environments in ways that have profoundly impacted subsequent historical developments. Beyond the economic and technological factors, the course will also examine significant political, cultural, and intellectual developments that have led to different ways of understanding (and impacting) the environment.

Education Objectives:

General Education Flowchart

Gen Ed Skills

Communication
Critical Thinking
Ethical Reasoning

Math & Science
Engineering
Knowledge Fields
Social Sciences
Arts & Humanities

Global Challenges

In support of the undergraduate teaching mission of the Department of History & Geography at Clemson University, this course is designed to advance in students the critical skills necessary

for developing and interpreting **historical knowledge**.[1] The aim of historical inquiry at the college level, however, is not limited to disclosing *what happened* in the human past. Rather, it seeks explanations for *why these things happened* and, moreover, *why it matters*. This requires studying the influence of relevant structures or forces (political ideologies, economic structures, social organization, natural environments, and/or contingencies) on key events that express/define change over broad sweeps of time in particular human contexts. In such explanations of causality, historians shed light on issues and predicaments of past worlds that resonate with today's. Indeed, we are drawn to histories that speak to our circumstance in this way. In other words, what makes a historical inquiry interesting is what guided it in the first place: its relevance to us. History matters when it enables us to imagine what it was like to be there and through this process of juxtaposition illuminates congruities and incongruities between past worlds and our own from which we derive unique insights. Whether we realize it or not, our understanding of our world is largely shaped by the histories we absorb.

> "The fundamentals of a college education… are that which leads to the capacity for argumentation, and, therefore, to responsible judgments. *Baccalaureate education is argument about interpretations*."
>
> <div align="right">--Jonathan Z. Smith</div>

> "…if we've educated our students effectively, they move into the world as questioning, informed, thoughtful agents of positive change."
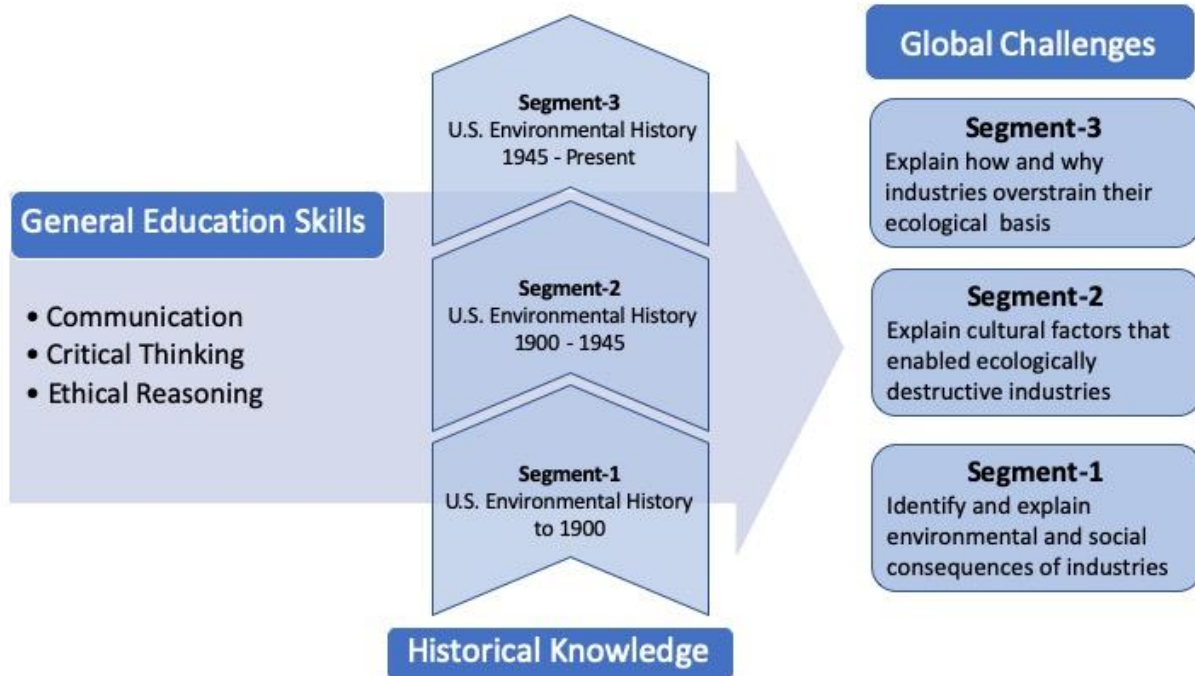>
> <div align="right">--Paul Hanstedt</div>

These questions of historical causality and relevance, however, defy cut and dried answers, which opens the door for mischief—that is, for misleading assertions that distort our current circumstances. For this reason, it is paramount that students develop, in Jonathan Z. Smith words, "the capacity for argumentation, and, therefore, to responsible judgments." Thus, education in history entails the development of **general education proficiencies** (what historians call, "historical skills") in *communication*, *critical thinking*, and *ethical reasoning* to deliver persuasive arguments about past—arguments that speak to the intrinsic challenges of our time, if not the human condition and, in so doing, contributes to students' maturation, in Paul Hanstedt's words, "as questioning, informed, **thoughtful agents of positive change**."

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[1] The program's mission statement reads: "The Bachelor of Arts Degree in History at Clemson University prepares students for a wide range of careers through courses of study that develop the critical skills required to interpret, analyze, and communicate the human past. In their studies of societies, cultures, and economies across a broad chronological and geographical spectrum, students learn the value of research and acquire the analytical and communication skills that will serve them well in their future pursuits. By delivering an undergraduate program that illuminates the diversity and complexity of the human experiences that shape our contemporary world, the History Department plays an indispensable role in the University's mission to manifest a 'high seminary of learning.'"

Skills of Argumentation
(General Education Proficiencies)   Knowledge   Thoughtful Change

During their successful advancement in this course, students will develop their knowledge about the role of nature in U.S. history. This will require students to break down this relationship (between people and their environment over time) into three mutually-interacting/impacting parts: ecology, social-economic systems, and ideas. The guiding purpose of the course is to advance students' critical perspectives on global challenges bearing upon the intersecting issues of *environmental sustainability* and *social equity*. This will be achieved by developing historical/gen ed. skills of *communication*, *critical thinking* and *ethical reasoning* to explain the economic, cultural, and political conditions that enable the unfettered development of ever-larger industrial business operations on a global stage. As depicted in this flowchart below, this will be developed in three chronologically arranged segments of the course:


General Education Skills

- Communication
- Critical Thinking
- Ethical Reasoning

Segment-3
U.S. Environmental History
1945 - Present

Segment-2
U.S. Environmental History
1900 - 1945

Segment-1
U.S. Environmental History
to 1900

Historical Knowledge

Global Challenges

Segment-3
Explain how and why industries overstrain their ecological basis

Segment-2
Explain cultural factors that enabled ecologically destructive industries

Segment-1
Identify and explain environmental and social consequences of industries
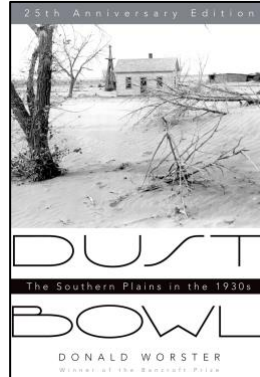
Course Books:

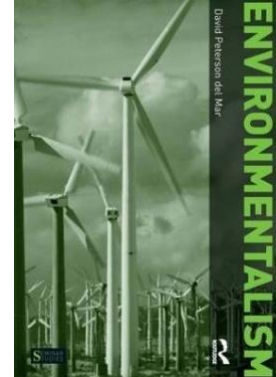The course will utilize four books, including a textbook that is available online for free:
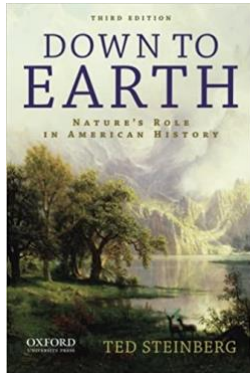
E-Copy (click ↑)	Required Purchase	Required Purchase	Required Purchase
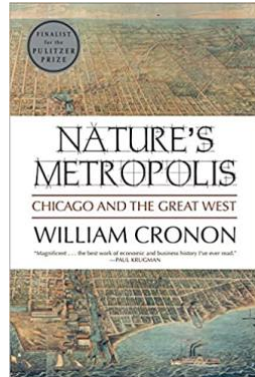
o   Steinberg, Ted. *Down to Earth: Nature's Role in American History*. 3rd ed., E-copy. New York: Oxford University Press, 2012. [Optional hardcopy purchase: 4th ed., 2013]
o   Cronon, William. *Nature's Metropolis: Chicago and the Great West*. New York: Norton, 1992.
o   Worster, Donald. *Dust Bowl: The Southern Plains in the 1930s.* 2nd ed. New York: Oxford University Press, 2004.
o   Mar, David Peterson del. *Environmentalism.* 2nd ed. New York: Routledge, 2011.

Assignments:

This course requires students to attend class, take careful notes, complete in-class quizzes and exercises, read portions of four books and a few short articles, arrange a group presentation, and write two papers and one essay exam. There are four assignment categories:

1) **PARTICIPATION—READING NOTES AND QUIZZES [10% 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*. This score will be based on student performance in three areas:

   i.   **Reading Notes**: For each class, beginning this Friday, students will prepare at least two typed complete sentences in response to any, all, or any-combination of the following questions about the assigned reading:
   - What are the main insights that you draw from this reading?
   - Do you find anything problematic about the author's contentions?
   - What don't you understand and/or what questions does it provoke?
   - What would you like to discuss about the reading?

ii.   **Quizzes**: Periodically throughout the semester there will be short-answer pop quizzes administered during class time on that day's assigned reading.

iii. **Actual Participation**: At the end of the semester, the student's total score may be adjusted slightly to reflect their actual participation. Students that demonstrate a consistent record of active participation in class discussions and exercises will receive up to a 5% boost (= half letter-grade) to their final participation score.

Attendance Policy: Although student attendance will not be tied directly to the tabulation of course points used to determine final grades, students missing class *for a legitimate reason* will need to compensate for any points they missed (in the three areas above) that they wish to try to make up. Students are responsible for requesting arrangements with the professor or graduate assistant to do so.

2) **GROUP *PECHA KUCHA* PRESENTATIONS [15% of final grade]**: Students, within groups of 3, will arrange **a Pecha Kucha** presentation during segment-1. Scoring will be based on peer review—that is, on your classmates' review of your presentation and your completion of peer reviews of the other presentations.

3) **TWO SHORT PAPERS [40% of final grade (20% per paper)]**: Students will write two short papers on environmental history—at least 5 pages, ~1200 words; typed, double-spaced. See Canvas Schedule 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 Canvas.

4) **Final EXAM [35% of final grade]**: There will be a comprehensive essay exam at the conclusion of the term.

Grading:

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

Reading Notes & Quizzes	10 points
Pecha Kucha Presentations	15 points
Papers x 2	40 points
Final Exam	35 points
Total points	**100 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.

***Students must complete (i.e., score at least 30% on) both papers and the final exam in order to pass the course.* See attendance policy above for points missed due to absences.**

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%

--------------------------*GENERAL GUIDELINES, REGULATIONS, AND SERVICES*-----------------------------

Specific COVID-19 related information for in-person classes

While on campus, face coverings are required in all buildings and classrooms. Face coverings are also required in outdoor spaces where physical distance cannot be guaranteed. Please be familiar with the additional information on the Healthy Clemson website, such as the use of wipes for in-person classes. If an instructor does not have a face covering or refuses to wear an approved face covering without valid accommodation, students should notify the department chair. If a student does not have a face covering or refuses to wear an approved face covering without valid accommodation, the instructor will ask the student to leave the academic space and may report the student's actions to the Office of Community & Ethical Standards as a violation of the Student Code of Conduct. If the student's actions disrupt the class to the extent that an immediate response is needed, the instructor may call the Clemson University Police Department at 656-2222.

Adhering to Online Conduct

Appropriate academic conduct includes doing assigned work, meeting deadlines, participating in online discussions, and completing all the required elements of the course. It also means following basic rules of netiquette.

Netiquette or Network Etiquette is a set of rules for behaving properly online. When you enter any new culture you're liable to commit a few social blunders. You might offend people without meaning to. Or you might misunderstand what others say and take offense when it's not intended.

In general, there are two basic guidelines:

1. Don't waste people's time.
2. Don't say anything to a person online that you wouldn't say to face-to-face.

More specific guidelines for proper behavior in an online learning course are listed below.

- Avoid Flaming - using derogatory, obscene, or inappropriate language. This can either be on a discussion board or in e-mail.

- Use emoticons to smooth online communication. Emoticons are keyboard produced pictorial representations of facial expressions used in e-mail or discussion boards to indicate an emotion or attitude, as to indicate intended humor [:-)].

- Don't SHOUT. Use of all capital letters and exclamation marks indicates SHOUTING.

- Avoid grammatical and spelling errors by using Spelling and Grammar checker tools when they are available.

- Do a quick check of the discussion board or course site before posting or e-mailing questions to see if the question you are about to ask or the article you just read and were about to post has already been posted.

- Keep your posts on-topic and on the proper board. Keeping messages on topic will help with the organization and readability.

- Share expert knowledge. Post resources on how you found information.

- Avoid sending large attachments through e-mail unless someone has specifically asked for it.

- When replying to an e-mail message, don't "*Reply to All"* unless it's necessary. Also, only attach the portion of the original e-mail that you are responding to. Do not attach the entire message when it's not necessary.

Furthermore, appropriate academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in Clemson online courses are expected to behave professionally by adhering to these standards of conduct:

- ***Never transmit or promote content known to be illegal.***

- *Respect other people's privacy as well as your own.*

- *Forgive other people's mistakes.*

- *Never use harassing, threatening, embarrassing, or abusive language or actions.*

Online communication that fails to meet these standards of conduct will be removed from the course. Repeated misconduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course. Such misconduct in the online environment may also be reported to officials for appropriate action in accordance with University policy. If you ever feel as though our online classroom is inappropriate or uncomfortable, please first contact your instructor with your concerns.

Minimum Technical Skill Requirements

Students are expected to have a minimum working knowledge of computers and a word processing program to be successful in an online class. You must be comfortable with your computer system and willing to deal with any problems that may arise. Lack of technical knowledge can greatly interfere with your learning a new subject.

Zoom: You will need to use a Clemson Zoom account to access online meetings for the course. If you have another kind of Zoom account, you need to log out from that. Then go to https://clemson.zoom.us (Links to an external site.) and sign in using your Clemson information to create a Clemson Zoom account.

In addition, students are expected to be comfortable accessing the online course site and downloading files such as Microsoft Office documents, YouTube videos, and PDFs. In addition, students should be able to use Microsoft Office to compose written documents, spreadsheets, and PowerPoint presentations.
For technical assistance with the online course site, students should contact ithelp@clemson.edu or visit CCIT's website: http://www.clemson.edu/ccit/help_support/.

Academic Grievances

Academic grievances are handled by Dr. Jeffrey Appling in Undergraduate Studies and Dr. David S. Fleming in the Graduate School. It is advisable to visit the Ombuds Office prior to filing a grievance (see section on Undergraduate and Graduate Student Ombudsman)

General Policies & Procedures

Students are expected to adhere to all policies and procedure outlined by Clemson University at: https://www.clemson.edu/studentaffairs/student-handbook/

Academic Integrity

"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."

--The Clemson University Academic Integrity Statement

Coursework must be documented a professional format, based on your major. Content from previous classes may not be submitted. 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. *Also, you may not turn in work from a different course*.

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 Accessibility Services

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to a class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848 or by emailing studentaccess@lists.clemson.edu. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: http://www.clemson.edu/campus-life/campus-services/sds/.

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.htmlhttp://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/distanceedhttp://libguides.clemson.edu/distanceed
- Online Library Resources http://www.clemson.edu/library/
- CCIT (Tech Support) http://www.clemson.edu/ccit/help_support/ or CCIT (Tech Support) email: ithelp@clemson.eduhttp://www.clemson.edu/library/
- Academic Advising http://www.clemson.edu/academics/advising/index.htmlhttp://www.clemson.edu/academics/advising/index.html
- Registrar 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:

Title IX Policy: 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. The University is committed to combatting sexual harassment and sexual violence. As a result, you should know that University faculty and staff members who work directly with students are required to report any instances of sexual harassment and sexual violence, to the University's Title IX Coordinator. What this means is that as your professor, I am required to report any incidents of sexual harassment, sexual violence or misconduct, stalking, domestic and/or relationship violence that are directly reported to me, or of which I am somehow made aware. There are two important exceptions to this requirement about which you should be aware: Confidential Resources and facilitators of sexual awareness programs such as "Take Back the Night and Aspire to be Well" when acting in those capacities, are not required to report incidents of sexual discrimination. Another important exception to the reporting requirement exists for academic work. Disclosures about sexual harassment, sexual violence, stalking, domestic and/or relationship violence that are shared as part of an academic project, a research project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX Coordinator. This policy is located at http://www.clemson.edu/campus-life/campus-services/access/title-ix/. Ms. Alesia Smith is the Executive Director for Equity Compliance and the Title IX Coordinator. Her office is located at 223 Holtzendorff Hall, phone number is 864.656.3181, and email address is alesias@clemson.edu.

SCHEDULE OF CLASSES:

SEE CANVAS SCHEDULE