

HIST 334: ENVIRONMENTAL HISTORY *of* NORTH AMERICA

New Jersey Institute of Technology / Rutgers University-Newark
Federated Department of History
SPRING 2014

Class Meetings: Thursdays 6:00-9:05 p.m.
Classroom: Faculty Memorial Hall Room 308

Instructor: Clarence Jefferson Hall, Jr. (call me Jeff)
 Ph.D. candidate, Department of History, Stony Brook University

Office Hours: 321 Cullimore Hall
 Thursdays 4:30-5:30

Email: jeffersonhall@gmail.com

PREREQUISITES: HUM 101, HUM 102 and one from among HUM 211, HUM 212, and HIST 213 or their equivalents R510:200 through 299 or R512:200 through 299 or their equivalents with a grade of C or better. There are no co-requisites.

I—COURSE DESCRIPTION AND OVERVIEW

In this course, we will explore the interactions between humans and the natural environment in North America from the era before European contact to the recent past. We will examine how people have viewed and valued the non-human world, as well as how they used and changed it in building a modern, urban society. We will define “environment” and “nature” broadly, incorporating the forest, home, farm, factory, humans, and wildlife in our study. Beginning with the Native Americans and newcomers from Europe and Africa, we will trace the cultural, intellectual, economic, political and technological transformations that changed North America and contributed roots and rationales for the environmental critiques of U.S. society that took shape after World War II.

Class meetings will include a mixture of lectures, discussions, occasional group work, and film viewings.

II—TEXTBOOKS AND RESOURCES

Louis Warren, ed., *American Environmental History* (Wiley Blackwell, 2003) ISBN: 978-0-631-22864-6

Jennifer Price, *Flight Maps: Adventures with Nature in Modern America* (Basic Books, 2000) ISBN: 0465024866

We will begin reading immediately, so it is imperative you have copies of the texts in the first week of class. **Please bring the Warren text to every class session.** Course outlines, lecture slides, and other documents will be posted on Moodle.

LEARNING OUTCOME:	MEASURED IN ASSIGNMENT:
Describe the environmental, political, and social implications of natural resource development.	Class discussions
Compare colonial and early national Americans' relationships with the natural environment.	First exam
Analyze the relationship between modern consumer culture and environmental politics.	Second exam
Apply Jennifer Price's cultural analysis of nature to students' relationships with the environment.	Analytical essay
Evaluate post-Civil War debates over natural resource management and environmental health.	Final exam

III—COURSE LEARNING OUTCOMES

IV—GRADING

Class participation:	20%
First Exam:	20%
Second Exam:	20%
Final exam:	20%
Analytical Essay:	20%

Consistent effort and improvement will help your final grade.

A	90-100	C+	77-79
B+	87-89	C	70-76
B	80-86	D	60-69
		F	below 60

V—COURSE POLICIES

- **ATTENDANCE:** Your presence or absence will be recorded at the beginning of every class. You are allowed *one* unexcused absence during the semester. If you must be absent, arrive late, or leave early for a legitimate reason (personal illness, family emergency, etc.), notify me in advance and provide documentation at the next class session. You are responsible for getting notes you miss from a classmate. More than one unexcused absence will result in a one-half letter grade reduction in your final grade for each additional absence (A to B+, B to C+, etc.). Unexcused late arrivals or early departures will count as one-half of a full absence.
- **PARTICIPATION:** Class participation is mandatory, and you will be given numerous opportunities to actively participate. In order to do so, you must follow a few rules:
 - **PAY ATTENTION** in class, and ask questions during lectures and discussions.
 - **TAKING NOTES** during lecture is not optional. The outlines and slides posted on Moodle are designed to help you organize your notes, **NOT** as a substitute for taking notes. I suggest you review each week's slides and outlines prior to class and bring them with

you to lecture. To do well in the course, you will need thorough, detailed, and comprehensive notes. If I see you in class not taking notes, I will count you as absent.

- COMPLETE THE ASSIGNED READING prior to the beginning of class. Take notes, jot down ideas and questions, underline or highlight key points and phrases, and raise your questions and points during class. Bring the assigned reading and your notes to class every week. On occasion I will spot-check your notes to see how you're doing, so be prepared.
- DO NOT take naps or hold private conversations during class.
- YOU MAY use your tablet or laptop for note-taking purposes only. You may not browse the internet during class. All phones must be silenced and put away, and there will be no texting, phone conversations, or phone usage of any kind during class. Failure to adhere to these policies will result in a full absence for each violation.
- *POP QUIZZES*: To make sure you are reviewing your notes and completing the assigned readings, on occasion I will give pop quizzes containing specific, targeted questions based on lectures and readings. Be ready.
- *EXAMS*: The two midterm exams and the final exam will contain a mixture of subjective and objective questions testing both your knowledge of and ability to critically analyze material drawn from lectures, discussions, and readings. The midterms will not be cumulative, and there will be no makeup exams.
- *ANALYTICAL ESSAY*: Employing ideas and evidence drawn from Price, Warren, lectures, discussions, and outside research, you will write an environmental history of an object that you own (minimum 6 full pages). I will distribute detailed instructions on how to write the essay, along with a checklist for you to follow, before the first exam. You will be graded on your ideas, the strength of your argument, and your writing. You will submit the essay to Turnitin.com, on the course Moodle page, before class on May 1. I will not collect hard copies, and late essays cannot be accepted.
- *GRADING*: I will grade your work and return it to you in a timely manner. However, privacy laws prevent me from discussing your grades either in front of others or over email. If you would like to discuss your grades, come to office hours with a document listing your questions and concerns. To discuss grades on specific assignments, come to see me no later than one week after the assignment is graded and returned to you. After one week, all grades will be final.
- *COMMUNICATION*: You may email me if you have questions that have not been answered either in the syllabus or during class. I will make every effort to respond within 24 hours.
IMPORTANT: Because I will use Moodle frequently to send messages to the class, you must check the email account you have set up in Moodle at least once a day. **If I send you a message that requires a response, you must respond within 24 hours.** You are responsible for submitting your own written work and notifying me of any absences, latenesses, or other information concerning *your* course work. I will not accept written assignments or messages from you that are delivered to me by a second party.
- *CLASSROOM ETIQUETTE*: You will extend personal and professional courtesy to your classmates and to me at all times. This includes, but is not limited to:
 - Raising your hand to ask a question or make a comment during class.
 - After asking a question, allowing the instructor to answer without interruption.
 - During discussions, allowing your classmates to finish making their points before responding.
 - Remaining respectful of your classmates and me even if points are made with which you disagree.
 - When joining discussions, making points that are rooted in fact and not emotion.

- Coming to class with a positive attitude, and checking any and all negativity at the door.
- *YOUR RESPONSIBILITIES*: The terms, conditions, and provisions of this syllabus are not open for negotiation or discussion. If you remain in the course, I expect you complete all the work and follow all course and university policies.

VI—UNIVERSITY POLICIES

- [University Code on Academic Integrity](#): The History Department takes the NJIT Academic Integrity Code seriously and enforces it strictly. If I discover you have committed plagiarism or any other form of academic dishonesty, I am required to report you to the Dean of Students. Please avoid the following behaviors:
 - CHEATING: deceiving or attempting to deceive by misrepresenting that one has learned information pertinent to an academic exercise.
 - FABRICATION: using or attempting to use invented or false information in an academic exercise.
 - PLAGIARISM: using or attempting to use written, oral or graphic work which was authored or prepared by another and submitting it as one's own.
- *HISTORY at NJIT*: The History Department at NJIT is part of the Federated History Department at NJIT and Rutgers University, Newark. Because the department is federated, NJIT and Rutgers students can take History courses offered at either institution. The NJIT History Department offers a major and minor in History. At the graduate level, the Federated Department of History also administers a joint Rutgers-NJIT masters program in History, which offers two joint degrees: the Master of Arts (MA) and the Master of Arts in Teaching (MAT). Fields of concentration are available in American History, World History, and the History of Technology, Environment, Medicine & Health. Application is made to the program at Rutgers-Newark.
- *PRE-LAW at NJIT*: The NJIT History Department also administers a BA program in Law, Technology and Culture that serves as a focal point for pre-law education at NJIT. The program is specially focused on preparing students at a technological university for careers in law and law-related areas of business and government, as well as providing students with a broadly comparative perspective on the nature of legal thought and practice. Special features of the NJIT program include: an interdisciplinary curriculum focused on law in relation to technology, media, environment, health, and culture; opportunities for exceptionally well-qualified students to matriculate in an accelerated BA/JD program with the Seton Hall University School of Law; hands-on internships in law; and a patent law option available to students pursuing careers as patent attorneys or patent examiners. The NJIT History Department also administers a minor in Legal Studies.

VII—COURSE SCHEDULE

LECTURE TOPICS & REQUIRED READINGS	ACTIVITIES & ASSIGNMENTS
<p>WEEK 1: <u>JANUARY 23</u>: NATIVE AMERICAN NATURES</p> <p>READING:</p> <ul style="list-style-type: none"> ○ Syllabus ○ Warren, Introduction & Chapter 1: The Natures 	<p>QUESTIONS TO THINK ABOUT for WEEK 1:</p> <ul style="list-style-type: none"> ○ What is nature? What is environmental history? ○ What is the role of climate in history? ○ What place(s) do humans occupy in nature? ○ How do we know what we know about the past?

of Indian America Before Columbus (pp. 1-48)	<ul style="list-style-type: none"> ○ Why do we not know what we don't know?
<p>WEEK 2: <u>JANUARY 30</u>: COLONIAL ENVIRONMENTS</p> <p><i>READING:</i></p> <ul style="list-style-type: none"> ○ Warren, Chapter 2: The Other Invaders: Deadly Diseases and Extraordinary Animals (pp. 49-72) and Chapter 3: Colonial Natures: Marketing the Countryside (pp. 73-100) 	<p><i>QUESTIONS TO THINK ABOUT for WEEK 2:</i></p> <ul style="list-style-type: none"> ○ What is capitalism? What is property? ○ What role does misinformation play in history? ○ What impacts did the arrivals of Europeans and Africans have on the North American environment? ○ Was colonization in the Americas inevitable?
<p>WEEK 3: <u>FEBRUARY 6</u>: SLAVERY and INDUSTRY</p> <p><i>READINGS:</i></p> <ul style="list-style-type: none"> ○ Warren, Chapter 4: Forest and Plantation in Nineteenth-Century America (pp. 101-140) 	<p><i>QUESTIONS TO THINK ABOUT for WEEK 3:</i></p> <ul style="list-style-type: none"> ○ What is race? What is a social class? ○ What was industrialization? ○ What is the "public good"? ○ In what ways did racial and ethnic difference condition the ways in which humans used nature? ○ How are race, class, and capitalism embedded in the natural environment of your community?
<p>WEEK 4: <u>FEBRUARY 13</u>: "CLEANING UP" the CITIES</p> <p><i>READINGS:</i></p> <ul style="list-style-type: none"> ○ Warren, Chapter 5: Urban Nature and Urban Reforms (pp. 141-159) 	<p><i>QUESTIONS TO THINK ABOUT for WEEK 4:</i></p> <ul style="list-style-type: none"> ○ What is a city? ○ What is filth? What is cleanliness? ○ What is gender? ○ What is progress?
<p>WEEK 5: <u>FEBRUARY 20</u>: SETTLING & UNSETTLING the WEST</p> <p><i>READINGS:</i></p> <ul style="list-style-type: none"> ○ Warren, Chapter 6: Markets, Nature, and the Disappearing Bison (pp. 160-179) 	<p><i>QUESTIONS TO THINK ABOUT for WEEK 5:</i></p> <ul style="list-style-type: none"> ○ What was manifest destiny? ○ What is a natural resource? ○ What is commodification? ○ What are the circumstances surrounding the relative "values" conferred on various parts of the natural world? Who makes those decisions?
<p>WEEK 6: <u>FEBRUARY 27</u>: FIRST EXAM</p> <p><i>READINGS:</i> None. Study for exam.</p>	<p><i>FOR THE FIRST EXAM:</i></p> <ul style="list-style-type: none"> ○ Study all lecture and discussion notes from Weeks 1-5 ○ Study all assigned readings from Weeks 1-5 ○ Exam time: 6:00-8:00 p.m. ○ Format: Subjective questions (true/false, multiple choice, etc.) and objective questions (short answer).
<p>WEEK 7: <u>MARCH 6</u>: THE CONSERVATION MOVEMENT</p>	<p><i>QUESTIONS TO THINK ABOUT for WEEK 7:</i></p>

<p>READINGS:</p> <ul style="list-style-type: none"> ○ Warren, Chapter 7: The Many Uses of Conservation (pp. 180-211) ○ Price, Introduction & Chapter 1 	<ul style="list-style-type: none"> ○ What is beauty? ○ What is order? Rationality? Efficiency? ○ What was conservation? ○ What might have happened without conservation?
<p>WEEK 8: MARCH 13: THE PROBLEM WITH PARKS</p> <p>READINGS:</p> <ul style="list-style-type: none"> ○ Warren, Chapter 8: National Parks and the Trouble with Wilderness (pp. 212-243) ○ Price, Chapters 2-3 	<p>QUESTIONS TO THINK ABOUT for WEEK 8:</p> <ul style="list-style-type: none"> ○ What is wilderness? ○ What is a park? ○ Are parks “natural”?
<p>WEEK 9: MARCH 20: NO CLASS—SPRING BREAK</p>	<p>QUESTION TO THINK ABOUT for WEEK 9:</p> <ul style="list-style-type: none"> ○ Why is spring break always so short?
<p>WEEK 10: MARCH 27: CARS & the RESHAPING of NATURE</p> <p>READINGS:</p> <ul style="list-style-type: none"> ○ Warren, Chapter 9: Something in the Wind: Radiation, Pesticides, and Air Pollution (pp. 244-270) ○ Price, Chapter 4 	<p>QUESTIONS TO THINK ABOUT for WEEK 10:</p> <ul style="list-style-type: none"> ○ What is power? ○ How did automobiles change the relationships between human mobility and nature? ○ Was the automobile inevitable? ○ How would Americans move around today without cars? ○ What impacts have suburbanization had on the natural environment? Was suburbanization inevitable?
<p>WEEK 11: APRIL 3: THE RISE of ENVIRONMENTALISM</p> <p>READINGS:</p> <ul style="list-style-type: none"> ○ Warren, Chapter 10: Environmental Protection and the Environmental Movement (pp. 271-297) ○ Price, Chapter 5 	<p>QUESTIONS TO THINK ABOUT for WEEK 11:</p> <ul style="list-style-type: none"> ○ What is ecology? ○ What is an environment? ○ What is wilderness? ○ Are nature and environment interchangeable terms? If so, why? If not, what makes them different?
<p>WEEK 12: APRIL 10: ENVIRONMENTAL JUSTICE</p> <p>READINGS:</p> <ul style="list-style-type: none"> ○ Warren, Chapter 11: Environmental Racism and Environmental Justice (pp. 298-323) 	<p>QUESTIONS TO THINK ABOUT for WEEK 12:</p> <ul style="list-style-type: none"> ○ What is racism? ○ What are the parameters of social class conflict? ○ How have class and racial differences become embedded in the natural environment?
<p>WEEK 13: APRIL 17: CONSERVATIVE ENVIRONMENTALISM</p> <p>READINGS:</p> <ul style="list-style-type: none"> ○ Warren, Chapter 12: Backlash Against the 	<p>QUESTIONS TO THINK ABOUT for WEEK 13:</p> <ul style="list-style-type: none"> ○ Are environmentalism and capitalism incompatible ideas? ○ Was Reagan’s anti-environmentalism merely another phase of the environmental justice movement?

Environmental Movement (pp. 324-335)	
WEEK 14: <u>APRIL 24</u>: SECOND EXAM <i>READINGS:</i> None. Study for exam.	<i>FOR THE SECOND EXAM:</i> <ul style="list-style-type: none"> ○ Study readings, lecture, and discussion notes from Weeks 7-13 (excluding Week 9 for Spring Break). ○ Same time and format as First Exam.
WEEK 15: <u>MAY 1</u>: REVIEW FOR FINAL EXAM <i>READINGS:</i> None: Study for final. <ul style="list-style-type: none"> ○ ANALYTICAL ESSAYS due BEFORE 6:00 p.m.: SUBMIT TO TURNITIN.COM LINK on MOODLE 	<i>FOR THE FINAL EXAM:</i> <ul style="list-style-type: none"> ○ The final exam will follow the same format as the midterms, though will focus more on objective, argument-oriented questions that will require you to use knowledge gained over the course of the semester.
FINAL EXAM: DATE, ROOM, & TIME TBA	GOOD LUCK!

VIII—WRITTEN ASSIGNMENTS CHECKLIST

Prior to submission of your Analytical Essay, please make sure you have adhered to the requirements contained on this list. If you finish writing and haven't truthfully checked each box, you're not done working.

A. SOURCES & EVIDENCE

- Appropriate number of references drawn from lecture?
- Appropriate number of references drawn from Warren?
- Appropriate number of references drawn from Price?
- Appropriate number of personal references / photos / outside research?
- Sources properly cited, either with footnotes, endnotes, or parenthetical references?
- Has the author included a properly formatted works cited page or bibliography on the last page?

B. ARGUMENTATION

- Thesis (one-sided answer to question under consideration) clearly stated at the end of the introduction?
- Has the argument been *built*, paragraph by paragraph, and adequately supported with evidence?
- Are the conclusions sound?

- Has the author anticipated potential questions and criticisms posed by readers?
- Is the argument convincing?
- Has the author *used* evidence to make his/her argument, or has the evidence obscured the author's voice?

C. SPELLING, GRAMMAR, SYNTAX, & STRUCTURAL ISSUES

- Are the topic and transition sentences in each paragraph clear and easy to follow?
- Is each paragraph focused on only one theme or idea? Are there any unfocused paragraphs?
- Are there significant spelling, grammar, syntax, and / or other structural errors in the essay?
- Is the essay logically organized? Does it flow well?
- Is there any awkward or unpolished prose?
- Has the author included their name on the first page, page numbers, and an interesting title that reflects the topic of their essay? Is the paper double-spaced, using 12-point Times New Roman font?