

Western Michigan University Department of History
HIST 4010: Environment and History: History of US Environmentalism
3 Undergraduate hours

Fall 2016
Hist 4010
TR 2:00-3:15
Sangren 02110

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Office Hours: TR 9:00-11:00. If you have any questions about the class or need assistance please do not hesitate to ask.

The use of cell phones/tablets/laptops or other digital devices is not permitted in class at any time unless exclusively used for purposes directly relevant to this class. Deviations from this policy will not be tolerated.

Course Description: This course will investigate the history, philosophy, literature, and public understanding of the environmental movement in the United States. Discussion of ideas, issues, organizations, and leaders provide our primary context for analysis. As a 4000-level U.S. History course this class satisfies the University's baccalaureate writing requirement.

Learning Outcomes: The purpose of this course is to provide students with a thorough understanding of the environmental movement in the United States through extensive reading and writing.

Upon completion of this course, students will be able to: 1) Demonstrate an informed knowledge of the concepts, questions, and terms that inform the history of environmentalism, 2) Find, analyze, and apply primary and secondary sources as evidence, and 3) Demonstrate the ability to plan, research, organize, write, and revise a substantial historical essay with a clear application and audience.

Required Course Texts: You are responsible for assigned reading beginning in the first week. It is not an acceptable excuse to postpone the purchase of textbooks because your financial aid has not yet processed. WMU has created a short-term loan program for students who are unable to purchase textbooks at the beginning of class because pending financial aid has not yet processed. You can access the program here:

<https://wmich.edu/broncoexpress/shorttermloans>

Aaron Sachs, *The Humboldt Current: Nineteenth-Century Exploration and the Roots of American*

Environmentalism (available on 2-hour reserve at Waldo Library)

Julianne Newton, *Aldo Leopold's Odyssey* (available on 2-hour reserve at Waldo Library)

William Souder, *On a Farther Shore: The Life and Legacy of Rachel Carson*

Tom Turner, *David Brower: The Making of the Environmental Movement*

Peter Singer, *Animal Liberation: The Definitive Classic of the Animal Movement* (Updated Edition)

Will Potter, *Green is the New Red: An Insider's Account of a Social Movement Under Siege*

Assignments: You will demonstrate success in this class with a Document Analysis, 2 Preliminary Research Assignments, 2 Comparative Essays, a Prospectus, a Formal Research Paper, and Participation. All written work will be graded according to the rubric presented below. All written work must be submitted in the appropriate elearning dropbox in MS Word format. Word counts do not include titles, notes, or any other text that is not a direct component of the main

narrative.

Document Analysis: (Due 9/15) You will evaluate the veracity, reliability, authority, and primary/secondary classification of 2 documents posted to the elearning site. You will submit an analysis (250 words) to the elearning dropbox before class and be prepared to discuss in class.

Preliminary Research Assignment 1 and 2: (Due 9/22 and 10/6) These assignments are intended to provide you with an opportunity to improve your writing and critical thinking skills. Each paper will be no less than 500 words, include no less than 4 sources, reflect critical thought, be well written and organized, and adhere to *The Chicago Manual of Style*. For these papers you are free to use any sources (even those of questionable authority—though you must acknowledge potential weaknesses) without consideration for primary/secondary classification.

Assignment 1: Investigate the history of an environmental issue, idea, cause, or concern.

Assignment 2: Investigate the life and career of an environmental activist, thinker, leader or organization.

Comparative Essays 1 and 2: (Due 10/20 and 12/6) You will complete 2 comparative essays. The first paper will analyze 2 of the first 3 assigned texts. The second paper will compare any 2 assigned books that you did not use in the first paper. Your comparison will include the authors' intellectual and philosophical perspectives, social and cultural contexts, evidentiary bases, degrees of optimism, proposed strategies and solutions, and topics covered. These papers will be 1000 words, adhere to the *Chicago Manual of Style*, and be of professional quality.

Prospectus: (Due 11/3) Your prospectus will demonstrate your intent for your research paper. The prospectus will comprise 4 sections.

Section 1: In a clear, and well-written narrative present your thesis and a summary of your argument (250 words).

Section 2: Presents a formal outline of your plan for the paper (10 lines minimum).

Section 3: In bullet-point format present a timeline demonstrating you have a realistic plan for completing the remaining research and writing (100 words).

Section 4: A briefly annotated bibliography of sources that is categorized according to primary/secondary and that clearly identifies all digital sources. A single sentence is sufficient for each annotation.

Minimum requirements for sources:

Total	10
Primary	4
Secondary	4
Non-digital	4
Outside	6

Prospectus response acknowledgement: With this brief statement you acknowledge that you have read and that you understand my comments on your prospectus. If you have no questions this can be a single sentence. There is no individual grade for this assignment, but *if you fail to complete it you will not receive a grade for the course.*

Research project: (Due 12/12) Each student will create an original research project that investigates the history of an environmental issue. Your paper must conform to the *Chicago Manual of Style*, be your original work submitted only for

this class, be no less than 3,000 words, and meet the minimums for sources identified for the prospectus.

Revisions: All written work submitted to the elearning dropbox on time, other than the final paper, is eligible for revision. No late paper is eligible for revision. The revision must reflect a comprehensive and thoughtful effort to improve the original paper. This is not an exercise in simply correcting my marks. Revisions are a learning experience to help you improve your writing skills. Insincere attempts may result in a lower grade. Final grades for revised papers will be the average of the grade on the original and the grade on the revised version.

Participation is awarded based on attendance, positive contributions to class, productivity in groups, use of the elearning forum as assigned, in-class activities, and discussion leadership. Each student will be assigned at least one class period to lead discussion.

Grading Policies: All grades will be posted in the elearning grade book.

Assignment	Percentage of final grade	
Document Analysis	5%	
Preliminary Research	10% each	20% aggregate
Comparative Essays	15% each	30% aggregate
Prospectus	15%	
Prosp. Response Acknowledgement	0%	Required to receive a grade for the course
Research project	20%	
Participation	10%	

Grade Scale:

Grade	Honor points	Numerical Value/Significance
A	4.0	90% outstanding, exceptional, extraordinary
BA	3.5	85%
B	3.0	80% very good, high pass
CB	2.5	75%
C	2.0	70% satisfactory, acceptable, adequate
DC	1.5	65%
D	1.0	60% poor
E	0.0	59% failing
X	0.0	failure (unofficial withdrawal)
W		official withdrawal
I		Incomplete
CR		Credit
NC		no credit

Rubric and guidelines for effective essay writing:

1. **Development of an argument or interpretation.** Good history does not merely tell what happened. *It interprets events of the past.* Given the nature of your assignments, writing interpretive essays will not be difficult. But be sure you convey clearly the argument or interpretation you wish to make. Do this by developing a descriptive title, a *clear thesis statement* in an opening paragraph, and a conclusion. (25%)
2. **Substantiation of your argument with historical data.** While interpretation is the ultimate goal, every interpretation of a historical subject is meaningful only if it rests on *concrete evidence.* In writing history it is important to demonstrate your evidence, not only to support your argument, but also because the details of human activities give history its interest and bring readers into the historical situation. Merely restating the conclusions of historians is not a good way to substantiate your argument. Using the data you find in their work is what is important. It is essential to *identify the sources of your information.* (25%)
3. **Utilizing historical perspective.** History is characterized by and concerned with *change over time.* Historians deal with all facets of human experience including economics, culture, religion, politics, and social customs, but they always focus on how the issues they are investigating are shaped by the particular *historical context.* Historians always avoid judging historical situations by standards belonging to a different era from the one they are investigating. (25%)
4. **Clear communication.** Use a precise, grammatical, well-organized writing style. Write your paper before the deadline so that you can complete *multiple revisions.* Make sure your paper is readable and communicates *exactly what you intend.* (25%)

Course Calendar: All reading is due by the beginning of class.

Week of: Reading and assignments

9/6: Readings due on Thursday:

Paul Nadasdy, "Transcending the Debate over the Ecologically Noble Indian: Indigenous Peoples and Environmentalism," *Ethnohistory* (Spring 2005)

9/13: Sachs, Prologue, Parts 1, 2, and 3

For Thursday:

Documents to be assigned for "Document Analysis."

9/20: Sachs, remainder

Thursday:

Meet at the library for research instruction

Due on Thursday:

Preliminary Research Assignment 1.

9/27: Newton, Introduction, Chapters 1, 2, 3, 4, and 5

Adam Rome, "The Genius of Earth Day," *Environmental History* (2010)

10/4: Newton, remainder

Due on Thursday:
Preliminary Research Assignment 2.

10/11: Souder, Part I

William Bryan, "Poverty, Industry, and Environmental Quality: Weighing Paths to Economic Development at the Dawn of the Environmental Era," *Environmental History* (2011)

10/18: Souder, Part II and Epilogue

Due on Thursday (10/20):
Paper 1

10/25: Turner, Prologue, Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11

Eileen McGurty, "From NIMBY to Civil Rights: The Origins of the Environmental Justice Movement," *Environmental History* (1997)

11/1: Turner, remainder

Donald Kennedy and Marjorie Lucks, "Rubber, Blight, and Mosquitoes: Biogeography Meets the Global Economy," *Environmental History* (1999); Emily Brownell, "Negotiating the New Economic Order of Waste," *Environmental History* (2011); and Sam White, "From Globalized Pig Breeds to Capitalist Pigs: A Study in Animal Cultures and Evolutionary History," *Environmental History* (2011)

Due on Thursday:
Prospectus

11/8: Susan Flader, "Citizenry and the State in the Shaping of Environmental Policy," *Environmental History* (1998); Robert Gordon, "'Shell No!': OCAW and the Labor-Environmental Alliance," *Environmental History* (1998); Mark Stoll, "Green Versus Green: Religions, Ethics, and the Bookchin-Foreman Dispute," *Environmental History* (2001); Andrew Kirk, "Appropriating Technology: The Whole Earth Catalog and Counterculture Environmental Politics," *Environmental History*, (2001); Jack Davis, "Conservation Is Now a Dead Word,: Marjorie Stoneman Douglas and the Transformation of American Environmentalism," *Environmental History* (2003); Jenny Price, "Remaking American Environmentalism: On the Banks of the L.A. River," *Environmental History* (2008); Darren Speece, "'From Corporatism to Citizen Oversight:

The Legal Fight over California Redwoods, 1970-1996," *Environmental History* (2009)

Due on Thursday:
Prospectus response acknowledgement

11/15: Singer, Preface, Chapters 1, 2, 3, and 4
Thomas Wellock, "The Dickey Bird Scientists Take Charge: Science, Policy, and the Spotted Owl," *Environmental History* (2010)

11/22: Singer, remainder
Glen Grasso, "What Appeared Limitless Plenty: The Rise and Fall of the Nineteenth-Century Atlantic Halibut Fishery" *Environmental History* (2008); Mark Barrow, "The Specter of Extinction: Taking a Long View of Species Loss," *Environmental History* (2011); and Peter Alagona, "What is Habitat?" *Environmental History* (2011)

11/29: Potter, Chapter 1, 2, 3, 4, 5, 6, 7
Roderick Frazier Nash, "Island Civilization: A Vision for Human Occupancy of Earth in the Fourth Millennium," *Environmental History* (2010)

12/6: Potter, remainder
Nancy Langston, "Paradise Lost: Climate Change, Boreal Forests, and Environmental History," *Environmental History* (2009); and Paul Sabin, "The Ultimate Environmental Dilemma': Making a Place for Historians in the Climate Change and Energy Debates," *Environmental History* (2010)

Due on Thursday:
Paper 2 (12/6)

12/12: Final Paper Due

Academic Ethics and Integrity: Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974> and the Graduate Catalog at <http://catalog.wmich.edu/content.php?catoid=25&navoid=1030>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor

if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Classroom Decorum & Etiquette: Every member of this learning community has the right to freely express his/her opinion as long as this is done in such a way as to not impede the rights of other members of the learning community. Along this line, it is expected that all participants in this class will treat all others with respect and dignity. Behavior that is disrespectful, intimidating, threatening, or disruptive of the learning environment will not be tolerated. If any participant in the class has a concern regarding another participant's behavior he/she is encouraged to speak with the instructor.

Specific Needs: Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and/or Disability Services for Students, (269) 387--- 2116, at the beginning of the semester. Disability information provided to the instructor will remain confidential. DSS recommends that students with disabilities bring their accommodation letters to the instructor during office hours or by special appointment. During the appointment, the particulars of arrangements for accommodations can be discussed and agreed upon in private.

WMU E-Mail Account is the Official Channel of Communication: Students are expected to use their WMU e--- mail accounts regularly, as this is the official channel of communication between the University and student. Students receive notifications of class cancellations, campus emergencies and closures, and other important information through this channel. Problems sending or receiving e--- mail through the WMU address may be addressed at the Help Desk (387--- HELP), online at <http://www.wmich.edu/oit/helpdesk/>, or in person at the front desk in any on--- campus computer lab.

Non-Discrimination Policy: Western Michigan University prohibits discrimination or harassment which violates the law, or which constitutes inappropriate or unprofessional limitation of employment, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status.

WMU Human Rights Statement: It is a fundamental policy of Western Michigan University not to discriminate on the basis of sex, sexual orientation, color, race, age, religion, national origin, height, weight, marital status, or handicap in its educational programs, admissions, employment, promotions, salaries and social activities. Through its example and teaching, Western strives to foster in its students, faculty, and staff respect for basic human rights. In its external relationships, the University is supportive of those activities that seek constructive change in the development of human rights in this country and abroad.

Sexual and Gender-Based Discrimination/Harassment: Students and instructors are responsible for making themselves aware of and abiding by the "Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures" related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct.

- Office of Student Conduct www.wmich.edu/conduct
- Division of Student Affairs www.wmich.edu/students/diversity
- University Relations Office <http://www.wmich.edu/policies/religious-observances-policy>
- Disability Services for Students www.wmich.edu/disabilityservices