

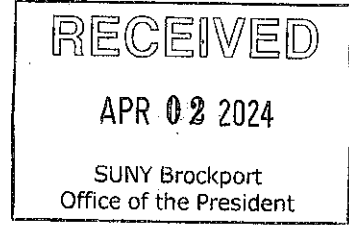


**SUNY  
BROCKPORT**

350 New Campus Dr  
Brockport, NY 14420  
[senate@brockport.edu](mailto:senate@brockport.edu)

**Resolution# 22GE- 2023-24**

**Supersedes Resolution #**



To: Dr. Heidi Macpherson, President  
From: Cathy Houston-Wilson, Senate President  
Re:

- I. Formal Resolution (Act of Determination)
- II. Recommendation (Urging the Fitness of)
- III. Other, For Your Information (Notice, Request, Report, etc.)

**SUBJ: GE American Environmental History (#04\_23-24GE)**

Signed: Cathy Houston-Wilson Date: 3/21/24  
(Dr. Cathy Houston-Wilson, 2023-2023 University Senate President)

**Implementation of resolution requires final approval from:**

SUNY  Yes  No NYS Dept of Education  Yes  No

Signed: [Signature] Date: 3/25/24  
(Dr. Eileen Daniel, Vice Provost, SUNY Brockport)

**Decision and Action Taken on Formal Resolution (circle choice below)**

- a.  Accepted
- b.  Deferred for discussion with the Faculty Senate
- c.  Unacceptable for the reasons contained in the attached explanation.

See attached

~~350 New Campus Dr Brockport NY 14420~~  
Signed: Heidi Macpherson Date: 3/5/24  
(Dr. Heidi Macpherson, President, SUNY Brockport)

**Implementation Effective Date:** \_\_\_\_\_

**DISTRIBUTION:**

The University Senate President will forward the signed resolution to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY and/or the State Education Dept. The Vice Provost will then sign and forward the resolution with that designation to the President. Upon approval, the President will forward the resolution to an Administrative Assistant who will distribute the final resolution to the Senate Office. The Senate Office will scan the resolution and send to the proposer, the Registrar's Office and the library for upload to the SUNY Digital Repository.

I understand that the School of Arts and Sciences is reviewing the protocols around assigning upper level classes with General Education codes. The rationale for this is that 300 level courses do not generally set students up for success when they are used to fulfil general education requirements. Our students need more 100 and 200 level courses so that they are not being assessed alongside majors who have had more advanced preparation. In this circumstance, therefore, I feel it is unwise to approve these codes for this course until such issues are resolved.



# SUNY BROCKPORT

## University Senate

### PROPOSAL COVER PAGE

**DEADLINE FOR SUBMISSIONS: January 31**

**For full consideration during the academic year.**

Your proposal will be made into an ADA compliant PDF, will receive page numbering and a routing number, and will be forwarded onto the appropriate committee chair(s).

<b>Routing Number</b> <i>Routing # assigned by Senate Office</i>	<b>04_23-24GE</b>
<b>This Proposal Replaces Resolution</b>	
<b>Revision Date(s)</b>	
<b>Anticipated Effective Date:</b>	

#### Proposal title

HST 308 American Environmental History- application for the course to carry the following General Education codes: "V" American History; "I" Contemporary Issues.
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#### Proposal summary

HST 308 American Environmental History application to carry the "V" and "I" Gen Ed codes
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#### Proposer information

Professor James Spiller, Department of History, <a href="mailto:jspiller@brockport.edu">jspiller@brockport.edu</a> , 585-395-5697
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#### Senate Office use only

	<b>Date Sent to Committee</b>	<b>Date Sent to EC</b>
<b>Standing Committee</b>		
<b>Equity, Diversity and Inclusion Committee</b>		
<b>Engagement &amp; Enrollment Planning &amp; Policies</b>		
<b>Faculty &amp; Professional Staff Policies</b>		
<b>General Education &amp; Curriculum Policies</b>		
<b>Graduate Curriculum &amp; Policies</b>		
<b>Student Policies</b>		
<b>Undergraduate Curriculum &amp; Policies</b>		
<b>Executive Committee</b>		

Notes (Senate Office use only):

## United States History and Civic Engagement Certification Course Proposal Guidelines and Form

Please review the policies below prior to completing your proposal make ensure the course proposed is consistent with NYSED, SUNY, Board of Regents and SUNY Brockport policies for Humanities and General Education courses.

### Policies:

1. SUNY Brockport General Education Program (GEP) courses generally should be coded A, Liberal Arts (LAS) (refer to NYSED policy for guidance <http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum#c>). If the proposed course is not coded A please indicate the exceptional circumstances which necessitate [justify] the certification of GEP credit for this course.
2. No GEP course may fulfill more than one Knowledge Area.
3. A course certified as a Knowledge Area may also request to be certified for ONE of the local requirements or the Oral Communication competency: Contemporary Issues (I), Oral Communication (Y) or Perspectives on Gender (W). Instructors seeking one of these certifications should complete the form for I, Y, or W and submit it alongside this form.
4. No course may fulfill more than two GEP requirements. (An H course, for example, can thus only be coded HI, HW, HY or H.) Courses may be certified for two local requirements (WI) or a local requirement and a competency (WY or IY).

### Course Content Requirements:

Courses fulfilling the *US History and Civic Engagement* knowledge area must fulfill the following SUNY Student Learning Outcomes and follow Implementation Guidance.<sup>1</sup>

*US History and Civic Engagement*  
Students will:

1. demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation;
2. understand the role of individual participation in US communities and government; and
3. apply historical and contemporary evidence to draw, support, or verify conclusions.

### Implementation Guidance

In addition to providing information about the connection of the United States' past to its present, approvable courses in this category will focus on the role of individuals within communities, and developing civic understanding and other skills for engaging in the dynamics of the diverse and pluralistic society which comprises the public life of the United States.

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<sup>1</sup> [https://system.suny.edu/media/suny/content-assets/documents/academic-affairs/general-education/suny-ge/MTP-SUNY-General-Education\\_Vol-21.-No.1.pdf](https://system.suny.edu/media/suny/content-assets/documents/academic-affairs/general-education/suny-ge/MTP-SUNY-General-Education_Vol-21.-No.1.pdf)

<sup>2</sup> From the Guidelines: "Note that the learning outcomes for each category are intentionally broad, to ensure seamless transfer as well as faculty flexibility. Campus faculty shall engage with the learning outcomes and develop language appropriate to the level of challenge to students warranted by the discipline and college-level study. Faculty may find Bloom's Taxonomy and its subsequent revision helpful in this regard." See, for example, <https://www.bloomstaxonomy.net/>

### Syllabus Requirements

Course syllabi must include

- the SLOs outlined above for the US History and Civic Engagement
- the course description (Note that the course description in the syllabus should align with the course description in the course catalog.)
- the course objectives

- clearly defined instructional content and assignments where US History and Civic Engagement SLOs are assessed

### **GEP Assessment**

All GEP courses are expected to be assessed on a rotating basis, and instructors teaching GEP courses may be required to participate in these assessments as needed. For your reference, the rubric used for the periodic assessment of all *United States History and Civic Engagement* GEP courses can be found [HERE](#).

## ***US History and Civic Engagement*** **New Course and Course Change Proposal Form**

Note: Recommendation for approval is not an endorsement that a course should be offered in any given semester. Course offerings are under the purview of Department Chairs and Deans.

Please address the items below.

1. Is the course coded A, Liberal Arts (LAS) as described in policy 1 above? Yes No (if yes, skip to item 3) Yes
2. If the course is not coded A, please indicate the exceptional circumstances which necessitate the certification of GEP credit for this course.
3. Submit the course syllabus that includes the course description and objectives with this form.
4. Describe how the course specifically addresses each of the required student learning outcomes below. You must *explicitly* state where GEP SLOs are met through instruction AND assignments.

### *US History and Civic Engagement SLOs*

- **demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation**

Instruction: This critical SLO is at the heart of the whole course and will be achieved through the substantial list of readings, classroom seminar discussions about the readings, instructor presentations that complement the readings and highlight the role that diverse individuals, organizations, and political actors played in developing and disrupting, as well as conserving and preserving natural environments throughout American history and especially since the mid-20<sup>th</sup> century (when American use of and impact on the natural environment dramatically intensified).

As the attached syllabus shows, the readings for this course sweep across US history, with special focus on the past century. The varied readings (and the complementary lectures I give and student presentations on the readings and student group discussions about the readings) cover major threads of American history (the sort of threads like politics, electoral coalitions, scientific innovation, new forms of economic production and consumption, race relations, Native American experience, etc.). The backbone reading of the course, Ted Steinberg, *Down to Earth: Nature's Role in American History* 4<sup>th</sup> ed. (Oxford University Press, 2019) is widely used as a textbook not only in Environmental History courses but also US history survey courses. The reason being is that environment, in this case, is the central hub around which major themes in American history are tied together. This is the approach of the class.

**Assignment:** This SLO will be aligned with most assignments, including the reading question sheets, which have students critically review the readings and identify their main topics and arguments and analyze how they complement, reiterate, and/or contradict one another (this skill is scaffolded to achieve the next SLOs listed below).

I will share a couple examples of the weekly question sheet assignments to illustrate how they address this SLO. These assignments entail substantial reading, analysis, and writing, and compel students to engage in course readings that cover major historical themes across the arc of American history. Please see examples of those assignments.

- **understand the role of individual participation in US communities and government**

**Instruction:** See below.

**Assignment:** This SLO is aligned with the “Climate Change Letter” assignment, which has students write to their town/city elected officials to: explain what climate scientists say is the phenomenon and cause of global climate change; what the projected affects of climate change will be on the home community; and what the home community can do to prepare to mitigate adverse impacts or take advantage of positive impacts of climate change. This assignment has them consider the power of themselves, as individual citizens, to positively influence history.

The SLO is also aligned with course readings and reading reflections about important individuals in the history of environmental (and public health) advocacy (e.g. John Muir, Theodore Roosevelt, Gifford Pinchot, Alice Hamilton, Bob Marshall, Aldo Leopold, Rachel Carson, and a range of advocates of racial and environmental justice).

Finally, this SLO is aligned with the “Contemporary Environmental Issue” assignment, which will have students create a poster, for collective display as an exhibit on campus and online via the History Department’s “History Lab” digital humanities project, that frames a contemporary environmental issue (and potential collective solutions to that issue) in historical context.

I am not sure what else to say here, so I will attach my Climate Change Letter assignment to illustrate the message of individual citizen influence in informing policy makers about pressing issues of societal importance. Also, a couple of Weekly Question Sheets highlight readings which focus on giant figures in American politics, letters, education, and environmental protection (Theodore Roosevelt; Franklin Delano Roosevelt, John Muir, Gifford Pinchot, Alice Hamilton, Rachel Carson, Aldo Leopold, Lyndon Johnson, etc.) have had in creating the political and economic framework in American that helps us understand how people built the landscapes they did, and how the environment was impacted by human activity.

- **apply historical and contemporary evidence to draw, support, or verify conclusions.**

**Instruction:** This SLO is also at the heart of this course, since its readings, documentary films, classroom lectures and discussions, and assignments are collectively a rigorous immersion in historical accounts and evidence of people’s interactions with the natural environment *paired to* contemporary versions of the same

**Assignment:** The weekly critical analysis assignments (“question sheets”) ask and train students to critically review scholarly accounts of historical events by identifying topics, arguments, and evidence that the authors use. These question sheets also have a final question that has students reflect on how these historical issues and arguments have relevance to the contemporary world (I provide specific contemporary issues for them to consider). These skills are then deployed by students in the “Contemporary Environmental Issue” assignment described above.

The best way to illustrate the use of historical and contemporary evidence in drawing conclusions is to attach selections of course assignments. The Weekly Questions sheets all require students to apply the historical evidence included in the readings to illustrate the scholarly arguments that those readings advance. This skill is then applied by the students in their Climate Change Letter, in which they need to draw on evidence (made available through course readings and online government databases) to make a case to their hometown political leader as to what climate scientists say is “global climate change,” what the projected impact of climate change will be on their home community, and what their home community can do to prepare itself for those impacts. Finally, after scaffolding these skills throughout the semester’s assignments, students apply the fundamental skill of historians (using evidence to make reasoned arguments) in their Contemporary Environmental Issue assignment- in which they frame a major issue of today in its historical context and use contemporary evidence (i.e. raw government data and/or scholarly publications) to explain the causes and potential impact of that major environmental issue.

5. If you also are applying for another code for this course (I, Y, or W only), complete the form for the appropriate code separately and submit with your proposal. **Attached form for “I”**

## Perspectives on Women – Contemporary Issues/Integrated Learning – Oral Communication Certification Form

This form is being submitted to add General Education local requirements *Perspectives on Gender (W)*, *Contemporary Issues/Integrated Learning (I)*, and or the SUNY competency *Oral Communication (Y)* to a course. These ‘codes’ can be added to a Knowledge Area course or a non-GEP course. Please note no course may fulfill more than two GEP requirements.

### Policies:

1. SUNY Brockport General Education Program (GEP) courses generally should be coded A, Liberal Arts (LAS) (refer to NYSED policy for guidance <http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum#c>). If the proposed course is not coded A please indicate the exceptional circumstances which necessitate [justify] the certification of GEP credit for this course.
2. No GEP course may fulfill more than one Knowledge Area.
3. A course certified as a Knowledge Area may also request to be certified for ONE of the local requirements or the Oral Communication competency: Contemporary Issues (I), Oral Communication (Y) or Perspectives on Gender (W). Instructors seeking one of these certifications should complete the form for I, Y, or W and submit it alongside this form.
4. No course may fulfill more than two GEP requirements. (An H course, for example, can thus only be coded HI, HW, HY or H.) Courses may be certified for two local requirements (WI) or a local requirement and a competency (WY or IY).

### Course Content Requirements:

#### Perspectives on Gender “W” SLO:

Students will demonstrate critical awareness of scholarship on women and gender as an aspect of patriarchal systems within a relevant knowledge area, with such scholarship constituting a central or major theme of the course as opposed to a peripheral or occasional consideration.

#### Oral Communication “Y” SLOs:

1. demonstrate coherent college-level oral communication that informs, persuades, or otherwise engages with an audience; and
2. demonstrate the ability to revise and improve oral communication.

#### Contemporary Issues “I” SLOs:

1. analyze a major issue of contemporary and enduring human significance
2. recognize and articulate relationships between different Knowledge Areas
3. locate, evaluate, and synthesize information from a variety of sources
4. demonstrate an ability to develop and defend well-reasoned arguments.

### Syllabus Requirements

Course syllabi must include

- the SLOs outlined above for the appropriate certification(s)
- the course description (Note that the course description in the syllabus should align with the course description in the course catalog.)
- the course objectives
- clearly defined instructional content and assignments where the SLOs are assessed
- 

### GEP Assessment

All GEP courses are expected to be assessed on a rotating basis, and instructors teaching GEP courses may be required to participate in these assessments as needed. For your reference, the rubric used for the periodic assessment of all W, I and or Y GEP courses can be found [HERE](#).

## Perspectives on Women – Oral Communication – Contemporary Issues/Integrated Learning -- New Course and Course Change Proposal Form



Note: Recommendation for approval is not an endorsement that a course should be offered in any given semester. Course offerings are under the purview of Department Chairs and Deans.

Please address the items below.

1. Is the course coded A, Liberal Arts (LAS) as described in policy 1 above? Yes No (if yes, skip to item 3)
2. If the course is not coded A, please indicate the exceptional circumstances which necessitate the certification of GEP credit for this course.
3. Submit the course syllabus with this form that includes the course description and objectives.
4. Describe how the course specifically addresses each of the required student learning outcomes below. You must *explicitly* state where GEP SLOs are met through instruction AND assignments.

**Perspectives on Gender “W” SLO:**

Students will demonstrate critical awareness of scholarship on women and gender as an aspect of patriarchal systems within a relevant knowledge area, with such scholarship constituting a central or major theme of the course as opposed to a peripheral or occasional consideration.

Instruction:  
Assignment:

**Oral Communication “Y” SLOs:**

1. Demonstrate coherent college-level oral communication that informs, persuades, or otherwise engages with an audience

Instruction:  
Assignment:

2. Demonstrate the ability to revise and improve oral communication. Instruction:  
Assignment:

**Contemporary Issues “I” SLOs:**

1. Analyze a major issue of contemporary and enduring human significance

**Instruction: This course provides students an immersion into one of the most enduring and important issues threading through the span of the human experience and history- people’s dynamic relationship with the natural environment. This complex and multifaceted issue will be addressed through readings assignments, class lectures and discussions about the history and contemporary character of Americans’ relationship with their environments.**

Assignment:

Each of the assignments in this class align with this SLO: the weekly reading questions sheets, which have students write at least 3 pages of analysis, synthesis, and critical evaluation, engage in enduring issue of people's relationships with the natural world; the Climate Change Letter assignment has students research and write (to a hometown/city public official) what climate scientists say is the phenomenon of global climate change, how it is projected to impact their home communities, and what their communities can do to prepare for those projected affects; the contemporary environmental issue assignment has students choose a contemporary environmental issue of pressing importance (e.g. invasive species in the Great Lakes; pesticide impact on world's pollinators; lead contamination of decrepit urban housing; environmental racism and siting of incinerators; etc.).

2. Recognize and articulate relationships between different Knowledge Areas

Instruction:

As is the case with the multidisciplinary field of Environmental History, the readings for the course blend historical scholarship with anthropology, sociology, urban planning, and several fields of sciences-ecology, geology, and public health. The lectures and class discussions engage these different fields and analyze how they enable us to discern the changing relationship between people and the natural world and how they contributed to historically evolving fields of environmental conservation and preservation.

Assignment:

The Reading Response paper assignments all have student critically analyze the readings and explain how their topics, theses, and evidence—drawn from multiple disciplines/knowledge areas— complement, reiterate, and/or contradict one another. The Climate Change Letter assignment also has students use information from readings on the history of climate change politics, on urban planning innovations to reduce heat islands in cities, and on meteorology and climatology (NASA and NOAA datasets) on projected intensified weather activity.

3. Locate, evaluate, and synthesize information from a variety of sources

Instruction:

This course is a reading and research-intensive course. It provides students with a wide-range of assigned readings (most of which are OER/scanned copies and articles of path-breaking scholarship in subfields of environmental history, anthropology, and sciences). Lectures, class discussions, and student assessments are all oriented to critical review, synthesis and comparative analysis of course readings.

Assignment:

The Contemporary Environmental Issue assignment has students build on skills of critical analysis (developed through course readings, discussions, and Reading Response Paper assignments) by finding material from multiple knowledge areas to create a poster about a pressing environmental issue of contemporary importance (all posters will be packaged together into a print and digital exhibit).

4. Demonstrate an ability to develop and defend well-reasoned arguments.

Instruction:

Course lectures model, and classroom discussions help students develop the skills of critical analysis and synthesis of course readings and of developing well reasoned and evidenced arguments about issues pertaining to U.S. environmental history. In addition, the course is structured to engender respectful dialogue among students—this includes focused efforts to train them to ask critical questions pertaining to the scholarship they read and of one another, particularly

**when students give formal presentations about the readings and their Contemporary Environmental Issue assignment.**

Assignment:

**This SLO is fundamental to all assignments in the class— mandatory and graded participation in seminar-based discussion, formal student presentations on readings and on their individual Contemporary Environmental Issue assignment, their critical analysis of readings in Reading Response Paper assignments (grading rubric focused on well-reasoned arguments), the Climate Change Letter assignment (which has students write a well-reasoned letter to their town/city gov't official explaining what projected impact of climate change will be on the community and what it can do to prepare for that impact- grading rubric emphasizes development and evidence behind well-reasoned argument).**

5. If you also are applying for another code for this course (I, Y, or W only), complete the form for the appropriate code separately and submit with your proposal.

# HST 3XX American Environmental History

Dr. James Spiller

Office: 320 Liberal Arts Building

Office Phone: 585-395-5697

Email: [jspiller@brockport.edu](mailto:jspiller@brockport.edu)

## Course Description

This course examines the changing relationships between people and nature over the course of American history, with a focus on the past century. It treats the “natural environment” as a critical factor in history and considers how human activities depended on and affected their world, traces changing environmental attitudes and policies, and assesses how Americans shaped the national (and global) landscape, thereby influencing the character of the U.S. economy and its human, animal, and plant communities.

Students are expected to engage critically and creatively with weekly readings, assignments and online discussions (thoughtful and respectful dialogue is especially rewarded).

## Course Learning Goals

By exploring how our world came to be, the study of History fosters the critical knowledge, breadth of perspective, intellectual growth, and communication and problem-solving skills that will help people lead purposeful lives, exercise responsible citizenship, and achieve career success.

Course learning goals include:

- Demonstrate understanding of the history of the United States history and the dynamic relationship between people and the natural environment.
- Understand the role of individual participation in U.S. communities and government, particularly regarding collective action to use, conserve, and/or preserve natural resources and the ecosystems in the country.
- Analyze historical and contemporary evidence to develop reasoned arguments about environmental issues (past, present, and future) of contemporary and enduring importance.
- Use scholarship from multiple disciplines (history, sociology, anthropology, and natural sciences), and recognize and reflect on the relationships among those disciplinary sources.
- Advance clear and compelling arguments in polished writing that analyzes and synthesizes information for a wide variety of sources.
- Express questions and cogent, well-reasoned arguments in respectful manners.
- Cite historical sources using University of Chicago Style documentation.

## Course Grade

- Attendance and class participation 20%
  - Student presentations (2) 5%
- Weekly Question Sheets (at least 7 of 11) 45%

- Climate Change Letter Assignment 10%
- Contemporary Environmental Issue Assignment 20%

### Readings

1. Ted Steinberg, *Down to Earth: Nature's Role in American History* 4<sup>th</sup> ed. (Oxford University Press, 2019).
2. Diane Ackerman, *The Human Age: The World Shaped By Us* (Norton, 2014).
3. Electronic reserve readings "(r)" are in "Reserved Readings" folder course Brightspace page.

### Week 1                    *Humans and the Environment*

#### Read

1. (r)J.R. McNeill, "The First Hundred Thousand Years," Frank Uekoetter ed., *The Turning Points of Environmental History* (University of Pittsburgh Press, 2010), 13-28.

OR

2. (r)Charles Mann, "1491," *The Atlantic* (March 2002).

3. Diane Ackerman, *The Human Age*.

- "Wild Heart, Anthropocene Mind," 8-14.
- "Monkeying With the Weather," 36-43.
- "Gaia in a Temper," 44-49.

### Question Sheet #1

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### Week 2                    **Native and Colonial Land Practices**

#### Read

1. (r)William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (Hill & Wang, 1983/2003).
  - "Seasons of Want and Plenty," 34-53. **OR**
  - "Commodities of the Hunt," 82-107. **OR**
  - "Taking the Forest," 108-126.
2. Ted Steinberg, *Down to Earth*.

- “Wilderness Under Fire,” 3-12.
- “A Truly New World,” 13-30.
- “Unfettered Accumulation,” 31-40.

Question Sheet #2

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**Week 3**                      **Continental Landscapes**

**Read**

1. Ted Steinberg, *Down to Earth*. (2 of 3 following chapters)

- “A World of Commodities,” 43-58.
- “The Unforgiving West,” 116-135.
- “The Secret History of Meat,” 187-202.

2. (r)Shepard Krech, “Buffalo,” *The Ecological Indian* (Norton, 1999), 123-149.

3. (r)William Cronon, “Pricing the Future: Grain,” *Nature’s Metropolis: Chicago and the Great West* (Norton, 1991), 97-119.

**OR**

3. (r)Andrew Isenberg, “The Alchemy of Hydraulic Mining,” *Mining California: An Ecological History* (Hill and Wang, 2005), 23-51.

Question Sheet #3

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**Week 4**                      **19<sup>TH</sup> Century Cities and Suburbs**

**Read**

1. Ted Steinberg, “Death of the Organic City,” *Down to Earth*, 138-152.

2. (r)Anne Whiston Spirn, “Constructing Nature: The Legacy of Frederick Law Olmsted,” William Cronon ed., *Uncommon Ground: Rethinking the Human Place in Nature* (Norton, 1996), 91-113.

3. (r)Thomas Andrews, "The Reek of New Industrialism," *Killing for Coal: America's Deadliest Labor War* (Harvard University Press, 2009), 50-86.

**OR**

3. (r)Joel Tarr, "Industrial Wastes, Water Pollution, and Public Health, 1876-1962," *The Search for the Ultimate Sink* (University of Akron Press, 1996), 354-384.

**OR**

3. (r)Suellen Hoy, "City Cleansing," *Chasing Dirt: The American Pursuit of Cleanliness* (Oxford University Press, 1995), 59-86.

4. (r)David Stradling, "We Are Still in Eden: Romanticism, Tourism, and the Power of Culture," *The Nature of New York: An Environmental History of the Empire State* (Cornell University Press, 2010), 76-105.

**OR**

4. (r)Dolores Hayden, "Picturesque Enclaves," *Building Suburbia: Green Fields and Urban Growth, 1820-2000* (Vintage Books, 2004), 45-70.

Question Sheet #4

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**Week 5                      Conservation and Preservation**

**Read**

1. Ted Steinberg, "Conservation Reconsidered," *Down to Earth*, 121-137.

2. (r)Clayton Koppes, "Efficiency, Equity, and Esthetics: Shifting Themes in American Conservation," Donald Worster ed., *The Ends of the Earth* (Cambridge University Press, 1988), 230-251.

**OR**

2. (r)Mark Spence, "Crowning the Continent: The American Wilderness Ideal and Blackfeet Exclusion from Glacier National Park," *Dispossessing the Wilderness: Indian Removal and the Making of the National Parks* (Oxford University Press, 1999), 83-100.

**OR**

2. (r)Richard Tucker, "America's Sweet Tooth: Cane Sugar Transforms Tropical Lowlands," *Insatiable Appetite* (NY: Roman & Littlefield, 2007), 27-51, 60-62.

Question Sheet #5

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**Week 6 (Mon Oct 2- Fri Oct 6)      New Deal Conservation**

**Read**

1. (r)Donald Worster, "Hoover Dam: A Study in Domination," *Under Western Skies: Nature and History in the American West* (Oxford University Press, 1992), 64-78.

**OR**

1. (r)Donald Worster, "Thinking Like a River," *The Wealth of Nature: Environmental History and the Ecological Imagination* (Oxford University Press, 1993), 123-34.

2. Ted Steinberg, "Moveable Feast," *Down to Earth*, 155-168.

3. (r)Neil Maher, "Nation: The Great Conservation Debate," *Nature's New Deal: The Civilian Conservation Corps and the Roots of the American Environmental Movement* (Oxford University Press, 2008), 151-80.

Question Sheet #6

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**Week 7 (Mon Oct 9- Fri Oct 13)      Modern Environmentalism**

**Read**

1. Ted Steinberg, *Down to Earth*. (2 of 3 chapters below)

- "America in Black and Green," 185-206.
- "Throwaway Society," 207-220.
- "Shades of Green," 221-244.



2. (r)Dolores Hayden, "Sitcom Suburbs," *Building Suburbia: Green Fields and Urban Growth, 1820-2000* (Vintage Books, 2004), 128-53.

**OR**

2. (r)Adam Rome, "Open Space: The First Protests Against the Bulldozed Landscape," *The Bulldozer in the Countryside* (Cambridge University Press, 2001), 119-52.

3. (r)Roderick Nash ed., *American Environmentalism: Readings in Conservation History* (McGraw-Hill, 1990).

- Aldo Leopold, "A Land Ethic," 171-174.
- Rachel Carson, "Pesticides," 191-194.

Question Sheet #7

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**Week 8          Contemporary Environmental Issue Assignment**

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**Week 9                  Environmental Justice**

**Read**

1. (r)Robert Gottlieb, "Reconstructing Environmentalism: Complex Movements, Diverse Roots," Miller and Rothman eds., *Out of the Woods: Essays in Environmental History* (Pittsburgh: Univ. Pittsburgh Press, 1997), 144-60.

**OR**

1. (r)Robert Gottlieb, "Ethnicity as a Factor: The Quest for Environmental Justice," *Forcing the Spring: The Transformation of the American Environmental Movement* (Washington: Island Press, 2005), 307-46.

2. (r)Dawn Biehler, "The Ecology of Injustice: Rats in the Civil Rights Era," *Pests in Cities: Flies, Bedbugs, Cockroaches, and Rats* (Seattle: University of Washington Press, 2013), 149-76.

Question Sheet #8

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Week 10

Global Environment/Climate

**Read**

1. (r)Elizabeth Kolbert, "The New Pangea," *The Sixth Extinction: An Unnatural History* (Henry Holt, 2014), 193-216.

**OR**

1. (r)Edward O. Wilson, "The Collapse of Biodiversity," *The Meaning of Human Existence* (Norton, 2014), 123-32.

2. Diane Ackerman, *The Human Age*.

- "Opportunity Warms," 95-108.
- "Is Nature 'Natural' Anymore?," 111-127.
- "The Slow Motion Invaders," 128-140.

Question Sheet #9

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Week 11

Climate Change Letter Assignment

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Week 12

Environmental Imagination

**Read**

1. (r)Elizabeth Hanson, "Zoos Old and New," *Animal Attractions: Nature on Display in American Zoos* (Princeton University Press, 2002), 162-86.

2. (r)William Philpott, "Our Big Backyard," *Vacationland: Tourism and Environment in the Colorado High Country* (University of Washington Press, 2013), 131-51, 157-68.

**OR**

2. (r)Jan-Christopher Harak, "Wildlife Documentaries: From Classical Forms to Reality TV," *Film History* v. 18, n. 4 (2006), 459-475.

**OR**

2. (r)David Tietge, "Experience Nature Through Cable Television," Kris Rutten et al eds., *Perspectives on Science and Culture* (Purdue University Press, 2018), 3-17.

3. Diane Ackerman, *The Human Age*.

- “Nature, Pixelated,” 188-200.
- “The Interspecies Internet,” 201-204.

Question Sheet #10

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Week 13      *Thanksgiving & Contemporary Environmental Issue Assignment*

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**Week 14                      Unnatural Disasters**

**Read**

1. Ted Steinberg, “Capitalism Versus the Earth,” *Down to Earth*, 245-270.
  
2. (r)Ted Steinberg, “The Drowning of America,” *Acts of God: The Unnatural History of Natural Disaster in America* (Oxford University Press, 2006), 197-211.

**OR**

2. (r)Jake Bittle, “Where Will We Go?,” *The Great Displacement: Climate Change and the Next American Migration* (Simon & Schuster, 2023), 251-285.

**OR**

2. (r)Dan Egan, “Plugging the Drain: The Never-Ending Threat to Siphon Away Great Lakes Water,” *The Death and Life of the Great Lakes* (Norton, 2017), 247-276.

Question Sheet #11

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**Week 15                      Contemporary Environmental Issue Assignment**

Student Presentations