Welcome to HIS 230! Together we will spend the next eleven weeks developing our skills as historians while exploring the environmental history of the United States. We will examine a number of themes in environmental history, including:

- How various groups of people have influenced the North American environment from before the arrival of Europeans to the present day
- How the environment has helped to shape the societies, economies and cultures that have developed in North America
- How the relationship between humans and nature in North America has been shaped and changed over the past 500 years.

For more information on the class make sure to read the Syllabus, Schedule and Assignments sections. I am available to meet with students individually during my office hours (or by appointment) to discuss any questions or problems you may have about any aspect of the course.

I reserve the right to make changes to any aspect of the course as I may see fit over the course of the quarter. It is each student’s responsibility to regularly check their e-mail account in WebCT for possible changes.

WHAT IS HISTORY?

What is history? And why bother to study it?

History is an academic discipline that examines how our world has changed over time and seeks to explain why these changes occur and how they have influenced us. History helps us understand ourselves, our world, and why it is in the state it is in.

The study of history involves both process and content. As part of this class we will learn how to be historians and what it is that historians do. This will involve working with primary sources, the tools that historians use to understand the past. We will also explore how historians construct interpretations and analyses of the past. We will learn to think critically about both these sources and what they can tell us about the past and about the explanations that historians produce. It is important that we understand that interpretations of the past are not static. Professional historians expect that newly discovered artifacts, information, and newly released documents will change and alter our perceptions of the past.
GENERAL EDUCATION OUTCOMES MET BY HIS 230

Students who successfully complete HIS 230 should meet the following North Seattle Community College general education outcomes:

- **Outcome 1.** Think critically in reading and writing. This will be assessed through student performance on papers and exams, and weekly discussions.
- **Outcome 4.** Access, evaluate and apply information from a variety of sources. Students’ performance on this outcome will be assessed through a library citation assignment, regular discussion of class readings, and their performance on accessing and evaluating information for paper assignments.
- **Outcome 8.** Understand major ideas, values, beliefs, and experiences that have shaped human history and cultures. Student performance on exams, papers, and discussions will be used to assess how well this outcome has been met.
- **Outcome 12.** Understand the U.S. as a multicultural society. Exams, papers and discussion will be the basis of assessing this outcome.

COURSE OBJECTIVES

Students who successfully complete this course should:

- Understand historical developments, issues and people with regard to interactions with the North American environment from indigenous settlement to the end of the 20th century.
- Have developed new skills of critical thinking in reading and examining the past using a variety of primary and secondary print and non-print resources in the environmental history of the U.S. Students should be able to correctly document those sources.
- Have used documents, texts, media, databases, and electronic resources to examine and evaluate past events and issues.
- Have developed sufficient map skills to locate events in US environmental history and understand how the geography and natural landscapes of a region affected political, social, economic and cultural developments in that region.
- Be able to write clear, comprehensive well-supported historical essays and reviews.
- Understand the U.S. as a multicultural society and appreciate the diversity of Americans’ experience and the complexities of issues they encountered in their relationship with the environment.
- Recognize and appreciate the complexity of historical environmental issues.

RECOMMENDATIONS

- Form a study group with some of your fellow students and work with them regularly. This will help you understand the materials better.
- Make libraries an important place in your life. Learn how to use their resources. Take advantage of the assistance and expertise of North's library staff. They are there to help you!
- Make frequent use of the computer facilities. The more you use computers, the more proficient you will become in everything from net searching to word processing.
- Study at least two hours for every hour of class—three hours for real success.
COURSE REQUIREMENTS

Do all your assignments and actively participate in all course activities. This means you:

- Attend all classes and actively participate in them. Be on time. If you are absolutely unable to attend a class, notify me in advance and make up all work covered during your absence.
- Show courtesy and respect toward other students and the instructor both in the classroom and in online discussions.
- Turn off all electronic devices in class (except laptops used for note taking).
- Read all of the assigned readings when you are supposed to be reading them. Take notes as you do your readings.
- Complete assignments and submit them on time—at the beginning of class on the due date. Assignments and their due dates are noted in the course outline. NOTE: Late assignments will drop .3 for every day that they are late.
- Take your tests at the appointed time.
- Keep all returned assignments and examinations in a portfolio that will be reviewed by the instructor. Be ready to turn them in with one day’s notice.
- Ask for information and help when you need it.
- Hand in your own work. Academic dishonesty will not be tolerated. This includes cheating, copying & plagiarism (using others’ ideas, words, and theories) and submitting them as your own work, i.e., not citing the sources. Students who hand in work that is not their own work will fail this course.
- Don’t count on extra credit assignments to pull up grades. There are none in this class.

NOTE: Completion of all assignments and participation in class is necessary to pass the course.

READINGS

Students are responsible for completing all of the reading assignments for class on time. Material in the readings that is not covered during class meetings may still appear on exams, so make sure you read all that has been assigned. The following books are required reading for the class and are available for purchase at the college bookstore:

- There are also some required readings online. The online class schedule will provide links to these. It is important that you check the online class schedule every week to make sure you have completed all the required readings.
GRADING POLICY

To be successful in this course you will need to master the narrative of U.S. environmental history as presented in class and in the readings. In addition, you will be asked to think like historians and evaluate material critically so that you can make informed and intelligent interpretations and analyses. My job is to help you acquire these skills and those you will need to write effective essays and exams. I am available to meet with you individually during my office hours to discuss any questions or problems you may have about any aspect of the course.

Your grades for the class will be determined by your performance on the various assignments for the class. The weighting of the grades will be distributed as follows:

- Citation Assignment: 5%
- Primary Source Paper Assignment: 5%
- Family Environmental History: 10%
- Research Paper Prospectus: 5%
- Annotated Bibliography: 10%
- Paper Presentation: 5%
- Research Paper: 20%
- Midterm Exam: 10%
- Final Exam: 15%
- In-class Participation: 15%

ASSIGNMENTS

Your grade at the end of the quarter will be based on your performance on the following assignments:

- Citation Assignment. You will complete a citation assignment designed to familiarize you with how to cite evidence using the Chicago Manual of Style format. You must submit a perfect response to this assignment in order to receive credit for it. The assignment will be worth 5% of your grade and is due on Friday, April 18.

- Primary source analysis paper. You will write a 1 page (typed) paper based on your analysis of the primary sources that you have read for one week. This assignment is not a summary of the primary source(s) but rather should be your effort to analyze the source and its significance. You could, for example, compare different primary sources that are scheduled for a particular week or that we have read previously and analyze what they tell us about environmental history. You could also address how the reading relates to the themes we are focusing on in class that week. This paper is due on the day that we discuss the primary sources you are writing about. For example, if you decide to write about the primary sources scheduled for week 2 then you must submit this paper at the start of class on Friday, April 11. However, whichever week you decide to submit this assignment, you must complete and submit the paper by Friday, May 2. This assignment is worth 5% of your grade.

- Family Environmental History Paper. This assignment is worth 10% of your grade. You are required to write a 2-3 page (typed double space) paper that examines your own personal family’s environmental history. This assignment is designed to help you think about how we have been
affected by how previous generations of our families used the environment and how that interaction with the environment changed over time. This paper is due in class on Friday, April 11.

- **Midterm Exam.** This will consist of short identification items and an essay question. The midterm will be worth 10% of your total grade. The midterm will take place on Monday, April 28. I will make a review sheet for the exam available later in the quarter.

- **Final Exam.** This will be of a similar format to the midterm and will be worth 15% of your total grade. The final exam will take place during the last week of the quarter.

- **Class Participation.** History, like other academic disciplines, involves debate and disagreement over issues and interpretations. Students are expected to participate in discussions of the readings, lecture materials, movies shown, etc. Each week you will need to come to class prepared to discuss the assigned reading(s). It is vital that you complete the readings for class on time...if you do not you won’t be able to participate in discussion. The readings will also be fair game for inclusion in both the midterm and final exams and there will more than likely be a section on the exams focusing specifically on primary sources we will read over the course of the quarter. Participation in class is worth 15% of your grade for the quarter. Your participation grade will be based on the quality as well as the frequency of your participation in discussion, and on your performance on various in-class assignments. Because you have to be in class to participate, frequent absences from class will adversely affect your participation grade.

- **Research Paper.** You will be required to research and write a paper that examines a specific aspect of environmental history. You have a number of different options for how you could approach this assignment. For example, you could examine the environmental history of a specific landscape and how it has changed over time. Examples might include the North Seattle Community College Campus, Northgate Mall, a city park, etc. Alternatively, you may examine a particular environmental issue and show how it developed, what influenced it, etc. If you are enrolled in the link with POL 102, you MUST write your paper on the development of a specific piece of federal environmental protection legislation or regulation. Whichever option you follow, the paper should be 5-8 pages in length (not including references). Your paper must use at least six sources, at least three of which must be primary sources. There are 4 parts to the assignment:
  1). A paper prospectus that provides an overview of the topic you will focus on for your paper and describes the sources you will use in the paper. This is worth 5% of your grade for the quarter and is due on April 25.
  2). An annotated bibliography. This should 1) describe the research process you have undertaken to find sources for your paper and 2) should provide an annotated evaluation of at least four sources that you will use in your paper. At least two of these sources must be primary sources. You must use the *Chicago Manual of Style* format for citing the sources. The annotated bibliography is worth 10% of your grade and will be due in class on May 5.
  3). Final paper of 5-7 pages (typed double space). This is worth 20% of your total grade for the quarter. The final paper will be due in class on Friday, June 5. Late papers will be penalized.
  4). Paper presentation. Students will present a summary of their research papers to the class in either Week 9 or 10 of the quarter. This assignment is worth 5% of your grade.

I will grade your written assignments and return them to you within seven (7) days. Your grades will be posted in your gradebook in WebCT so that you can track your progress over the course of the quarter. The total available points for the quarter is 1,000. You can see how your grade on the 1,000 point scale would convert to the 4.0 scale by clicking HERE. You can also convert your grade on the 4.0 scale to the 100 point scale.
POLICY ON DISABILITY ACCOMMODATION

If any student needs to have a disability accommodation for this class please contact me as soon as possible. You will need to complete the relevant college forms and present them to me within the first two weeks of the quarter.

CLASS CANCELLATION

Class will meet at all scheduled times unless otherwise noted. In the unlikely event that the college is closed due to inclement weather and/or other extreme conditions, classes will not meet and arrangements will be made to adjust the course schedule accordingly. If you believe the college may be closed because of extreme conditions, you should check your North Seattle email account for an all-campus email announcing a closure, check the college homepage for a posted announcement, or call the campus switchboard at (206) 527-3600 for a recorded message announcing a closure. Details of school closures should also be available on local TV stations.

PLAGIARISM

Plagiarism is the use of ideas or material that are not your own without giving credit to the original author. In effect, you are saying that these ideas are yours when you got them someplace else. Examples include: cutting and pasting from an online source without placing the copied material in quotation marks and without providing a reference to the original author; putting an author's ideas into your own words and failing to provide a citation indicating who the author is; etc. I will not tolerate plagiarism and in the event that I find instances of it the student will, at minimum, receive a failing grade on the assignment. All ideas and material that is not your own should be cited using the Chicago Manual of Style format. If you have concerns or questions about what constitutes plagiarism, please contact me.

I reserve the right to make changes to this website or any aspect of the course as I may see fit over the course of the quarter. It is each student's responsibility to regularly check e-mail and the schedule and assignments pages for possible changes.
COURSE SCHEDULE

This schedule provides details of which readings and assignments you need to complete each week. Some points to note about this schedule:

- This calendar is tentative and I reserve the right to make changes to it as I deem necessary.

- All reading assignments come from:
  - Specific history-related websites that I have provided links to. Students must print out and bring to class the web readings that are assigned for each week. All of the books are available in the North Seattle Community College bookstore.

- I highly recommend that you make notes as you complete the readings. These will be very useful when it comes to completing the quizzes and preparing for exams.

- As you read for class, you should think critically about the information being presented to you. By this I mean that you should be skeptical about what the authors have to say.

This schedule is subject to change. It is important that you check the online class schedule every week to make sure you have completed all the required readings. Students are responsible for regularly checking the website to ensure they are following the correct reading assignments.

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**Week 1: March 31-April 6**

There will be no class on Friday, April 4. We will discuss the readings scheduled for week 1 on Monday, April 7.

Course introduction, syllabus, expectations
What is environmental history? Native Americans and the environment in the pre-contact era. Early European explorers and change.

Reading: American Environmental History, 1-48; Emerald City, 1-43

Key Terms:
"Ecological Indian," Mounds, Cahokia, Tenochtitlán, "pristine myth"
Week 2: April 7-13

On Thursday, April 10, we will meet in the library's computer lab (go past the check out desk - the lab is on the left). We will spend some time working on issues related to the citation assignment.

Personal environmental history paper due in class on Friday, April 11.

New diseases, animals and plants. Reordering the landscape. European colonies and the environment

Reading: American Environmental History, 49-100

Key Terms:
Bering Land Bridge, Virgin Soil Epidemic, smallpox, Judeo-Christian tradition and nature, horses, climate shock, Jamestown, Richard Hakluyt, William Bradford, tobacco

Week 3: April 14-20

Citation assignment due in class on Friday, April 18. Ann Ewel has developed a very useful library page for the class that should be helpful to you in completing this assignment.

European Agriculture and its impacts. Slavery and the Environment. The rise of cities. Idealizing the environment

Reading: American Environmental History, 101-159; Emerald City, 44-85

Key Terms:

April 18 is the last day to withdraw from the class with 50% refund.

Week 4: April 21-27

Research paper prospectus due in class on Friday, April 25

Please note the following important meeting schedule changes:

On Tuesday, April 22, we will meet in the library's computer lab to work on the annotated bibliography.

On Wednesday, April 23, we will meet in Baxter Hall (ground floor of College Center building between the cafeteria and espresso bar) to attend the Earth Week speakers' forum.

Manifest Destiny, western expansion and effects on Native Americans, war and the environment

Reading: American Environmental History, 160-179; "The Wilderness of War"

MIDTERM REVIEW
Key Terms:
Transportation revolution, Market revolution, Cotton gin, Cotton cultivation, Cotton mills, Railroads,
Manifest destiny, Civil War chevauchées

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**Week 5: April 28-May 4**

Friday, May 2 is the last opportunity to submit the short primary source analysis paper. I will not accept
this assignment after this date.

The Progressive Era, Industrialization, Urbanization

Reading: American Environmental History, 180-211; African American Women and the Environment;
Emerald City, 86-118

Key Terms:
California Gold Rush, Donkey engine, Cargo/tidewater mill, Fish wheel, Hydraulic mining, Newlands Act,
Donation Land Act

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**Week 6: May 5-11**

Midterm Exam on Monday, May 5

Progressivism continued, environmental catastrophe and New Deal

Reading: American Environmental History, 212-241; Emerald City, 119-202;

Key Terms:
John Muir, Gifford Pinchot, Hetch Hetchy, New Deal, The River, The Plow that Broke the Plains, CCC,
WPA, AAA, Bonneville dam, "Wilderness"

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**Week 7: May 12-18**

Annotated bibliography for research paper due in class on Wednesday, May 14. Please note the new
date.

Tuesday, May 13, is a study day. There will be no class.

The Cold War and the environment; radioactivity; suburban development

Reading: American Environmental History, 244-270; Emerald City, 203-229; "Model City, USA"; Hanford
and radioactive contamination

Key Terms:
Manhattan Project, Trinity Test, Plutonium, Hanford, Fallout, Nevada Test Site, DDT, Hydro, Grand
Coulee dam,
Week 8: May 19-25

Rising environmental consciousness, environmental crises; Nixon and environmental legislation; environmental justice;

Reading: American Environmental History, 271-323; “Give Earth a Chance”; Uranium mining and its legacies

Key Terms: Silent Spring, baby boom, Levittown, Santa Barbara oil spill, Cayauga River, David Brower, Aldo Leopold, Rachel Carson, Dinosaur National Monument, Death to Weeds, Plowshare, Great Society, Megalopolis

May 23 is the last day to change audit/credit status. Last day to withdraw – no refund

Week 9: May 26-June 1 (Monday is the Memorial Day holiday - No Class)

Environmental protection; backlash

Reading: American Environmental History, 324-334; Emerald City, 230-280


Week 10: June 2-June 8

Research paper due in class on Friday, June 6.

Current problems, global warming, consumer society, suburban sprawl, where to next?

Reading: American Environmental History, 336-346

Key Terms: Edward Abbey, Monkeywrenching, Sagebrush rebellion, James Watt, Wise Use, Global warming

Week 11: June 9-13

Conclusion and Final Exam