Course Description

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

Assignment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of final grade</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Response papers</td>
<td>5% each (30% total)</td>
</tr>
<tr>
<td>Workshop 1</td>
<td>5%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>5%</td>
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<tr>
<td>Final Paper</td>
<td>35%</td>
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<tr>
<td>Reflection Paper</td>
<td>5%</td>
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A note on grading

I will focus on giving you helpful feedback on your work so that you can continue to improve on assignments and apply those skills to future endeavors. Should the college decide to go to mandatory pass/fail, I will not be assigning grades to individual assignments, but I will let you know if they are below passing quality. My goal is to be your learning guide – grades would distract from that goal in what is already a stressful time.

Please note that students must complete all course assignments in order to pass this course.
Participation after 3/13/20

The college has asked that we not hold remote class discussions because people are in different time zones and have unequal access to technology. Thus, for the second half of the semester, participation is going to include a mixture of writing assignments and partner discussions. Please see assignment descriptions below for details. Check the course Google Doc regularly. This is where I will be answering your questions and providing guidance on the readings.

Platforms

GLOW:
- Where to submit response papers, final paper, and reflection paper.
- Where I will return comments and grades on the above assignments.
- Where to find copies of instructions for the above assignments.

Course google doc: https://tinyurl.com/vbm5lx4
- Where to post responses to the participation assignments described below.

Google Meet:
- Google Meet is provided by the college. Please use this for your discussion groups.

Library:
- Updates on remote library services at: https://library.williams.edu/2020/03/11/library-services-for-spring-2020/
- Remember that the ENVI research librarian, Hale Polebaum-Freeman (hop1@williams.edu), is available to help you access research materials.

Tech Help

For issues related to your device, network access, Adobe or PeopleSoft, please email itsupport@williams.edu.

For issues related to Google, Glow, or Panopto, please use ITech Drop-In support:
Mon-Fri, 9am-8pm (US EST / UTC -5)
Sat-Sun, 10am-6pm (US EST / UTC -5)
Drop-in Sessions: https://williams.zoom.us/j/638389036
Revised Schedule

[Response papers are due on GLOW on the dates below]

Before 4/04: Sign up for 4/7 Climate Solutions Webinar (optional)

This is a fabulous opportunity. On 4/07, Bard College will be hosting climate solution “power dialogues” in all 50 states. More information and registration here: https://www.bard.edu/cep/solardominance/powerdialog/

4/07: Comparative Histories

Reading: Bathsheba Demuth, Floating Coast: An Environmental History of the Bering Strait (Norton, 2019).

Assignment: Arrange a 45-minute video discussion with your partner(s). Each student should post a reflection on their conversation to the course Google doc so that the rest of the class can read and respond. Read what others have written and respond to at least one post.

Discussion groups: Kelly and Rick / Dew and Nick / Emery and Aaron / Kathryn, Jamie, and Jake

4/09: Research

[no response paper option]


4/14: Research

Assignment: Annotated Bibliography due on GLOW
4/16: Pandemics and Environmental History


☐ http://somatosphere.net/forumpost/wild-virus/

Assignment: Arrange a 45-minute video discussion with your partner(s). Each student should post a reflection on their conversation to the course Google doc so that the rest of the class can read and respond. Read what others have written and respond to at least one post.

Discussion groups: Kelly, Dew, and Jamie / Rick and Jake / Aaron and Nick / Kathryn and Emery

4/21: Pandemics and Environmental History

☐ https://curiosity.lib.harvard.edu/contagion?utm_source=library.harvard

Assignment: Browse this digital collection for at least one hour. It includes materials on many global pandemics, including the great plague in London (1665) the Boston smallpox epidemic (1721), the Spanish influenza (1918), and cholera outbreaks in India and Europe (1831). Choose one primary source that interests you. Post it to the course Google doc, along with your responses to the following questions: (1) When and where is this source from? (2) Who produced it, and why? (3) What disease caused this pandemic, and how was it transmitted? (4) What questions would you ask about this pandemic as an environmental historian? Read what others have written and respond to at least one post.

4/23: Evolutionary History


Assignment: Arrange a 45-minute video discussion with your partner(s). Each student should post a reflection on their conversation to the course Google doc so that the rest of the class can read and respond. Read what others have written and respond to at least one post.

Discussion groups: Kathryn and Aaron / Nick and Jake / Kelly and Jamie / Emery, Dew, and Rick
4/28: Networks


Assignment: Contribute at least two substantive posts to the course Google doc. Read what others have written and respond to at least one post.

4/30: Networks


Assignment: Arrange a 45-minute video discussion with your partner(s). Each student should post a reflection on their conversation to the course Google doc so that the rest of the class can read and respond. Read what others have written and respond to at least one post.

Discussion groups: Dew and Kelly / Kathryn, Jake, and Rick / Aaron and Jamie / Emery and Nick

5/05: Legacies of Pollution


Assignment: Contribute at least two substantive posts to course Google doc. Read what others have written and respond to at least one post.
5/07: Legacies of Pollution


Assignment: Arrange a 45-minute video discussion with your partner(s). Each student should post a reflection on their conversation to the course Google doc so that the rest of the class can read andrespond. Read what others have written and respond to at least one post.

Discussion groups: Kelly and Rick / Dew and Nick / Emery and Aaron / Kathryn, Jamie, and Jake

5/12: The Anthropocene


Assignment: Contribute at least two substantive posts to course Google doc. Read what others have written and respond to at least one post.

5/23: Final Paper Due

5/24: Reflection Paper Due