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:

<table>
<thead>
<tr>
<th>Source Type</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>10</td>
</tr>
<tr>
<td>Primary</td>
<td>4</td>
</tr>
<tr>
<td>Secondary</td>
<td>4</td>
</tr>
<tr>
<td>Non-digital</td>
<td>4</td>
</tr>
<tr>
<td>Outside</td>
<td>6</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Analysis</td>
<td>5%</td>
</tr>
<tr>
<td>Preliminary Research</td>
<td>10% each</td>
</tr>
<tr>
<td>Comparative Essays</td>
<td>15% each</td>
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<tr>
<td>Prospectus</td>
<td>15%</td>
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<tr>
<td>Prosp. Response Acknowledgement</td>
<td>0%</td>
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<tr>
<td>Research project</td>
<td>20%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Grade Scale:**

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

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
10/4: Newton, remainder

Due on Thursday:
Preliminary Research Assignment 2.

10/11: Souder, Part I

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

11/1: Turner, remainder

Due on Thursday:
Prospectus


Due on Thursday:
Prospectus response acknowledgement

11/15: Singer, Preface, Chapters 1, 2, 3, and 4

11/22: Singer, remainder

11/29: Potter, Chapter 1, 2, 3, 4, 5, 6, 7

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](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](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](http://www.wmich.edu/sexualmisconduct).