

Curriculum Proposal Cover Sheet – form is available on-line as an interactive PDF

LSC Use Only: Proposal No: LSC Action-Date: <b>AP-3-14-13</b>	UWUCC Use Only: Proposal No: <b>12-102</b> UWUCC Action-Date: <b>App-4/23/13</b>	Senate Action Date: <b>APP 10/8/13</b>
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit <b>History Department</b>	Phone <b>357-2591/2284</b>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion

Course Revision                       Course Number and/or Title Change                       Catalog Description Change

Current course prefix, number and full title: HIST 385 People in Nature: An Introduction to Environmental History

Proposed course prefix, number and full title, if changing: \_\_\_\_\_

**2. Liberal Studies Course Designations, as appropriate**

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Intensive (include W cover sheet)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship                       Information Literacy                       Oral Communication

Quantitative Reasoning     Scientific Literacy                       Technological Literacy

**3. Other Designations, as appropriate**

Honors College Course                       Other: (e.g. Women's Studies, Pan African)

**4. Program Proposals**

Catalog Description Change     Program Revision     Program Title Change                       New Track

New Degree Program                       New Minor Program     Liberal Studies Requirement Changes     Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		1-31-13
Department Chairperson(s)		1-31-13
College Curriculum Committee Chair		3/6/13
College Dean		3/6/13
Director of Liberal Studies (as needed)		4/22/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		4/23/13
UWUCC Co-Chairs		

**Received**  
APR 22 2013  
Liberal Studies
**Received**  
MAR 11 2013  
Liberal Studies

## SAMPLE SYLLABUS OF RECORD

### I. Catalog Description

**HIST 385 People in Nature: An Introduction to Environmental History** 3c-01-3cr

**Prerequisites:** Sophomore standing and three credits of college history

Examines the ways in which human perceptions of nature, human manipulations of nature, and natural constraints on human activities have interacted and changed over time. Drawing material from early modern and modern Europe as well as the United States, this course will treat the effects of climate change, industrialization, agricultural crisis, deforestation, and modern conservation and environmentalism through rotating case studies. Examine the following comprehensive questions with each case study: How have climate, soil, biota, and other natural factors shaped human ways of making a living from the land? How have they influenced culture more generally? How has human action, in various times and places, modified natural ecosystems? How do we describe the resulting “hybrid” landscapes? How have different cultures described and analyzed nature?

### II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)

**This course is designed to address the Global Citizenship Competency.** Course content focuses on human-environment relations in past societies.

Students will be able to:

**Objective 1:** Distinguish the various methodologies that inform the unique sub-discipline of environmental history.

**Expected Student Learning Outcomes 1 and 2:** Informed and Empowered Learners

**Rationale:** Assignments and class activities in Weeks One and Two will introduce students to the forms of inquiry that make environmental history a unique sub-discipline. Throughout the course students will exercise critical thinking by relating the core methodology of environmental history (theory) to specific histories to be encountered in the case studies (the practice of historians).

**Objective 2:** Analyze some of the major ways in which human beings have modified the natural world over time.

**Expected Student Learning Outcomes 2 and 3:** Empowered and Responsible Learners

**Rationale:** Reading and class activities throughout the course will call upon critical thinking skills to evaluate past human interactions with the natural world. Examining evidence through a variety of sources will build an understanding of the ethical and behavioral consequences of myriad human decisions and actions that have affected both society and the natural world.

**Objective 3:** Identify the ways in which nature facilitates as well as constrains human activities.

**Expected Student Learning Outcomes 1 and 2:** Informed and Empowered Learners

**Rationale:** Readings and class activities from each case study will foster an understanding of the interrelationships between societies and nature over time. Information literacy and critical

thinking will be vital to uncovering and understanding the evidence for these precise relationships.

**Objective 4:** Analyze and evaluate primary sources through an exploration of the modern environmental movement.

**Expected Student Learning Outcome 2:** Empowered Learners

**Rationale:** Students will acquire and hone information literacy skills as they evaluate and interpret a specific set of primary sources, covered in Weeks Twelve and Thirteen, to create knowledge.

### III. Course Outline

#### **Weeks One and Two: Introduction to the field**

How can we explain the genesis of environmental history? Is it simply a product of the modern environmental movement, or is it a field of history with older roots? We will examine two conflicting accounts of this story, one from a European historian's perspective and one from an American historian's perspective.

Reading: Grove and Steinberg.

#### **Week Three: Early Agriculture**

We will take one week to survey the Neolithic Revolution, namely in its relation to a warming climate, surveying the advent of agriculture in China, Africa, Mesoamerica, and Europe.

Reading: Penna, chapter 3.

#### **Week Four: European Agrarian Societies: Background to the Little Ice Age**

We will consider medieval Europe from the perspective of what historian Robert Marks calls the "biological old regime" – a very long period in which human numbers rose and fell in tight relation to environmental opportunities and constraints. We will examine the roles of subsistence agriculture, social relations, and pathogens in shaping this world. We will also briefly discuss the thesis of a causal relationship between the Black Death and the Little Ice Age.

Reading: Penna, chapter 4; Stoll, "The Cold We Caused"; Fagan, chapters 1-2.

#### **Weeks Five and Six: The Little Ice Age**

Discussing the remaining chapters of Fagan, we will engage the following questions: How did the European climate vary in the course of the Little Ice Age? What were some of the most important choices that Europeans made in the face of climate change? Given the subsistence basis of European agriculture, why didn't European society collapse? How important in these narratives were agricultural techniques? Social institutions? Perceptions and culture?

Reading: Fagan, chapters 3-12.

#### **Weeks Seven and Eight: The Industrial Revolution**

We will take two weeks to examine the ecological context of early industrialization as well as the outstanding ecological consequences of the Industrial Revolution. Mining, iron-working, and other industries will be examined in the cases of China and India as well as Europe. We will also devote specific attention to the change in energy regimes that industrialization brought about,

and the significance of that shift. We will then set the stage for a close examination of Pittsburgh's industrial era by briefly tracing the industrialization of the United States.  
Reading: Penna, chapters 6-7; Burke.

#### **Weeks Nine and Ten: The Pittsburgh Saga**

Should Pittsburgh's environmental history be a narrative of success or of failure? Why did some Pittsburghers lament the city's deteriorating environment during its industrial golden age, whereas others celebrated it? How do the histories of the city's labor struggles compare and contrast with its environmental history? How was the air eventually cleaned, the water quality eventually improved, the brownfields eventually reclaimed?

Reading: Tarr.

#### **Week Eleven: Beyond Pittsburgh**

We will broaden our focus this week by reading articles in a recent special issue of *Pennsylvania History* devoted to the environmental history of the mid-Atlantic. Students will be making class presentations based on one or more articles in the journal; we will engage in some common reading from the journal as well.

Reading: articles from *Pennsylvania History* 79, 4 (Autumn 2012).

#### **Weeks Twelve and Thirteen: Modern Environmentalism**

We will take two weeks to examine the American environmental movement, with foci on its roots in Romanticism and conservation, its localism, and its reverberations in national politics. Students will be reading and analyzing primary sources in the course of this unit.

Reading: Stoll, *U.S. Environmentalism since 1945*.

#### **Week Fourteen: The Present**

We will take one week to examine a current environmental issue from a historical perspective. Possibilities include catastrophic climate change, nuclear legacies, or loss of biodiversity. We will wrap up with a discussion of "declensionism" – the tendency toward gloom-and-doom narratives – in environmental history.

Exam Week. The course will conclude with a two-hour final exam.

### **IV. Evaluation Methods**

Paper: personal environmental history – 15%

Journals – 15%

Class presentation – 15%

Midterm exam – 20%

Final exam – 20%

Attendance and class participation – 15%

**Paper:** This assignment will provide students with an opportunity to reflect on the kinds of environments ("natural," native, exotic, anthropogenic) that they and their known ancestors have inhabited, with attention to what they know about the transformation of these environments.

**Journals:** Journals will constitute a form of low-stakes writing based on specific questions and due on three specific dates during the semester.

**Class Presentation:** Students will make a formal presentation to the class based on one or more articles that they have read from the special issue of *Pennsylvania History* (see Week Eleven, above).

**Midterm and Final Exams:** Both exams will be written and will include essays as well as shorter responses and identifications. The final will be non-cumulative.

**Attendance and class participation:** Students are expected to attend all classes. Attendance will be taken after the drop-add period ends, and the attendance grade will fall by one half grade for each absence beyond *two*. Absences will be excused only for documented university business, severe personal illness, or major crisis in a student's immediate family. The grade for class participation will be based on students' verbalization in class of observations, questions, and connections to previous class readings or discussions.

## V. Grading Scale

Final grades will be calculated according to the following percentage totals:

- A: 100% – 89.5%
- B: 89.4% – 79.5%
- C: 79.4% – 69.5%
- D: 69.4% – 59.5%
- F: 59.4% – 0

## VI. Course Attendance Policy

The IUP attendance policy will be followed. Students are expected not merely to attend class, but to come prepared as well. Lack of preparedness will result in reduction of the attendance grade.

## VII. Required Readings

### A. Required Textbook

Penna, Anthony N. *The Human Footprint: A Global Environmental History*. Wiley-Blackwell, 2010.

### B. Supplemental Books and Readings

Burke, Edmund III. "The Big Story: Human History, Energy Regimes, and the Environment." In *The Environment and World History*. Ed. Edmund Burke III and Kenneth Pomeranz. University of California Press, 2009, 33-53.

Fagan, Brian. *The Little Ice Age: How Climate Made History, 1300-1850*. Basic Books, 2000.

Grove, Richard H. "Environmental History." Chapter 11 in *New Perspectives on Historical Writing*, 2d ed. Ed. Peter Burke. The Pennsylvania State University Press, 2001, 261-282.

*Pennsylvania History: A Journal of Mid-Atlantic Studies*. 79, 4 (Autumn 2012): selected articles.

Steinberg, Ted. "Down to Earth: Nature, Agency, and Power in History." *American Historical Review* 107, 3 (June 2002): 797-820.

Stoll, Steven. *U.S. Environmentalism since 1945: A Brief History with Documents*. Bedford/St. Martin's, 2007.

\_\_\_\_\_. "The Cold We Caused." *Harper's Magazine*, November 2009: 7-10.

Tarr, Joel, ed. *Devastation and Renewal: An Environmental History of Pittsburgh and Its Region*. University of Pittsburgh Press, 2003.

### **VIII. Special Resource Requirements**

None.

### **IX. Bibliography**

Appuhn, Karl. *A Forest on the Sea: Environmental Expertise in Renaissance Venice*. Johns Hopkins Press, 2009.

Blackbourn, David. *The Conquest of Nature: Water, Landscape, and the Making of Modern Germany*. W. W. Norton, 2006.

Burke, Edmund III, and Kenneth Pomeranz. *The Environment and World History*. University of California Press, 2009.

Chew, Sing. *Ecological Futures: What History Can Teach Us*. Alta Mira Press, 2008.

Christof Mauch and Christian Pfister, *Natural Disasters, Cultural Responses: Case Studies toward a Global Environmental History*. Lexington Books, 2009.

- Coates, Peter. *Nature: Western Attitudes since Ancient Times*. University of California Press, 1998.
- Freese, Barbara. *Coal: A Human History*. Perseus Publications, 2003.
- Massard-Guilbaud, Geneviève, and Stephen Mosley. *Common Ground: Integrating the Social and Environmental in History*. Cambridge Scholars, 2011.
- Lytle, Mark Hamilton. *The Gentle Subversive: Rachel Carson, Silent Spring, and the Rise of the Environmental Movement*. Oxford University Press, 2007.
- McNeill, J. R. "Observations on the Nature and Culture of Environmental History." *History and Theory* Theme Issue 42 (December 2003): 5-43.
- Pearson, Chris. *Mobilizing Nature: The Environmental History of War and Militarization in Modern France*. Manchester University Press, 2012.
- Radkau, Joachim. *Nature and Power: A Global History of the Environment*. Cambridge University Press, 2008.
- Richards, John F. *The Unending Frontier: An Environmental History of the Early Modern World*. University of California Press, 2003.
- Russell, Edmund. *War and Nature: Fighting Humans and Insects with Chemicals from World War One to Silent Spring*. Cambridge University Press, 2001.
- Russell, Edmund. *Evolutionary History: Uniting History and Biology to Understand Life on Earth*. Cambridge University Press, 2011.
- Sieferle, Rolf Peter. *The Subterranean Forest: Energy Systems and the Industrial Revolution*. White Horse Press, 2001.
- Smout, T. C. *Exploring Environmental History: Selected Essays*. Edinburgh University Press, 2009.
- Sorlin, Sverker, and Paul Warde, eds. *Nature's End: History and the Environment*. Palgrave Macmillan, 2009.
- Spence, Mark David. *Dispossessing the Wilderness: Indian Removal and the Making of the National Parks*. Oxford University Press, 2000.
- Squatriti, Paolo, ed. *Nature's Past: The Environment and Human History*. University of Michigan Press, 2007.

Winter, James. *Secure from Rash Assault: Sustaining the Victorian Environment*. University of California Press, 1999.

### **Liberal Studies Elective Justification**

By learning both the methodology and a body of knowledge related to environmental history, students will be linking theory to practice. The course's units on the Industrial Revolution/Pittsburgh and the environmental movement will expose students to the experiences and voices of various social classes, racial minorities, and women. By examining and evaluating both primary sources, essays, articles, and a monograph, students will engage in critical thinking and address scholarly discourse.

### **Liberal Studies Elective Competencies: Global Citizenship Justification**

This course will focus entirely on questions of environmental sustainability, for these questions have been fundamental to the human experience over time. By engaging with the human experience, and concepts, of the uses, degradation, and at times restoration of nature for human purposes, students will come away with a historical awareness that is basic to civic engagement in the area of sustainability.

For example, the unit on the Little Ice Age will expose students to the facts surrounding Europeans' adaptations to climate change during the centuries from c. 1300 to 1850. These adaptations – namely in agricultural practices but also in oceanic fishing and extra-European settlement – were arguably necessary in order to sustain communities and livelihoods. Although the Little Ice Age probably did not have an anthropomorphic set of causes (although Steven Stoll's article suggests that it might have), the increased storminess, sporadically colder winters, and more extreme fluctuations in temperature posed as very real changes that taxed human communities for prolonged periods of time. By evaluating the Little Ice Age in terms of both its similarities and differences with respect to present-day climate change, students will be better equipped intellectually to focus on this pressing issue.

In another example, by reading and discussing *Devastation and Renewal: An Environmental History of Pittsburgh and Its Region*, students will discover that sustainability meant very different things to different people – entrepreneurs, immigrant workers, housewives, city managers – during Pittsburgh's critical decades as an industrial powerhouse. How it happened that coalitions were painstakingly constructed in order to begin cleaning the region's waterways and ridding the city of smoke will highlight the contentions that have historically surrounded sustainability.

### **Liberal Studies Course Approval General Information**

1. This course will be taught in a single section by a single instructor.



2. My lectures on the Industrial Revolution incorporate gender as a category for analyzing both the social and environmental consequences of this major trend in human history. The essays in Joel Tarr's book on Pittsburgh (a required reading) deal explicitly with the differential experience of pollution according to racial and gender identities. Likewise, Steven Stoll's collection of primary sources on the U.S. environmental movement contains ample sources by women and minorities acting according to environmental values and demanding environmental justice.

3. Only Penna's book *The Human Footprint* comes close to being a textbook per se. Fagan is a historical monograph; Tarr is an edited collection of essays; Burke is a book chapter; Grove and Steinberg are scholarly articles; Stoll (1) is a collection of primary sources; Stoll (2) is an article in a popular magazine; *Pennsylvania History* is a scholarly journal.

4. Although sophomore standing and three credits of college history are prerequisites for the course, it will not assume knowledge of historical methods. The use of a wide variety of sources is not to have students become adept at differentiating among their strengths and weaknesses, as History majors would be required to do, but rather to provide a set of windows through which students may see a fundamental aspect of the human past – our species' many relationships to nature.

## Sample Assignment

### Paper Assignment: Personal Environmental History

Our lives and present environments are products of history. Our parents and grandparents grew up in very different natural environments from those of today. Some of us have descended from people native to the Americas for many generations, but most of us are descendants of immigrants, whether first, second, or even ninth generation. These past generations have used and shaped their environments, often with very different goals and values than ours. In our study of environmental history it is helpful to think about our families' past environments and their meaning for us today.

Write a paper reflecting on your personal environmental history. In formulating your response, consider the following: Going back to your grandparents, parents, and your own generations, characterize the environments in which they and you have lived. Where were they located? What natural resources sustained your families and their communities? To what extent were those environments "natural" or human-made, native or exotic (that is, transformed by European or other non-native species)? How have your families helped to transform their environments? Does your own ethnic and class heritage or gender play a role in the way you and your family have related to and valued the environment? How did the relationships your grandparents and parents had with their environments differ from the ones you have had in the past and wish to have in the future? You will probably not be able to address all of these questions; select those that you can address meaningfully based on your knowledge of your family's experiences.

A final word: when thinking about how to define and describe an "environment" that you, your parents, or your grandparents have lived in, it is important to remember that suburbs, downtowns, and industrial countryside are just as much "environments" as are pristine forests, deserts, and lakes. The environments in which you have probably lived may show many signs of human influence, but they are interesting for that reason, and besides, all environments have some relationship to natural ecosystems.

#### Assignment Rubric:

Your personal environmental history will be considered satisfactory if the following criteria are met:

1. Your paper is at least four to five pages long; you may write more. It must be double-spaced and submitted in hard copy on time.
2. Your paper *describes* the past environments that you know some of your ancestors inhabited. You may have to do a modest amount of research in order to describe these environments in sufficient detail.
3. Your paper *analyzes* the relationships – economic, recreative, culinary, etc. – that your family has with these environments.
4. Your paper shows logical organization, standard English syntax, usage, and spelling.

## Checklist for Liberal Studies Electives Course Proposals

1.   X   Review the Criteria for a Liberal Studies Elective – note how the competencies are to be handled.
2.   X   Follow the 2012 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).
3.        Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document - available at <http://www.iup.edu/senate/uwucc/default.aspx>).
4.   X   Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Liberal Studies Electives Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners.
5.   X   Course content – meets the required course content for a Liberal Studies Elective. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements.
6.   X   Competencies - All Liberal Studies Electives must meet the EUSLOs and required course content from at least ONE of the following SIX competencies: Global Citizenship; Information Literacy; Oral Communication; Quantitative Reasoning; Scientific Literacy; and Technological Literacy. Note: a course may meet more than one competency.
7.   X   Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
8.   X   Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
9.   X   Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).

## **Course Analysis Questionnaire**

### **Section A: Details of the Course**

A1 How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

**This course will be both an upper-level elective course for History and Social Studies Education majors, as well as a Liberal Studies elective for all undergraduates. The course content is discrete and cannot be incorporated into existing History courses.**

A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

**No changes in the content of existing courses or programs are required.**

A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

**The course is currently (Spring 2013) being offered on a trial basis as a HIST 481 – Special Topics in History. Currently ten students are enrolled.**

A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

**This is not a dual-level course.**

A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

**This course is not offered for variable credit.**

A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

#### **University of Arizona:**

- **History 355: U.S. Environmental History**
- **History 356: Global Environmental History**

#### **Florida State University:**

- **AMH 4630: North American Environmental History**

#### **Penn State Altoona:**

- **HIST 453: Environmental History**

A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

**The content or skills of the proposed course are not required by any of the above-listed entities.**

### **Section B: Interdisciplinary Implications**

B1 Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

**This course will be taught by one instructor in one department.**

B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

**As a History course dealing with historical content and methodology, this course does not overlap with courses offered in other departments at IUP.**

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

**This course will not be cross-listed with other departments.**

B4 Will seats in this course be made available to students in the School of Continuing Education?

**The professor of record has no objections to making seats available to students in the School of Continuing Education.**

### **Section C: Implementation**

C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

**If taught on the planned biennial basis, this course will constitute 1/16 of my biennial course load. It will fit easily into my current rotation of upper-level History courses.**

C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy?

**No additional space, equipment, other materials, or travel funds will be necessary to teach this course.**

C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

**No resources for this course are grant-funded.**

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

**This course will be offered on a biennial basis, though possibly on an annual basis according to demand. The course is not restricted to certain seasonal semesters.**

C5 How many sections of this course do you anticipate offering in any single semester?

**One section will be offered in any single semester.**

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

**Upper-level History courses are currently capped at 30 students.**

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

**I am not aware of any such recommendations.**

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

**This is not a distance education course.**

#### **Section D: Miscellaneous**

Include any additional information valuable to those reviewing this new course proposal.

**None.**