

History 668: Research in Environmental History
MA Program Cohort in the Page/NAU Teaching American History Grant
Northern Arizona University
May 14-August 11, 2004

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Office Hours: By Appointment

Course Description: HIS 668 is a research seminar in American Environmental History designed especially for elementary and secondary teachers in the Page Teaching American History Masters Program in Education with a History Emphasis. The course will introduce you to documentary sources related to environmental history as well as current literature in environmental history. In conjunction with your reading and writing, you will participate in a National Archives workshop in Page, travel to Washington, D.C. to visit the National Archives and select historical sites, and attend a week-long summer academy for elementary and secondary teachers at NAU, Flagstaff.

Note: Part of this course will be co-convened with a day-long workshop in May and a summer academy in June, both of which are open to all Arizona teachers. This workshop and intensive week of study will be the primary period of instruction. Teachers who attend the week long academy will be able to take the class for one credit (His 599). Page Teachers, enrolled in the Teaching American History Masters program, will attend the summer academy as part of their History 668 (3 credits).

Course Objectives: This class has been designed to provide you with content in American environmental history and to give you an opportunity to further develop your analytical and writing skills. When we meet as a seminar, we will have an opportunity to engage in a critical examination of primary and secondary sources. During the term, you will produce three historical essays. By the time you have finished the papers, you should have demonstrated the:

- a) ability to critically analyze documents and secondary literature, and
- b) write concise, analytical papers on the assigned topics.

In addition, throughout the course we will discuss ways to take the material back into the classroom. One of the essays explicitly asks you for a pedagogical illustration. We hope that the literature you read and the skills you hone will, in turn, be passed on to your students.

Credits: 3

Readings:

- Carolyn Merchant, ed., *Major Problems in American Environmental History*, 2nd ed. Boston: Houghton Mifflin, 2005
- Articles and book chapters on Electronic Reserves at the Cline Library web site. Go to the Cline Library home page, <http://www.nau.edu/cline/>. Click on Course Specific Resources for students. Then type His 668.
- National Archives Workshop Readings (distributed to you)
- *Recommended:* Marc Reisner, *Cadillac Desert: The American West and Its Disappearing Water*. Revised Edition. Penguin Books, 1993. (The Cline Reserves will have portions of this book on-line, but you may want to buy the book and read the two assigned chapters, indeed the book in its entirety. The Teaching American History Library in Page also has a copy that you may borrow.)

For additional resources in environmental history, see <http://jan.ucc.nau.edu/~las234/Environmentalthistory.htm>

Assignments and Evaluation:

Grading: Class Participation: 10%
National Archives Workshop participation: 5%
Summer Academy assignment: 10%
Papers: 75% (assignment below)
Late Papers deducted 50%

A=90%
B=80%
C=70%
D=60%

Class Schedule:

Saturday, May 14: National Archives Workshop at Lake View Elementary Library in Page with Lisa Gezelter, Archivist

June 3: First Paper Due

June 5-11: Washington, DC

June 19-24: Summer Academy

July 1: 2nd Paper Due

July 31: 3rd Paper Due

Assignments

Topic One: Agriculture (100 points)

Due on Friday, June 3

- Sources: *Major Problems in American Environmental History*, Ch. 9,
“Great Plains Grasslands Exploited”
- Electronic Reserve: “A Sense of Soil,” Chapter 6 in Donald Worster, *The Wealth of Nature: Environmental History and the Ecological Imagination*, 71-83
- “Report on the Arid Regions of the United States,” from *Reading the American West*, ed. Mitchel Roth, 246-48
- “The Unforgiving West,” Chapter 8 in *Down to Earth*, by Ted Steinberg

Write an analytical essay, five to eight pages in length, that discusses the relationship between Great Plains agriculture and the environment in the 19th and 20th centuries. Your essay should reflect your understanding of the material presented in Chapter 9 of *Major Problems* as well as in the electronic reserve sources.

You’ll notice that the three essay excerpts focus on ecology, and that concept may well serve as the focus of your essay. However you organize your essay, think about farming in an environmental context. A good starting point is to define the climate and natural environment of the Great Plains. Consider also the impact of agriculture and settlement as a grasslands culture of buffalo and Indians was replaced by Anglo technology and capitalism. What interpretive contexts do Walter Prescott Webb, Donald Worster, and William Cronon provide? And how do these relate to Steinberg’s contention that farming is just “a struggle to keep nature from doing what comes naturally.”

Topic Two: Conservation and Preservation (100 points)

Due on Friday, July 1

- Sources: *Major Problems*, Chapter 10, “Resource Conservation the 20th Century;”
Chapter 11, “Wilderness Preservation in the 20th Century;” and
Chapter 13, “The Emergence of Ecology in the 20th Century.”

Using these three chapters, write an analytical essay (five to eight pages again) that discusses the changes in environmental thinking and practice in the twentieth century. Your essay should include precise definitions of conservation, preservation, and ecology as well as a discussion of the individuals who most clearly shaped these concepts. Your essay should be an analytical one that looks at the strengths and weaknesses of these divergent ways of thinking about nature.

Topic Three: Water and Energy the Twentieth Century (100 points)
Due on Friday, July 29

- Sources: *Major Problems*, Ch. 14, "Water, Energy, and Population in the 20th Century"
- Electronic Reserve: Donald Worster, *Rivers of Empire*, Ch. 1, Introduction: "Reflections in a Ditch;" 3-21
Marc Reisner, *Cadillac Desert*, Ch. 4, "An American Nile" (I), selections; and Ch. 8, "An American Nile" (II), selections
Philip Fradkin, *A River No More*, Ch. One, "Watershed: A Separate Totality," 3-33

On the basis of the above sources, write an analytical essay (five to eight pages again) that discusses the importance of water in the American West and analyzes the ways in which westerners have sought to manage that resource. As you compose your essay, think about the alternative approaches represented by conservation and preservation, not to mention the new dimension provided by the science of ecology. You'll notice, too, that the three excerpts from essays by Charles Wilkinson, David Nye, and Edmund Russell contain good provocative material for your consideration.

You may incorporate any of the primary and secondary sources on the Navajo Livestock Reduction Program into **any** of your essays **and/or** you may opt out of any **one** of the above essays and do the following essay:

Topic Four: Navajo Livestock Reduction Program (100 points)
Due: Any of the above dates that you opt out of

- Sources: Richard White, "Southwestern Development and Navajo Underdevelopment," in White, *The Roots of Dependency: Subsistence, Environment, and Social Change among the Choctaws, Pawnees, and Navajos* (Lincoln: University of Nebraska Press, 1983): 250-89; and notes, 389-98.
Robert S. McPherson, "Navajo Livestock Reduction in Southeastern Utah, 1933-46: History Repeats Itself," *American Indian Quarterly* 22 (Winter/Spring 1998).
L. Schuyler Fonaroff, "Conservation and Stock Reduction on the Navajo Tribal Range," *The Geographical Review* 53 (April 1963): 200-23
Primary Documents from the National Archives

Write an essay analyzing the Navajo Livestock Reduction Program of the 1930s. Be sure to consider the multiple perspectives voiced by the Diné, the Bureau of Indian Affairs, Soil Conservationists, and others.

You may incorporate your own primary research and/or develop a lesson plan and pedagogical suggestions on how to take this topic into the classroom. The final product should be 5-8 pages in length.

Professors Lubick and Wood will read and evaluate your work based on the following rubric:

Environmental Essays Rubric

100 Points total

Thesis/argument (35 points): Essay demonstrates a firm grasp of the topic and communicates a clear thesis. The paper fully answers the topic questions.

Evidence/Support of Argument (35 points): Evidence supports the author's thesis and is used to build a solid argument. Essay uses evidence and support from primary and secondary readings.

Definitions and Concepts (15 points): Essay demonstrates understanding of the topic and readings. Definitions are accurate and clearly articulated

Organization and Writing (15 points): Essay is logically organized and follows standard English grammar, syntax, and punctuation. Endnotes or footnotes are done correctly and consistent with the chosen style.

For help in constructing your essays, look at how the essays in Major Problems are organized and developed. You may also want to turn to some helpful guides. One of the best on the internet is Patrick Rael's of Bowdoin College. While his guide is for larger research papers, much applies to smaller essays.

<http://academic.bowdoin.edu/WritingGuides/>

Note Rael's section on peer evaluations. Below you'll find a slight modification of his. You may want to get another person to read your essay and offer a peer evaluation. This guide should help you refine and improve your paper as well as others.

You may use Rael's guide or the rubric above to critique one another's papers.

Peer Evaluations

The following may be used for evaluating your peers' papers. You should also make comments on writing style, grammar, punctuation, and word choice. Make the most of these evaluations and work together to strive for the best that you can do.

Thesis and structure:

1. What is the paper about?
2. What is the thesis question it strives to answer?
3. What is the thesis?
4. What is the paper's "road map"? How is it structured to argue its thesis?
5. Where (in which paragraphs) does the argument stray?

The thesis itself:

1. What unanswered questions does it raise?
2. What alternative explanations could be offered for the phenomenon described?
3. What criticisms does the author need to anticipate?
4. Given the thesis, what examples or scenarios could make it wrong?
5. How could the thesis be modified to overcome these shortcomings?

Topic sentences and paragraphs:

1. Which topic sentences do not relate to the thesis?
2. Which topic sentences fail to tell readers where they are in the road map?
3. Which paragraphs fail to support the topic sentence?
4. Which paragraphs contain awkward or non-existent transitions to the next paragraph?

Use of evidence:

1. In which paragraphs is there no primary source evidence or inappropriate evidence to support the thesis?
2. In which paragraphs does the author present primary source evidence, yet fails to explain why that evidence supports the thesis?
3. Where has the author presented primary source evidence without adequately citing its source?
4. Where has the author presented primary source evidence without correctly incorporating it into the author's prose?

Writing:

1. Are there any errors in grammar, spelling, punctuation, or word choice?
2. Is the paper logically organized?
3. Has the author used footnotes or endnotes consistently and correctly?

From Patrick Rael's research and writing guide at Bowdoin College: <http://academic.bowdoin.edu/WritingGuides/>

Classroom Management Statement

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner that does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.

NORTHERN ARIZONA UNIVERSITY *POLICY STATEMENTS* *SAFE ENVIRONMENT POLICY*

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), the academic ombudsperson (928-523-9368), or NAU's Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office.

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 928-523-4889.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU's Student Handbook.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours or recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."