

FALL 2024

ENVIRONMENTAL HISTORY SURVEY

HIST 1240-001
Dr. Burd



CLEMSON
UNIVERSITY

Environmental History Survey

HIST 1240-001

Fall 2024

Class Location: Hardin Hall 100

Meeting Times: MWF 12:20-1:10PM

Modality: This class meets in-person, in Hardin Hall 100, for every session.

Time to Wait: If for some reason I am not in the classroom at the designated start time, students must wait until 12:30PM until they are permitted to leave the room.

Dr. Burd

Office Number: Hardin Hall 014

Student Hours Policy: I will be in my office, with the door open, on Monday mornings from 10:30-11:30am. This is meant to be a space where you can drop-in, chat, or ask questions about the course. I can also meet virtually or face-to-face with proper planning. Please email me to establish a time to meet.

Office Phone Number: My office does not have a phone but if for some reason you need to reach me via phone, call the History Department: (864)656-3153.

Email: cburd@clemsun.edu

Email Response Policy: I will try to answer emails as quickly as possible. That being said, I cannot get to every message right away. Therefore, I will commit to responding to any email within 24 hours on weekdays.

Course Description: Introduction to environmental history, in the United States and globally, with emphasis on changing attitudes toward the environment and the interaction between science and public policy. Includes Honors sections.

Course Overview: This course introduces students to the field of environmental history. A telling of history through the lens of the environment offers insights into the actions and beliefs of its inhabitants. Over the course of the semester students will uncover how past residents valued, used, and transformed different aspects of the natural world. We will also examine how social and cultural histories manifest across the North American landscape. In addition to a history of how inhabitants have shaped the environment over time, this course explores the ways that the natural world can shape cultural ideas. Overall, the course focuses on the environment as a lens to understand key moments and movements in North American and United States history. In doing so, students will leave the classroom with a new perspective to understand modern environmental, and land-use, debates.

Prerequisites: There are no prerequisite courses for this HIST 1240-001.

Learning Objectives:

- Understand the intellectual premise of environmental history.
- Grapple with the ways in which past inhabitants have shaped the North American environment over time.
- Explore how ideas of nature have changed throughout history.
- Better understand the environmental legacies of the past in the modern world.

Required Texts: You do not need to purchase any books for this class. All readings will be supplied by the instructor and available on the Canvas. **You will need to bring blue books to exam and primary source activity days.**

Assignments

Exams (2 exams = 50%): There will be two exams in this course. The Midterm and Final Exam (appropriately labeled in the course schedule) will be worth 100 points each. The midterm will only cover course content that we have discussed up until that point. The final exam, similarly, will deal with lectures and readings discussed after the midterm. The exams will be a combination of short writing prompts and an essay. The exams will cover materials discussed in lecture as well as the regular readings. Blue books will be required for these exams. I will provide more information as the exam dates approach.

Primary Source Activities (4 activities = 50%): Throughout the semester, you will read several primary sources. In order to better grasp the perspectives, ideas, and contents found in these documents, you will be tasked with in-class writing activities. These are clearly marked in the syllabus and cover readings assigned prior to that activity. I will provide more information as these dates approach.

Grading

This course follows the Clemson University Grading scale:

A	4.0	C+	2.34
A-	3.66	C	2
B+	3.34	C-	1.66
B	3	D	1
B-	2.66	F	0

I will work as quickly as possible to return grade materials to you. That being said, this is a large course which means it will take time to grade. You can expect to have graded materials within 10 days of completion.

Discussion Etiquette

This classroom is committed to open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations, including diversity of thought, opinion, and values. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, the instructor will intervene. Learners as well as faculty should be guided by common sense and basic etiquette. The following are good guidelines to follow:

- Never transmit, promote, or distribute content that is known to be illegal.
- Never share harassing, threatening, or embarrassing thoughts or comments. If you disagree with someone, respond to the subject, not the person. Conflicts of ideas are encouraged, while conflicts of feelings are discouraged.
- Never share comments that are harmful, abusive; racially or culturally insensitive, or religiously offensive, vulgar; sexually explicit, or otherwise potentially offensive.

Absence Policy & Late Work

Due dates for exams and primary source activities are clearly marked on the syllabus and in Canvas which means there are few reasonable excuses for missing them. That being said, I want you to succeed in this course. If, for whatever reason, you miss an assignment or exam please reach out to me within 24 hours with proper documentation. We will establish time for you to complete the missed activity or exam.

Academic Honesty and AI

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one's own efforts. Graded works generated by artificial intelligence or ghostwritten (either paid or free) are expressly forbidden. The use of artificial intelligence (AI) tools are not permitted for any work in this course, even with proper documentation and citation. I am interested in your ideas, interpretations, and voice. Therefore the use of AI tools directly conflicts with the goals of the course.

All infractions of academic dishonesty by undergraduates will be reported to Undergraduate Learning for resolution through that office.

Accessibility

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities. Students who experience a barrier to full access to this class should let the instructor know and are encouraged to request accommodations through SAS (Student Accessibility Services) as soon as possible.

To request accommodations through SAS, please see this link:

www.clemson.edu/academics/student-accessibility-services/how-to-register/requesting-accommodations.

You can also reach out to SAS with questions by calling 864-656-6848, email CUSAS@clemson.edu or visiting SAS at the ASC Suite 239. Contact the office for the most updated drop-in schedule if you would prefer not to schedule an appointment.

The Clemson University Title IX Statement Regarding Non-Discrimination

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy or related conditions (including pregnancy, childbirth, termination of pregnancy, lactation, recovery from the foregoing, or medical conditions related to the foregoing), national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sex discrimination (including sex-based harassment and sexual violence) as mandated by Title IX of the Education Amendments of 1972. This Title IX policy is located on the Access Compliance and Education website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Assistant Vice President of Equity Compliance. Her office is located at 223 Brackett Hall, 864-656-3181 and her email address is

alesias@clemson.edu. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.

Emergency Preparation

Emergency procedures have been posted in all buildings and on all elevators. All students and employees should be familiar with guidelines from Clemson University Public Safety. Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

1. Familiarize yourself with all possible exits, safer locations, and other key information on the emergency evacuation maps in this building, and those that you visit regularly.
2. Make a plan for how you would Run, Hide, and Fight in case of an active threat in this building, and those that you visit regularly. For example:
 - a. Run – what are all the possible exits in this building, and the routes to them?
 - b. Hide – what are the potential hiding locations in this room and building that are out of sight of doors and windows, how do you lock the door(s), how would you barricade the door(s) and windows, where do you turn off the lights?
 - c. Fight – What tools are available in this room and building, should you have to fight?
3. Ensure you are signed up for emergency alerts. Alerts are only sent when there is a potential threat to safety, a major disruption to campus services, and once-monthly tests.
4. Download the Rave Guardian app to your phone.
(<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)
5. Learn what you can do to prepare yourself for the hazards that affect our locations.
(<http://www.clemson.edu/cusafety/EmergencyManagement/>)

Course Outline

August 21 – Introduction & Expectations

August 23 – Concepts, Time, and Nature

August 26 – Paleoindians and the Environment

August 28 – Environment and Indigenous America

Reading: Cherokee Creation Story

August 30 – European Environments

Reading: Excerpts from Richard Hakluyt, *Discourse on Western Planting* (1584)

September 2 – LABOR DAY, NO CLASS

September 4 – Ideas of Nature in the Old World

Image: The Great Chain of Being from Didacus Valades, *Rhetorica Christiana* (1579)

September 6 – PRIMARY SOURCE ACTIVITY

September 9 – New Spain

Reading: Translated excerpts from Fray Domingo de Santo Tomás, *The Mines of Potosí: The Miserable Condition of the Indian Miners* (1550)

September 11 – New France

Reading: Excerpts from *Voyages of Samuel De Champlain, 1604-1618*

September 13 – Anglo America I

Reading: Excerpts from John Smith, *A Map of Virginia, With a Description of the Country, the Commodities, People, Government and Religion* (1612)

September 16 – Anglo America II

Reading: Excerpts from Samuel Danforth, *A Brief Recognition of New-Englands Errand into the Wilderness* (1620)

September 18 – Anglo America III

Reading: Excerpts from *America: Being the Latest, and Most Accurate Description of the New World* (1671)

September 20 – The Nature of Colonial Contest

Reading: Excerpts from *Resolutions of the Ohio Company* (ca. 1749-1763)

September 23 – Environment & Revolution

Reading: Excerpts from Thomas Jefferson, *Summary View of the Rights of the Rights of British America* (1774)

September 25 – PRIMARY SOURCE ACTIVITY

September 27 – The Market Revolution and the Inland Economy

Reading: *An Act respecting navigable communications between the great western and northern lakes and the Atlantic Ocean* (1817)

September 30 – Nature & American Culture I

Reading: “Tendency of the Age to a Commercial Feudalism” *The Phalanx* (New York), December 5, 1843.

October 2 – Nature & American Culture II

Reading: Excerpts from Henry David Thoreau, *Walden* (1854)

October 4 – The Cotton South

Reading: Excerpts from Frederick Law Olmsted, *Journeys and Explorations in the Cotton Kingdom of America* (1861)

October 7 – Divergent Environments & The Civil War

Reading: Excerpts from Joseph Jones, *Agricultural Resources of Georgia. Address Before the Cotton Planters Convention of Georgia at Macon* (1860)

October 9 – Midterm Exam

October 11 – Pushing West

Reading: Excerpts from John Wesley Powell, *Report on the Lands of the Arid Region of the United States* (1878)

October 14 – FALL BREAK, NO CLASS

October 16 – Remaking Western Spaces

Reading: Excerpts from the Dawes Act (1887)

October 18 – The New South

Reading: Excerpts from Booker T. Washington's Atlanta Exposition Speech (1895)

October 21 – Industrialization and Urbanization

Reading: Excerpts from *The Seventh Annual Report of the Department of Public Works to the City Council of the City of Chicago* (1883)

October 23 – Urban Environments I

Reading: Excerpts from Alice Hamilton, *Exploring the Dangerous Trades* (1947)

October 25 – NO CLASS

October 28 – Urban Environments II

Reading: Excerpts from Daniel Burnham, *Plan of Chicago* (1908)

October 30 – The Conservation Movement

Reading: Excerpts from Gifford Pinchot, *The Fight for Conservation* (1910)

November 1 – The Preservation Movement

Reading: Excerpts from John Muir, *Our National Parks* (1901)

November 4 – PRIMARY SOURCE ACTIVITY

November 6 – Boom, Bust, and the Environment

Reading: Excerpts from the *Report of the South Carolina Boll Weevil Commission* (1921)

November 8 – A New Deal for Nature

Watch: *The TVA at Work* (1935)

November 11 – Landscape in the Age of Affluence

Watch: *Crisis in Levittown* (1957)

November 13 – Civil Rights and the Environment

Reading: “Mayor and City Council of Baltimore V. Dawson, 1955”

November 15 – The Rise of Environmentalism

Reading: Excerpts from Rachel Carson, *Silent Spring* (1962)

November 18 – The Environmental Movement Continued

Reading: Sen. Gaylord Nelson's Earth Day Speech (1970)

November 20 – The Wilderness Movement

Listen: Edward Abbey, "Polemic: Industrial Tourism and the National Parks" (1968)

November 22 – PRIMARY SOURCE ACTIVITY

November 25 – Environmentalism and Popular Culture

Watch: Episode of *Captain Planet* (1990)

November 27 – THANKSGIVING HOLIDAY, NO CLASS

November 29 – THANKSGIVING HOLIDAY, NO CLASS

December 2 – Backlash & the Rise of Anti-Environmentalism

Reading: Ladd Hamilton, "Sagebrush Rebellion? High Noon? Sez Who?," *New York Times*, October 22, 1979.

Reading: "Sagebrush Rebels' are Reveling in Reagan," *New York Times*, November 24, 1980.

December 4 – Deindustrialization, Globalization, and its Discontents

Reading: Excerpts from Bill Clinton's Opening Remarks at the Forest Conference (1993)

December 6 – A Green New Deal, the IRA, and Modern American Environments

Reading: H. Res. 109, "Recognizing the duty of the Federal Government to create a Green New Deal."

December 9 – Final Exam (8-10:30AM)