

N.B.: Ownership and copyright of this syllabus remain with the original author, who has kindly shared this document for posting by the AAH's Committee on Teaching.



SYLLABUS ARCHIVE

Course and Instructor Information:

Environmental History of the Preindustrial World

Prof. Janet D. Jones

Bucknell University, Classics and Ancient Mediterranean Studies

Helpful Context:

Course first designed in 2012 and most recently taught in Fall 2019.

Average enrollment: 28

This is an undergraduate course primarily intended for non-majors.

It is taught completely in-person.

It fulfills an environmental connections and writing course requirement.

Reflections of the Instructor:

Q: What do you consider to be particular strengths of this course?

A: It adds what I believe is the essential underpinning of human/environment interactions to human history; it enables students to see ancient history and intellectual development in a richer context and to perceive more clearly that the natural world is not merely a setting for human action, but that the results of human impacts on the environment and access to resources have agency in the major trends of human history. Students are then able to apply these insights into other periods of history that they study.

Q: In what ways do you think the course could still use improvements/adjustments?

A: Over time, I have shifted this course from being about classical civilizations to being more global in nature but still with a classical/ANE focus. I would like to make the shift into the Industrial Revolution feel less rushed.

Q: How generally have students responded to the course? Have there been any patterns in student feedback?

A: Students have received this course enthusiastically and have often commented that they now see Greek history or Roman history or ANE history in a new way. They have also expressed appreciation for the deeper ways in which they understand the history of their hometowns (or a place that they know well) -- places they often began the semester asserting weren't interesting at all.

The instructor is happy to share PDFs of readings, etc., for anyone interested in receiving them.

**CLAS220 / ENST 216 Environmental History of the Preindustrial World
Fall 2019**



Janet Jones
239 Vaughan Lit Building
201 Marts Hall (archaeology lab)

jjones@bucknell.edu
x7-1624 (office)
x7-1692 (lab)

The Course:

This course provides an introduction to global environmental history from the Neolithic into the modern period with a focus on the Near East, Mediterranean Basin, and Europe. It explores the complex and ever-changing interrelationship over time between human society and the natural environment.

The course is arranged chronologically in order to illustrate the importance of this relationship through the entire period, but we will be examining this history through three thematic lenses:

- how the natural environment shaped the patterns of human life in these regions;
- how different cultures in different periods of their nation's histories view the natural world and their interactions with it; and
- how these ideas and human activities regarding nature combined in ways that reshaped the landscape.

Course Goals:

My goals for this course are closely related to the CCC goals for EVCN courses. This is an interdisciplinary course bridging ancient history, archaeology, and environmental history. Coming out of the course you will be able to:

- set major environmental issues and trends into a long-term historical context;
- distinguish between cycles and long-term trends in environmental history;
- describe fundamental ways in which humans were shaped by and shaped their environment;
- trace the general outlines of thinking about nature and the environment in the preindustrial world;
- comment meaningfully on major turning points in human/earth interactions in the period under study.

Goals: Environmental Connections Courses

Students will be able to analyze, evaluate, and synthesize complex interrelationships between humans and the natural world. In this course, students will be given the opportunity to apply knowledge of the physical, cultural, or social connections between humans and the natural world, according to their interests and disciplinary preferences, by:

- Tracing the fundamental interconnections between humans, other species, and the environment.
- Explaining how natural systems function and how human actions affect them.
- Distinguishing between human impacts and natural change.
- Analyzing past cultural constructions of the environment.
- Analyzing societal mechanisms that influence our relationship to the environment.
- Assessing governance and political conflicts regarding human-environment relationships.
- Understanding the role of technological, economic and scientific knowledge in environmental decision-making and power relations between social actors.

Texts:

Hughes, D. *An Environmental History of the World (2nd ed.)* Routledge, 2009. **EHW**
 Ponting, C. *A New Green History of the World*. Penguin, 2007. **NGHW (M)**
 Harris, M. *Cannibals and Kings*. Vintage, 1977. **C&K**

▶ other readings noted by (M) on the syllabus can be found on Moodle (M):

Please be sure to contact me if you have any difficulty accessing these readings!

Readings and Class Discussions:

Always bring the assigned readings to class. All readings are to be completed before the class they are associated with. *They are not all of the same length, so look ahead and anticipate longer assignments.*

Think about the readings and be ready to talk about them. The core of this class will be discussion of the readings; therefore, you are expected to attend all classes -- they are a group enterprise. Part of your grade will be for class participation and you must contribute regularly. I ask you to monitor yourselves in this regard. I am not eager to call on people who are not ready to contribute. Contribute when you are ready (at least once a week) and I ask those of you who find yourselves dominating the conversation to give others a chance to talk. I don't want to have to police this.

This class is a W2 course. That does not mean that you will necessarily write more than in some other courses, but that writing, and the development of writing skills, is fundamental to the course plan. There are two central writing assignments for this course: 1) your **Environmental History term project** where you will explore the environmental history of a place you know well and 2) your **Partner Journal** (see details for both below) where I will expect to find consistent effort to confront the texts with concise, cogent presentations of your ideas and reflections.

Elements of the Final Grade:

10% Class Performance

Participation is important—it makes the class a conversation and I particularly want that conversation to happen in this class. I expect each of you to make the effort to respond to open questions and to ask questions of your own at least once a week.

Class attendance goes without saying. You can't participate if you aren't here. Included in this grade are other forms of course performance such as evident engagement and improvement.

20% Monday and Wednesday Partner Journal

Together with a partner (I will assign a partner to you as soon as class membership is settled), you will keep a journal on each Monday's and Wednesday's readings* in which you comment meaningfully on the ideas presented by the reading and your reaction to it. Details on this below.

[*if there are multiple readings for the day, you may choose one to post on.]

15% Friday Quiz Average

There will be a very short quiz at the start of class every Friday. This quiz will cover material from the previous Friday, Monday, and Wednesday. I will drop the two lowest scores. If you are absent for an excusable reason (illness, athletics, field trip, job interview, etc.), let me know by email ahead of time and I will excuse you from the quiz. If you are late to class, you miss the quiz. No make-ups. Under no circumstances should you appear in class for 8 minutes to take the quiz and then leave.

15% Hour Tests (each)

There will be two tests that will investigate your knowledge of both facts and ideas. I will provide review sheets in advance.

Extra Credit Events (each worth a single quiz grade of 10): You are encouraged to attend events (lectures, panels, performances, poster sessions, symposia) that you see as related to the course. For each event that you attend, send me an email that lets me know in a couple of paragraphs: 1) what the event was, 2) how you see it as related to the themes of our course, and 3) something meaningful you took away from the event. If the event was disappointing, maddening, lacking in meaning for you, feel free to say so and tell me why (I promise confidentiality). Normally, each of these emails will count as a 10 on a quiz to be averaged into the quiz grade at the end of the semester. The Anthracite Field Trip is worth the equivalent of 10s on three quizzes.

25% Your Environmental History (see details below)

Three Short Papers combined at the end of the semester into One Big Paper & a Snap Talk

Academic Responsibility: Please make yourself acquainted with the web pages on **Academic Responsibility** <http://www.bucknell.edu/AcademicResponsibility> and if, in working on your assignments (for any class), you find that you are unclear about what constitutes plagiarism, please come talk to me or to any of your professors. Plagiarism is far easier to detect than most students believe.

Expectations / Professionalism: When you enroll in a class, any class, you enter into a community that depends upon the professionalism and engagement of all its members to create a successful intellectual and learning environment. Just as you expect it of me, I expect you, as members of our classroom community, to conduct yourselves in a way that is fully engaged and professional.

What does professionalism entail?

- that you come to class *every day* and *on time*;
- that you come to class prepared by having done the reading and eager to participate actively by making informed comments and posing interesting questions;
- that you *bring your text* and the notes you have made on the reading to class;
- that you take advantage of my office hours to come in and talk about anything that is unclear or simply interesting to you.
- If you are reading this before the second class as assigned, please email me and I will give you extra credit of a 10 on a quiz grade.

Equally, professionalism means -

- that you do no harm;
- that you do not disrupt class by coming in late, or walking in and out unless absolutely necessary;
- that there is no frivolous use of electronic devices. Laptop computers/tablets/phones in class are both useful and distracting. If you plan to use any of these in class, talk to me first.

Bucknell University Honor Code:

As a student and citizen of the Bucknell University community:

1. I will not lie, cheat, or steal in my academic endeavors.
2. I will forthrightly oppose each and every instance of academic dishonesty.
3. I will let my conscience guide my decision to communicate directly with any person or persons I believe to have been dishonest in academic work.
4. I will let my conscience guide my decision on reporting breaches of academic integrity to the appropriate faculty or deans.

Bucknell University expectations for academic engagement: Courses at Bucknell that receive one unit of academic credit have a minimum expectation of 12 hours per week of student academic engagement. Student academic engagement includes both the hours of direct faculty instruction (or its equivalent) and the hours spent on out of class student work. Half and quarter unit courses at Bucknell should have proportionate expectations for student engagement.

Accessibility Statement

Any student who may need an accommodation based on the impact of a disability should contact Heather Fowler, Director of the Office of Accessibility Resources at 570-577-1188 or hf007@bucknell.edu who will help coordinate reasonable accommodations for those students with documented disabilities. Please contact me privately to discuss specific needs.

Communication: I will be routinely available during office hours in my office in Vaughan Lit 239; I'm usually around at other times (not early am) and you are welcome to drop by. I can sometimes be found in my lab in Marts 201. If the door is unlocked, feel free to come in.

If you want to make individual appointments with me outside of office hours, you are encouraged to do so, and **please do this via email** so that I can be sure to get appointments onto my calendar.

I routinely use moodle email to communicate with the class about assignments and deadlines. Please read any and all email you receive from me carefully and promptly.

Certain scents are a powerful migraine trigger for me -- please consider our classroom and my office and lab scent-free zones.

CLAS 220 / ENST216 Environmental History of the Preindustrial World

Schedule of Readings*

Topics	Readings
Aug. 26M first day intro	
	<i>Introduction</i>
Aug. 28W what is environmental history? **meet on the patio 3rd floor of <i>Academic West</i> **	➤ the syllabus ➤ Hughes, EHW, Ch. 1 ➤ D.W. Meinig, "The Beholding Eye" in Meinig, ed. <i>The Interpretation of Ordinary Landscapes</i> . Oxford, 1979.
	<i>your stories</i>
Aug. 30F your stories	➤ watch video: <i>Saving Pennsylvania (ca. 58min)</i> (M) ➤ prepare to tell a story of environmental change you have witnessed in your lifetime in your hometown
Sept. 2M your stories / local environmental history	do Lewisburg Tour for today (M)
Sept. 4W your stories / writing environmental history	W. Cronon, "Kennecott Journey: The Paths Out of Town," in <i>Under an Open Sky: Rethinking America's Western Past</i> , W. Cronon, G. Miles, and J. Gitlin, eds. Norton 1992. (M)
Sept. 6F library session in Library Lab Lower Level 1, Room 25	post to Partner Journal and bring to class a bibliography of sources on the early history of your place (web and fiber ware sources)
	<i>human environmental history</i>
Sept. 9M <i>primal harmony</i>	➤ Ponting, <i>NGHW</i> , Ch. 2 ➤ Hughes, <i>EHW</i> , Ch. 2 pp. 12-19 ➤ watch video: <i>Africa. The Serengeti</i> (39min) (M)
Sept. 11W why us?	watch video: <i>The Mind's Big Bang</i> (pt. 6 of PBS series <i>Evolution</i>) (56 min) (M)
Sept. 13F <i>99% of human history</i>	Ponting, <i>NGHW</i> , Ch. 3

- Sept. 16M *The Origins of Agriculture*
The First Great Transition
 - Harris, C&K, Ch. 3
 - Ponting, *NGHW*, Ch. 4, pp. 36-56 (bottom)

Sept. 17T **Assignment 1: your story due (submit on Moodle by 11:59pm)**

Rise of Agriculture / Rise of States

- Sept 18W *Epidemiological Transitions*
 - Armelagos, et al., “Evolutionary, historical and political economic perspectives on health and disease,” *Social Science and Medicine* 61 (2005) 755-765. (M)

- Sept. 20F The Great Divorce
 - Hughes, EHW, Ch. 3, pp. 30-42
 - Ponting, *NGHW*, Ch. 4, pp. 56-66

Sept. 21 Saturday Field Trip to Anthracite Region see details below

- Sept. 23M the first great environmental story *Epic of Gilgamesh*

- Sept. 25W *The Hydraulic Trap*
 - Harris, C&K, Ch. 13
 - C. Redman, “Environmental Degradation and Early Mesopotamian Civilization,” Ch. 8 in *Archaeology of Global Change*, Smithsonian 2004.

- Sept. 27F crops and society
 - Reader, J. 'The Rice Growers' in *Man on Earth* 1988 (M)

- Sept. 30M *the Gift of the Nile*
 - Hughes, EHW pp. 38-42

- Oct. 2W *The Long Struggle (the Moors)*
 - Ponting, *NGHW*, Ch. 6

Oct. 4F **Test 1**

Collapse

- Oct. 7M *the Curse of Agade*
 - *the Curse of Agade* (M) (print and bring to class)
 - E. Kolbert ‘The Curse of Akkad,’ Ch. 5 in *Field Notes from a Catastrophe: Man, Nature, and Climate Change. Oklahoma. Bloomsbury rev. ed. 2015* (M)

- Oct. 9W Easter Island
Maya Collapses
 - Ch. 5 Maya Collapses in J. Diamond, *Collapse: How Societies Choose to Fail or Succeed*. Penguin rev. ed. 2011
 - Ponting, *NGHW* Ch. 1

- Oct. 11F *Why do some societies make disastrous decisions?* Diamond, *Collapase*, Ch. 14 (M)
- Oct. 14M **Fall Break** *bring back a photo of human impact from fall break (send a ppt slide)*

Understanding / Explaining it

- Oct. 16W geomythology D. Vitaliano, ‘Volcano Lore’ and ‘The Deluge’ Chs. 6 & 7 in *Legends of the Earth: Their Geologic Origins*, IU Press 1945. (M)
- Oct. 17R **Assignment 2 due**
- Oct. 18F Mediterranean Ideas of Humankind and Nature M. Oelschlaeger Ch. 2 pp. 31-53 in *The Idea of Wilderness*. Yale 1993.
- Oct. 21M *Enuma Elish Genesis* ➤ *Enuma Elish*, summary (M)
➤ *Genesis*, Chs. 1-4, 6-9, 12-13
- Oct. 23W *Forbidden Flesh The Origin of the Sacred Cow* Harris, *C&K*, Chs. 11 & 12

Greece and Rome

- Oct. 25F Greece & Rome: *human impact* Hughes *PT*, Chs. 5, 6, 7 (M)
- Oct. 28M Greece & Rome: *Urbanism and Decline* ➤ Hughes, *PT*, Chs. 8, 9, 11
➤ Crawford, “Microbes Jump Species Ch. 4 in *Deadly Companions*, Oxford 2007. (M)
- Oct. 30W Western Perspectives on Animals ➤ Hughes, *PT*, Ch. 6
➤ G. Steiner, “Cognition and Community,” Ch. 4 in *Animal Minds and Animal Ethics*, ed. K. Petrus and Markus Wild. Transcript 2013. (M)

After Rome

- Nov. 1F Islam ➤ The Bee, Sura 16 of the *Qur'an* (M)
➤ Islamic Visions, Ch. 8 in Watling, *Ecological Imaginations in World Religions*. Continuum 2009 (M)
- Nov. 4M The Middle Ages Hughes, *EHW*, Ch. 5
- Nov. 5T **Assignment 3 due**

Anthracite Region Field Trip

Prof. Ben Marsh (Environmental Studies) and I have organized a fieldtrip for **Saturday, Sept. 21** to visit and appreciate the strong communities, the dramatic physical landscape, and the serious environmental challenges in the hard coal region immediately southeast of here ... the Shamokin/Mt. Carmel area, especially.

This landscape provides locally unmatched visions of environment disruption -- unreclaimed strip mines, unstable hills of black mine waste, orange water in the streams, and the tragic remnants of Centralia, the town atop a burning deep-mine complex.

But the region is also site of some of the strongest communities in central Pennsylvania, featuring proud old neighborhoods and businesses, diverse ethnic churches and clubs, and a population of miners' families that is deeply committed to these towns they have lived in for generations.

The trip will run on **Saturday, Sept. 21** from **9 AM to 3 PM (+/-)** with lunch provided.

We will depart from the O'Leary bus stand.

Please let me know by Friday, September 14 if you cannot attend.

This is an extra credit opportunity.

Here are two items Ben has written that are relevant to the trip:

1. an article ("Continuity and Decline in the Anthracite Towns of Pennsylvania") on social adaptations to the diverse challenges that the coal town residents face --
www.facstaff.bucknell.edu/marsh/anthracite_towns.pdf
2. a field guide to the broader central Pennsylvania region written for a historical geographers' tour, see especially pages 7 & on --
www.facstaff.bucknell.edu/marsh/susquehanna/ehga.pdf

Partner Journaling

The Task:

Throughout the semester you will be maintaining an online, partner journal for day's reading assignment on Moodle. This will be an ongoing, online conversation between you and your partner. Although your partner is your audience, I will occasionally drop-in, read your entries, and sometimes use them in class (without revealing who wrote them). The journaling should be focused on the current reading assignment but you are welcome to make connections to other classes, contemporary issues, or other interests you have. I have given you prompts below to help you get started if you are having a hard time beginning. The more specific details of the assignment are also below.

Course Goals Addressed by the Assignment:

- 1) The writing of the journal entries will help you think critically about the current reading and give you an opportunity to explore how you are thinking about the reading. This will not only help you remember the reading more vividly but will also help you understand what aspects of it were particularly difficult or engaging for you and why. This will raise your awareness of your own learning and make your reading more active over time. Another advantage is that you will arrive at our class discussion already having engaged in a dialogue about the reading. This will help fuel our conversations.
- 2) Second, one of my goals of this course is for you to appreciate the ways in which environments impacted the evolution of human societies, the way humans impacted their environments, and the way humans conceived of these interactions. By maintaining a dialogic journal with your partner for 14 weeks on the course readings, you will be alert to these developments both in human earth interactions but also in human thinking about them as we move chronologically.

Directions:

- I will select a partner for you and will give you detailed instructions on how to login to your blog and post an entry.
- You and your partner will alternate writing the main entry in the journal. The one not writing the main entry for that day will be responsible for responding to the entry written by your partner. You and your partner will have to make an agreement about when each of you will post so that neither of you feels rushed. **Note: Both the post and the response must be up at least two hours before class.**
- Order of events:
 - 1) Do the assigned reading, taking notes as you do it on ideas, themes, facts, beliefs, confusing ideas, etc.
 - 2) If I have not given you a particular question to explore, think about what you want your blog entry to focus on. If you are having trouble getting started, you can use the prompts offered below.
 - 3) Your entry and response can be posted as soon as you are ready but it must be posted **at least two hours before class.**
 - 4) **If your partner misses more than two entries, please don't delay in letting me know.**

- Format:
 - 1) Because this is informal, exploratory writing, the format is very flexible. Your partner and I will not be scrutinizing your spelling and grammar. Keep in mind, however, that you are using writing also to communicate, which means that you don't want problems with your grammar and spelling to get in the way of conveying your thoughts clearly and effectively.
 - 2) Aim for 250 words per entry. This is not meant to be prescriptive but rather to guide you toward a reasonable and useful journal length. If you want to write more, that is fine. Of course, again keep in mind that your partner will need to read whatever you write. S/he may not be excited to read 10 pages of your assorted thoughts on soil erosion.

Journal Entries:

In your journal entries your partner and I want to hear your voice. Your partner does not want a summary of the major ideas. S/he has already read the assignment. Instead, offer your take on any aspect of the reading, including book, page, or line references to the text when useful. Here are a few prompts to help spur your thoughts if you find yourself struggling to begin. Don't try to use all of these at once and don't always use the same one; experiment with them. Be bold!

Journal Prompts

- 1) This reading made me wonder _____...
- 2) I found _____ confusing because _____...
- 3) The character that interests me most in tonight's reading is _____ because _____...
- 4) I found this quote [copy a sentence or two] on page _____ interesting/confusing/exciting because _____...
- 5) I was surprised when I read _____ because _____...
- 6) In class tomorrow, I want to ask/discuss _____ because _____...
- 7) _____ seems very different from _____ because _____...
- 8) _____ reminds me of what we talked about in class when we were talking about _____...
- 9) Although some people in class may think _____, I think _____ because _____...
- 10) After finishing the reading, I am left with the following question: _____?

Response Prompts

- 1) I was interested in what you had to say about _____ because _____...
- 2) I agree when you say _____ because I also noticed _____...
- 3) Although I agree when you say _____, I also think _____...
- 4) I read _____ differently than you did...
- 5) I was also confused/excited about _____...

6) I hadn't noticed the really interesting thing you pointed out when you said _____ . What caught *my* attention in the reading was _____ ...

7) After reading your entry, I wonder _____ ???

Being part of a learning community:

Because this journal is a dialogic journal with your classmate, you are establishing a micro-community with that person. For a community to flourish, especially a community of inquiry, it is necessary that the participants be supportive and open to the other community members. In the same way that I ask you to participate in a positive learning environment in class, I ask the same of you online. This does not mean that you can't disagree with your partner, but be sure that your disagreement is framed in a respectful and scholarly way. In other words, disagree with his/her statements rather than with the person him/herself. Make reasoned arguments that are well supported. Working with others can be difficult and you may find yourself frustrated with your partner at points in the term. That is normal. By always keeping in mind that words can both help and harm and behaving in a way that honors the learning community, we will enable each other to be bold and brave and our community will be healthier for it.

Evaluation:

As a reminder, your partner reading journal accounts for 20% of your total grade in this class. You and your partner will get separate grades, based on the quality of your individual posts and responses. At the midterm, I will be giving you your journaling grade for the first half of the term. I will email you individually if, during the first part of the semester, I see that you are not on target for a satisfactory grade. The possible marks are: 0: you did not do your journal entry or response; C: you wrote and posted the entry but it is clear that you haven't done the reading or gave the post little time or attention; B: you wrote and posted the entry and it is complete; A: you wrote and posted an entry that shows you did the reading and thought about it in a deep way, bringing out a subtle point or drawing it back to an earlier online discussion with your partner or a class discussion. A ✓+ also often means that you directly connected your thoughts to specific book, page, and line numbers.

I am always impressed with a back and forth beyond the initial entry and response :)

Term Project: Your Hometown Environmental History in Three Parts

- *deadlines for the different parts are listed below*
- *all papers should be turned in on Moodle by 11:59pm on the day they are due*
 - *extensions must be requested at least a week ahead of the deadline*
 - *see details about submitting written work at end of assignment sheet*

Donald Hughes describes the three major themes of environmental history in this way:

- 1) the influence of environmental factors on human history;
- 2) the environmental changes caused by human actions and the many ways in which human-caused changes in the environment rebound and affect the course of change in human societies;
- 3) the history of human thought about the environment and the ways in which patterns of human attitudes have motivated actions that affect the environment.

This semester, I am asking each of you to write an environmental history of your hometown or a place you know equally well and care about, bit by bit, following these three themes. Even if you don't think this place is interesting, I think you will be surprised.

You may write this project as a paper, but I am open to other possible end products (magazine layout, video documentary, etc.). Please consult with me if you are interested in an alternate format.

Paper #1 (due Tuesday, Sept. 17) is a story about an environmental change you have noticed in your lifetime in this place. If you were writing a magazine article about a place, this would be a good way to start, a personal story, perhaps complete with local characters, to create an engaging narrative and to draw your reader in. No (or minimal) research - just the story about you and the place.

Paper #2 (due Thursday, Oct. 17) will be a more formal 4-6 page paper in which you discuss the early history of your place in terms of the three themes above.** In past semesters, this paper has often covered the time period before industrialization / the coming of the railroads. Your third paper will be about the same place in later time periods (see below).

Subtopics for Paper 2 include (among lots of possibilities):

- what is the physical, climatic, vegetal etc. environment of the place?
- why were people drawn to this place? why did people settle there? (i.e. why is this a good place to settle? what are the advantages of this place – natural resources, transportation crossroads, etc.?) start with the first human occupants -- what Native American tribes lived in this region? who came in successive periods? were they drawn there by the same or different things?

- what is the character of the human settlement itself at first and how did it evolve over time (i.e. is it a densely populated city that grew out of a small original settlement because of the value of the location? is it a small town that is growing or one that is shrinking and why? is it a crossroads serving a rural population? a railroad town? a harbor? a resort? etc. etc.)
- how did and does the place shape the people (resources that determine ways of making a living? types of habitations? types of clothing? diet? types of leisure activities? a place that pampers people or that hardens them?)
- how has the place and its people co-evolved over time? how are they distinctive? how are they different from other places / similar to other places? you may want to compare your place to somewhere very different.
- how is the place connected to other places? (part of what makes a place is what's there and part is how it is connected to other places)
- how did early inhabitants change the environment/character/landscape of this place? what evidence do we have for this?
- do we have early accounts of settlers' / travelers' impressions of the place?

Depending on the place, there will be lots of different things to talk about and lots of ways to go with this, but remember to focus first on the ways in which environmental factors influence human history in this place, including how it attracted human settlement in the first place, and then how humans impacted the environment of the place.

Important: This paper (and the third one) will require research. You will want to create an overall bibliography for the place that you will turn in with paper #2. Some places will have books and articles written about them that are easily accessible. Others may require some digging – contacting local historical societies, looking for websites about the place, finding the little old lady who wrote the book on local house types, if it's a hometown - interviewing relatives, teachers, other folks who might know about the history of the place. If you were a journalist, how would you begin?

Helpful Website: To help you learn the research skills you'll be using in investigating and writing about your place, consult the website "**Learning Historical Research**": www.williamcronon.net/researching/. It has many tips and suggestions that are likely to be helpful to you not just for this paper but for work you do in other courses as well.

Think about making use of the following kinds of resources:

- Look at old photographs of your chosen place. Nothing is better than a picture for helping you see a past place and relate it to the present. Search the web for these and contact your local historical society
- Look at a series of maps of your chosen place to see how it has changed over time. Aerial photographs might also be very suggestive if they're available.

- An excellent resource is the Library of Congress digitized collections, including their American Memory website. Search all their digitized collections which include photos, maps, texts, almost anything you can think of.

<https://www.loc.gov/collections>

Search under 'Cities and Towns' for the place about which you're writing, but don't hesitate to explore other parts of the website as well including the American Memory website:

<http://memory.loc.gov/ammem/browse/updatedList.html>

- If you want to go even further back in time, you could look at the original land survey records of the 1830s and 1840s, getting a rough sense of what the land looked like when the first American surveyors came through to impose the grid system upon it. These maps, along with the original surveyors notes, are now also available on-line. A google image search for land survey maps for your place can help you find the websites where these are available.
- Track the changing population of the place in census data. Such info is sometimes available online or at the country courthouse for your area. <https://data.census.gov>
- If you're studying an urban area, look at old city directories, which often list the residents and businesses of a community not just alphabetically but according to their street address. A directory enables you almost literally to walk down the same street in the past that you've walked down in the present, seeing how the people and businesses have changed in the interval.
- Local tourist and chamber of commerce brochures can help you find out what people are saying about the place and valuing about it. What can you find in the way of appreciations of the place, debates and struggles over development/conservation of the place and what people think would be the positive and negative impacts. **Perhaps you can take some time over Fall Break to do some poking around if you are in the place you are writing about.**
- You might find newspaper articles, tourism brochures, chamber of commerce publications, books (sometimes self-published), lectures, essays, poems, stories, minutes of council meetings etc. This should be a fun journalistic exercise and you may have already found sources for this in doing your bibliography.
- And of course: talk with people who have lived in your place for a long time.

Paper #3 (due Tuesday, Nov. 9) will continue the environmental history of your place up to the modern day and make projections into the future. How has this place evolved in the industrial and post-industrial world? What were the impacts of industrialization (railroads, highways, factories, malls, development, rising population, demographic shift, sprawl) and how is this placing faring in the post-industrial period (abandoned malls, falling population, demographic shifts, reclamation of factory sites, mines, hazardous waste sites, etc.) This paper should pick up from

where you left off with paper #2 and end with your sense of where your place is headed in terms of environment and their effects on the population.

Final Version (due Tuesday, Nov. 19): you will combine all of these papers into one coherent whole -- an environmental history of your place that is engaging, readable, unified and (maybe) ready for publication? The story you wrote first is intended to be a ice-breaking first section for the paper. For the final version you will want to revise sections, create smooth transitions (the use of headings and subheadings is often a good idea), add information to earlier sections you may have found as you worked on subsequent sections (say a visit to an historical society gave you more information on the early history of the place that you didn't have when you wrote that section). Part of your final grade will hinge on the quality of your revision and the flow of the combined draft. I will return this draft for one last revision.

Nov. 20-Dec. 9: Snap Talks. You will give an 8-minute talk about the environmental history of your place. This will be strictly limited to 8 minutes (when the timer dings, you're done); use a ppt of 6 or fewer slides (1 title slide, 4 content slides, 1 bibliography slide) – you may, of course, do your presentation without a ppt or use a different sort of illustrative material). You should talk briefly (and engagingly) about the place in relation to Hughes' three themes; use maps and images to give us a good sense of the place and its environmental history; present the most interesting idea/discovery/finding from your research and why you think so. The talk should be tightly organized; well-rehearsed and *timed*; and balance content and interest.

End of Final Exam Period: Final Version.

**As you work on this project you may find the focus of your papers leading you in certain directions that don't fit these categories. That's ok, just keep me informed.

Submitted written work should be ideally as an MS Word file. I can also use Pages, so let me know if you do not use MSWord. **Please do not submit pdf files** as they are difficult to comment on. **Assignments will be turned on our Moodle site in the assignments block by 11:59 pm on the due date.** I will return a marked copy in digital form (normally in 'track changes' in MSWord) as I finish it, so not necessarily on the same day as others receive them back.

Deadlines: Short extensions for the essays will be readily granted, provided that you give a good reason and ask *at least a week in advance*. After that point, they will be granted *very* selectively, usually only for medical reasons. Always contact me (and all your professors) **before** missing any deadline, whenever possible. All late assignments for this class will be penalized at a rate of one grade unit per day (i.e. a B becomes a B- and so forth).