



Department of Human Ecology
School of Environmental & Biological Sciences
Environmental History

11:374:312:01

Fall 2024

Hickman 214

Professor: Dr. Jack L. Harris
Class Time: M/TH 12:10pm-1:30pm
Class Location: Hickman Hall 214
Credits: 3 credits
Course Website: Canvas:
Email: Jack.L.Harris@rutgers.edu

Student Office Hours: Mondays from 2pm-4pm in Cook Office Building, 2nd Floor Room 210 and by appointment on Zoom.

COURSE POLICIES

- 1.) The course schedule (topics, dates, weeks) may be updated or modified in response to guest speaker schedules, events, or other circumstances that arise over the course of the semester.
- 2.) Course Policies and Grading Criteria are located in this syllabus. Students are responsible for knowing, understanding, and adhering to these policies over the course of the semester.
- 3.) All changes to the course schedule will be announced through "Announcements" on Canvas.
- 4.) Students are responsible for keeping up to date with all course announcements and changes.
- 5.) Use of AI such as ChatGPT is not permitted in any stages of the writing process on any assignment, unless otherwise specifically directed by the professor.

COURSE DESCRIPTION

What is the connection between human being and nature? Between our social worlds and the natural world? How do these relationships change over time? These are the critical questions that we will explore in this class using historical reasoning and methods. The primary goal for this course is for students to develop an understanding of the broad trends of environmental and climate history over time with a particular focus on major themes and trends in American Environmental History. Our focus is not just on key events and people but on the broad set of relationships between humans and nature from roughly 1600 to the present. We will pay particular attention to changes in the New Jersey landscape and human/nature relationships in New Jersey from the 17th through the 21st centuries.

Learning Goals for the Course Include:

1. Identify critical junctures in American Environmental History
2. Identify critical issues in Global Climate and Environmental History
3. Identify major epochs in climate and environmental history over time (especially since 1600) and explain how these shape contemporary understandings of climate and environment
4. Compare and contrast the ideas of “environmental” “climate” and “sustainability” history or histories over time
5. Analyze how Human/Nature Relationships have changed or transformed over time
6. Use Historical Reasoning and Methods to evaluate issues related to environment, climate, or sustainability

Progress toward learning goals will be assessed as follows:

1. A major term paper in which you will use primary and secondary sources to analyze a key problem in NJ Environmental or Climate History
2. Midterm and Final Essay Exams (in-class) in which you will synthesize and explain class readings, lecture, and discussions on environmental, climate, and sustainability history. During the final exam you will be asked to develop and defend a “Point of View” (PoV) on Environmental History.
3. Weekly Discussion Leadership. Each student will prepare and lead 1-2 class discussions based on that week’s readings and the previous class lectures. These readings should synthesize ideas and major themes from the readings and explain how they relate to that week’s main topics or themes.
4. Regular course and classroom attendance and engagement. Since there are less than 15 students enrolled in this class, it will be conducted as a seminar which means each student is responsible for helping to advance the overall discussion(s) in each class.

CANVAS COURSE MANAGEMENT SYSTEM

I will be using Canvas (<http://canvas.rutgers.edu>) to post course materials, including the syllabus, readings, lecture slides, assignment descriptions, and other resources. You will also submit all assignments online using Canvas. You will need your Rutgers NetID username and password to log into the Canvas site.

Students having login or other Canvas technical problems should contact the Rutgers OIT Help Desk by phone at 833-OIT-HELP, by email at help@oit.rutgers.edu, or visit <https://it.rutgers.edu/help-support>. In addition, **SC&I IT Services** offers help with a variety of technology-related issues, tel: 848-932-5555 or email help@comminfo.rutgers.edu.

READINGS

Gates, A. (2024). *Reclaiming our Planet: How Environmental History Can Help Solve the Climate Crisis*. Rowman Littlefield.

- Reclaiming our Planet was just published this summer. We will review the book chapter by chapter over the course of the semester. I will solicit feedback and recommendations at the end of the semester to see if we should use this course in future Environmental History classes.
- Articles, News Stories, and Blog Posts are posted on Canvas in PDF format or as a hyperlink, or available through the Rutgers Libraries.
- Although you are not required to bring copies of the readings with you to class, you may find this useful.
- You should plan to spend approximately 5 hours doing the readings for each class each week. Ultimately, you will get the most out of this class if you keep up with the readings, engage thoughtfully with the course material, and make informed contributions to class discussion.

Academic Articles

Bates, J. L. (1957). Fulfilling American democracy: The conservation movement, 1907 to 1921. *The Mississippi Valley Historical Review*, 44(1), 29-57.

Brown, D., Brisbois, M. C., Lacey-Barnacle, M., Foxon, T., Copeland, C., & Mininni, G. (2023). The Green New Deal: historical insights and local prospects in the United Kingdom (UK). *Ecological Economics*, 205, 107696.

Caradonna, J.L. (2022). "Sources of Sustainability in the Early Modern World." pp. 22-54. *Sustainability: A History*.

Caradonna, J.L. (2022). "The Industrial Revolution and its Discontents." *Sustainability: A History*. pp. 55-88.

Carey, M. (2012). Climate and history: a critical review of historical climatology and climate change historiography. *Wiley Interdisciplinary Reviews: Climate Change*, 3(3), 233-249.

Cordova, C., & Porter, J. C. (2015). The 1930s Dust Bowl: Geoarchaeological lessons from a 20th

century environmental crisis. *The Holocene*, 25(10), 1707-1720.

Cronon, W. (1993, Autumn). The Uses of Environmental History. *Environmental History Review* 17(3). 1-22;

Cronon W. (1996). The Trouble with Wilderness, or Getting Back to the Wrong Nature. *Environmental History* 1(1). 7-28.

Dale, G. (2021). Karl Polanyi, the new deal and the Green New Deal. *Environmental Values*, 30(5), 593-612.

Knoblauch, M. (2019). Native Americans and New Jersey's Environment at First Contact. *New Jersey Studies, An Interdisciplinary Journal*. July 2019.

Merchant, C. (2003). Shades of darkness: Race and environmental history. *Environmental History*, 8(3), 380-394.

Mitchell, J. K. A century of natural disasters in a state of changing vulnerability: New Jersey 1900-99.

Praskiewicz, S. (2021). From Hetch Hetchy to the Cuyahoga: How rivers shaped the American environmental movement. *The Professional Geographer*, 73(1), 26-37.

Ricceri, M. (2024). Pandemic and Social Crisis in EU Policies: From the "Green New Deal"(2019) to the "Porto Social Summit"(2021). The Open Challenge of the Social Taxonomy. In *Shifts and reorientation within the social-crisis and catastrophe: towards the realization of pandemic epistemological processes* (pp. 5-32). Wiesbaden: Springer Fachmedien Wiesbaden.

Reisman, E., & Fairbairn, M. (2021). Agri-food systems and the Anthropocene. In *The Anthropocene* (pp. 57-67). Routledge

Schnaiberg, A., Pellow, D. N., & Weinberg, A. (2002). The treadmill of production and the environmental state. *The environmental state under pressure*, 10, 15-32.

Sieferle, R. P. (1990). The energy system—a basic concept of environmental history. In *The silent countdown: Essays in European environmental history* (pp. 9-20). Berlin, Heidelberg: Springer Berlin Heidelberg.

Smil, V. (2004). World history and energy. *Encyclopedia of energy*, 6(558). (13 pages). Sieferle, R.P. (1990).

White, R. (1992, Summer). Reviewed Work(s): Nature's Metropolis: Chicago and the Great West, 1848-1893 by William Cronon. *Environmental History Review*. 16(2). 85-91.

METHODS OF ASSESSMENT AND GRADING

All written assignments are listed in the course schedule. Submission of written assignments is via Canvas unless instructed otherwise. Students are responsible for monitoring Canvas and their Rutgers emails, and for completing their work with academic integrity. Students are responsible for keeping track of deadlines and for submitting their work on time.

| <u>Grading</u> | |
|-----------------------|-----|
| Course Engagement | 5% |
| Discussion Leadership | 15% |
| Term Paper | 40% |
| Midterm Exam | 20% |
| Final Exam | 20% |

Course Engagement (Class Participation & Engagement) (5%)

Students are expected to regularly engage with the course through in-class participation in peer (2-person) discussions, small groups, and in wider class discussions. Students are required to prepare each week's readings for discussion in class and participate in class discussions. The class will be conducted in a seminar format and everyone's participation is vital.

While some students are more comfortable than others participating in class all students are required to engage in the course. Course engagement can take a number of paths in addition to and beyond in-class participation. Before and after class questions, use of email, office hours, in-class presentations, and Canvas to stay engaged with the professor and the course. We are going to spend a lot of time this semester working through questions together in class. Your active participation in these activities not only supports your learning, but also the learning of your classmates. In addition to participation in class activities/discussions, while I do not grade attendance except for the guest lectures, I do track it over the course of the semester. Remember, it is very difficult to participate in class if you do not attend. This grade is not designed to be punitive; it can boost your grade the more you participate and stay engaged throughout the semester.

I understand that emergencies and unforeseen circumstances may arise throughout the semester. Assuming that you are generally an engaged participant in class, missing a couple of classes should not adversely affect your grade. Please do NOT come to class if you are feeling ill and/or are isolating

due to Covid – you can email me, and I will excuse your absence; I do not need a doctor's note. If you miss class, it is your responsibility to keep up with the readings and assignments and get notes from a classmate. If you are unable to attend class for an extended period (i.e., longer than one week), please email or talk to me about the situation. For extended absences, you also should contact a dean of students to help verify your circumstances.

It is University policy to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Absences for reasons of religious obligation shall not be counted for purposes of reporting or course engagement.

Discussion Leadership (15%)

There are two components to this grade. We will be reading and reviewing Alexander Gates *Reclaiming Our Planet: How Environmental History Can Help Solve the Climate Crisis* which was just released this summer. Each student will be responsible for reading, reviewing, and preparing at least one chapter over the course of the semester for discussions in Thursday's class. A guide to preparing for these discussions is on Canvas.

Each week one student will kick off the week's discussion on the assigned readings and hand in on Canvas, a prepared list of answers from the discussion guide. Students may be randomly asked to turn in their own discussion guides or notes on the readings outside of their designated Discussion Leadership week(s).

Midterm Exam (20%)

Thursday, October 17th, in class.

Final Exam (20%) [The Final Exam will be cumulative and held in-person in our regular classroom]

Thursday, December 19th 12pm-3pm, Held in-class in our regular classroom

Written Assignments (40%)

There will be one semester research paper due at the end of the semester on the last day of classes. A separate handout explaining this assignment is posted on Canvas.

[Due Dates and Assignment Details are on Canvas.](#)

Standard expectations of collegiate writing apply. The Rutgers Learning Center provides writing support if you are struggling with writing and composition or just want to improve your skills.

<https://learningcenters.rutgers.edu/student-services/writing-tutoring>

Use of AI such as ChatGPT is not permitted in any stages of the writing process on any assignment.

Submitting assignments: All assignments should be submitted via Canvas. Only Word documents will be accepted. should be double-spaced, using a readable 11 or 12-point font (e.g., Times New Roman), and 1-inch margins. Citations and any references should be formatted according to APA (American

Psychological Association) 7th edition guidelines. Papers should include a heading with your name, assignment title, and date. No cover page is necessary.

Emailed assignments may be accepted only in very exceptional circumstances

Late assignments and extenuating circumstances: Unless otherwise noted, all assignments are due at the time and date listed in the syllabus and/or on Canvas. However, if you are dealing with challenging circumstances and are unable to complete work on time, please let me know before the due date so that we can work out an alternative deadline. Otherwise, late work will typically result in a 5% deduction of points from your final grade for each day it is late: after 72 hours, you will receive a zero for that assignment. These late policies are intended to keep you on track, but I will be flexible if you let me know you are struggling.

Grading policies: Assignments will typically be graded within one to two weeks of the due date. Grades will be posted to the Canvas Gradebook. There are no re-submissions of papers or other assignments after the initial grading. If you have questions about your grade, please email me within one week of receiving the grade for the assignment.

Seeking assistance: Students are encouraged to drop by my office hours or meet with me by appointment to discuss any questions or concerns pertaining to the course, readings, assignments, etc. Students should not hesitate to seek continuing assistance throughout the semester. If you can't make my student office hours (Tuesdays 2pm-3pm), feel free to email me jack.l.harris@rutgers.edu to schedule an appointment in-person or on Zoom. If you email me with a question pertaining to class, you can generally expect a reply within 24-48 hours M-F; however, I ask that you reserve email for questions that will require only a brief response from me (a couple of sentences, maximum); if you have a more involved question or concern, please come to office hours, or schedule an appointment.

Over the course of the semester, you may be dealing with myriad challenges. Your health and well-being should always take priority! If you are having trouble keeping up with class, please reach out so that we can figure out accommodations for you. You do not owe me any personal information about your situation – it's enough to just let me know that you are struggling. However, you are always welcome to talk to me about things that you are going through. If I can't help, I will do my best to point you toward someone who can.

Extra credit

Opportunities may arise where extra credit will be granted for attendance at events outside of our class that have a connection to this class. However, these are rare and not guaranteed.

Grade Requirements

| | | |
|----|---------|-----------|
| A | 90-100% | Excellent |
| B+ | 86-89% | Very good |
| B | 80-85% | Good |

| | | |
|----|--------|-----------------------|
| C+ | 76-79% | Satisfactory |
| C | 70-75% | Fair |
| D | 60-69% | Minimum passing grade |
| F | <60% | Fail |

ACADEMIC INTEGRITY

Academic integrity means, among other things, that you:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

The consequences of scholastic dishonesty are very serious. You can find Rutgers' academic integrity policy at <http://academicintegrity.rutgers.edu/>.

Please feel free to ask for clarification if you are at the least bit unsure about whether something fulfills (or violates) the principles of academic integrity, or if you have questions about the academic integrity policy as it relates to assignments for this course.

Diversity, Equity, and Inclusion

It is our intention that students of all backgrounds will be well served by this course. We will work to create an environment of inclusion which respects and affirms the inherent dignity, value, and uniqueness of all individuals, communities, and perspectives. We are lucky to have a diverse university. Diverse voices and life experiences enhance the learning process and we welcome students to share their personal experiences. We will not tolerate disrespectful language or behavior against any individual or group. If you feel as though you have been disrespected or treated unfairly by the instructors or any other individual please let us know. You may speak with the instructors in person, over email or report anonymously via the Office of Academic Programs. In addition, you may also report bias to the Rutgers Diversity and Inclusion initiative using this link: <http://inclusion.rutgers.edu/report-bias-incident/>.

COPYRIGHT NOTICE

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole

copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's [Academic Integrity Policy](#). Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so.

SERVING STUDENTS WITH DISABILITIES

Students with documented disabilities who need accommodations in this class must do so through the [Rutgers Disabilities Services Office](https://ods.rutgers.edu/) (<https://ods.rutgers.edu/>). You can also speak with a SC&I adviser about your disability by [contacting the Office of Student Services](#) by phone 848-932-7550 or email undergrad@comminfo.rutgers.edu.

ADDITIONAL RESOURCES

Students are expected to become aware of university policies and services that will help them succeed in their academic work. You are responsible for following the guidelines specified in the university's academic integrity policy, procuring information literacy skills needed to succeed in academics, seeking advice when needed, and taking advantage of support services.

Students seeking help with academic advisement or class registration should contact the SEBS Office of Academic Programs in Room 214 in Martin Hall, 88 Lipman Drive or call 848-932-3000. You can also use the advising link located here: <https://sebs.rutgers.edu/advising/>. It is available 8am-5pm M-F except for holidays and university closures.

Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For information, check <http://rlc.rutgers.edu>. Rutgers also has a **Writing Coaching Program** (<https://rlc.rutgers.edu/student-services/writing-coaching>) where students can get online help with writing skills and assignments.

The RU Libraries offer scholarly resources from databases, indexes, and study guides to assist students with their academic coursework and research, as well as diverse library services and tools available to students. The library website is located at <http://www.libraries.rutgers.edu>.

STUDENT WELLNESS SERVICES

[Counseling, ADAP & Psychiatric Services \(CAPS\)](http://rhscaps.rutgers.edu/) (<http://rhscaps.rutgers.edu/>)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901

CAPS is a university mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

[Violence Prevention & Victim Assistance \(VPVA\)](http://vpva.rutgers.edu) (<http://vpva.rutgers.edu>)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling, and advocacy for victims of sexual and relationship violence and stalking to students, staff, and faculty. To reach staff during office hours when the university is

open or to reach an advocate after hours, call 848-932-1181.

[Disability Services \(ODS\) \(https://ods.rutgers.edu\)](https://ods.rutgers.edu)

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

[Scarlet Listeners \(http://www.scarletlisteners.com\)](http://www.scarletlisteners.com)

(732) 247-5555

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

RUTGERS CLIMATE & ENERGY INSTITUTE

The Rutgers Climate and Energy Institute (<https://rcei.rutgers.edu/>) seeks to contribute to a resilient, equitable, and sustainable climate future. RCEI connects faculty, staff, and students through transformative climate change research, innovation, education, and outreach. RCEI has 150 faculty and staff affiliates from all Rutgers campuses and is great place for student to explore interests in energy, environment, and sustainability more in-depth.

ABOUT THE PROFESSOR

Dr. Jack L. Harris (he/him) is an assistant teaching professor in sustainability and program director of the sustainability minor in the Department of Human Ecology within the School of Environmental and Biological Sciences. He teaches courses in sustainability, resilience, and disaster with an emphasis on community and organizational responses to complex environmental change. Jack received his B.A. in History at Rutgers and his master's and PhD in Communication at Rutgers in the School of Communication and Information Studies. While at Rutgers Jack was both an undergraduate associate and graduate fellow at Rutgers Eagleton Institute of Politics. He has taught corporate social responsibility & social impact and organizational theory courses at the University of Illinois, strategic and organizational communication, including courses on disasters, at SUNY New Paltz, and ran research projects at Northwestern's Network for Nonprofit and Social Impact where he also taught a master's course on nonprofit leadership and the core PhD course on research responsibility & ethics in the School of Communication.

His research crosses the areas of Disaster, Resilience, and Sustainability. Dr. Harris published a book on long-term recovery after disaster last year. *Hyperlocal Organizing: Collaborating for Recovery over Time* explores the broad multi-level interorganizational landscapes needed to solve problems of long-term recovery after disaster. His current research program seeks to understand the institutional framework of sustainability in communities and organizations and the ways in which sustainability contributes to economic and social well-being.

COURSE SCHEDULE

The following is a “working schedule.” While we will likely stick fairly closely to the syllabus, readings and other assignments are subject to change based on the interests, understanding, and general pace of the class. It is your responsibility to keep on top of any schedule changes, whether you are in class or not.

**Readings and assignments are subject to change.
All changes will be posted and announced via Canvas.**

Week 1: Introduction: Environmental Histories

Readings: Cronon, W. (1993, Autumn). The Uses of Environmental History. *Environmental History Review* 17(3). 1-22;
Merchant, C. (2003). Shades of darkness: Race and environmental history. *Environmental History*, 8(3), 380-394.

Discussion Leadership: None

Assignments Due: **Syllabus Quiz Due by Friday 5pm.**

Week 2: Climate History; Agriculture & Environment

Readings: Shaw, J. (2020). New England’s Forest Primeval. *Harvard Magazine*;
<https://www.harvardmagazine.com/2020/01/natural-ecology-in-new-england>;
Carey, M. (2012). Climate and history: a critical review of historical climatology and climate change historiography. *Wiley Interdisciplinary Reviews: Climate Change*, 3(3), 233-249.
Cordova, C., & Porter, J. C. (2015). The 1930s Dust Bowl: Geoarchaeological lessons from a 20th century environmental crisis. *The Holocene*, 25(10), 1707-1720.

Discussion Leadership: None; **EVERYONE**, answer Discussion Questions on Canvas.

Assignments Due:

Week 3: Sustainability: Past, Present, and Future

Readings: Caradonna, J.L. (2022). “Sources of Sustainability in the Early Modern World.” pp. 22-54. *Sustainability: A History*.
Discussion Leadership: Gates, 2024, Chapter 1: The Reality of Climate Change
Assignments Due:

Week 4: Climate, Environment, and Landscape in New Jersey

Readings: Knoblach, M. (2019). Native Americans and New Jersey’s Environment at First Contact. *New Jersey Studies, An Interdisciplinary Journal*. July 2019.
“The Long Legacy of Oysters in North Jersey,” Sarah Griesbach, *Hoboken Girl*, (April 29, 2022)
<https://www.hobokengirl.com/oysters-history-hudson-river-new-jersey/>
“Oyster Shells in My Front Yard.” Morgan Memories
<https://www.morgan-nj.org/blog/sample-page/morgans-people-places/things/morgan-memories-oyster-shells-in-my-front-yard/>

"How Black Americans Helped Build The Oyster Industry," American Littoral Society Blog, (Feb. 21, 2023)

<https://www.littoralsociety.org/blog/oyster-boom-provided-path-to-freedom-for-black-americans>

"New Jersey: The Birthplace of the American Glass Industry." Maureen Stanley, *Beachcombing Magazine*, (October 6, 2020).

<https://www.beachcombingmagazine.com/blogs/news/new-jersey-the-birthplace-of-the-american-glass-industry>

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Discussion Leadership: Gates (2024). Chapter 9: Current Climate Change Efforts
Assignments Due:

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Week 5: Industrial Revolutions

Readings: Caradonna, J.L. (2022). "The Industrial Revolution and its Discontents." *Sustainability: A History*. pp. 55-88.

Discussion Leadership: Gates (2024). Chapter 5: The Air that We Breathe
Assignments Due:

Week 6: Chicago and the Great West

Readings: White, R. (1992, Summer). Reviewed Work(s): Nature's Metropolis: Chicago and the Great West, 1848-1893 by William Cronon. *Environmental History Review*. 16(2). 85-91.

Discussion Leadership: Gates (2024). Chapter 4: Fixing a Hole in the Ozone
Assignments Due:

Week 7: Great Transformations

Readings: Dale, G. (2021). Karl Polanyi, the new deal and the Green New Deal. *Environmental Values*, 30(5), 593-612.

Discussion Leadership: **NONE, MIDTERM EXAM THIS WEEK**

Assignments Due: **MIDTERM EXAM THURSDAY OCTOBER 17TH**

Week 8: The American Conservation Movement

Readings: Bates, J. L. (1957). Fulfilling American democracy: The conservation movement, 1907 to 1921. *The Mississippi Valley Historical Review*, 44(1), 29-57.

American Conservation in the Twentieth Century, *National Park Service Blog*

<https://www.nps.gov/articles/000/american-conservation-in-the-twentieth-century.htm>

Conservation: U.S. Forest Service Blog

<https://www.fs.usda.gov/detailfull/greytowers/aboutgreytowers/history/?cid=stelprd3824701>

"An Unblinking History of the Conservation Movement:" Scientific American, October 21, 2021.

<https://www.scientificamerican.com/podcast/episode/an-unblinking-history-of-the-conservation-movement/>

Discussion Leadership: Gates (2024). Chapter 8: Pollution Time Bombs

Assignments Due:

Week 9 The American Environmental Movement

Readings:

Praskievicz, S. (2021). From Hetch Hetchy to the Cuyahoga: How rivers shaped the American environmental movement. *The Professional Geographer*, 73(1), 26-37.

Griswold, E. (2012). How 'Silent Spring' ignited the environmental movement. *The New York Times*, 21, 2012.

Dunn, R. (2012). In retrospect: silent spring.

Discussion Leadership: Discussion 1.) Gates, 2024, Chapter 2: Rachel Carson, DDT and Other Banned Pesticides; Discussion 2.)Gates, 2024 Chapter 7: Burning Rivers and Urban Surface Water Pollution

Assignments Due:**Week 10: The Rights of Nature**Readings:

"The Rights of Nature: Can an Ecosystem Bear Legal Rights?" Tiffany Challe, April 22, 2021, *Columbia Climate School News Blog*.

<https://news.climate.columbia.edu/2021/04/22/rights-of-nature-lawsuits/>

Cronon W. (1996). The Trouble with Wilderness, or Getting Back to the Wrong Nature. *Environmental History* 1(1). 7-28.

Peterson, A. (1999). Environmental ethics and the social construction of nature. *Environmental Ethics*, 21(4), 339-357.

Discussion Leadership:Assignments Due:**Week 11: The Treadmill of Production: Ecological Modernizations and Green Revolutions**

Readings: Schnaiberg, A., Pellow, D. N., & Weinberg, A. (2002). The treadmill of production and the environmental state. *The environmental state under pressure*, 10, 15-32.

Discussion Leadership: Gates (2024). Chapter 11: It Isn't Just Climate Change

Assignments Due:**Week 12: Food**

Readings: Reisman, E., & Fairbairn, M. (2021). Agri-food systems and the Anthropocene. In *The Anthropocene* (pp. 57-67). Routledge.

Discussion Leadership: Gates (2024). Chapter 10: What Else Can Be Done?

Assignments Due:**Week 13: Energy**Readings:

Smil, V. (2004). World history and energy. *Encyclopedia of energy*, 6(558). (13 pages)

Sieferle, R. P. (1990). The energy system—a basic concept of environmental history. In *The silent countdown: Essays in European environmental history* (pp. 9-20). Berlin, Heidelberg: Springer Berlin Heidelberg.

Discussion Leadership: Gates (2024) Chapter 3: Get the Lead Out

Assignments Due:

Week 14: Disaster(s)

Readings:

Ricceri, M. (2024). Pandemic and Social Crisis in EU Policies: From the “Green New Deal”(2019) to the “Porto Social Summit”(2021). The Open Challenge of the Social Taxonomy. In *Shifts and reorientation within the social-crisis and catastrophe: towards the realization of pandemic epistemological processes* (pp. 5-32). Wiesbaden: Springer Fachmedien Wiesbaden.

Pastor, M., Bullard, R., Boyce, J. K., Fothergill, A., Morello-Frosch, R., & Wright, B. (2006).

Environment, disaster, and race after Katrina. *Race, Poverty & the Environment*, 13(1), 21-26.

Mitchell, J. K. A century of natural disasters in a state of changing vulnerability: New Jersey 1900-99.

Discussion Leadership: Gates (2024). Chapter 12: If We Ignore It, Will It Go Away?

Assignments Due:

Week 15: The Green New Deal

Readings: Brown, D., Brisbois, M. C., Lacey-Barnacle, M., Foxon, T., Copeland, C., & Mininni, G. (2023). The Green New Deal: historical insights and local prospects in the United Kingdom (UK). *Ecological Economics*, 205, 107696.

Discussion Leadership: Gates (2024)

Assignments Due:

**Week 16: FINAL EXAM: THURSDAY, DECEMBER 19TH
12PM-3PM IN OUR REGULAR CLASSROOM**

Department of Human Ecology
School of Environmental & Biological Sciences
Environmental History
11:374:312:01
Fall 2024

Semester Term Paper Assignment

One of the key goals of this course is to introduce you to historical thinking and methods. In history we use different types of evidence to assess human and social relationships at a particular point in time. Identifying the types and validity of different types of sources is important for establishing a base from which we can develop evidence to assess or analyze a topic of historical importance or significance.

In this course we will use information and records available at the Rutgers University Libraries and the Rutgers Archives to explore a topic related to New Jersey Climate or Environmental History.

Elements of the Paper

The Final paper is a 10–15-page research paper (exclusive of references and appendixes) using primary and secondary sources that explores an important topic in New Jersey climate or environmental history. The paper should be worked on over the course of the semester with the final paper due on December 11th (the day before Reading Day) by 5pm. This paper should be double spaced, Times New Roman, 11- or 12-point font. The Schedule below lists the key elements and due date related to the development of this paper. It is a “scaffolded” assignment which means that we will be working incrementally on this paper over the course of the semester and discussing your research over the course of the semester.

Schedule

All assignments should be received no later than 5pm on the day they are due.

December 11th: Final Paper Due (50%)

November 7th: Research Paper Outlines Due (20%)

November 1st: Annotated Bibliography Due (25%)

October 4th: Final Topic For the Paper Due (2.5%)---**May be some flex here....**

September 19th: Preliminary Topic(s)/Statement of Interest Due (1.5%) **[These dates will be tweaked a bit and we will discuss in class on 9/19]**

September 13th: Short “zero draft” list of topics you might be interested in exploring this semester. We’ll discuss these in class the following week. (1%) **[These dates will be tweaked a bit and we will discuss in class**

on 9/19]

In general assignment instructions and guidelines will be posted as an individual file to Canvas. This document will also be updated and reposted on Canvas over the course of the semester.

Due Friday September 13th by 5pm --- Preliminary ideas for research

A brief list or discussion of topics you might be interested in exploring through research this semester should be developed this week while I am attending the National Sustainability Conference the week of September 9th.

Students should generate a list of potential subjects or topics you might be interested by exploring the syllabus and some of the holdings at Rutgers Libraries.

Broader topics related to American History and how you can access them through the Rutgers Libraries can be found here: https://libguides.rutgers.edu/american_history

This writeup is very preliminary and you are not committed to one particular topic. The idea is to generate some ideas which we'll discuss the week of September 16th. You can submit either a short list of ideas or a short 2-3 paragraph discussion of your ideas.

Your brief writeups should include two elements:

- The topic itself and what interests you in it
- Possible Primary Sources you can use to research your topic. Primary sources are contemporary, original sources that were generated during a time period(s) close to the time of the event you are studying. These can include newspaper articles, organizational reports, meeting minutes, agendas, datasets, including sources like account ledgers, shipping manifests, financial reports, and so forth,

Primary Sources at the Rutgers Libraries can be explored here:

<https://libguides.rutgers.edu/c.php?g=854197&p=7784140>

Primary Sources related to NJ Environmental History at the Rutgers Libraries can be found here:

<https://libguides.rutgers.edu/c.php?g=854197&p=7784140>

Topics Related to New Jersey Climate or Environmental History that could be explored could include (but are not limited to):

Please feel free to develop your own ideas and topics for research as well. That's ½ the fun, identifying and

drilling down on something you are interested in and would like to spend time exploring further.

Possible Research Areas:

- Hurricanes along the New Jersey Shore
- Coastal Flooding
- Riverine Flooding
- Sea Level Rise
- The NJ Climatological Record
- NJ Fisheries
- The NJ Oyster Industry
- Agriculture and Natural Resources Communities and Industries
- Indigenous Peoples and Land Uses
- New Jersey Land Cover and Uses
- Toxic Waste and/or Superfund
- Industrialization
- Urbanization
- Suburbanization
- Farmland Preservation
- Conservation and Recreation
- Tourism and Its impact on NJ Natural Resources
- The Pinelands
- The Highlands
- The Delaware River Watershed
- The Raritan River/Bay and Associated Watershed
- Newark Bay

Annotated Bibliography
Environmental History
011:374:312:01
Due November 1st 2024

Writing an annotated bibliography provides you an opportunity to organize the sources you will be using in your research or seminar paper. An annotated bibliography is simply a reference page, or bibliography, with your key sources listed in alphabetical order and a short paragraph describing the source, its credibility, and usefulness for your research included in the paragraph. Each paragraph will follow your bibliographic citation.

For this paper we will be using APA Format:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Each bibliographic entry should include the following and should be brief and readable or scannable at a glance. The goal of this exercise is to help you organize your ideas and sources and identify important resources for your research and writing.

Guidelines

- Each annotation should follow the bibliographic entry on a separate line below the entry. There is typically a 2-line break underneath the entry. These should include:
- A 1-2 sentence summary of the source.
- A brief discussion of the key arguments, findings, or information contained in the source (if it is a secondary source).
- For primary sources, include a summary and an evaluation or discussion of the relevance and importance of the source for your project. These should include a) type of source b) where the source was located or found and c) author or authors name (if it is a letter, newspaper article, journal entry, etc.)
- The importance of the source for your project and how you might use it.

The annotated bibliography should include a minimum of 5-7 secondary sources and a listing of 3-5 primary sources that might be useful for your project. Even if you have not begun the primary research, you should be able to least identify key digital, archival, or library resources that could be used for your research. Why they might be important and what information you hope to obtain, evaluate, or analyze from the primary source. However, you should not pick or adhere to some arbitrary number of sources just to meet a specified requirement. You should review and use as many sources as necessary to fully explore your topic.

Here are some helpful guides for writing an annotated bibliography:

Rutgers Writing Centers: Writing the Annotated Bibliography -

https://writingctr.rutgers.edu/images/documents/studentonlineresources/201_301/annotatedbibliography.pdf

UCLA History Department: Writing an Annotated Bibliography- https://history.ucla.edu/wp-content/uploads/2022/01/annotated_bibliographies.pdf

Purdue OWL: Annotated Bibliography Samples -

https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotat

[ed_bibliography_samples.html](#)

Topic Development Guidelines for Environmental History Paper

Just a quick reminder that on Thursday 9/26, we'll discuss our topic ideas for the semester paper in class a bit. Each of you have a general idea of what you'd like to work on and you should spend the next couple of days trying to ensure that this is an area of interest. These don't have to be fully developed yet, but you should have a clearer focus of what you want to work on. Some guidelines for doing this are below.

The preliminary topic developments with deadlines of 9/13 and 9/19 have been changed. We'll be doing this as a combination of in-class (last week and this week) and out of class work (see below). Everyone that turns in work will get full points on the 9/19 and 9/13 assignment date.

Topic Due Dates: 10/4, preliminary topic due. 10/11 final (or almost final topic due).

Guidelines for Developing a Research Topics and Developing a Research Paper

Generally, you should first try and narrow your focus. For instance, if you are interested in Native American interactions in New Jersey, what are you interested in exploring? First encounters with European settlers? Expulsion and relocation from NJ? Agricultural or Fisheries practices? Hunting? Forest Management?

Particular geographic areas like Ramapo or Navesink?

Then, do a few searches at the Rutgers library online or in-person. Does there seem to be info on my topic? Is there enough? Is it easily accessible? You may even want to check out a book or two on your topic to start developing some background knowledge and to begin generating ideas for exploration.

Library Topic Guides are here:

<https://libguides.rutgers.edu/c.php?g=854197&p=7784140>

https://libguides.rutgers.edu/scua_environmentalhistory

A Guide on Writing Historical Essays from the Rutgers History Department is here:

<https://history.rutgers.edu/academics/undergraduate/writing-historical-essays>

Rutgers Libraries has a Guide on Starting the Research Process:

<https://www.libraries.rutgers.edu/research-support/tutorials-information-literacy-and-critical-thinking/getting-started-research>