

CFB/History 3309
North American Environmental History
SMU-in-Taos, June Term 2013

Professor Andrew R. Graybill
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This course examines the past interactions between human societies and the natural world on the North American continent, with particular emphasis on the region that is now the American Southwest. This relationship is complex, for the environment reveals the effects of people's influences but also shapes human history by creating and limiting our possibilities. Members of the course will investigate this reciprocal relationship through the investigation of specific themes, including the following: Native American resource management; the ecological impact of European arrival in the New World; resource exploitation and commodification in the industrial age; changing ideas about nature; and the roots of current environmental problems and the political solutions devised to address them.

READINGS:

Two books are required for this course. I will also post several articles on Blackboard (marked *).

Krech, Shepard III. The Ecological Indian: Myth and History. New York: Norton, 1999.
Merchant, Carolyn, ed. Major Problems in American Environmental History (3rd ed.).
Boston: Houghton-Mifflin, 2011.

COURSE GOVERNANCE:

If you need academic accommodations for a disability, you must first contact Rebecca Marin in the office of Services for Students with Disabilities (rmarin@smu.edu) to verify the disability and to establish eligibility for accommodations. You should then schedule an appointment with me in order to make appropriate arrangements. Students who require accommodation for this class must contact both Ms. Marin and me no later than Tuesday, June 3.

I take plagiarism – stealing and passing off another's ideas as your own, or using information without crediting the source – very seriously. Please consult the SMU Honor Code (http://smu.edu/studentlife/studenthandbook/PCL_05_HC.asp) for a fuller explanation of this offense. Some specific examples of actions that constitute plagiarism include pasting together uncredited information or ideas from the internet or published sources; submitting an entire paper written by someone else; submitting a paper written for another class (and thus not original work); and copying another student's work (even with that student's knowledge and permission). In short, when you write your essays for this course, you will need to be meticulous about giving credit to any and all sources. As this is so important, if you have any questions at all, please do not hesitate to let me know.

Finally, a note on professionalism. Discourteous or disruptive conduct will not be tolerated. You must arrive at class punctually and join in our activities for the entirety of the session. So as not to distract from your own learning or that of your classmates, you may not use cell phones, iPods, or any other PDAs during class (they must be stowed, out of sight, before we begin). Neither may you use laptop computers of any kind during class. I realize this may be inconvenient for some, but it is nonnegotiable.

COURSE REQUIREMENTS:

Students will be expected to participate actively in class discussions, and will also complete two essays and a comprehensive final examination (details to come). Furthermore, I will reward your hard work with several, easy-to-ace in-class quizzes that will cover readings, class material, or both.

Final grades will be calculated as follows:

Class Participation:	10%
Quiz Average (dates TBA):	15%
Essay #1 (due June 14):	25%
Essay #2 (due June 28):	25%
Final Exam (July 2):	25%

LEARNING OUTCOMES:

- Students will be able to analyze both secondary and primary historical evidence.
- Students will be able to develop and support extended historical discussions in their own prose, based both on critical understanding of specific historical problems and on evaluation of secondary and primary evidence.
- Students will continue to be able to meet the Student Learning Outcomes from the Foundation of Written Discourse, Introduction to Academic Discourse, and Inquiry Seminar classes.
- Students will be able to write thesis-driven texts that analyze, evaluate or synthesize information and concepts presented in the course.

SCHEDULE OF CLASSES AND READINGS:

WEEK 1:

6/3: Arrival at Fort Burgwin

6/4: Course Introduction

Merchant, Major Problems, chapter 1

6/5: Three Islands

*Jared Diamond, Collapse, chapters 2-3

6/6: Native Americans

Krech, The Ecological Indian, chapters 2-3

6/7: Field Trip: Taos Puebloⁱ

*Andrew Graybill, "The Return of Blue Lake to Taos Pueblo,"

WEEK 2

6/10: Ecological Invasions

Merchant, Major Problems, chapter 2

6/11: Field Trip: Pot Creek Pueblo (with Mike Adler)

Reading TBA

6/12: The Industrial Revolution

Merchant, Major Problems, chapters 6, 8

6/13: Field Trip: Fort Burgwin (with John Ubelaker)

*Fred Wendorf, The Fort Burgwin Research Center, chapters 1, 3

6/14: Essay #1 due by 5:00PM via Blackboard

WEEK 3:

6/17: Naturalists

*Henry David Thoreau, Walden

6/18: Field trip: El Valle (with Bill deBuys)

*Bill deBuys, River of Traps, TBD

6/19: Preservation

Merchant, Major Problems, chapter 11

6/20: Conservation

Merchant, Major Problems, chapter 10

6/21: Energy

Merchant, Major Problems, chapter 14

WEEK 4:

6/24: Hydraulic Society

*Donald Worster, "Hoover Dam: A Study in Domination"

6/25: Field Trip: Taos Valley watershed (with Sylvia Rodriguez)

ⁱ Dates and times (and feasibility) of all field trips are subject to change as these events must be coordinated with other aspects of the Taos program.

*Sylvia Rodriguez, "Land, Water, and Ethnic Identity in Taos"

6/26: From Conservation to Environment

Merchant, Major Problems, chapter 13

6/27: The Environmental Movement

Merchant, Major Problems, chapter 15

6/28: Essay #2 due by 5:00PM via Blackboard

WEEK 5:

7/1: Exam Review

7/2: Final Exam

7/3: Depart from Fort Burgwin