

CFB/History 3309
North American Environmental History
SMU-in-Taos, June Term 2018

Fulfills HC (breadth), W, and KNW

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:

Three books are required for this course. I will also post several articles on Canvas (marked *), including chapters from Fred Wendorf's volume on Fort Burgwin.

deBuys, William. River of Traps: A New Mexico Mountain Life. San Antonio: Trinity University Press, 1990.

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 Wednesday, June 6.

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 in-class essays and a comprehensive take home 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 (factored into participation grade).

Final grades will be calculated as follows:

Class Participation:	25%
In-Class Essay #1 (June 11):	25%
In-Class Essay #2 (June 15):	25%
Take Home Final Exam (June 24):	25%

LEARNING OUTCOMES:

- Students will contextualize, in their own prose, main events, actors, and primary sources in a defined historical period
- Through multiple opportunities supervised and/or directed by a professor, an editor or other authority, students will demonstrate proper use of language through completion of a substantial amount of purposeful writing appropriate for a specific or targeted audience
- Students will demonstrate knowledge of more than one disciplinary practice, and explain how bringing more than one practice to an examination of the course topic contributes to knowing about that topic

SCHEDULE OF CLASSES AND READINGS:

WEEK 1

6/5: Arrival at Fort Burgwin

6/6: Course Introduction and Field Trip: The Ecology of the Taos Valley (with John Ubelaker)ⁱ

Merchant, Major Problems, chapter 1

6/7: Indigenous Peoples and Field Trip: Pot Creek Pueblo (with Mike Adler)

Krech, The Ecological Indian, chapters 1-3

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

6/8: Field Trip: Taos Pueblo

*Graybill, “‘Strong on the Merits, and Powerfully Symbolic’: The Return of Blue Lake to Taos Pueblo”

WEEK 2

6/11: Ecological Invasions and First In-Class Essay

Merchant, Major Problems, chapter 2

6/12: Ways of Knowing (KNW) – No Class Meeting**6/13: The Industrial Revolution and Field Trip: Fort Burgwin (with John Ubelaker)**

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

6/14: Field trip: El Valle (with Bill deBuys)

deBuys, River of Traps, chapters 1-6

6/15: Naturalists and Second In-Class Essay

deBuys, River of Traps, chapters 7-14

WEEK 3

6/18: Field Trip: Taos Valley Watershed (with Sylvia Rodriguez)

*Sylvia Rodriguez, “Land, Water, and Ethnic Identity in Taos”

6/19: Preservation and Conservation

Merchant, Major Problems, chapters 10 and 11

6/20: Field Trip: Earthships

*Henry David Thoreau, Walden

6/21: The Bambi Syndrome

Merchant, Major Problems, chapter 13

6/22: Departure from Fort Burgwin (take home exam due by 5:00PM on 6/24)