



ORIGINAL

421

Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5

Curriculum Proposal



Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		(Check all that apply):		Proposal #	121
College:	Social and Behavioral Sciences	<input checked="" type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	History	<input checked="" type="checkbox"/>	Graduate	Academic Year	05-06
Program:			CIP #	(For Office Use Only)	
Type of Change	COURSE PROPOSALS			Course Designator	Number of
Proposed:	New Course			and Number	Credits
Title Current:					
Title Proposed:	American Environmental History			History 486/586	4
24-Char. Abbrev:	American Environmental			(if applicable)	

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

This course will examine the interaction between humans and the American environment from pre-Columbus to the present.

Rationale or Justification for change:

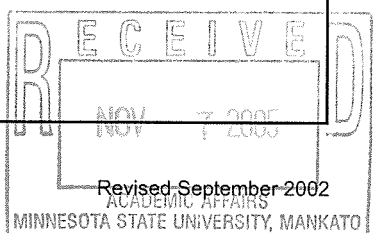
The department does not offer any course that introduces undergraduates and graduates to the study of the history of the environment, an important area for inquiry and research.

For General Education or Cultural Diversity Courses Only

General Education Course:		Cultural Diversity Course:
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.)
N/A		<input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
N/A		<input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
N/A		
? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.		
Attach paper copies of the following:		
a. Syllabus or course outline.		
b. Course's student learning outcomes associated with each GE competency or CD designation.		
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.		

For New Courses

(Check all that apply):	Instructional Type:	Lecture	Course will be offered:
<input checked="" type="checkbox"/> Course is an elective.	Grading Format:	<input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program			<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:			<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)			
<input checked="" type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)			
Attach paper copies of the following:			
a. Syllabus or course outline.			
b. Course's student learning outcomes.			
c. A list of resources required to offer and support this course.			
d. A description of how teaching this course will affect department staffing.			
e. If 400/500 level course, an explanation of added expectations of graduate students.			





Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Margaret Plonka 10-13-05
 Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Fred Alarum 11-1-05
 Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

William F. Hooper 11/7/05
 Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Mark Tomlin 12/10/05
 UCAR Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

 Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

 Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 12/21/05
 Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

[Signature] 12/21/05
 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

HIST 4XX/5XX American Environmental History

Course Proposal – New Course

Rationale or Justification for Change

Environmental history is a burgeoning field that has grown exponentially over the course of the past decade. Much of the most innovative research, especially in terms of Native American history and the American West, is being done with an environmental history perspective. At present, Minnesota State University, Mankato does not offer a course in environmental history. A course in American environmental history will broaden and strengthen the university's American history program. It will also provide graduate students with an important theoretical framework that many will encounter if they pursue doctoral studies, particularly in American history. Students from other disciplines, especially in the sciences, should find this course appealing.

Copies of this course were shared with the Department of Biological Sciences and with the Department of Geography.

HIST 4XX/5XX – American Environmental History

Course Proposal – New Course

- a and b. The course syllabus, including student learning objectives, is attached.
- c. The Minnesota State University, Mankato library already holds a number of the most salient works within American environmental history. Moreover, JSTOR and the History Cooperative provide students with online access to a variety of academic journals, some of which are not held by the library. Of most import is access to *Environmental History*, the major journal in the field, via History Cooperative. The library also subscribes to a number of non-history journals and online databases that are related to the study of environmental history. Because environmental history is interdisciplinary by nature, a number of these journals are in the sciences.
- d. There is currently a member of the Department of History who can teach the course. The course would become a part of the regular course rotation for said faculty member.
- e. Graduate students are expected to write longer entries in their readings journal each week. They will also write a longer research paper. All work submitted by graduate students must be of a graduate-level quality. The standards are higher for graduate students.

SAMPLE SYLLABUS
American Environmental History
History 4XX/5XX

Prof. Lori Ann Lahlum
221N Morris Hall
E-mail: lori.lahlum@mnsu.edu
Telephone: 389.6334
Dept. of History (messages): 389.1618
Dept. of History office: 110 Armstrong Hall

Office hours: MW, 2:00 p.m. – 4:00 p.m.; T, 2:00 p.m. – 3:50 p.m. and 5:00 p.m. – 5:50 p.m.; or by appointment

Potential Course Materials:

Required:

Ernest Callenbach, *Ecotopia*

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England*

Alfred Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*

Ari Kelman, *A River and Its City: The Nature of Landscape in New Orleans*

Theodore Steinberg, *The Environment in American History*

Donald Worster, *Dust Bowl: The Southern Plains in the 1930s*

Articles on reserve

Articles via JSTOR and (some also in the library--noted on syllabus)

Recommended:

A Manual for Writers of Term Papers, Theses, and Dissertations by Kate Turabian (6th ed.)

Important Course Dates

- Last day to change grading method
- Last day to withdraw from the class
- Final exam

Catalogue Description

This course will examine the interaction between humans and the American environment from pre-Columbus to the present.

Student Learning Objectives

This course is designed to:

1. foster an understanding of the theoretical discussions related to American environmental history. Essay examinations, discussions, and journal entries will be used to evaluate the mastery of this objective.
2. foster an understanding of and engender discussion on the interactions between human beings and the natural world in the United States and the role the natural world (physical environment) has played in American history. Essay examinations and discussions will be used to evaluate the mastery of this objective.
3. promote the development of critical thinking skills and writing skills. Essay examinations, the research project, discussions, and the journal entries will be used to evaluate the mastery of this objective.
4. provide the opportunity for students to delve deeply into a very narrow aspect of American environmental history and promote the development of research skills. Because this is an upper-divisional and graduate-level course, research is an important course objective. Upon completion of this course, students should be familiar with the rudiments of historical research and writing. The research paper will be used to evaluate mastery of this objective.
5. encourage students to articulate their impressions of assigned readings, via in-class discussions and journal entries, in a thoughtful and reasoned manner. Instructor and student assessments of class participation will be used to evaluate in-class discussions and activities.

Course Philosophy and Policies:

Attendance: Students are expected to attend class and are responsible for all material covered in class. Lecture material can, and often will, come from sources other than the texts. That material will be included on examinations. In-class discussions will enhance the lectures and texts. This material is also subject to inclusion on examinations. The class roster will be read at each class meeting.

This is not strictly a lecture course. Class participation is very important. Students absent on discussion days will not receive any credit for participation on those days. In emergency situations students will be allowed to complete an alternate assignment to make up the discussion.

Academic Integrity: Students are assumed to conduct themselves in a manner that upholds the University's Academic Honesty policy. According to the policy, "students assume the responsibility to fulfill their academic obligations in a fair and honest manner. This responsibility involves avoiding such inappropriate activities as plagiarism, cheating or collusion." For further clarification on the Academic Honesty policy, see:

<http://www.mnsu.edu/supersite/administration/basic-stuff/policies.html>.

ADA: If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at 507.389.2825 (V) or 1.800.627.3529 (MRS/TTY)

Late Work: Late assignments will be dropped one letter grade.

Desire to Learn: D2L is used to augment the course.

Evaluation:

Student performance will be evaluated as follows:

- 1. Essay Examinations - 300 points (MUST BE WRITTEN IN BLUE BOOKS)**

There will be two (2) examinations over the course of the semester – a midterm and a final. The midterm examination will contain a number of essay questions and students will select two of the questions to answer. The final examination will consist of a non-comprehensive in-class essay examination and a comprehensive take-home examination. The final examination is worth twice as much as the midterm exam (200 points);

each section (in-class and take-home) of the final will carry the same weight as the midterm examination. The comprehensive portion of the final examination **must** be word-processed and double-spaced.

There will be **no** make-up examination unless the student receives permission **prior** to the examination.

2. Research Paper - 300 points

In consultation with the instructor, each student will select a topic for a research paper. The topic must be relevant to the course. All topics must be cleared with the instructor by week 3. It is acceptable to e-mail the paper topic. Students must turn in a bibliography containing at least ten potential book and journal sources in addition to a variety of primary sources. The bibliography (**worth 10 points**) is due on week 4. A more detailed paper proposal (at least one paragraph with thesis statement and bibliography – at least 10 book sources, 5 journal sources, and 5 primary sources; **worth 15 points**) is due on week 6. Students will meet with the instructor about their papers on week 8.

The undergraduate paper will be between eight (8) and fifteen (15) pages in length (excluding title page, end notes, bibliography, and appendix), word-processed, and double-spaced. Graduate students will submit a paper of no less than fifteen pages (excluding title page, end notes, bibliography, and appendix). **Sources cited, either with footnotes or endnotes, must be documented in a proper manner for writing history.** It is, therefore, recommended that students purchase *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate Turabian. This method of citation (Chicago Style with footnotes or endnotes) **must** be used. An abbreviated style sheet will be available on D2L. Papers not meeting the minimum requirements, as well as late papers, will be dropped one letter grade. **Papers not cited correctly will be re-worked or they will not receive a grade.** Papers receive a letter grade and corresponding point equivalent.

NB! All material that is not “common knowledge” (i.e., the Civil War began in 1861 is common knowledge, however, causes for the war are open to interpretation and **must be cited**) **must be cited.** This is critically important. **All information, not merely quotations, needs to be cited.** When in doubt, cite. **At minimum, cite at the end of each paragraph, but do not include your own interpretation in the citation.**

The final research paper (275 points) is due week 15. Turn in two copies of the paper.

3. Readings Journal - 100 points

Each week students will keep a readings journal. In this journal, students will write about their reactions to the readings and reflect upon the readings in a thoughtful, critical manner. It is not necessary to write about all of the week's readings. It is better to provide cogent analysis on one reading rather than briefly skim the surface of many readings. Undergraduate students are required to submit one-half page per week; graduate students are required to turn in one - two pages per week. The journal entries will be collected at the start of each class period. These entries will be returned with comments. At the final exam, students will turn in the entire journal (the copies with comments), and the journal will receive a grade in its entirety.

4. Discussions and Participation - 100 points

The participation component of the course grade will be predicated upon the in-class discussions. While much of this course is of a lecture nature, dialogue among students and between the students and the instructor is an important means of fostering an understanding of the course material. To that end, there will be a series of discussions throughout the course. Students are *expected* to attend these discussions having read the assigned material and being prepared to talk about the material. Students will assess their own participation as well as the participation of their colleagues. The instructor, however, makes the final grade decisions. Each discussion will be worth 10 points.

Lectures, Readings, and Assignments (subject to change)

Week 1	Intro to Course; What is Environmental History? Donald Worster, et al., "Environmental History: A Roundtable," <i>Journal of American History</i> (1990): 1087-1147. Alfred W. Crosby, "The Past and Present of Environmental History," <i>The American Historical Review</i> 100 (October 1995): 1177-1189 View "The Lorax"
Week 2	Native America & Colonial Encounters Steinberg, Prologue, Ch. 1 Crosby, entire book

- Week 3 Colonial America
Cronon, entire book
Steinberg, ch. 2 & 3
- Week 4 Antebellum Agriculture
Steinberg, Ch. 4, 5
- Week 5 Mining the West
Steinberg, Ch. 7, 8
- Week 6 19th Century Responses to the Natural World
Selections from *Walden*
Steinberg, Ch. 3
- Week 7 The Great Plains Transformed

Pekka Hämmäläinen, "The Rise and Fall of Plains
Indian Horse Cultures" *The Journal of American History*
vol. 90, #3 (Dec. 2003)

Dan Flores, "Bison Ecology and Bison Diplomacy:
The Southern Plains from 1800 to 1850," *Journal of
American History*, 78 (September 1991), 465-485
- Week 8 Midterm
Paper Conferences
- Week 9 Industrialization
Steinberg, Ch. 10, 11, 12
- Week 10 Conservation vs. Preservation
Steinberg, Ch. 9, 13

Donald Worster, "John Muir and the Modern Passion
for Nature," *Environmental History* 10 (January 2005)
- Week 11 The Great Depression; The Federal West
Worster, entire book

Selections from *Sand County Almanac*

Donald Worster, "The Legacy of John Wesley
Powell," in *An Unsettled Country: Changing Landscapes
of the American West* (on reserve in the library)

- Week 12 A Modern Environmental Movement
Callenbach, entire book
- Adam Rome, "‘Give Earth a Chance’: The Environmental Movement and the Sixties," *Journal of American History* 90 (September 2003)
- Week 13 Land Use; Wise Use
William Cronon, "The Trouble with Wilderness; or, Getting Back to the Wrong Nature" in Cronon, ed., *Uncommon Ground*, 69-90 (on reserve in the library)
- Week 14 The 21st Century
Kelman, *A River and Its City*, entire book
- Ari Kelman, "City of Nature: New Orleans’ Blessing; New Orleans’ Curse" available at <http://slate.msn.com/id/2125346/>
- Week 15 **PAPER DUE - TURN IN TWO (2) COPIES**
Environmental History Revisited
Steinberg, Ch. 14, 15
- Richard White, "‘Are You an Environmentalist or Do You Work for a Living?’: Work and Nature" in *Uncommon Ground* (on reserve in the library)
- Virginia R. Scharff, "Man and Nature! Sex Secrets of Environmental History," in Scharff, ed., *Seeing Nature Through Gender* (on E-Reserve)
- Finals Week **Final Examination (in-class)**
- Take-home portion of the final exam**
- Turn in readings journal**

Piehl, Charles

From: Marg, Gregg A
Sent: Friday, October 14, 2005 12:12 PM
To: Piehl, Charles
Subject: History 486/586 proposal

Hello,

I reviewed the History 486/586 American Environmental History proposal. There is certainly no conflict with any of the courses or curriculum in the Department of Biological Sciences. I believe, rather, that the proposed course is an excellent addition to the current offerings and I suspect that several of our students will enroll. I look forward to the course being offered in the near future.

Gregg Marg, Chairperson
Department of Biological Sciences

gregg.marg@mnsu.edu
507-389-5731