

American Environmental History

Professor Catherine McNeur

Spring 2024

Course Description

This course is an introduction to the history of human interactions with the environment in the United States with a special focus on the history of political, social, cultural, and economic forces that have structured relationships with nature. Organized chronologically, the course covers topics that range from water and waste to food and fuel. We will address large questions about the underpinnings of Americans' relationships with their environment by looking at a variety of case studies. By the end of the course, you will have a stronger understanding of not only how humans have dealt with environmental issues in the past but also the historical background for modern environmental issues.

Course Readings

- Catherine McNeur, *Taming Manhattan: Environmental Battles in the Antebellum City* (Harvard University Press, 2014). ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Karl Jacoby, *Crimes Against Nature: Squatters, Poaches, Thieves, and the History of American Conservation* (University of California Press, 2001). ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Jeremy Zallen, *American Lucifers: The Dark History of Artificial Light* (University of California Press, 2019). ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Tiya Miles, *Wild Girls: How the Outdoors Shaped the Women Who Challenged a Nation* (Norton, 2023).
- Christopher Wells, *Car Country: An Environmental History* (University of Washington Press, 2012). ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

Course Requirements

- Contribute to nine discussion boards
- Complete five short papers (1–2 pages)
- Participate in at least three Q&As
- Complete a 15-page project or paper of appropriate rigor

Learning Objectives

1. Investigate the ways environmental issues and solutions have intersected with power in terms of race, class, indigeneity, and gender.
2. Articulate how cultural understandings of nature and the environment have transformed in the United States.
3. Map how the field of environmental history has evolved in the last fifty years.

Class Schedule

Week One: February 8: (Mis)reading Indigenous Landscapes

Readings

- Christopher Pastore, "Prologue" and "Chapter 1: Clams, Dams, and the Desiccation of New England," from *Between Land and Sea: The Atlantic Coast and the Transformation of New England* (Harvard, 2014), 1–49. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

Assignments

- Discussion Board One
 - First post due: Sunday, February 11
 - Second post due: Wednesday, February 14
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Week Two: February 15: Nature in Unexpected Places

Readings

- McNeur, *Taming Manhattan*, 1–133.

Assignments

- Discussion Board Two
 - First post due: Sunday, February 18
 - Second post due: Wednesday, February 21
 - Short Paper One due: Wednesday, February 21
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.
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Week Three: February 22: Industrial Revolution & Wartime Transformations

Readings

- McNeur, *Taming Manhattan*, 134–235.

Assignments

- Discussion Board Three
 - First post due: Sunday, February 25
 - Second post due: Wednesday, February 28
 - Final Project/Paper Question due: Wednesday, February 28
 - In roughly 1–2 pages, outline the question your final project or paper will attempt to answer. This should include a description of the paper or project you are proposing, some background information and historical context on your topic, a brief description of your research plan, and a justification for why your particular project or paper is worth pursuing.
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Week Four: February 29: Energy Transformations

Readings

- Zallen, *American Lucifers*, 1–12, 94–135, 214–272.

Assignments

- Discussion Board Four
 - First post due: Sunday, March 3
 - Second post due: Wednesday, March 6
 - Short Paper Two due: Wednesday, March 6
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.
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Week Five: March 7: Reconceiving Wilderness

Readings

- William Cronon, "The Trouble with Wilderness or, Getting Back to the Wrong Nature," *Environmental History* 1.1 (1996): 7–29. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Jacoby, "Introduction," "Part II Mountain: Yellowstone," *Crimes Against Nature*, 1–10, 81–146.

Assignments

- Discussion Board Five
 - First post due: Sunday, March 10
 - Second post due: Wednesday, March 13
 - Revised Question and Proposed Bibliography due: Wednesday, March 13
 - Revise your initial proposal to incorporate your section professor's feedback AND
 - Create an annotated bibliography containing at least five sources. Each of these sources should be followed by a short paragraph describing the source and what it will contribute to your final project/paper.
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Week Six: March 14: Health & the Environment

Readings

- Courtney L. Wiersema, "A Fruitful Plain: Fertility on the Tallgrass Prairie, 1810–1860," *Environmental History* 16.4 (2011): 678–699. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Linda Nash, "Finishing Nature: Harmonizing Bodies and Environments in Late-Nineteenth-Century California," *Environmental History* 8.1 (2003): 25–52. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

Assignments

- Discussion Board Six
 - First post due: Sunday, March 17
 - Second post due: Wednesday, March 20
 - Short Paper Three due: Wednesday, March 20
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.
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Week Seven: March 21: Gender & the Environment

Readings

- Miles, *Wild Girls*, full.

Assignments

- Discussion Board Seven

- First post due: Sunday, March 24
 - Second post due: Wednesday, March 27
 - Short Paper Four due: Wednesday, March 27
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.
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Week Eight: March 28: Women: Boundaries & Race

Readings

- Mary Mendoza, "Traacherous Terrain: Racial Exclusion and Environmental Control at the U.S.-Mexico Border," *Environmental History* 23.1 (January 2018): 117–126. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Connie Chiang, "Chapter 1: Removal and Displacement," from *Nature Behind Barbed Wire: An Environmental History of Japanese Incarceration* (Oxford, 2018): 12–39. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Brian McCammack, "Ch 1: Booker T. Washington Park and Chicago's Racial Landscapes," from *Landscapes of Hope: Nature and the Great Migration in Chicago* (Harvard, 2017), 15–59. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

Assignments

- Project/Paper Preview due Wednesday, April 3
 - Paper: Turn in a rough draft of the first five pages of your final paper
 - Project: Submissions of the project preview will differ from project to project according to type. Determine an appropriate portion of your final project to turn in with your section professor.
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Week Nine: April 4: Transportation Revolutions

Readings

- Wells, "Forward," "Prologue," "Part I," and "Part II," *Car Country*, ix–122.

Assignments

- Discussion Board Eight
 - First post due: Sunday, April 7

- Second post due: Wednesday, April 10
 - Short Paper Five due: Wednesday, April 10
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.
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Week Ten: April 11: Suburbia & the Cold War

Readings

- Wells, "Part III," "Part IV," and "Epilogue," *Car Country*, 123–295.

Assignments

- Rough Draft due: Wednesday, April 17
 - Project: Submissions of the project rough draft will differ from project to project according to type. Determine an appropriate portion of your final project to turn in with your section professor.
 - Paper: Turn in a rough draft of the first ten pages (at minimum) of your final paper.
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Week Eleven: April 18: Pollution & Environmentalism

Readings

- Elizabeth Grennan Browning, "Wastelanding and Racialized Labor: 'Long Dying' in East Chicago from Urban Renewal to Superfund Remediation," *Environmental History* 26.4 (2021): 749–775. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Finis Dunaway, "Gas Masks, Pogo, and the Ecological Indian: Earth Day and the Visual Politics of American Environmentalism," *American Quarterly* 60.1 (2008): 67–99. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

Assignments

- Discussion Board Nine
 - First post due: Sunday, April 21
 - Second post due: Wednesday, April 24
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Week Twelve: April 25: Climate & Waste

Readings

- Naomi Oreskes and Erik M. Conway, "Challenging Knowledge: How Climate Science Became a Victim of the Cold War," *Agnology: The Making and Unmaking of Ignorance*, eds. Robert N. Proctor and Londa Schiebinger (Stanford University Press, 2008), 55–89. (A link to this reading is available in the Week Twelve module).
- Andrew Hurley, "From Factory Town to Metropolitan Junkyard: Postindustrial Transitions on the Urban Periphery," *Environmental History* 21.1 (2016): 3–29. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

Assignments

- Final Project/Paper due: Wednesday, May 1
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Course and Program Policies

It is the responsibility of students to know, understand, and abide by course and program policies.

For a full overview of program policies, review the Gettysburg College–Gilder Lehrman Institute Student Handbook.

Course correspondence

Correspondence with faculty and administrators should be formal. Include a subject line, addressee, and closing. Put the name and number of your course in the subject line.

Plagiarism and AI

This program uses Turnitin to check for instances of plagiarism and AI. Plagiarism and papers composed fully or in part by AI will not be tolerated. This includes self-plagiarism. A student caught plagiarizing or composing papers with AI for the first time may receive a zero on the assignment. A student caught plagiarizing or composing with AI for a second time may be permanently removed from the program.

Your section professor will set the policies for use of AI for research or purposes other than composing your papers.

Late work

Assignments should be submitted no later than 11:59 p.m. Pacific Time on the due date unless otherwise specified by your section professor. If you think you will be unable to submit an assignment on time, it is your responsibility to contact your section professor to ask for an extension before the assignment's due date. Late assignments will be docked 5%

if less than a week late, 10% if one week late, and an additional 10% for each subsequent week.

Grading scale

Letter Grade	Number Grade	Grade Points
A	95%–100%	4
A-	90%–94%	3.67
B+	87%–89%	3.33
B	84%–86%	3
B-	80%–83%	2.67
C+	77%–79%	2.33
C	74%–76%	2
C-	70%–73%	1.67
D+	67%–69%	1.33
D	64%–66%	1
D-	60%–63%	.67
F	0%–59%	0

Assignment Descriptions

Short Papers (25% of grade – 5% per short paper)

Students will complete five short papers. Each should be approximately 500 words long. The purpose of these papers is not to merely summarize weekly readings but to demonstrate that you have read them analytically and contextually. Students have the option of responding to a prompt created by their section professor or to one of their own design. Prompts should reflect the themes discussed in course readings. If you need help getting started, you can complete one of the options listed below.

Complete a thesis identification - Select one of your assigned readings and focus on identifying the thesis as well as the evidence the authors use to support that thesis.

Complete a primary source evaluation - Evaluate a primary source from the Gilder Lehrman Collection or elsewhere. Primary sources must be relevant to that week's readings. Keep the following questions in mind:

- Who is the author of this document?
- Who was their intended audience?
- How might both author and audience impact the content of the document?
- For what reason was this document created?

Complete a book review - Focus on one of the secondary sources assigned in this course and critique it. Keep the following questions in mind:

- What is the author's argument?
- Does the author adequately support their argument?
- Are you convinced of their argument? If not, why not?
- How does this source fit into the larger discussion of its topic?

Discussion Board Posts (18% of grade – 2% per discussion board)

Students will interact in nine discussion boards in this course. Discussion boards are led by section professors, who will provide specific instructions for participation in their section. You are required to make at least one post to each discussion board and respond to **at least two other students**.

Question-and-Answer Sessions (15% of grade – 5% per reaction)

Throughout the semester the lead professor of each course will conduct five Q&As. Students **MUST** attend at least three of these sessions for each course they are taking. **In order to receive credit for attending each Q&A, you must complete a 1–2-paragraph Q&A Reaction within 24 hours of participation.** Note: If you cannot attend three of the five Q&As, you may receive credit by viewing archived Q&As and completing a 500-word review of topics covered for each missed Q&A. **Makeup assignments must be completed within two weeks of the missed Q&A.**

Final Project/Paper (42% of grade)

For the final assignment of each course, you will choose to complete either a research project or 15-page research paper. Research projects are a public-education tool designed for the general population, teachers, and/or students of varying ages. Sample projects include (but are not limited to) vodcasts and podcasts, documentary editing and transcription, websites, annotated readers, walking tours, or museum exhibits. Lesson plans *will not* be accepted. A 5-page paper narrative must accompany the project. Your section professor must approve research projects.

The research paper can be a traditional position paper that uses original research to prove a thesis statement or a historiography paper that critically examines how American historians

have interpreted the same event differently and why shifts in historical debates may have occurred.

Both final assignment options require you to ask an open-ended historical question (something that does not have an easy yes or no answer) that you do not yet know the answer to. You will then use the research process (pulling from a variety of resources, mostly primary source documents) to explore that question and create a thesis-driven answer. Regardless of whether you choose to pursue a project or paper, finals are scaffolded throughout the semester. This method breaks up a large grade into smaller constituent grades and allows time to incorporate instructor feedback into assignments.

Scaffolded Assignments

- Final Project/Paper Proposal (2%)

In roughly 1–2 pages, you should outline the main question, topic, or purpose of your final project or paper. This should include a description of the project or paper you are proposing, some background information and historical context on your topic (answer the questions who, what, where, and when), a brief description of your research plan (this does not need to be super specific, but should outline how many weeks you plan to research, if you need to schedule research trips or if your sources are published or available digitally, and when you plan to begin writing) and a justification for why your particular project or paper is worth pursuing (what is the significance of this topic? What does it add to our historical knowledge? Are you filling a gap that other historians have overlooked such as considering race, ethnicity, or gender?)

- Revised Proposal and Annotated Bibliography (3.5%)

This assignment will give you the opportunity to incorporate the feedback you received on the first draft of your proposal. In addition to incorporating your section professor's comments, you will also submit a proposed bibliography listing five sources you plan on utilizing in your research for your final product. Each of these sources should be followed by a brief summary (3–5 sentences) of the source and what it will contribute to your research process.

- Project or Paper Preview (5%)

This will give you the opportunity to show the progress you have made on your final project or paper and get some early-stage feedback from your section professor. For a final project, determine with your section professor an appropriate portion of your final submission to turn in. For a final paper, this should be roughly the first five pages of what will ultimately be your final submission.

- Rough Draft (10.5%):

For a final project, determine with your section professor an appropriate portion of your final submission to turn in. For a final paper, this should be, at minimum, the first ten pages of what will ultimately be your final submission.

- Final Product (21%):

Final Project: Much like the final paper option, a final project is meant to prove that you have mastered the content covered by this course. We encourage you to be creative in your approach to this project, though it should be equivalent in rigor and workload to a final paper.

Final Paper: Final papers should be at least fifteen pages in length. These can take the form of research papers or historiography papers.

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