History 4353/6353; Envr 4353/6353  
HISTORY OF ENVIRONMENTAL 
THOUGHT IN THE UNITED STATES

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COURSE OBJECTIVES

This course is divided into five parts or as I call them, stages of predominante environmental thought in American history. The course begins in 1607 with the founding of the American Colonies and ends with the turning of the 21st Century. The focus in each stage is on how the people of that historical time period viewed their world, especially their physical and cultural environment. We will also focus on the historical factors that influenced their thinking in each stage, as well as those historical factors that encouraged any substantive change in environmental attitudes. The five parts, their general historical dates, and basic themes emphasized are as follows:

STAGE ONE: (N0 one rings a bell announcing a new stage, these are approximate dates.)
From discovery to about 1820: Themes of Conquest, Subjugation, Progress and the American Sense of Mission.

STAGE TWO: From about 1820 to about 1880: Continued Exploitation and Progress: tempered somewhat by the themes of Romanticism and Harmony with Nature, with an emphasis on what Nature could do for humanity.

STAGE THREE: From about 1880 to about 1920: Progress Yes, with an emphasis on Restoration, Preservation, Conservation, Efficiency, and Progressive Reform.

STAGE FOUR: From 1920 to 2000?  Progress: yes definitely!  With an emphasis on: Ecology: Environmental Analysis and Strategy; Sustainability and, of course, the continuing commitment to Progress.  The focus in this stage is consistently within the general framework of ecological principles and sustainable growth---all dependent on an improved environment so that progress and the drive for perfection may continue on unabated.
STAGE FIVE? Dates: Well from maybe 2000 to a future date? Is America today in a Stage Five? Are there signs of a new focus in the way Americans look at their environment? Are the distinguishing characteristics of a Stage Five beginning to appear? Over the course of several years, my students have argued strongly in favor of an emerging and visible (to them at least) Stage Five. Are we in the midst of a new Stage? Urged on by the consistent argument from my students, we speculate here about the possibility of a Stage Five.

ABOUT THIS COURSE
Basically the course in Environment History is an intellectual history course that traces the development of ever-changing attitudes of the American people towards their environment. As students of the environment we will want to know what these attitudes represented as well as how and why they evolved over time. Throughout our course we will focus on the following:

+ The philosophical and historical foundations of American environmental attitudes;
+ The idea of progress and its American interpretation and application;
+ The evolutionary process in the formulation of American environmental attitudes;
+ The contributing historical factors that account for changing environmental attitudes;
+ The important role that individual men and women have played in America’s Environmental History.

It has been my experience that the best way to teach today is to actively engage students. The text prepared by your professor provides lecture materials that I would have used if I had elected to lecture, as well as original source documents related to Environmental History. To be involved and care about environmental history requires reading, discussion and working with original source materials specific to each historical period or Stage. Throughout the semester students will be working with my lecture notes and primary source materials. Students will be asked to utilize the lecture notes and primary source documents to relate to the times, and each Stage in environmental thought being studied. Particular emphasis will be given in this class to developing student skills: in analytical reading, thinking, and writing. It is easy to engage students in on line teaching, as you must “talk” to me via the internet regularly and twice each week! So be prepared to be engaged!

In place of listening passively to wonderful lectures, this class will be taught in the main via internet utilizing a system called “Blackboard.” We will do all our “discussing” on the internet via the UST Blackboard system. So you see doing all the reading and keeping up with the proposed schedule is a “given” and therefore a “must do” in this class. It is an essential commitment that is required from each of you. If I were lecturing in class we would also have a required quiz to make sure students are keeping up with their reading. Because you have been assigned so much reading I will not include a weekly quiz. If I later find that a quiz becomes necessary---I may institute a weekly quiz at a later date.
During each week in our course you are assigned specific readings. Over the course of a week, I expect each student to make a minimum of two intelligent comments about the reading assigned for that week. These comments will be made on the discussion board, utilizing Blackboard. All student comments will be sent to all enrolled in our course to read and reflect and perhaps to be inspired. I will read each of your comments and assign a grade, make my comments, and send out an email to only that individual being graded. You will be the only one to see your grade and my comments. Your commentary should demonstrate that you understood what you have read. More importantly, you must demonstrate to me and to your classmates that you can do something with what you have read. I want your analysis, your reaction, --- in short a response that demonstrates understanding, and your questions/observations that may have been stimulated by the readings. I do not want you to simply tell me what I told you. I want your reaction as well as your judgment. Surely as you read through the materials you will have some thoughts that come to mind, or questions, or a comment you might wish to share. Capture these thoughts and tell us about them on Blackboard each week. If you are moved to investigate your ideas or thoughts further, by all means do so and tell us about your research. I encourage such initiative. But---put what you have learned into your own words, don’t copy something from the net as if it was your work---or you will be in serious trouble. Also be sure to tell us your source(s).

I am always impressed when students link what they learned in this class with what they already know from their own experience, or their own reading/understanding from other classes. What I mean by linking is taking knowledge learned in the readings assigned for our class and tying it to other things you know or understand from other sources or courses. Linking what you know to the subject being read always impresses your Professor. I insist on two intelligent comments each week and both will be graded. I ask that one of your comments be made by midnight Thursday of each week, the other before the deadline for that week. I am urging you to make one brief comment on one of your fellow student responses each week. These brief comments will not be graded---but good observations may receive a bonus point or two and no comment may detract from your grade each week. Everyone enjoys being recognized---so comment civilly on one of your colleagues comments. I also insist on good English and civility in all responses in our course. Your two comments each week must be completed by noon on Friday of each week---or by the deadline the class may establish in class # one.

Failure to comply with the deadline on this assignment will merit a zero for each commentary not made. Zero’s are hard to average into one’s grades---a 100 and a zero average out to a F or 50.

**Required Texts Available as follows:** (Note: The Carson and Leopold books are available in campus Book Store. The others, Bury, Thoreau and Muir, are available online at [http://digital.library.upenn.edu/books](http://digital.library.upenn.edu/books).)
Bury, J. B.  THE IDEA OF PROGRESS (Required Reading as follows: Read the Introduction and Chapters: 1,3,4,12, 16 19 and the Epilogue. You may of course read the entire book, but you will only be tested on the chapters cited here. You should read Bury quickly and understand his thesis and its application to our course. A brief essay exam on the Bury book and your understanding of his thesis and approach will take place during the week of January 20. Don’t become bogged down in the details, focus on the Bury’s Idea of Progress, understanding the title is essential.


Thoreau, Henry D.  WALDEN POND (To be read in its entirety for class discussion in class #5,during week of Feb. 10, when we focus on Stage 2.)

Muir, John  MOUNTAINS OF CALIFORNIA (Read it all, it will be discussed in our class #8 during week of March 3 when we focus on Stage 3.)

Carson, Rachel.  SILENT SPRING (Read it all, we will discuss in class #12 in Stage #4 when we focus on that Stage 4 during week of April 1.)

Leopold, Aldo  SAND COUNTY ALMANAC (Read it all, we will discuss in class when we focus on Stage 4; AND the book will be a major question on the final exam.)

Class Attendance Policy
Student interest is demonstrated weekly throughout the course in your comments on blackboard. This course will be offered entirely on internet---with possibly one or two sessions held in the classroom. Students are responsible for all discussions and materials presented in the text. Your discussion board comments will be graded every week---no comment(s) merit a grade of zero. You are expected to make two intelligent comments on the DB each week. One should not have to have a system of penalties when one is dealing with such a delicate subject as individual learning and interest. Attendance will not be a problem in his course---nor will missed or late assignments.

LECTURE DISCUSSION AND SCHEDULE
Class 1:  Week of January 12-18, 2015 (Meet on Thursday January 15)
Our first class we will meet together in a real classroom atmosphere. Our focus will be the syllabus and documents 1 through 8. I will introduce the course, the assignments, my expectations, and the goals for the semester. Students may be asked to take a final exam that I once gave as a final in this course—just for fun. We will also discuss the concepts of American Character and Historical Continuity and its importance in understanding America and American history. We will also review assignments and hopefully select our readings for the semester.
In our first class we will be reviewing the following documents in the Text:

1. Title Page…
2. Table of Contents, 3 pp., 1-3
3. The Syllabus for the Course, 14 pp., 4-17
4. Environmental Trip Requirement and Example, 3 pp., 18-20
5. Guidelines, Tips for Reports on Environmental History, 1 p., 21
6. Course Bibliography, 17 pp., 22-38
7. Fun Final Exam, 2 pp., 39-40
8. Notes on American Character and Historical Continuity, 13 pp., 41-53

STAGE 1. "The theme of Conquest, Subjugation and the Commitment to the Idea of Progress in America, 1600 to 1820." Topics to be covered in Stage 1 include:
+ European antecedents and the expectations of the early settlers.
+ Impact of dealing with the stark reality of the Colonial physical environment;
+ Understanding the impact of: the idea of Progress; Mercantilism; and the Enlightenment;
+ Coming to terms with the special nature of the American colonial experience;
+ Understanding the Puritans and their influence on American environment thought.
+ Our analysis of the colonial experience should help us to develop a set “of characteristics” peculiar to this time period in American History---Stage 1, 1600-1820.

Case Studies, Class Materials and Student Reports
The readings students are assigned are in effect a case study of sorts. My lecture notes and supporting primary source documents are all found in the McFadden text. The assigned readings provide evidence and examples to help students identify attitudes towards the environment. The readings should also help students to understand the factors that contributed to the formation of these attitudes. The readings and your observations will be the essence of our class discussions held on the Discussion Board (DB.) The professor and students will conduct a weekly class discussion based on the assigned readings, all on the DB. Students are expected to complete readings assigned as scheduled, and to make two intelligent comments on the DB each week midnight Sunday. These comments will be graded. (We can discuss the deadline in class---I am open to suggestions.)

Readings for Class # 2: (Bury selections assigned plus 22 pages in the text, pp., 54-75)
- Assigned readings in Bury, J. THE IDEA OF PROGRESS
- Document #9, The Reality of Colonial Settlement, 2 pp., 54-55
- Document #10, Prevailing Intellectual Themes, 2 pp., 56-57
- Document #11, Notes on Native Americans, 7 pp., 58-64
- Document #12, Diversity in Colonial America, 2 pp., 65-66
- Doc #13, Difficulties in Colonial Life and Settlement Attitudes, 4 pp.,67-70
- Doc #14, The Puritan Ethos and Puritan Contributions, 5 pp., 71-75
Class 2  Week of January 19-25, 2015
Class Activity:  We will begin our class with your comments on Bury. Our focus this week is to determine how the Colonial and early American settlers looked at their environment. The class will discuss Bury and the readings assigned. The goal is to discover the characteristics of environmental thought in our first period of study. Students will have read the assignments and are ready to contribute to class discussions on the DB. Reading the assignments and being prepared for class discussions are a “given” in this course! I will make opening comments on the DB.

Readings for Class # 3 (Documents 15-18, (25 pp.,76-100; plus one book from reading list.)
- #15, Introduction to readings in Stage 1: The Conquest of the Wilderness, 4 pp.,76-79
C S #2: A Letter in 1621 from a Settler in New England on the value of the “Plantation” in the New World. 3 pp., 90-92; Case Study # 3: Bear Hunting in Tennessee by Davey Crockett, 6 pp.,93-98
#17, The Characteristics of Environmental Attitudes in the Colonial and Revolutionary Era, by your Professor, 1607-1820, 2 pp., 99-100
- Select one primary source book from the class reading list, and read enough to make intelligent comments about your selection and how it relates to document #17.
(Graduate students select two books---one must be contemporary to period.)

Class 3  Week of January 26 to February 1, 2015
Class Activity: Class discussions during the week on the DB will focus on the original source documents presented in the three Case Study’s on environmental attitudes in Stage 1. Your professor has also provided a list of characteristics that he believes best sum up the environmental attitudes of Americans in Stage 1 in document #17. Each student has also selected a primary source reading from the course reading list. Students will be asked to comment on these case studies, their primary source reading, and on how these readings support the characteristics suggested by your professor in Document #17. Students will be expected to discuss what their reading contributed to their understanding of Stage One environmental attitudes.

Classes 4 -6  Part Two. "Romantic Realizations: The Shift From War on Nature to Appreciation of Nature, 1820 to 1880."

Topics to be covered include:
+ The factors that stimulated a change in attitudes; moving from a rather negative conquering approach to a more romantic appreciation of nature and what it could do for humanity.
+ A growing appreciation and interest in things American and the American natural setting, 1820-1880.
The Kindred Spirits: artistic and literary giants united in romantic realizations.
Theme of reconciliation with and appreciation for nature.
An Age of Romanticism and Technological advancement: a Paradox?
Characteristics of intellectual thought towards America’s progress and the proper relationship to nature.

Case Studies, Class Materials and Student Reports
Reading assigned in Stage 2 selected to provide additional evidence and examples to enhance understanding of this period in our study of environmental attitudes.

Readings for Class #4 (49 pages, from pp., 101-149)
- #18, Introductory Thoughts on Stage 2, Definitions, 4 pp., 101-104
- #19, Introductory Thoughts Stage 2: “Nationalism, Romanticism, and Environmental Thought;” Excerpts from an1846 government report by William Gilpin on Manifest Destiny; and excerpts from a speech welcoming a new railroad by Congressman Daniel Webster, 9 pp., 105-113
- #21, Case Study #2 Landscape Architect Andrew Jackson Downing, 7 pp.,118-24
- #23, Case Study #3, Sportsman Henry Wm Herbert (Frank Forester,) 3 pp. 128-30
- #24, C S #4 Journalist/Landscape Architect, Frederick Law Olmsted, 5 pp. 131-35
- #26, FLO, a selected listing of Olmsted’s landscape projects, 3 pp., 147-149

Class #4 Week of February 2 – 8, 2015
Class Activity: The class begins with an emphasis on the intellectual movements and historical events impacting Stage 2. An understanding of these themes will also enable us to comprehend the major events taking place in US History in this period. Our focus will be on the contributions to environmental thought made by four influential American intellectuals living in the period that in effect will set the stage for the conservation era that followed.
Readings for Class # 5 (21 pages, pp.,150-170; plus Thoreau)
- #27, C S #5: Hudson River School of Landscape Painters, (HRS) 12 pp., 150-61
#29, Concluding Thoughts: “On the synergy existing between the literary and the artistic interpreters of nature in Stage 2;” 2 pp.; 169-170
Thoreau, Henry David, WALDEN POND. Students shall have finished this book.

Class # 5    Week of February 9-15, 2015
Class Activity: This week we focus on the HRSLP and Henry David Thoreau and, their contributions to environmental thought in Stage 2. You will also be asked to view several paintings from this wonderful group of landscape painters. You may stop in my office to obtain several or simply look them up on the internet. When reading WALDEN POND, look for connecting themes between the HRSLP artists and HDT. Note also interesting observations and quotes from Thoreau, everyone should have a favorite or two to share.

Readings for Class # 6
- Each student will have selected and read into one book from the reading list. (Graduate students two.) One of the selections must be from a writer contemporary to the time period we are covering. Each student will share their reading and observations with class colleagues on the DB. In addition each student will prepare a typed list of what they believe are the general characteristics of Stage Two environmental thought and send it to me via internet. I will grade these and perhaps distribute the best to our class. (See my list for Stage One for a format to follow.)

Class # 6    Week of February 16 - 22, 2015
Class Activity: This week we have student presentations on their book(s) of choice. We will also see what the class believes the characteristics of Stage 2 are. We will also compare the class characteristic results with what your professor has developed for the characteristics for Stage 2. The first part of our class on the DB will be devoted to the book(s) you selected from the bibliography on Stage 2 listed in our syllabus. The second part of our DB discussions will focus on “Characteristics of Stage Two Thought,” which you will send to me via e mail---not posted on the DB.

Readings for Class # 7 (61 pages; pp.,171-231.)
- #30, Introduction to Stage 3: Restoration and Conservation, 1880-1920, 3 pp. 171-73
- #31, C S #1, A review of Gilded Age Statistics,14 pp., 174-187.
#32, The Dynamics of American Industrial Growth, 1865-1900, “Ten Factors,” and supportive readings for factors #3 and #5, 4 pp., 188-191

Topics to be covered include:
  + Factors that encouraged a change in environmental attitudes.
  + The development of a Wilderness Cult.
  + Urban industrial growth: The city and environmental thought.
  + The Conservation Movement: Strengths and Weaknesses.
  + The professionals arrive: scientific approach to conservation and the environment.

Case Studies, Class Materials and Student Reports
Readings selected to provide additional evidence and examples to enhance understanding of Stage 3.

Class # 7  Week of February 23 – March 1, 2015
Class Activity:  The first part of the class (documents #30-34) we will focus on information relative to the dramatic industrial growth experienced in the so-called Gilded Age in American History. The second part is directed to case studies (documents #35-39) that illustrate an American environmental response to the Gilded Age and the Progressive Movement. It is important that we become familiar with major events, distractions and trends during the period covered in Stage 3.

Readings for Class # 8 (25 pp. and Muir’s Book, pp., 232-256)
- #40, Case Study #4, Theodore Roosevelt and the Governor’s Conference on Conservation in 1908, 13 pp., 232-244
- #41, Notes on John Muir, 6 pp., 245-250
- #42, Case Study #5, The Damming of Hetch Hetchy Valley, 6 pp., 251-256
- John Muir, THE MOUNTAINS OF CALIFORNIA (Read entire book)
Class #8    Week of March 2–8, 2015
Class Activity: Tonight we will discuss two very special case studies and two men who influenced the way people of their time changed their views on their environment. We will discuss the contributions of Theodore Roosevelt and John Muir. Students are also expected to have completed their reading of Muir’s book on THE MOUNTAINS OF CALIFORNIA, which we also discuss.

Readings for Class #9 March 9-15: SPRING BREAK: No reading assigned, enjoy the break.

Class #9    Week of March 9–15, 2015 (Spring Break!!)
Class Activity: This week is our spring break, no classes and no comments required on DB. Enjoy your respite, read ahead.

Readings for Class #10 March 16-22: Students will select the usual outside readings for a round table discussion on the DB on environmental thought in S-3. Students will also prepare a Characteristics Paper on what they think are the characteristics of environmental thought in S-3. The Characteristics Paper will be send directly to me via e mail---not posted on the DB.

Class #10    Week of March 16-22, 2015
Class Activity: Students will place their comments on DB relative to their outside reading on Stage Three. Students will also have prepared what they suggest are the characteristics of environmental thinking for Stage 3. These papers will be distributed only to me via E-mail for review and reading. The views of the Professor will be distributed to your for comparison purposes as we did in S2.

Class 11-15 Part Four. "Ecology and Environmental Quality Concerns: 1930 to present."
We will divide Stage 4 into three parts, with the following topics to be covered:

+ The Factors stimulating a change in attitudes.
+ Characteristics of the Age of Ecology.
+ Prominent figures: Edge; Bennett; Sears; Carson; and Leopold.
+ Man as citizen in a biotic community: The growing awareness of the inter-relatedness of living organisms in earth’s total environment.

Case Studies, Class Materials and Student Reports
Students will review the class materials and the primary source readings from the period for DB.
Readings for Class #11 (37 pages; pp.,257-293)
- #43, Introduction to Stage 4 and its three parts, 4 pp., 257-260
- #45: Four Case Studies in Stage 4, Part One:
  - CS #1, Hugh Bennett: On Soil Erosion, Wildlife and Soil Erosion Control, 3 pp., 266-268
  - CS #2, Paul B Sears, “Deserts on the March,” 2 pp., 269-270
  - CS #3, Aldo Leopold, 1889-1948, 9 pp., 271-279
  - CS #4: Rosalie Barrow Edge, “Conservationist Extraordinaire,” 1877-1962, 14 pp., 280-293

Class #11  March 23- March 29, 2015
Class Activity: We will briefly review the history of the USA from 1920 to present, to familiarize ourselves with major events in the world that influenced changing attitudes during Stage 4. We do so to determine how history influenced environmental attitudes in this period. We will begin our focus on the documents assigned for today’s class, on the transition from Stage 3 to Stage 4 with a discussion on the reading that introduces us to Part One in Stage 4.

Readings for Class #12 (22 pp.) Make only one DB post this week, short week Easter Break.
- #46, Intro to Part Two: “Post War World: Awareness and Tension, 1920-40, 3 pp., 294-296
- #47, Part Two Case Study #1, Rachel Carson, 7 pp., 297-303
- #48, Part Two Case Study #2, Memberships, Sampling of Advertisements, and Important Book titles published related to Environmental History, 1920-1980 8 pp., pp., 304-311
- #49, Intro to Part Three of Stage 4: ”Growth with Environmental Quality,” 4 pp.312-315

Class #12  March 30- April 5, 2015 (Easter Break April 2-5)
Class Activity: We focus on our text reading assignments and deal with the tensions produced in our society by the age of ecology, and the publication of Rachel Carson’s classic work! We will also begin our discussions on Part Three in Stage Four. Note: All Environmental Trip papers are due by Wednesday April 29 by 5 pm in my office! You may e mail them or hand deliver.
Readings for Class # 13 (Complete reading Rachel Carson’s book and make your report on her book along with a comment on part 3 readings, 27 pages plus Carson’s book.)

- #50, Part Three, Case Study #1, The NSF Conference of 1974: “Growth With Environmental Quality?” 4 pp., 316-319
- #51, Part Three, Case Study #2, Environmental Legislation passed 1953-1989, 4 pp., 320-323
- #52, Part Three, Case Study #3, Examples of articles on the environment from NYT and HOUSTON CHRONICLE, 1970’s to 2006, 2 pp., 324-325
- #53, Part Three, Case Study #4, Professors Hays: Political Analysis of Environmental legislation, 2 pp., 326-327
- #54, Part Three, C S #5, Presidential Assessments: LBJ to GWB, 11pp., 328-338
- #55, Concluding Thoughts On Stage Four, 4 pp., 339-342

Class # 13  April 6-12, 2015
Class Activity: We finish our discussions on Stage 4, and begin to think about a Stage 5 possibility. The Environmental Trip Paper is due in Professor’s office by 5 pm. April 29, or sooner.

Readings Assigned for Class # 14
- Complete outside reading(s) and submit your Characteristics Paper for S-4

Class # 14  April 13-19
Class Activity: Make your comments on DB on outside readings on S-4.

Readings for Class #15 (23 pages plus your Characteristic Paper on Stage 4)
- Submit your characteristics paper on S-4.
- #56, Part Five: Concluding thoughts: Are we in or approaching Stage Five? 10 pp., 343-352
- #57, Case Study #1, S-5, “The Champion Tree Project,” 2 pp. 353-354
- #58, Final Essay: “Thoughts on Catholic Social Teaching and Our Course,” 11pp., 355-365

Class # 15  April 20-26, 2015
Class Activity: Post on the DB your thoughts on the readings assigned on S-5 possibilities. E mail to me your best effort on the characteristics of Stage Four paper.

Readings for Class # 16: No reading assigned, but submit your Environmental Trip Paper by 5 p.m. Wednesday April 29.
Class #16 April 27–May 3, 2015
No reading assigned, but your Environmental Paper is due by April 29, 5p.m. This week marks the end of our class and we will actually meet in person to wrap up our course on Thursday April 30. The Final Exam will be a take home exam and it will be distributed to the class on that date. We will discuss our class and perhaps name the most outstanding individuals we have met in our course---Environmental Hero’s if you will!

Class #17 Final Examination (All finals due by Thursday May 14 Midnight)

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CLASS AND ASSIGNMENT SCHEDULE

Part I

Introduction January 15, We will meet in the assigned classroom on Jan 15 only!
Week #1 Introduction: Class reading assignment 53 pp., January 15-18
WK#2 Test on Bury; Discussion Board Comments on 22 pp. from text January 19-25;
Week #3 Discussion Board Comments on 25 pp.+ Primary Book(s) report Jan. 26-Feb. 1;

Part II

Week #4 Discussion Board Comments on 49 pp. from text: Feb.2-8
Week #5 Discussion Board Comments on 21 pp., Thoreau Report: Feb.9-15
Week #6 DB Reports on Primary Book(s) read and Characteristics Paper #2: Feb. 16-22

Part III

Week #7 Intro S-3: Discussion Board Comments on 61 pp. from text: Feb 22-March 1
Week #8 Discussion Board Comments on 25 pp; Report on Muir: Mar 2-Mar 8
Week #9 Spring Break: No classes, no reading assigned! Read Ahead: March 9-15
Week #10 DB Reports on Primary Book(s) and Characteristics Paper #3: March 16-22

Part IV

Week #11 Intro Stage 4: DB Comments on 37 pp. from the text: March 23-29
Week #12 One DB Comment on 22 pp. from text: March 30- April 5 (Easter break)
Week #13 DB Report on Rachel Carson’s book and one DB Comment on 27 pp. April 6-12
Week #14 Complete outside readings, and make 2 DB comments, April 13-19
Week #15 Characteristics Paper S-4; DB comments on 23 pp from text on S-5 Apr 20-6
Week #16 Environmental Paper due April 29; Discussion and Wrap-Up April 30th TBA

Final Take Home Examination which Includes Leopold, due date: May 14
COURSE GRADING POLICIES
Grading policies for our course on Environmental Thought are as follows:

1. Each assignment will receive a grade according to the following scale:

   A  =  100-93  B+  =  89-88
   B  =  87-83     B-  =  82-80
   A- =  92-90     C+ =  79-78
   B- =  82-80     C  =  77-73
   C+ =  79-78     C- =  72-70
   D  =  69-65     F  =  64-00

2. The Instructor will discuss with the class how he will evaluate the student comments placed on the discussion board. (See Syllabus where this topic is discussed.)

3. All work will be typed and double-spaced and e-mailed or handed in personally on time. No work will be accepted after the due date. No exceptions please!

4. In summary we have the following graded assignments:
   a. The test on Bury = 5% of final grade
   b. Contributions/grades on your discussion board responses on blackboard all rolled into one grade. = 25%
   c. Four round table class discussions on the books selected from the course reading list that you presented on blackboard for our class. = 20%
   d. Your papers relative to Characteristics for Stages Two, Three and Four, all averaged into one grade. = 15%
   e. The Environmental Trip/Experience Report = 10%
   f. The final examination = 25%

STATEMENT REGARDING STUDENTS WITH DISABILITIES

Any student with a documented disability needing academic accommodations is asked to contact me as early as possible. All such discussions will remain confidential. You may call for an appointment at 713.942.5905 or e-mail me directly at my email address at: mcfadden@stthom.edu

Students with disability needs will also need to contact Counseling and Disability Services in the Crooker Center. Their office phone is: 713.525.2169 or 6953.
HISTORY 4353/6353  A HISTORY OF ENVIRONMENTAL THOUGHT IN THE UNITED STATES

A course offered at UST during the Spring Semester 2015 on internet taught
By Professor Joseph Mc Fadden

January 2015