COURSE OBJECTIVES

This course is divided into five parts or as I call them, stages of predominate 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, or paradigms, their general historical dates, and basic themes emphasized in each stage are as follows: (A paradigm is defined here as an overall concept accepted by most people in an intellectual community, because of its effectiveness in explaining a complex process. What is implied here is that each stage established in effect, a way of interpreting the natural environment---a paradigm of sorts, if you will.)

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. That is, the paradigm that more clearly explained what humans saw in nature.

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 always 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 most interesting possibility of a Stage Five. If there is, it would have to be a noted paradigm shift.

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. I call them stages, but they represent a paradigm shift in the way intellectuals explained their changing attitudes and ideas about man and his relationship with nature. 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 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 our own email addresses. We will do all our “discussing” on the internet via regular email addresses. 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 and are graduate professional students, we 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 by e-mail to everyone in the course, including your Professor. 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, share 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, ---a response that demonstrates understanding, and your thoughts/questions/observations/linkages 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 your emails sent to all 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 an occasional brief comment on one of your fellow student responses where you are so moved. These brief comments will not be graded---but good observations may receive a bonus point or two and no such comment will detract from your grade each week. Everyone enjoys being recognized---so comment civilly on one of your colleagues comments---when you are so moved. I also insist on good English and civility in all responses in our course. Your two comments each week must be completed by midnight Sunday 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).)
-4-

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.13-19, 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 6-12 when we focus on Stage 3.)

Carson, Rachel.  SILENT SPRING (Read it all, we will discuss in class #12 in S-4 during week of April 3-9.

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 e mail 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 uncompleted or late assignments.

LECTURE DISCUSSION AND SCHEDULE

Week 1:  Week of January 17-22, 2017  (TBA Meet on Thursday January 19)
Our first class we will meet together in a real classroom atmosphere. Our focus will be the syllabus and documents 1 through 7. 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. (I will attempt to meet you all prior to our first class so you know what is expected of you, and do some of the introduction to the course then.)
In our first class we will be reviewing the following documents in the Text:

1. Title Page & Table of Contents, 3 pp., 1-3
2. The Syllabus for the Course, 14 pp., 4-17
3. Environmental Trip Requirement and Example, 3 pp., 18-20
4. Guidelines, Tips for Reports on Environmental History, 1 p., 21
5. Course Bibliography, 17 pp., 22-38
6. Fun Final Exam, 2 pp., 39-40
7. Notes on American Character and Historical Continuity, 14 pp., 41-54a

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. The professor and students will conduct a weekly class discussion based on the assigned readings, by sharing their thoughts on email. Students are expected to complete readings assigned as scheduled, and to make two intelligent comments via email to everyone in the class, including your professor during each week by midnight Sunday. These comments will be graded. (We can discuss deadlines in class---I am open to suggestions.)

Readings for Week # 2: (Bury selections assigned plus 21 pages in the text, pp., 54b-74)

- Assigned readings in Bury, J. THE IDEA OF PROGRESS
- Document #8, The Reality of Colonial Settlement, 2 pp., 54b-55
- Document #9, Prevailing Intellectual Themes, 2 pp., 56-57
- Document #10, Notes on Native Americans, 6 pp., 58-63
- Document #11, Diversity in Colonial America, 2 pp., 64-65
- Doc #12, Difficulties in Colonial Life and Settlement Attitudes, 4 pp.,66-69
- Doc #13, The Puritan Ethos and Puritan Contributions, 5 pp., 70-74
Week #2  Week of January 23-29, 2017
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 via e-mail. Reading the assignments and being prepared for class discussions are a "given" in this course! I will always try to make an opening comment via e-mail every week.

Readings for Week #3 (Documents 14-16, (20 pp., 75-94; plus one book from reading list.)
- #14, Introduction to readings in Stage 1: The Conquest of the Wilderness, 6 pp., 75-80
- #15, Primary Sources: Case Study #1: William Bradford, Selected Notes from HISTORY OF PLYMOUTH PLANTATION: Chapter 9 “At Sea,” Chapter 10 “Settlement;” Chapter 28 “The Pequot War,” 6 pp., 81-87a. Case study #2: Bear Hunting in Tennessee by Davey Crockett, 6 pp., 87b-92 == (12 pp. total in Doc #15)
- #16, The Characteristics of Environmental Attitudes in the Colonial and Revolutionary Era, by your Professor, 1607-1820, 2 pp., 93-94
- 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 #16. Distribute your report on your book to all in the class, including your professor.

Week #3  Week of January 30 to February 5, 2017
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 #16. 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 #16. Students will be expected to discuss what their reading contributed to their understanding of Stage One environmental attitudes.

Weeks 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 Week #4 (48 pages, from pp., 95-142)**
- #17, Introductory Thoughts on Stage 2, Definitions, 4 pp., 95-98
- #18, Introductory Thoughts Stage 2: “Nationalism, Romanticism, and Environmental Thought;” Excerpts from an 1846 government report by William Gilpin on Manifest Destiny; and excerpts from a speech welcoming a new railroad by Congressman Daniel Webster, 9 pp., 99-107
  Artist and Ornithologist, John James Audubon, 3 pp., 108-110
- #20, Case Study #2 Landscape Architect Andrew Jackson Downing, 7 pp., 111-17
- #21, Andrew J. Downing, “On the Moral Influence of Good Houses,” 3 pp., 118-120
- #22, Case Study #3, Sportsman Henry Wm Herbert (Frank Forester,) 3 pp. 121-123
- #23, C S #4 Journalist/Landscape Architect, Frederick Law Olmsted, 5 pp. 124-128
- #24, Frederick Law Olmsted (FLO), “Yosemite and Mariposa Grove: A Preliminary Report,” 1865, 11 pp., 129-139 (Important source document---read it all!)
- #25, FLO, a selected listing of Olmsted’s landscape projects, 3 pp., 140-142

**Week #4 Week of February 6 –12, 2017**

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 Week # 5 (21 pages, pp.143-163; plus Thoreau)
#26, CS #5: Hudson River School of Landscape Painters, (HRS) 12 pp., 143-154
#27, Thomas Cole: “Essay on American Scenery,” Atlantic Monthly, Jan.1836, 7 pp., 155-161  Now review the HRSLP disc of selected paintings, also.
#28, Concluding Thoughts: “On the synergy existing between the literary and the artistic interpreters of nature in Stage 2;” 2 pp.; 162-163
Thoreau, Henry David, WALDEN POND.  Students shall have finished this book.

Week #5  Week of February 13-19, 2017
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 from the disk provided. You may stop in my office to obtain several more, 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 Week #6
- Each student will have selected and read into one book from the reading list. 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 by e-mail. 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.)

Week #6  Week of February 20 - 26, 2017
Class Activity: This week we have student presentations on their book 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 web will be devoted to the book you selected from the bibliography on Stage 2 listed in our syllabus. The second part of our discussions will focus on “Characteristics of Stage Two Thought,” which you will send to me via e mail---not posted to your colleagues. (A seminar on line if your will.)

Readings for Week #7 (61 pages; pp.,164-224,)
- #29, Introduction to Stage 3: Restoration and Conservation, 1880-1920, 3 pp. 164-66
- #30, C S #1, A review of Gilded Age Statistics,13 pp., 167-179.
#31, The Dynamics of American Industrial Growth, 1865-1900, “Ten Factors,” and supportive readings for factors #3 and #5, 4 pp., 180-183
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.

Week #7  Week of February 27 – March 5, 2017
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---and most importantly think about their impact on the environment.

Readings for Week #8 (23 pp. and Muir’s Book, pp., 225-247)
- #39, Case Study #4B, Theodore Roosevelt and the Governor’s Conference on Conservation in 1908, 12 pp., 225-236
- #40, Case Study #5A Notes on John Muir, 5 pp., 237-241
- #41, Case Study #5B The Damming of Hetch Hetchy Valley, 6 pp., 242-247
- John Muir, THE MOUNTAINS OF CALIFORNIA (Read entire book)
**Weeks #8   Week of March 6 –12, 2017**
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 Week #9 March 13-19: SPRING BREAK: No reading assigned, enjoy the break.

**Week #9   Week of March 13-19, 2017 (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 Week #10 March 20-26: 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 sent directly to me via e-mail---not posted on the DB.

**Week #10   Week of March 20-26, 2017**
Class Activity: Students will place their comments on DB relative to their outside reading on Stage Three, sending them to everyone in our class. 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 grading. The views of the Professor will be distributed to your for comparison purposes as we did in S-2.

**Weeks 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.
+ Part Two of Stage 4: ”Prophets of Doom and Glory, 1950-1980.”

**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 Week #11 (40 pages; pp.,248-287)
- #42, Introduction to Stage 4 and its three parts, 4 pp., 248-251
- #44: Four Case Studies in Stage 4, Part One:
  CS #1, Hugh Bennett: On Soil Erosion, Wildlife and Soil Erosion Control, 4 pp., 257-260
  CS #2, Paul B Sears, “Deserts on the March,” 2 pp., 261-262
  CS #3, Aldo Leopold, 1889-1948, 9 pp., 263-271
  CS #4: Rosalie Barrow Edge, “Conservationist Extraordinaire,” 1877-1962, 16 pp., 272-287

Week #11 March 27-April 2, 2017
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 Week #12 (22 pp. 288-309) Make one comment on reading and one on Carson’s book..
- #45, Intro to Part Two: “Post War World: Awareness and Tension, 1920-40, 3 pp., 288-290
- #46, Part Two Case Study #1, Rachel Carson, 7 pp., 291-297 Complete Carson’s Book
- #47, Part Two Case Study #2, Memberships, Sampling of Advertisements, and Important Book titles published related to Environmental History, 1920-1980 8 pp., pp., 298-305
- #48, Intro to Part Three of Stage 4: “Growth with Environmental Quality,” 4 pp.306-309

Week #12 April 3-9, 2017
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 26 by 5 pm in my office! You may e mail them or hand deliver.
Readings for Week #13 (Short week Easter Break, make only one comment this week on readings, 27 pp., 310-336. Try to get your comment in before Break begins.

- #49, Part Three, Case Study #1, The NSF Conference of 1974: “Growth With Environmental Quality?” 4 pp., 310-313
- #50, Part Three, Case Study #2, Environmental Legislation passed 1953-1989, 4 pp., 314-317
- #51, Part Three, Case Study #3, Examples of articles on the environment from NYT and HOUSTON CHRONICLE, 1970’s to 2006, 2 pp., 318-319
- #52, Part Three, Case Study #4, Professors Hays: Political Analysis of Environmental legislation, 2 pp., 320-321
- #53, Part Three, C S #5, Presidential Assessments: LBJ to GWB, 11pp., 322-332
- #54, Concluding Thoughts On Stage Four, 4 pp., 333-336

Week #13 April 10-16, 2017 (Easter Break begins on April 13-16)
Class Activity: We finish our discussions on Stage 4, complete reading 27 pages, and begin to think about a Stage 5 possibility. The Environmental Trip Paper is due in Professor’s office by 5 pm. April 26, or sooner.

Readings Assigned for Week #14
- Complete outside reading book, and submit your Characteristics Paper for S-4

Week #14 April 17-23
Class Activity: Make your comment on DB on outside readings on S-4, and submit your CP-4 to me.

Readings for Week #15. We begin S-5 speculation and concluding thoughts, read pp. 337-374, 36 pp.
- #55, Part Five: Concluding thoughts: Are we in or approaching Stage Five? 8 pp., 337-344
- #56 Antecedent, Case Study #1 “The Champion Tree Project,” and CS #2 “Catholic Bishops Pastoral Letters,” 3 pp 345-347.
- #57, Essay: On the evolution of Catholic Social Teaching (CST) relating to environmental issues and our course: Antecedent or Case Study?” 12pp., 348-359
- #58, “Enter Pope Francis: A case Study of Just What,” 4 pp., 360-363
- #59 Case Studies for S-5
  a. CS-1: “Global Warming Climate Refugees: A growing Problem?” 1 p. p 364
  b. CS-2: “Big Mexican Farms Suck Up Water, leaving villages high and dry p. 365
  c. CS-3: “Unplugging he Colorado River,” 2 pp., 365-366
  d. CS-4: “Report & Recommendations from the US Geological Services Committee on water sources activities,” 3 pp., 367-369
#60 Suggested Characteristics for a S-5, 3 pp., 372-374

Week # 15 April 24-30, 2017
Class Activity: Post on the DB as usual your thoughts on the readings assigned on S-5 possibilities.

Readings for Week #16: No reading assigned, but submit your Environmental Trip Paper by 5 p.m. Wednesday April 26.

Week #16 May 1-7, 2017
No reading assigned, This week marks the end of our class and we will actually meet in person to wrap up our course on May 4. 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 Friday noon on May 19.)

RECAP: CLASS AND ASSIGNMENT SCHEDULE

Part 1

Introduction Week #1 January 17-22, We will meet once during this week tba.
Week # 1 Introduction: Class reading assignment 54 pp., January 17 -22
WK#2 Test on Bury; Discussion Board Comments on 21 pp. from text January 23-29;
Week#3 Discussion Board Comments on 20 pp.+ Primary Book reports Jan. 30-Feb. 5;

Part II S-2

Week #4 Discussion Board Comments on 48 pp. from text: Feb.6-12
Week #5 Discussion Board Comments on 21 pp., and review the paintings on the disk
Complete reading Thoreau’s book and make your Report directly to your Prof: Feb.13-19
Week #6 DB Reports on Primary Book read and CS-2 Paper due: Feb. 20-26

Part III S-3

Week #7 Intro S-3: Discussion Board Comments on 61 pp. from text: Feb 27-March 5
Week #8 Discussion Board Comments on 23 pp; Report on Muir to your prof; Mar 6-Mar 12
Week #9 Spring Break: No classes, no reading assigned! Read Ahead: March 13-19
Week #10 DB Reports on Primary Book) and Characteristics Paper on S-3: March 20-26
Week #11 Intro Stage 4: DB Comments on 40 pp. from the text: March 27-Apr 2
Week #12 One DB Comment on 22 pp. from text and Carson’s book report to Prof  April 3-9
Week #13 Short week Easter Break begins on April 13, one DB comment on 27 pp
Assigned this week, hopefully by April 13. April 10-16
Week #14 Complete outside readings, and CP on S-4, April 17-23
Week #15 DB comments on 36 pp from text on S-5 Apr 24-30; Env Trip Paper due on 26th
Week #16 Discussion and Wrap Up, face to face meeting TBA; take home final to be handed out on the date TBA., May 1-7

Final Take Home Examination which Includes Leopold, due date on or before noon on Friday May 19:

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:
   \[
   \begin{array}{ll}
   A & = 100-93 \\
   B+ & = 89-88 \\
   B & = 87-83 \\
   A- & = 92-90 \\
   B- & = 82-80 \\
   C+ & = 79-78 \\
   C & = 77-73 \\
   C- & = 72-70 \\
   F & = 64-00 \\
   \end{array}
   \]

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. = 30%
   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 = 20%
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.
A course offered at UST during the Spring Semester 2017 on internet taught
By Professor Joseph Mc Fadden

January 2017