OFFICE HOURS: By appointment.
OFFICE PHONE: 713-942-5905  E Mail: mcfadden@stthom.edu
OFFICE LOCATION: Mount Vernon History House, 1st floor (On corner of West Main and Mount Vernon, just South of Jerabeck Gymnasium.)

“In wilderness is the preservation of the world.”  Henry David Thoreau
“Huge Concentrations of wealth corrode the soul of any nation.”  Nicholas Kristof

COURSE OBJECTIVES
This course is divided into five parts or as I call them, stages of predominate environmental thought in American history---a process of intellectual metamorphosis in a way. The course begins in 1607 with the founding of the American Colonies and ends shortly after the turning of the 21st Century. The focus in each stage is on how the thinking 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 follow below.: (NOTE: 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. You will also note, each stage seemed to have a vocabulary of its own)

STAGE ONE: (NO one rings a bell announcing a new stage, these are approximate dates.)
From discovery to post war 1812, about 1820: Themes of Conquest, Subjugation, Progress and the American Sense of Mission. As we shall see, the paradigm that more clearly explained what humans saw in nature.

STAGE TWO: From a lively post 1812 world of about 1820 when the US had but one national political party to a westward ho world following the American Civil War, about 1880. Where the paradigm of Continued Exploitation and Progress continued unabated but tempered somewhat by the themes of Nationalism, Romanticism and Harmony with Nature, with an emphasis on what Nature could do for humanity.

STAGE THREE: From about 1880 through the Gilded Age and Progressive Era to about 1920: Progress Yes, with an emphasis on Restoration, Preservation, Conservation, Efficiency, and Progressive Reform. A recognition that things had to change to preserve the promise of America.
STAGE FOUR: From 1920 to 2000? Progress and Reform: yes definitely! With an emphasis on: Ecology: Environmental Analysis and Strategy; Sustainability and, of course, the continuing commitment to Progress. The focus of those environmentally minded 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 paradigm 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 today in the midst of a new Stage? Urged on by the consistent argument from my students, we speculate here about a most interesting possibility of a Stage Five. If there is, it would have to be a noted paradigm shift as well as a new vocabulary, just as we found in all the other Stages we study in our course.— a new intellectual metamorphous.

ABOUT THIS COURSE
Basically the course in Environment History is an intellectual history course that traces the development of ever-changing attitudes of we American’s towards their environment. As students of the environment we will want to know these attitudes represented as well as how and why they evolved over time. I would also argue that other nations experienced a similar story…slightly different depending on a nation’s national character and historical experiences. So international students can apply what they learn about the American experience to their own national history. The stages, as I call them, represent a paradigm shift in the way intellectuals explained these changing attitudes and ideas about humans and their relationship with nature. Over time the intellectuals through their writings will also have an impact on the people of the nation as we will see in our study. 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; and,
+ The role that individual men and women have played in America’s evolutionary 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, including the books you will read to better understand changing attitudes toward the American Environment. Students will be asked to utilize the lecture notes, primary source
materials and the assigned books to relate to the times, and the stages in environmental thought being studied. Particular emphasis is 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 and your colleagues in our class via email regularly and at least 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 your own preferred e-mail 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 more reading and are graduate students pursuing professional training and education, we will not include a weekly quiz.

During each week in our course you are assigned specific readings. Over the course of a week your Professor expects each student to make 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. Student comments are sent to all enrolled in our course to read and reflect and perhaps to be inspired. I will read each of your comments and, share my comments and assign a grade, and send out the results in 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, etc. In other words, a response that demonstrates understanding, and any thoughts---questions---observations---and/or linkages that may have stimulated you 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 or linkage you might wish to share. Capture these thoughts and tell us about them in 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. Always 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 experiences, or their own reading and understanding from other classes. What I mean by linking is taking knowledge learned in 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 noon Thursday noon at the time of your location each week, the other comment for that week shall be sent to all by Sunday midnight wherever you are. We may adjust these deadlines during our first week. You may also make an occasional brief comment on one of your fellow student responses where you are so moved. These brief comments may be included in your comments, they will not be graded---but
good observations may merit a bonus point or two. Everyone enjoys being recognized---so comment civilly on one of your colleagues comments---when you are so moved. I also insist on good English writing and civility in all responses in our course. Your two comments each week must be completed as indicated here in our syllabus ---or by the deadline the class may establish in week #1.

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

Please note that all of the required texts are available on line as follows: The Bury, Thoreau and Muir assigned books are available online at: http://digital.library.upenn.edu/books. The Rachel Carson book is available at:

Generally a good used book store would carry most of these titles and I am sure your University library and the UST library has at least one copy of each. Books and Stage assigned required reading for all in our course are as follows:

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#1 January 18-26. Don’t become bogged down in the details, focus on Bury’s Idea of Progress, the title is the key.


Thoreau, Henry D. WALDEN POND (To be read in its entirety for class discussion in class #4,during week of Feb.12-18, when we focus on Stage 2.)

Muir, John MOUNTAINS OF CALIFORNIA (Read it all, it will be discussed in our class #7 during week of March 5-11 when we focus on Stage 3.)

Carson, Rachel SILENT SPRING (Read it all, we will discuss in class #11 in S-4 during week of April 2-8.

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Class Attendance Policy = Student interest is demonstrated weekly throughout the course in your comments online. This course will be offered entirely on internet. Students are responsible for all discussions and materials presented in the text. Your email comments will be graded every week---no comment(s) merit a grade of zero. You are expected to make two intelligent comments online each week, unless otherwise directed. 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.

NOTE: Student with a disability requiring accommodations in our course are to contact me my email, in person, or at my office. I can be reached at 713-942-5905. UST Students will also need to contact and register with the Counseling and Disability Services Office in Crooker Center at 713 525 2169.

LECTURE DISCUSSION AND SCHEDULE
Week #1: Week of January 18-28, 2018, Documents 1 through-6; pp 1-53., and Bury readings.
Our first class/week focus will be on the syllabus and documents 1 through 6 These documents in effect introduce our course, the assignments, my expectations, and the goals for the semester. We will also discuss the concepts of American Character and Historical Continuity and its importance in understanding America and American history. (My French students will recall this revised document from the President’s class. Read it again to bring it back into focus.) We will during the first week accomplish all of the following by emails sent when necessary: ask questions relative to the syllabus and your work for the semester; one comment on document #6 by noon Friday Jan 26; read the Bury assignment and be prepared for a quiz on Bury, to be distributed when a student lets me know he/she is ready to take the Bury quiz. Everyone shall have completed the readings and the Bury quiz by Friday noon Houston time January 26. You must also review assignments and hopefully select your additional required book for S-2, S-3, & either S-4 or S-5 written by a contemporary author, that is a ++ book on our bibliography, in other words a book written during that particular stage time period we are studying.. Books that may be selected are so designated on the bibliography section in our text by the symbols ++. If you have a burning desire for another book that may not carry the ++ designation, you must have my approval. It is my hope that we can work out the book selections during this first week so that by Friday Jan. 26, I will be able to send out a list of who is reading what for the rest of the semester.

In our first class we will be reviewing the following documents in the Text:

1. Title Page & Table of Contents, 4 pp., 1-4
2. The Syllabus for the Course, 13 pp., 5-17
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. Notes on American Character and Historical Continuity, 15 pp., 39-53
+ Assigned readings in Bury, J. The Idea of Progress
A summary of my expectations for week #1 follows. Accomplish all this and off we go!

A. You must first read the syllabus and understand the course requirements and expectations
B. You must read the assigned readings on Bury and let me know when you are ready to take the Bury Q.
C. You must read document #6 and be prepared to make one intelligent comment on AC+HC.
D. You must select one ++ book from all of the following stages: S-2; S-3; and S-4 or S-5.

STAGE 1. "The theme of Conquest, Subjugation and the Commitment to the Idea of Progress in America, 1607 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 understand a set “of characteristics” peculiar to this time period in American History---Stage 1, 1607-1820.

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 one or two intelligent comments via email to everyone in the class, including your professor during each week according to instructions and deadlines established earlier in our syllabus. These comments will be graded. (We can discuss deadlines during our first week---I am open to suggestions.)

Readings for Week #2: 43 pages in the text, pp. 54-96)
- Document #7, The Reality of Colonial Settlement, 2 pp., 54-55
- Document #8, Prevailing Intellectual Themes, 2 pp., 56-57
- Document #9, Notes on Native Americans, 8 pp., 58-65
- Document #10, Diversity in Colonial America, 2 pp., 66-67
- Doc #11, Difficulties in Colonial Life and Settlement Attitudes, 4 pp., 68-71
- Doc #12, The Puritan Ethos and Puritan Contributions, 5 pp., 72-76
- Doc #13, Intro. to primary sources S-1: The Conquest of the Wilderness, 6pp 77-82.
- Doc #15, Characteristics of Environmental Thought in S-1, 1607-1820, 2 pp. 95-96
Week #2  Week of January 29-Feb 4, 2018: Documents #7 through #15, pp. 55-97.

Class Activity: Our focus this week is to determine how the Colonial and early American settlers looked at their environment. The class will discuss the readings assigned. Our goal is to understand the characteristics of environmental thought in our first period of study. Students will have read the assignments and are ready to contribute two comments via e-mail. Reading the assignments and being prepared for class discussions are a “given” in our course! I will always try to make an opening comment via e-mail early in every week to introduce important points in each week’s assigned readings.


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.

Week #3, February 5-11, Documents #16 through #23, pp. 97-132

Reading assigned in Stage 2 selected to provide additional evidence and examples to enhance understanding of this period in our study of environmental attitudes. Our focus will be on the contributions to environmental thoughts made by four individuals living in this period that as you will see set the stage for S-3 Conservation and Preservation. Readings for Week #3 are listed below: pp. 98-133)

- #16, Introductory Thoughts on Stage 2, Definitions, 4 pp., 97-100
- #17, 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., 101-109
- #18, “Romantic American and the Environment: Four Case Studies, CS# 1, Artist and Ornithologist, John James Audubon, 3 pp., 110-112
- #19, CS#2A Landscape Architect Andrew Jackson Downing, 7 pp., 113-119
- #21, CS #3, Sportsman Henry Wm Herbert (Frank Forester,) 3 pp. 123-125
- #22, CS #4A Journalist/Landscape Architect, Frederick Law Olmsted, 5 pp. 126-130
- #23, CS#4B.a selected listing of Olmsted’s landscape projects, 2 pp., 131-132.
Readings for Week #4 (21 pages, Docs #24 through #21, pp.,133-153; plus Thoreau)

#24, CS #5: Hudson River School of Landscape Painters, (HRS) 12 pp., 133-144
#25, CS #6, Thomas Cole: “Essay on American Scenery,” Atlantic Monthly, Jan.1836, 7 pp., 145-151  Now also review the HRSLP disc of selected paintings..
#26, Concluding Thoughts: “On the synergy existing between the literary and the artistic interpreters of nature in Stage 2; 2 pp.; 152-153
Thoreau, Henry D, WALDEN POND. Students shall have finished their book report..

Week #4 Week of February 12-18, 2018
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 the HRSLP, a 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. Two comments this week: one on HRSLP sent to all, and a longer book review on HD Thoreau, which you will send ONLY TO me.

Readings for Week #5 (No reading from our text this week.)
- Each student will have selected and read enough of one book from the reading list. The selections must be from a writer contemporary to the time period we are covering---a ++ book from biblio on S-2. 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 ONLY TO ME via internet. I will grade these and perhaps distribute the best to our class. (See my CP-1 for Stage One characteristics for a suggested format to follow.)

Week #5 Week of February 19 - 25, 2018
Class Activity: This week student present their book report to all in the class including me,. We will also see what the class believes the characteristics of Stage 2 are. (CP-2) So you have two assignments this week---finish your report on ++ book and share it with all; and write your CP-2 and share it only with your professor. Your professor will likely share his CP-2 and some of the best student CP-2’s.

Readings for Week #6 (documents #27 through #36, pp.,154-216,)
- #27, Introduction to Stage 3: Restoration and Conservation, 1880-1920, 3 pp. 154-56
- #28, CS #1A, Review of Gilded Age Statistics,13 pp., 157-169.
#29, CS #1B, The Dynamics of American Industrial Growth, 1865-1900, “Ten Factors,” and supportive readings for factors #3 and #5, 4 pp., 170-173
- #30 CS #1C, Supportive reading for Factor’s #7and #10, 10 pp., 174--183
#31, CS #1D, Selected quotes on Stage Three, 2 pp., 184-185
#32, CS #2, Science and Professionalism, 8 pp 186-193
#33, CS #3, Notes on William Temple Hornaday, 8 pp194-201
Week #6 February 26- March 4 2018
Class Activity: First part of this week we will focus on information relative to the dynamic industrial growth experienced in the so-called Gilded Age in American History. The rest of the week’s focus is on case studies that introduce students to our Stage Three (S-3).

Readings for Week #7 March 5-11, Documents #37 through #39 pp. 217-240, 24 pages.
  #37 CS #6B Theodore Roosevelt and the Governor’s Conference On Conservation in 1908, 12 pp. 217-228
  #38 CS #7A John Muir, 5 pp. 229-233
  #39 CS #7B Hetch Hetchy, 7 pp. 234-240
  +Finish Muir’s Book The Mountains of California.

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 #8 Week of March 12 -18 Spring Break, No classes, enjoy the break, be safe!

Readings for Week #9 3/19-25, No reading from the text this week. Share your commentary on the ++ book you selected and send ONLY to me you CP-3 report.
Week #9 March 19-25,
Class Activity: This week you will discuss the ++ book and share your commentary with all in our class. You will also prepare you S-3 CP review to be sent only to your professor. Your professor will later distribute his CP-3 and the best of class.

Readings for Week #10 March 26- April 1 Documents # 40 through #41 pp 241-281
- #40 Intro to S-4 and its Three Parts, 4 pp. 241-244
- #41 Part One “Building bridges to Ecology: Antecedents and the Road to Ecology-1920-40” 5 pp. 245-249
- #42 Four Case Studies in S-4 Part One, pp. 250-281
  - CS #1, Hugh Bennett: Soil Erosion: Wildlife and Soil Erosion Control 4 pp. 250-253
  - CS #2, Paul B Sears, “Desert on the March,” 2 pp. 254-255;
  - CS #3, Aldo Leopold, 9 pp.256-264
  - CS #4, Rosalie Barrow Edge, “Conservationist Extraordinaire, 1877-1962 17 pp 265-281

Week #10  Week of March 26- April 1, 2018 Easter Break March 29-30
Class Activity: Short week, make your ONE comment sent to all by noon Wednesday Houston Time March 28. Reading covers docs #40 thru #42, pp 241-281. Enjoy the break and be safe.

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.”
  + Part Three of Stage 4: Growth With Environmental Quality? Sustainable Development? 198 0-2000?

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 Apr 2-8, 2018 Docs #43 thru #45 (18 pages; pp.,282-299)
- #44 P2 S-4 CS #1, Rachel Carson, 7 pp 285-291
- #45 P2 S-4 CS #2, Memberships, Ads, and Books relating to Ecology, 8 pp.292-299
+ Read Rachel Carson’s Book Silent Spring
Week #11 April 2-8 2018
Class Activity: We begin P-2 S-4 make one comment on the text readings shared with all. We read Cason’s classic, Silent Spring, and make your commentary only to your Professor.

Readings for Week #12 (22 pp. 300-321) Make TWO comments on reading and send to all.
- #46, Intro to Part Three of Stage 4: "Growth with Environmental Quality,” 4 pp. 300-303
- #47, Part three CS #1: The NSF Conference of 1974, 3 pp. 304-306
- #48, P3, CS #2, Env Legislation passed 1953-1980, 4 pp. 307-310
- #49, P3, CS #3, Examples of articles on the environment from NYT and HOUSTON CHRONICLE, 1970’s to 2006, 2 pp., 311-312
- #50, P3, CS #4, Presidential Assessments: LBJ to GWB, 12 pp., 313-324
- #51, Concluding Thoughts On Stage Four, (All parts) 4 pp., 325-328

Week #12 April 9-15, 2018
Class Activity: We finish our discussions on Stage 4, complete reading 29 pages, and begin to think about a Stage 5 possibility. The Environmental Trip Paper is due in Professor’s office by 5 pm. April 25, or sooner. Two comments this week shared with all.

Readings Assigned for Week #13 April 16-22 No text reading assigned this week.
- Complete outside reading of ++ book, and submit your Characteristics Paper for S-4

Week #13 April 16-22
Class Activity: Make your comment online on your ++ book selected to read on S-4, sent it along to everyone in our class. Complete your CP-4 report and send it only to your Professor.

Readings for Week #14. We begin S-5 speculation and concluding thoughts, pp. 329-378, 50 pp.
- #52, S-5, Concluding thoughts: Are we in or approaching Stage Five? 10 pp., 329-338
- #54, CS #1 S-5 Essay: “On the evolution of Catholic Social Teaching (CST) relating to environmental issues and our course: Antecedent or Case Study?” 12 pp., 341-352
- #55, CS #2 S-5 “Pope Francis: A case Study on Env. Leadership,” 5 pp. 353-357
- #56 Reflections on Climate Change, NYT article 9/2n4/2017, 8 pp 358-365
- #57 Five Additional Case Studies for S-5 to consider.
  a. CS-3: “Global Warming Climate Refugees: A growing Problem?” 1 p. p 366
  b. CS-4: “Big Mexican Farms Suck Up Water, leaving villages high and dry p. 367
  c. CS-5: “Unplugging he Colorado River,” 2 pp., 367-368
  d. CS-6: “Report & Recommendations from the US Geological Services Committee on water sources activities,” 3 pp., 369-371
  e. CS-7: United Nations Climate Talks: Paris Agreement, Dec 2015, 2 pp., 372-373
- #58 Suggested Characteristics for a S-5, 4 pp., 374-377
Week # 14    April 24-29, 2018
Class Activity:  Make your two comments to all as usual on the readings assigned on S-5 possibilities. Don’t forget your Environmental Trip Report is due by Wednesday June 25 5 p.m..

Week #15    April 30- May 5, 2018
No reading assigned, as this week marks the end of our class. The Final Exam will be a take home exam and it will be distributed to the class this week. The final must be completed and emailed to your Professor no later than 12 Noon Houston time on Wednesday May 16.

RECAP: CLASS AND ASSIGNMENT SCHEDULE

Part 1 S-
Introduction Week #1 January 18-28, 2018
Introduction to Class and the Syllabus: reading assignments 1-53 pp. Comment on pp. 39-53 and complete Test on Bury by no later than Friday noon Houston time January 26; WK#2 Jan. 29-Feb 4: Two comments on pp. 54-96 from text;

Part II S-2
Week #3 Feb. 5-11, 2 Comments on text readings pp.97-132; Docs #16 through #23
Week #4 Feb. 12-18, Share one Comment on 21 pp. on HRSLP, Doc #24-26, pp.133-53; and The folder on their paintings; report on Thoreau’s book and submit only to your Professor; Week #5 Feb 19-25 Share Reports on Primary ++Book and send CP-2 Paper to Professor only

Part III S-3
Week #6 Feb 26-Mar 4 Intro S-3 : Share Two Comments 63 pp. Documents #27-#36
Week #7 Mar 5-11: Share comment on 24 pp. from text; Report on Muir to your professor;
Week #8 March 12-18 Spring Break: No classes, no reading assigned! Read Ahead;
Week #9 March 19-25 Share Reports on Primary ++ Book and CP-3 Paper to Prof only.

Part IV-S-4 & S-5
Week #10 Mar 26- Apr 1,Intro Stage 4: Share one Comment on Doc 40-42, 41 pp. 241-281, With everyone by Wednesday noon Houston time. Easter break is March 29-30.
Week #11 Apr. 2-8: Share one comment on 18 pp. to all, Docs #43-#45, pp. 282-299; send Carson’s Book report only to Your Professor.
Week #12 Apr. 9-15, Share 2 comments on Doc #46-#51 29 pp. 300-328 from text; ;
Week #13 Apr.16-22 Share Reports on Primary ++ Book and CP-4 Paper to Professor , Week #14 Apr 23-29 S-5, Docs #52- #58, 49 pp. 329-377 share 2 comments;.
+ Environment Trip Papers due to all no later than April 25 5 pm, share with all.
-13-

Week #15 Apr 30- May 6 No Reading Assigned; Wrap up week, Take home finals
To be distributed during the week, to be finished no later than Wednesday May 16 by 5 pm.

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
   C   = 77-73   C-  = 72-70
   C-  = 71-72   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 online all rolled into one grade. = 30% of final grade
   c. Grades on required book reports and on the 3 ++ books selected from the course reading list that you presented online 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.