

History / Geography / Environmental Studies 460

AMERICAN ENVIRONMENTAL HISTORY

LECTURER: Bill Cronon, 5103 Humanities (also 443 Science Hall).

SECTION LEADERS: Bill Cronon, Andy Davey, Spring Greeney, Tony Pietsch, Rebecca Summer.

Bill's Phone: 265-6023. This has an answering machine on which you can leave messages if I'm not in. No calls to my home telephone number, please. A much better way to contact me is via email at wcronon@wisc.edu, but please do this sparingly; I receive 80-100 emails per day and it's all I can do (and sometimes quite a lot more!) to keep up with them all. If you don't hear back from me in a timely way, please just resend your email—and try to forgive me for frequently getting swamped with the heavy volume of messages I receive!

Bill's Website: Bill's website is at www.williamcronon.net, and the page for this course can be found at <http://www.williamcronon.net/courses/460.htm>. Be sure to bookmark and keep track of this link, since the page has many handouts and other materials helpful for students in the course (I will keep adding new content to it throughout the semester). If you happen to lose track of it, a Google search of "William Cronon 460" should yield this page as the top hit.

Office Hours: 9:45-11:45am Wednesdays, 5103 Humanities, first come first served. I would prefer to see you during regular hours, but will try to meet with you at other times if necessary. Please don't just stop by my office if you need to see me at times other than my office hours, however; email me first and make an appointment. I generally meet with students for appointments in 443 Science Hall.

TA Offices: Email is the best way to get in touch with your section leader if you need to contact them. Andy Davey's address is adavey@wisc.edu; Spring Greeney's is sgreeney@wisc.edu; Tony Pietsch's is adpietsch@wisc.edu; and Rebecca Summer's is rsummer@wisc.edu. They will circulate office hours and locations at the first section meeting of the semester.

LECTURES will be held on Mondays and Wednesdays, from 2:30-3:45pm, in 3650 Humanities.

INTRODUCTION

Environmental history studies the changing relationships between human beings and the natural world through time. Despite being numbered at the 400-level, this course is intended as an introduction to this exciting and relatively new field of scholarship, with no prerequisites. It assumes no background knowledge of American history, geography, or environmental studies, and offers a general survey that can be valuable for students interested in any of these fields, from entry-level undergraduates through advanced graduate students. Although the course is intended to be challenging, it is also meant to be fun: any student willing to attend lectures, do the readings, and work hard should be able to enjoy and do well in it. Our central premise throughout will be that much of the familiar terrain of American history looks very different when seen in environmental context, and that one can learn a great deal about history, geography, and the environment by studying them together. All too often, historians study the human past without attending to nature. All too often, scientists study nature without attending to human history. We will try to discover the value of integrating these different perspectives, and argue that the humanistic perspectives of historians and geographers are essential if one hopes to understand contemporary environmental issues.

We will be approaching American environmental history from at least three different angles. First, we will ask how various past human activities have depended on and interacted with the natural world: how have natural phenomena and resources shaped patterns of human life in different regions of the continent? Second, we will trace the shifting attitudes toward nature held by different Americans during various periods of their nation's history: how have the human inhabitants of this continent perceived and attached meanings to the world around them, and how have those attitudes shaped their cultural and political lives? Finally, we will ask how human attitudes and activities have worked together to reshape the American landscape: how have people altered the world around them, and what have been the consequences of those alterations for natural and human communities alike? At the same time, we will be tracing the evolution of environmental politics in the United States, so that the course is also a history of conservation and environmentalism in our nation's political life down to the present.

A NOTE ON THE READINGS

This syllabus provides a detailed outline of what we'll be covering in the course, and we strongly advise you to refer to it often as you plan your studying. Readings are moderately extensive, but they are generally not difficult; they have been chosen as much as possible to be fun and thought-provoking as well as informative. All required texts are available at the University Bookstore, and can also be ordered online. They are as follows (with call numbers):

Wayne C. Booth, et al., *The Craft of Research*, 3rd edition, Q180.55 M4 B66 2008.
William Cronon, *Changes in the Land*, GF 504 N45 C76 2003 (any edition OK)
Aldo Leopold, *A Sand County Almanac*, QH81 L56 1966 (any edition OK)
David Stradling, *Conservation in the Progressive Era: Classic Texts*, QH76 C6545 2004
Donald Worster, *Dust Bowl*, F786 W87 (any edition OK)

I have kept down the number of required textbooks quite significantly in recent years in an effort to reduce costs for students; at the same time, the number of online readings has increased, as you'll see when you study the syllabus below. All required textbooks are available on reserve in Helen C. White library. You needn't purchase all of them, and you should feel free to read library copies or share books with classmates if you prefer. Other readings are available as course handouts or on electronic reserve either via your My UW page or on my personal website. *Please be sure you know how to access e-reserve readings and find my website by the end of the first week of classes.*

COURSE GRADING

The midterm exam counts for 20% of your grade, and the final for 25% of it; the first paper counts for 5%; the place paper for 30%; and section participation for the remaining 20%. Please note in particular that we take section participation very seriously in this course. Learning how to *talk* intelligently and enthusiastically about significant subjects is actually one of the most important skills you can learn in college, and this course is a great place to work on that skill. We'll be dealing with interesting readings about historical subjects that have important implications for our present and future, so it shouldn't be hard for you to come to section with questions and comments you'd like to share with other members of the group. Try to make a special effort to get to know not just your section leader, but the other students in your section. We promise this will not only make the course more enjoyable, but will add a lot to what you learn as well.

EXAMINATIONS

There will be two exams, a midterm and a final. The final has an objective section and essay question covering mainly the second half of the course, but also has a second essay question requiring a comprehensive essay covering the course as a whole. **Please note that our final exam this semester falls very late during the exam period, from 7:45-9:45am on Saturday, December 21 (a truly awful exam slot). We will *not* be offering an alternative exam time, so you should be sure to plan your holiday travel accordingly.**

WRITTEN ASSIGNMENTS

FIRST PAPER: (2 double-spaced pages; 3-4 pages for Honors undergrads and graduate students):

This brief initial writing assignment asks you to use one or more primary documents to investigate a particular place on campus or elsewhere in Madison—most likely a building or landscape—to assess the ways in which it was different in the past from what it is today. This assignment only counts for 5% of your grade because we don't want you to get too stressed out about it; to the contrary, we'd like you to experience the fun of playing historical detective to track down one or more documents (photographs, plans, maps, guidebooks, descriptions, etc.) to help you understand what your place was like in the past compared with what you see today. You'll be doing the same thing on a much larger scale for your final place paper, so you should regard this as a way to get started thinking about how you'll approach that assignment too. The suggestions for finding place paper documents in the next section can be equally helpful for this much briefer paper, so please read them carefully. We'll also arranged a special pair of open house presentations at the UW Archives during the week before this paper is due to help get your creative juices flowing while finding documents that might be especially intriguing to use for it.

Three books that include very helpful compendia of old photographs of UW-Madison and the surrounding city are:

Arthur Hove, *The University of Wisconsin: A Pictorial History* (1991), LD 6128 H68 1991
Stuart Levitan, *Madison: The Illustrated Sesquicentennial History, Vol. 1, 1856-1931* (2006), F589 M157 L48 2006
David Mollenhoff, *Madison: A History of the Formative Years* (2003), F589 M157 M64 1982, 2003
See also the various online resources described in the place paper discussion below.

THE PLACE PAPER (5-6 double-spaced pages; 7-10 pages for Honors undergrads and graduate students): This is due at the beginning of lecture on Monday, November 25, and is intended to give you an opportunity actually to *do* environmental history yourself as a way of synthesizing what you've learned from the entire course. In it, you are to choose some place—either located in Madison or somewhere you know well from your home or travels—and write a brief essay discussing your interpretation of some aspects of its environmental history, using the themes and perspectives we've studied in class. Because this is a relatively brief paper, you'll need to think carefully about what parts of your chosen place you wish to explore in your essay: it is far better to discuss a few aspects well than many aspects superficially. Write a description or tell a story that will explain to the reader how this place came to have the shape and qualities it has today. You should think of this paper as an exercise in historical, geographical, and environmental interpretation, asking you to read a small patch of landscape as a document of past environmental change. Just as importantly, your place should illustrate one or more important themes drawn from the course as a whole, so please be careful to think carefully about which course themes can help you interpret the past of your place—and which aspects of your place can illustrate the themes of the course.

Since we'd like you to be thinking about this paper from the very start of the semester, we'd like to offer you some suggestions for the how best to approach it. **Remember that a key aspect of this assignment is for you to gain experience trying to “read” an actual landscape while comparing what you find in that place today with historical documents that will help you interpret how it was different in the past.** We fully understand that you don't know enough environmental history to construct a complete or fully accurate narrative of environmental changes that have shaped your chosen place. What we're looking for instead is that you take a long, careful look at the place and try to see it with unfamiliar eyes, taking nothing for granted but looking at everything you see there as if you'd never seen it before. Then ask how the things you see might have come to be there. As the first lecture of the course suggests, the trick is to ask as many questions as you can about landscapes you ordinarily take for granted. (Remember, you can go back and reread that first lecture, which is printed as an essay called "Kennebec Journey" in the book *Under an Open Sky: Rethinking America's Western Past*, edited by myself; a PDF version of it is even more conveniently available on the course page of my website.) Use materials from the readings and from the lectures to help you think about the kinds of questions you want to ask, and do the best job you can answering these questions using the evidence you can find on the ground.

To help you learn the research skills you'll be using in investigating and writing about your place, a group of my graduate students and I created a special website on “**Learning Historical Research**,” designed especially for this place paper assignment, which I would encourage you to explore in detail: www.williamcronon.net/researching/. It has *many* tips and suggestions that are likely to be helpful to you not just for this paper but for work you do in other courses as well. You are also *strongly* encouraged to read as early in the semester as you can the entirety of the classic book by Wayne Booth, Gregory Colomb, and Joseph Williams entitled *The Craft of Research*.

If you're having trouble choosing a place to write about, consider these suggestions right here in Madison; most can easily be applied to other locations as well:

- Walk along a railroad track for a mile or more (the one behind the Kohl Center that has become a bike path west of the campus power plant might be a good choice) and think about its relation to the surrounding landscape. Ask how adjacent sites relate to the railroad, and how those relations may have changed with time. In what ways does the railroad divide the surrounding land, and in what ways does it connect it? How might these divisions and connections have changed with time?
- Spend an hour or two in a cemetery and see what you can learn from it as a historical document (Forest Hill and Resurrection cemeteries, on both sides of the Speedway, just beyond Madison's West High School on Regent Street, are excellent for this exercise). What can you learn about the lives of those who are buried there: how long they lived, how they died, what their family relations were, etc.? What does the changing iconography of gravestones and monuments tell you about their attitudes toward life, death, and their place in the natural world? How does the physical form of the cemetery itself (as opposed to individual graves) reflect cultural attitudes toward nature? An excellent general guide to cemeteries is Douglas Keister's *Stories in Stone: A Field Guide to Cemetery Symbolism and Iconography*, NB1800 K45 2004. There is a walking tour of Forest Hill Cemetery and other resources available at this link: <http://www.cityofmadison.com/parks/parks/cemetery/>. And there are very detailed guides to the people buried in Madison's two main cemeteries: *Forest Hill Cemetery: A Biographical Guide to Forest Hill Cemetery* and *Bishops to Bootleggers: A Biographical Guide to Resurrection Cemetery*.

- Drive or bike west from the UW stadium along Regent Street, Speedway, and Mineral Point Road until you're well out into the agricultural countryside (if you can, go as far as Pine Bluff, or even to the point where the road finally ends at Highway 78, which would be a round trip of 20-30 miles). As you ride, look very closely at the changing spatial arrangement of streets, buildings, and settlement patterns. How do houses change? Look at their sizes, styles, presence or absence of garages and porches, nearness to neighboring houses, sizes of front and back yards, relation of residential and non-residential buildings, etc., etc. Look at the presence or absence of green space. As you drive west, you're essentially moving through neighborhoods that were built in each succeeding decade of the twentieth century. The spatial changes you see directly reflect chronological changes in the history of Madison's built environment and its relations to the surrounding landscape.
- Try comparing two different residential neighborhoods in Madison and writing a brief paper on the key differences you notice between them. The City of Madison's Department of Planning & Development has put together a good series of walking tours you can take of historic neighborhoods in the city, easily accessed as downloadable documents from <http://www.ci.madison.wi.us/planning/walkTour.html>. You might try taking one or more of these tours, and then write about what you see along the way. Just be careful not to write a paper that only reports what you learn from the tour booklet; be sure really to look carefully at what you see and write about the landscape itself, supplementing the guide with additional library research wherever possible.
- Find the "Lost City" in the southeast part of the UW Arboretum and see what you can figure out about its past. This is an old failed subdivision from the early twentieth century which is now completely overgrown (it could be harder to find in deep snow!). You can find a map of where to locate it in the Arboretum visitor's center, and you could read about its past in Nancy Sachse's book, *A Thousand Ages*, QK 479 S16 1974.
- Walk to the end of Picnic Point and spend time looking at the skyline of Madison. Think about the different human elements that make up that skyline, and ask yourself how and when they might have come to be there. Then go examine those same elements close up and read what you can from their sites. You may benefit from exploring the very detailed prize-winning website and digital map for UW-Madison's Lakeshore Nature Preserve, which includes a great deal of historical information at <http://www.lakeshorepreserve.wisc.edu/>.

Remember, the most important goal of this assignment is to look at a place, ask questions about it, and think about its past with reference to the historical and geographical phenomena you've learned about in this course. This is much harder when you're worrying about it in the abstract than when you're actually doing it. It really doesn't matter what place you pick. You could literally go to anywhere in Madison or your hometown and take a random walk through a neighborhood, thinking about everything you see along the way, and write a great paper based on it.

We ask you to explore your place not just in the present, but in the past. Although you can partly do this by looking for remnants of the past in the place as it is today, you'll also need to do significant archival research to locate old documents—newspapers, maps, travelers' accounts, photographs, advertisements, and so on—that will give you insight into what your place was like in the past. For instance, looking at old photographs can be wonderfully suggestive about how your place has changed in the past.

If you're writing about Madison, there are three excellent photographic histories of the city and the university on reserve at Helen C. White Library: David Mollenhoff's *Madison: A History of the Formative Years*, F589 M157 M64 1982, 2003; Arthur Hove's *The University of Wisconsin: A Pictorial History*, LD 6128 H68 1991; and Stuart Levitan's *Madison: The Illustrated Sesquicentennial History, Vol. 1, 1856-1931*, F589 M157 L48 2006. There should be copies not just on reserve but in the non-circulating reference collection; multiple copies of Mollenhoff's book are in the Geography Library in Science Hall and the Wisconsin Historical Society Library as well. Even if you only spend half an hour looking through these, they could be extremely helpful to you, especially if you're having trouble with the assignment. (These two books are also an excellent source of images to get you thinking about the first assignment for the course as well.)

There are a number of ways you could learn more about your chosen place. The suggestions I've listed below relate mainly to Wisconsin places, but most would be equally well suited to other parts of the country as well. Many of these would likely be very helpful not just for the place paper, but for the first assignment too.

- Look at old photographs. The State Historical Society's Iconographic Collection (located in the Archives on the 4th floor) has a vast collection of images of places from Wisconsin and elsewhere. Nothing is better than a picture for helping you see a past place and relate it to the present. A number of these images (though by no means all!) are now available for on-line search and access at <http://www.wisconsinhistory.org/whi/>.
- Look at a series of maps of your chosen place to see how it has changed over time. The Cartographic Library in Science Hall can be very helpful here. Aerial photographs might also be very suggestive if they're available.

- If you've chosen an urban place, try exploring the amazing collection of bird's-eye views, most published during the nineteenth century, that have been digitized on the Library of Congress's American Memory website. The URL for these is: <http://memory.loc.gov/ammem/gmdhtml/gmdhome.html>. Check under "Cities and Towns" and search for the place about which you're writing, but don't hesitate to explore other parts of the website as well. The American Memory website is an extraordinary source for digital documents: photos, maps, texts, almost anything you can think of. There's a comparable collection of Wisconsin bird's-eye views at <http://www.wisconsinhistory.org/whi/feature/birdseye/>; check out the Madison ones for the first assignment!
- In the late 1920s or early 1930s, the Wisconsin Department of Natural Resources produced a remarkable series of "Land Economic Inventory Maps" which show the uses of land for every township in the state. You can read more about these maps at <http://steenbock.library.wisc.edu/general/bordner.html>, and access the actual maps at <http://uwdc.library.wisc.edu/collections/EcoNatRes/WILandInv> under "Land Economic Inventory."
- If you want to go even further back in time, you could look at the original land survey records of the 1830s and 1840s, getting a rough sense of what the land looked like when the first American surveyors came through to impose the grid system upon it. These maps, along with the original surveyors notes, are also now available on-line, so you can peruse them for places you know at <http://libtext.library.wisc.edu/SurveyNotes/>.
- Track the changing population of the place in the manuscript census, which is available for every year between 1840 and 1930 except 1890 (for which the census records were destroyed in a fire). Microfilms of the census for every state in the country are available at the Historical Society. These will tell you who lived in a place, their family relationships, their birth places, their occupations, etc. If you're writing about a rural place in Wisconsin, you should also look at the manuscript records of the Agricultural Census, which give you a complete picture of the crops and animals raised on every farm in the state during the census years. These are in the Historical Society too, in the Archives on the 4th floor.
- If you're studying an urban area, look at old city directories, which often list the residents and businesses of a community not just alphabetically but according to their street address. A directory enables you almost literally to walk down the same street in the past that you've walked down in the present, seeing how the people and businesses have changed in the interval. See <http://www.wisconsinhistory.org/hp/buildings/citydir.asp> for tips.
- Look at old county atlases or histories for your place. These were published for many counties in the Midwest primarily in the 1870s through the 1890s, so can give you lots of interesting information about your place during the nineteenth century. The Historical Society has an excellent collection.
- And of course: *talk* with people who have lived in your place for a long time.

IMPORTANT: BEWARE OF PLAGIARISM!

It is very important for you to keep track of, acknowledge, and be respectful of the sources you use in writing your place paper. The Web has made it so easy for students to copy and paste information they find online that it may be tempting for you simply to paste some of this material into what write. Don't EVER do this. Plagiarism is a very serious ethical infraction—pretending that someone else's work is your own—and will get you into serious trouble if it's discovered. To learn more about plagiarism and how to avoid it, consult the following online resources:

UW-Madison Writing Center: <http://writing.wisc.edu/Handbook/QuotingSources.html>

Yale Writing Center: <http://writing.yalecollege.yale.edu/understanding-and-avoiding-plagiarism>

IMPORTANT: LAPTOP AND CELLPHONE POLICY

Because the majority of lectures take place in a darkened room with PowerPoint presentations, because bright laptop screens are distracting to other students in this environment, and because the temptation to multitask has become so enormous now that wireless connections to the Internet are available in most lecture halls, *the use of laptop computers, cell phones, or other screen-based devices is **NOT** permitted during lectures or discussion sections.* If you have a medical reason for needing to use a laptop or other screen-based device that has been authorized by the McBurney Center, please let us know so we can discuss strategies for your use of these devices that will be minimally disruptive to other students.

MCBURNEY STUDENTS:

If you are a McBurney student who needs any special accommodations for the course, please make sure your section leader is aware of your situation as early in the semester as possible, and well in advance of any examinations for which accommodations will be required.

WEEKLY OUTLINE OF LECTURES AND ASSIGNMENTS

IMPORTANT: In the following outline, lecture topics are arranged into thematic "weeks" that do NOT correspond with ordinary calendar weeks, so don't be confused about this. For the purposes of this course, most "weeks" consist of a Wednesday lecture, the following Monday lecture, and the following section; this way, all discussion sections will be assured of having heard the same lectures and done the same readings by the time they meet. Occasionally (usually right before an exam), one of these thematic "weeks" may involve a number of lectures less than or more than two. The parenthetical number after each week's title is the approximate number of pages of reading assigned for that week.

Week 1: GETTING STARTED WITH ENVIRONMENTAL HISTORY (23)

4 Sept: Ghost Landscapes: Getting Started with Environmental History

SECTION: Introductions to each other and to the course.

If you'd like, you can reread Bill's opening lecture, the original version of which is a published essay: William Cronon, "Kennebott Journey: The Paths Out of Town," in William Cronon, George Miles, and Jay Gitlin, eds., *Under an Open Sky: Rethinking America's Western Past* (1992), 28-51, also available on Bill's website as a link under "Other Resources" on our course webpage. It's probably best to do this **after** the lecture.

Week 2: PLACES, PEOPLE, AND THE PAST (282 plus website reading)

9 Sept: Archival Landscapes: An Introduction to Your Place Paper...and to UW-Madison Libraries

SECTION: Learning to read a landscape: walking tours of campus.

Explore the "Learning Historical Research" website at www.williamcronon.net/researching/.

Read Wayne C. Booth, et al., *The Craft of Research* in the next couple weeks as background preparation for starting work on your research and writing assignments in the course.

Week 3: LEARNING THE CRAFT OF READING LANDSCAPES (187)

11 Sept: The World That Coyote and Raven Made

16 Sept: Migration, Disease, and Death

NB: This week, the UW-Madison Archives in 425 Steenbock Library will offer an open house for 460 students from 3-5pm on Tu 9/17 and 4-5pm Wed 9/18, with brief talks at 3pm and 4pm Tu and 4:05pm Wed. Please attend!

SECTION: Readings this week are designed to get you thinking about how to write histories about environmental change in particular places and landscapes as preparation for your two papers in the course. The first set provides examples and tools for very different ways of understanding landscapes and their histories. The second set consists of excellent examples of place papers written by past students in 460. Please come to section prepared to talk about the different strategies these authors used for organizing their narratives, and which techniques you found especially effective. Our goal will be to help with next week's paper and to get you started thinking about your own place paper. (It's OK to bring laptops to section this week.)

Sample Tools for Learning to Read Landscapes

Study the "How to Read a Landscape" web page on the "Learning Historical Research" website at

<http://www.williamcronon.net/researching/landscapes.htm>.

John Fraser Hart, "Reading the Landscape," in George F. Thompson, ed., *Landscape in America* (1995), 23-42.

(Library E-reserves)

Betty Flanders Thomson, "Man on the Land: A Thumbnail History," *The Shaping of the Heartland: The Landscape of the Middle West* (1977), 223-50. (Library E-reserves)

Eric Sloane, "Fences and Walls," *Our Vanishing Landscape* (1955), 27-35. (Library E-reserves)

Grady Clay, "Breaks," in *Close-Up: How to Read the American City* (1973), 38-52. (Library E-reserves)

May Theilgaard Watts, "Camp Sites, Fires, and Cud Chewers, Or, How the Upland Forest Changes from Illinois to Wisconsin," *Reading the Landscape* (1957), 109-26. (Library E-reserves)

Virginia & Lee McAlester, "Looking at American Houses: Style," *A Field Guide to American Houses* (1984), 4-16.

(Library E-reserves)

Kate Ascher, "Water," *The Works: Anatomy of a City* (2005), 151-69. (Library E-reserves)

(Reading assignments for this week's section continue on top of next page)

Exemplary Place Papers from Past Semesters of the Course (accessible from course web page):

Kathryn Berg, "Brittingham Park," 2004 place paper about a park on Lake Monona.

David Britton, "Utica Lake," 2012 place paper about a lake and park in Waukesha County.

Margaret Christie, "Farm in the City," 1994 place paper on one of the last farmhouses on Madison's West Side.

Emily Hilts, "Canoeists, Anglers and Scientists: The Making of Escanaba Lake," 2012 place paper.

Rachel Hunerdosse, "The Stench That Shaped History," 2008 place paper about Lake Monona.

Jeff Jordan, "100 Years of Solitude: A Progressive Era Retreat in the Heart of a Modern City," 2008 place paper about the house at 646 E. Gorham St. in Madison.

Eva Lewandoski, "Maintaining a Rural, Pastoral Lifestyle in Spring Prairie, Wisconsin," 2004 place paper.

Omar Poler, "The Middle Yard," 2005 place paper about railroads in La Crosse.

WEEK 4: NEW CREATURES, NEW CONNECTIONS (0)

18 Sept: Co-Invasion

23 Sept: Selling Animals

SECTION: Discussion of the landscapes you investigated and interpreted for your first paper assignment. You should also be thinking about the place you'd like to write about for your final "place paper" assignment, since you'll be asked to talk in some detail about that during the week immediately following the midterm exam.

WRITING DUE IN SECTION THIS WEEK: First Paper Assignment

NB: During the next couple weeks, the staff of the Wisconsin Historical Society will offer tours of their collections, which will be absolutely invaluable for your place paper. *Be sure to take one of these tours if you possibly can.*

WEEK 5: THE COUNTRY AND THE CITY (190)

25 Sept: A World of Fields and Fences

30 Sept: The Flow of the River: Industrial and Urban Revolutions

SECTION: Cronon, *Changes in the Land*, xi-185 (of 20th anniversary edition, including Afterword). (If you buy a used copy of the first edition of the book, the new Afterword is available in our Online Library Reserve.)

WEEK 6: RETHINKING NATURE (10)

2 Oct: The Machine in the Garden: Agricultural Revolutions

7 Oct: Mountain Gloom, Mountain Glory: Sublime and Picturesque

SECTION: Romanticism handout (available as PDF download from course web page)

WEEK 7: LANDSCAPES OF DEATH (0)

9 Oct: Hunters and Hunted

14 Oct: Even the Oceans Fail

SECTION: Come prepared with questions and insights to review for the mid-term exam.

WEEK 8: MID-TERM EXAM, AND MOVING FORWARD WITH YOUR PLACE PAPER

16 Oct: Improving Nature

17 Oct: EVENING REVIEW SESSION FOR MIDTERM EXAM, 7:00-8:30pm

21 Oct: MID-TERM EXAM

SECTION: In section this week, you'll be asked to talk about the place you've chosen for your final paper, and the themes from the course that you think you'll be able explore while writing about how your place has changed over time. Please start reading the collection of documents edited by David Stradling for next week.

WEEK 9: PROGRESSIVE CONSERVATION (116)

23 Oct: The Conservation Vision

28 Oct: Nurturing Nature, Exterminating Nature: Women in the House and City (Guest Lecture by Spring Greeney)

SECTION: Stradling, *Conservation in the Progressive Era: Classic Texts*, vii-106. (read entire book carefully)

If you're interested, explore Library of Congress's American Memory website on the early history of conservation:

<http://lcweb2.loc.gov/ammem/amrvhtml/conshome.html>.

WEEK 10: SEEING LIKE A STATE (168)

30 Oct: Planning Against Disaster

4 Nov: Strategic Resources and the Population Bomb

SECTION: Worster, *Dust Bowl*, 3-97, 182-254 (skim remainder if you have time).

WEEK 11: WILDERNESS AND THE LAND ETHIC (78)

6 Nov: Public Parks and Pleasuring Grounds

11 Nov: Wilderness and the Land Ethic

SECTION: Leopold, *Sand County Almanac*, 6-19, 127-9, 137-41, 237-95. (If you're using another edition, read essays entitled "Good Oak," "Red Legs Kicking," "Thinking Like a Mountain," and Part IV, "The Upshot").

WEEK 12: RACHEL CARSON AND A NEW ENVIRONMENTALISM (3)

13 Nov: The Fallout of Silent Spring

18 Nov: In-class screenings of Silent Spring documentaries

SECTION: Carson, "A Fable for Tomorrow" (Library E-reserves)

(Discuss documentary and oral excerpt from Rachel Carson's *Silent Spring* this week; reading is light so you can be researching and writing your place paper.)

WEEK 13: TOWARDS EARTH DAY (0)

20 Nov: Environmentalism Triumphant?

25 Nov: Regulation to the Rescue

SECTION: No section this week (Thanksgiving break)

WRITING: PLACE PAPERS DUE AT START OF LECTURE ON MONDAY, NOVEMBER 25.

WEEK 14: UNCERTAIN FUTURES (online reading, TBD)

27 Nov: Energy Crises

28 Nov: THANKSGIVING

2 Dec: Toxic Torts

SECTION: Students will give oral reports on the most important findings from their place papers this week.

WEEK 15: DILEMMAS THAT DO NOT GO AWAY (online reading, TBD)

4 Dec: Environmental Backlash

9 Dec: Climate Change: People Who Live in Glass Houses

11 Dec: That Which We Tame

SECTION: Looking back, summing up, and preparing for the final exam.

REVIEW SESSION FOR FINAL EXAM: THURSDAY, DECEMBER 19, 7:00-8:30pm

FINAL EXAM: SATURDAY, DECEMBER 21, 7:45am-9:45am