Purpose and Objectives:

This course is a survey of the environmental history of the global community from the Paleolithic Age up to 1492 C.E. It is designed to give the student an appreciation of the many ways that human-beings have interacted with the natural world and the effects they have had upon it. Different conceptions of nature will also be explored as they have been applied to social, political and economic relationships over time. The course is also intended as an introduction to the historian's craft. Upon completion of this course, students should be able to define significant themes and the techniques of environmental history and fit them into a chronological, geographical, and cultural context in order to discern the general patterns of change that characterized the period.

To this end, the class will consist of lectures, films, slide presentations, student presentations and discussions. Our range of inquiry will be dictated, especially, by the original documents and secondary literature that we will be reading, however, throughout the course, there will be ample opportunity to explore students special interests.

Overview:

This course will proceed chronologically. We will begin our inquiry with earliest human history in order to set the stage for understanding how the ideas and institutions of early literate societies interacted with their environmental behavior. We will then trace the way in which these societies grew in complexity and articulated their ideas about the natural world and how these affected their ways of living in it up to the 15th century C.E.. This chronological approach will require moving back and forth across the global community to appreciate how different parts of the world engaged in their own interactions with different ideological suppositions and environments at roughly the same times. This will give the student a broad overview of the major themes of global environmental history. The specific focus of this complex undertaking will be to practice the ways that historians address such history. We will consider primary and secondary types of evidence and critically evaluate them in order to pursue the major theme of the course: How did the ideas of individuals and major social and cultural institutions influence environmental behavior and how were these behaviors and ideas influenced by the environment?

General Education:

This course is an approved Lower Division Social Institutions course for the Sustainability Pathway.
We will focus on four of the GE Learning Outcomes in particular:

1. **Critical Thinking.** The cultivation of historical understanding focuses particularly on the problems of evaluating the different types of evidence that have been generated by the activities and ideas of people over time. Historians especially address the challenges of weighing the relevance and credibility of **primary sources** (or evidence created during the time or because of the events they reflect on) and **secondary evidence** (every other type of information that can help to appreciate the past). We will practice utilizing these varied sources in course lectures, in your exam essays and objective exercises and in responses on the readings.

2. **Sustainability.** Central to this course will be the recurrent challenges that human beings have faced as the sought to develop economic systems for survival and the distribution of resources, and created intricate relationships with each other and with the natural world. These efforts will lay the foundation for subsequent developments and ideas in these areas in history and into our future. They will directly impact the long-term viability, diversity and aesthetic qualities of the natural world. You will be invited to consider the importance of these decisions and their ramifications throughout the course in conversation in class and in your written assignments (responses to readings, exam essays).

3. **Diversity.** The human experience with the natural world from earliest times has been marked by divergent perspectives and practices. Different ethnic and cultural traditions have developed their own ideas about managing and harvesting natural resources and how to meet their own perceived needs. They have responded to similar problems in many ways with ramifications for ethnic divisions, gender groupings and changing minority populations. This has meant that environmental history has always been multi-cultural as unique peoples with their own histories have fashioned their interaction with nature and with each other. This really is the subject of the course. You will be invited to focus on these issues in course discussion, written responses to readings and essays and objective questions on exams.

4. **Global Engagement.** This story has been created to by people from across the globe who have continually interacted both peacefully and aggressively. Contact between peoples has always had an environmental dimension as humans have traded and exchanged the goods and services found in the natural world and influenced one another’s notions about them. This exchange will become more articulated and complicated over time as global systems evolve and impact the environment. We will treat these issues throughout the semester in course discussion, written responses to readings, and exam essays and objective questions.

**Pathway Objectives.**
These GE goals will be pursued as we try to understand the dynamic relationships between environmental, economic and social systems as they have been shaped historically, politically and culturally. We will come to appreciate how sustainable economic and social systems are dependent on ecosystems goods and services and that
these dependencies always have ethical dimensions.

**Course Resources**
Course readings can be found in links to online sources within this syllabus and in the Modules found in Blackboard learn. The textbook will be useful to provide an overview of the subjects we will discuss. It is an online ebook *A Comprehensive Outline of World History (Organized by Region)* written by Jack Maxfield (hereafter referred to as *World Hist*). This can be found for free on the Affordable Learning Solutions website and various modules in this text will be assigned for background reading on the places we will treat during the course.

**Course Evaluation**
Standard grading scale (100-90% = A; 89-80 = B, etc. (1000 points total in the course).
Quizzes 75%, Response Papers 15%, Participation 10%

**Quizzes:** There will be three examinations (250 pts. each). Matching and essay selection. You will need to keep up with course readings and class lecture to do well. A study sheet will be provided a week before the exam. If you must leave an exam for emergency purposes, you will take a make-up exam.

**Response Papers:** These 10 short written assignments will be assigned over the semester and will include reflections about reading selections and responses to discussion, public events and lecture (15 pts each).

**Participation:** Be active, alive, awake! Discuss works intelligently, bring up questions in class, and show that you have thought about the reading. Presentations and discussions will also be evaluated as will over all class etiquette (50 pts). Excessive absences will harm your grade (50 pts).

*** You must have a medical excuse from the student health center or on letterhead paper from your doctor if you miss an exam for medical reasons. If something unforeseen happens make-ups will be offered at a time convenient for the instructor. There are no make-ups of make-ups.
** Any student who has a disability of any kind that might prevent the fullest expression of her or his abilities should contact me the first week of the class so that we can discuss class requirements. Likewise, any student who foresees conflicts with assignments because of religious holidays should discuss these with me the first week of class.

**Schedule (Subject to Change):**

**Week One (August 28, 30)**
1. Introduction
   Reading
   “Nature and the Disorder of History,” D. Worster
   “World without Borders,” D. Worster

   Assignment
   Consider the questions “What is Environmental History and what kinds of sources are utilized to study it?” and “What are the challenges of understanding what happened?”

2. Paleolithic and Neolithic Patterns
   2.1 Paleolithic Beginnings
   Reading
   (http://history-world.org/stone_age1.htm)

   Assignment
   Take the Virtual tour: Visite de la grotte
   (http://www.lascaux.culture.fr/#/fr/00.xml)

   Resources
   Powerpt: Paleolithic Art

   Week Two (September 4, 6)

   2.2 Neolithic Changes
   Reading
   (http://courses.washington.edu/tcsig100/tcsig100_first_farmers.pdf)

   3.1 Mesopotamia
   Reading
   World Hist: Contents Modules= The Near East/Geographical Presentation to 3000-1500 B.C..
   (http://cnx.org/content/m17887/latest/?collection=col10597/latest)

   Week Three (September 11, 13)

   The Epic of Gilgamesh Tablets 1-6
   (http://www.ancienttexts.org/library/mesopotamian/gilgamesh/)

Resources
Powerpt : Epic of Gilgamesh/Hammurabi

**Week Four (September 18, 20)**

3.2 Egypt
Reading
Hymn to the Nile
(http://www.fordham.edu/halsall/ancient/hymn-nile.html)

Coffin Text (Middle Kingdom 2250-1580 B.C.E.)
Plumbing/ Monumental Tools
(http://www.theplumber.com/egypt.html)

Resources

3.3 Hebrews
Reading
Hebrew Texts, Gen. 1-8, Ex. 1-14, 19-22, Job 38-41; Psalms 104, 147-148
(http://www.mechon-mamre.org/p/pt/pt0.htm)

World Hist. Content Modules=Near East/1500-1000 to 1000- 700 B.C.
(http://cnx.org/content/m17977/latest/?collection=col10597/latest)

Resources

**Week Five (September 25, 27)**

**********Quiz Sept 27**********

**Week Six (October 2, 4)**

4. South Asia
4.1 Vedic Age
Reading
Laws of Manu Chapter 1
(http://www.fordham.edu/halsall/india/manu-full.html)

Rig-Veda to Visakarman

Upanishads
4.2 Empire Builders

Reading

Buddhist texts, selections;
Sermon in the Deer Park
(http://columbiauniversity.us/ite/religion/f2001/edit/docs/buddhas_first_sermon.htm)

Dhammapada
(http://oaks.nvg.org/richards.html#25)

World Hist. Contents Modules= Indian Subcontinent: 600-501 to 400-301 B.C.
(http://cnx.org/content/m17933/latest/?collection=col10597/latest)

Week Seven (October 9, 11)

Edicts of Ashoka: 14 Rock Edicts, nos. 1-4, 8, 13;
7 Pillar Edicts, nos. 5, 7
(http://www.cs.colostate.edu/~malaiya/ashoka.html)

Week Eight (October 16, 18)

Confucius Analects (read for impressions)
(http://classics.mit.edu/Confucius/analects.html)

5.2 Qin and Han Empires
Reading
“On the Eclipse of the Sun” Han Wendi
Week Nine (October 23, 25)

6. The Greek Mediterranean and the Persians
   6.1 Classical Greeks
      Reading
         Pre-Socratic Texts, selections
         “The Impact of Greek Civilization on the Natural Environment,” D. Hughes

6.2 Hellenistic Ideas
   Reading
   Galen On the Natural Faculties
      (http://classics.mit.edu/Galen/natfac.html)
   “Dream of Scipio”
      (http://www.tertullian.org/fathers/cicero_dream_of_scipio_02_trans.htm)

Week Ten (October 30, November 1)

7. Rome
   Reading
      (http://www.constitution.org/sps/sps.htm)

   World Hist. Contents Modules=Europe: 300-201 B.C. to A.D. 401-500.
      (http://cnx.org/content/m17849/latest/?collection=col10597/latest)

***************Quiz Nov. 1***************

Week Eleven (November 6, 8)

Christian Texts: Matthew 1-7, 13; John 15; Acts 26-28; II Corinthians 3-5
   Revelations 6-9
Week Twelve (November 13, 15)

8. Islamic World

8.1 Central Empires
Reading
Symbolism of the Garden

8.2 Global Reach
Reading
“New-to-Dance Audience” E. Hawkins

THANKSGIVING BREAK

Week Thirteen (November 27, 29)

9. Medieval China and Japan

9.1 Tang and Sung States
Reading
Three Sung Poets
Ouyang Xiu (1007-1072)
Su Shi (1037-1101)
(http://www.chinese-poems.com/su.html)

Li Qingzhou (1084-c.1151)
(http://www.chinapage.com/poet-e/liqing-e.html)

(http://cnx.org/content/m17912/latest/?collection=col10597/latest)

9.2 Feudal Japan
Reading
Lady Murasaki, Tale of Genji, part 1.1-4
(http://webworld.unesco.org/genji/en/part_1/1-1.shtml)

Resources
(http://learn.bowdoin.edu/japanesegardens/)

Week Fourteen (December 4, 6)

10. Medieval Europe
10.1 Environmental Impacts
Reading
“Attitudes toward the Environment in Medieval Society” D. Herlihy
“Ecological Crisis in Fourteenth Century Europe,” C. Bowles

World Hist. Contents Modules=Europe: A.D. 701-800 to A.D. 1301-1400
(http://cnx.org/content/m17867/latest/?collection=col10597/latest)

Resources
Luttrell Psalter (scroll down page)
(http://www.bl.uk/onlinegallery/sacredtexts/ttpbooks.html)

10.2 Law
Reading
Magna Carta
(http://www.fordham.edu/halsall/source/magnacarta.html)

Week Fifteen (December 11, 13)

11. Northern Peoples
11.1 Lapps/Sami
Reading
Johan Turi, Turi’s Book of Lapland
Resources
Video “Ofelas (The Pathfinder)”

11.2 Inuit
Reading
R. Quinn Duffy The Road to Nunavut
American Historical Review 107.3 (2002) “Film reviews”

Resources
Selections from “Atunarjuat (The Fast Runner)”

12. Eurasian Plague
Reading
Plague Narratives: Boccaccio, Ibn Battuta, Ioannes Cautacuzenos,
Jean de Venette

Resources

**************Final Exam, Tuesday December 18, 6:00-7:50**************