

History of Sustainability, Fall 2022
AMH 2631-30089

****This is a Face-to-Face Course. No HyFlex Sections are Available****

Professor Jack E. Davis
(he, him, his)

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Rm: K-F 119

T: 11:45-1:40, Trs: 12:50-1:40

Ofc Hours: Tuesday, 1:40-2:10, Thursday, 1:40-2:10

Ofc phone: 273-3398

Summary

This course is offered to help satisfy a core requirement in the Sustainability Studies major. The course, however, is open to all students.

Sustainability is not a new concept. Historically, it has existed under different names: conservation, scientific management, efficiency, wise use, natural resource management, land ethic. It has been driven by economic, ethical, social, and political incentives. It has been shaped by religious or spiritual beliefs, public and corporate policy, by science and scientific trends, economic conditions, and, most importantly, by nature itself.

The course offers a survey of sustainability that deals with these principles and covers the full sweep of American history. It will begin not with an examination of Euramerican beliefs and practices but with native ones. The so-called seventh-generation concept did not originate with a modern-day cleaning product or as an ecological concept but with the cultural beliefs of traditional peoples. Students will explore the origins of the concept and its clash with Euramerican priorities in colonial America. Semantical differences are important to understanding that clash. In place of animist beliefs of natives, Euramericans imposed the label of “natural resources” on nature, creating a predetermined prism through which Americans still view nature and reinforcing their tendency to set themselves apart and above the natural world.

Students will also look at evolving imperatives in American society—local, regional, and global—that forced many Americans to rethink their relationship with the natural world. Tobacco planters in colonial and antebellum Virginia, for example, desperately searched for ways to sustain their fast-depleting soil to stanch population loss to fresh lands on the western frontier and further South. Settlement in territorial Florida was to a large extent a product of this challenge unmet and solutions ignored. Another theme of the course will be cataclysmic events (economic depression and so-called natural disasters, for example) and major events in American history (industrialization and urbanization; technological and scientific developments; the rise of the consumer republic, for example) that inspired calls for and innovation in sustainable practices. A review of different practices and the personalities behind them will constitute an important component of the course. Finally, the course will conclude with an analysis of sustainability today as a product of multiple historical antecedents.

As a principal goal, the course will provide students with an understanding of the past that helps them make more informed decisions about the present and future. Students will be required to read a range of assigned texts and undertake research and writing projects (using archival and Internet sources, primary and secondary) that will enhance cognitive and communication skills.

Course Objectives:

- * Expanding one's knowledge of sustainability and its place in the larger American experience.
 - * Introducing the student to scholarship in the history of sustainability.
 - * Promoting critical thinking about social and environmental ethics.
 - * Advancing the student's experience in the reading, researching, and writing tasks of the historian.
- Improving the student's cognitive and communication skills.

Course Requirements:

- Take-home essays (2 x 35%) 70%
- Research essay, "Clamelot" 30%
- Writing-mechanics exercise (factored into writing assignments)

(Please see last section of syllabus for a description of course requirements.)

Course Grading Scale (see UF grading scale at end of syllabus):

A+ =97-100
A =94-96
A- =90-93
B+ =87-89
B =84-86
B- =80-83
C+ =77-79
C =74-76
C- =70-73
D =65-69

Assignments not completed earn a 0

Plagiarized assignment (see plagiarism section below) earn a 0

Assignments not turned in before or by stated due date will not be accepted. All assignments must be submitted through Canvas. Emailed assignments cannot be accepted.

Only course grades of C or better will satisfy Gordon Rule, general education, and college basic distribution credit.

Required Books:

Roderick Nash, *Wilderness and the American Mind* (Yale University Press, most recent edition).

Additional readings are on reserve in Library West or available on-line.

Weekly Schedule

The Historical Problem

Week I: Jan 6

Introduction to the Course

Defining Sustainability: What Does it Mean from a Humanities Perspective?

Donald Worster, *The Wealth of Nature: Environmental History and the Ecological Imagination*, chap 12.

Robert Goodland, "The Concept of Environmental Sustainability," *Annual Review of Ecology and Systematics* 26 (1995): 1-24 (in Jstor).

Week II: Jan 11 & 13

Where Humans Fit

William Cronon, "The Trouble with Wilderness," *Uncommon Ground: Toward Reinventing Nature*, 69-90.

Comparing Native and EuroAmerican Perspectives: Economy, Society, and Natural Endowments

David Suzuki and Peter Knudtson, *Wisdom of the Elders: Sacred Native Stories of Nature*, chap 1, 1-22.

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England*, chaps 3-5.

Week III: Jan 18 & 20

Comparing Native and EuroAmerican Perspectives, cont.

From Infinite to Finite or Not

Nash, *Wilderness and the American Minds*, chap 2 and 3.

The New Republic

Week IV: Jan 25 & 27

Forgotten Roots of American Sustainability

George Perkins Marsh, *Man and Nature: Physical Geography as Modified by Human Action*, chap 3, 128-329 (E-book).

Week V: Feb 1 & 3

****Grammar and Style Guide Exercise Due****

Forgotten Roots, cont.

Nash, *Wilderness and the American Mind*, chaps 4 and 5.

National Identity

Alfred Runte, *National Parks: The American Experience*, prologue and chap 1.

Week VI: Feb 8 & 10

Hidden Connections

Jennifer Price, *Flight Maps: Adventures With nature in Modern America*, chap 1

Prologue to a New Gospel

Nash, *Wilderness and the American Mind*, chaps 6 & 7.

Week VII: Feb 15 & 17

Biophilia

Donald Worster, *A Passion for Nature: The Life of John Muir*, prologue.

The Science of Efficiency

Week VIII: Feb 22 & 24

Take-Home Essay 1 Due

Resource Sustainability During the Progressive Era and Great Depression

Woods and Water

Nash, *Wilderness and the American Mind*, chaps 8-10.

Week IX: March 1 & 3

The Urban Model

Cyrenus Wheeler, "Sewers: Ancient and Modern," (Cayuga County Hist. Soc., **1887**): 7-29, 42+

Available online at: http://www.sewerhistory.org/articles/design/1887_abs01/article.pdf

Week X: March 5-12 SPRING BREAK

Week XI: March 15 & 17

Greenspace

Anne Whiston Spirn, "Constructing Nature: The Legacy of Frederick Law Olmsted," *Uncommon Ground*, 91-113.

Wildlife

Jared Orsi, "From Horicon to Hamburgers and Back Again: Ecology, Ideology, and Wildfowl Management, 1917-1935," *Environmental History Review* 18 (Winter 1994): 19-40.

Week XII: March 22 & 24

Sustaining Agriculture in the Wake of Ruin

Worster, *The Wealth of Nature*, chap 6.

Kevin Roose, "Sheep Lawn Mowers, and Other Go-Getters," *New York Times*, November 2, 2011(Google the title to find on-line).

Week XIII: March 29 & 31

The Electric Good and Better Life

Wesley Arden Dick, "When Dams Weren't Damned: The Public Power Crusade and Visions of the Good Life in the Pacific Northwest in the 1930s," *Environmental Review* 13 (Autumn-Winter 1989): 113-53.

Week XIV: April 5 & 7

The Electric Good and Better Life, cont.

Marc Reisner, *Cadillac Desert: The American West and Its Disappearing Water*, chaps, 5 & 6, 145-213.

Film: *Cadillac Desert*, episode 1.

Post-WWII

Week XV: April 12 & 14

An Unsustainable Course

Clamelot Paper Due

Lyndon B. Johnson, "Beautification," Roderick Nash ed., *American Environmentalism: Readings in Conservation History*, 181-86.

Rachel Carson, "Pesticides," Nash, *American Environmentalism*, 191-94.

President's Science Advisory Committee, "Pollution," Nash, *American Environmentalism*, 195-201.

Paul Ehrlich, "Overpopulation," Nash, *American Environmentalism*, 202-05.

Barry Commoner, "Fundamental Causes of the Environmental Crisis," Nash, *American Environmentalism*, 206-14.

The Council on Environmental Quality, "The State of the Environment," Nash, *American Environmentalism*, 215-26.

Week XVI: April 19

Mechanisms of Sustainability: High-tech Management and Planning

Samuel P. Hays, "From Conservation to Environmentalism," Nash, *American Environmentalism*, 144-52.

Film: *Gimme Green*

Redefining Parameters

Andrew Kirk, "Appropriating Technology" *The Whole Earth Catalog* and Counterculture Environmental Politics," *Environmental History* 6 (July 2001): 374-94.

Mauricio Schoijet, "Limits to Growth and the Rise of Catastrophism," *Environmental History* 4 (October 1999): 515-30.

Aquaculture and the Cedar Key Model

Week XVI: April 22

Take-Home Essay 2 Due

Course Requirements Descriptions:

All written work for the course must be typed or computer generated and in 12-point double-spaced print with default or one-inch margins. Your work must also be presented in **third-person** language. All assignments must be turned in using a .DOC or .DOCX format through the Canvas course page. If you submit your paper after the deadline time and date, ten points will be deducted from your assignment. If you have trouble submitting, call the help desk at 352-392-4357.

Class participation: Students are expected to come to class for lectures and prepared to participate in discussions.

Grammar and Style Guide exercise can be found on my Canvas site. Download and answer the questions by highlighting that which you believe to be the correct response. You will be required to follow the rules of the guide in all writing assignments for the course. If you fail to show proof of having completed the guide before any one of the writing assignments is due, you will lose 5 points from the assignment grade. If you fail to follow the standards laid out in the guide, up to 5 points will be deducted from your assignment grade.

Take-home essays will represent responses to a set of discussion prompts posted on my web site.

The prompts will be drawn from the assigned readings and the course discussions, and you will be expected to use the course readings and your class notes as sources to answer the questions (do not consult any other sources). Each answer must be presented in essay format, using formal, academic language and style (i.e., complete sentences, tightly constructed paragraphs, no colloquialisms). Do not, in other words, provide answers in lists or bullets. Those exams that address each prompt in a rigorous and organized manner are more likely to earn a decent grade. These grades, too, will be dependent in part on your compliance with the rules in the course “Grammar and Style Guide” exercise.

Research essay, “Clamelot”: The object of this assignment is to have you research and write about the conversion of Cedar Key, Florida, from a traditional fishing economy, following the 1995 gill-net ban, to an economy based on sustainable aquaculture. You will need to hunt down research materials, construct a paper, and prepare to discuss this historical development in class. You should focus on themes of sustainability, which may take you beyond Cedar Key (hint, the Suwanee River). The final product of the assignment is a five-page, double-spaced writing assignment. Use default margin and footer and header settings. Use 11- or 12-point font. You must also footnote or endnote your sources and provide a bibliography of all sources consulted. Remember, this is a history course, and your assignment is a history research paper. So don’t write solely, or even extensively, about what Cedar Key is doing now.

Again, following the rules of the “Grammar and Style Guide” exercise is imperative to doing work of full potential.

Class Rules are relatively minimal. You may take notes with a computer. Cell phones should be turned off as if you are traveling on a commercial airliner. If your phone rings, I reserve the right to answer it.

Other Business:

Plagiarism and Honesty Code:

Keep in mind that your written assignments must represent original work. You cannot copy the words, phrases, arguments, ideas, and conclusions of someone else or of another source (including Internet sources) without giving proper credit to the person or source by using both **quotation marks** and a **footnote**. Do not cobble together paragraphs or passages of separate texts and then try to claim that you have done original and legitimate work. You must write with your own ideas and in your own words. If you copy the words of someone else without putting those words in quotation marks, REGARDLESS OF CITING THE SOURCE, you are plagiarizing. Plagiarism is theft, and it is academic dishonesty. You can be reported to the Dean of Students office for plagiarism, and the incident may then become a permanent part of your academic record. Plagiarism **will** earn you a failing grade in the course, a grade that is final and that cannot be made up. If you have any questions about how you are citing or using sources, come to me for the answers.

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. <https://sccr.dso.ufl.edu/process/student-conduct-code/>

Again, please consult with me if you have any questions or concerns.

In-Class Recording:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

Classroom Assistance:

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Click here (<https://disability.ufl.edu/get-started/>) to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Health Considerations in the Classroom

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

* If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

* You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

* Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

* Hand sanitizing stations will be located in every classroom.

* If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu <<mailto:covid@shcc.ufl.edu>>) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website <<https://click.info.gator360.ufl.edu/?qs=8f0d5e01a3f7385148f144e2089093522a358a8d85cb9db73c31675d3c5e5c0d27748d40c212f544822551342f1912ea5b4f2b890d5952e8>> for more information.

* Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

* If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

* Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

Online Course Evaluation:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Resources Information:

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601.

Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.

General study skills and tutoring. Writing Studio: 2215 Turlington Hall, 352-846-1138.

Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

History Majors:

If you are a history major or minor and wish to receive important announcements on courses, scholarships, awards, and the Phi Alpha Theta Honor Society, please sign on to the history department listserv. Compose a message to: majordomo@clas.ufl.edu. In the text of the message, type the following: subscribe hist-ba@history.ufl.edu

Alpata: A Journal of History

Keep in mind that the undergraduate- and graduate-student members of Phi Alpha Theta History Honor Society at the University of Florida publish an academic journal each spring. In the fall, the journal editors will be sending out a call for submissions (articles and book reviews) to the journal. The journal is also looking for talented students who would like to serve on the editorial board. Please contact me if you're interested.

UF Grading Scale

Please note UF's new grading scale with the addition of minuses.

A = 4.0

A- = 3.67

B+ = 3.33

B = 3.0

B- = 2.67

C+ = 2.33

C = 2.0

C- = 1.67

D+ = 1.33

D = 1.0

D- = 0.67

E = 0.0

E1 = 0.0 Stopped attending or participating prior to end of class

I (incomplete) = 0.0

Welcome, and good luck!