1. Principal Investigator Names and Academic Titles
   Mark Healey, Associate Professor
   Helen Rozwadowski, Associate Professor
   Nancy Shoemaker, Professor

2. Email: mark.healey@uconn.edu, helen.rozwadowski@uconn.edu, nancy.shoemaker@uconn.edu

3. New Course

4. Global Environmental History, HIST 2xxx/2xxxW, Department of History

5. Course description, work during grant period, objectives.
   We plan to develop a new course that will make a significant contribution to general education, the history major, and environmental studies. The course will highlight the environment as a globally interconnected space and add historical depth and understanding to present-day environmental issues.

   We envision the course divided into three units on different aspects of environmental history. A unit on commodities will examine how the dynamics of trade, resource extraction, product development, and consumption have altered the material world, paradoxically making the stuff of life both more uniform and more diverse. In a unit on landscapes, students will explore the impact of human activity on the physical world and its obverse, the continuing power of the non-human world to elude people's efforts to control it. The third unit will focus on energy, from animal power through wind, water, and steam to the rise of petroleum, electricity, and nuclear power. In all three units, students will grapple with "the environment" as fundamental to human experience, satisfying people's needs and shaping but also thwarting their ambitions. Larger course goals include developing an analysis of the origins and historical trajectory of contemporary environmental challenges, exploring shifting human ideas, policies, and practices towards the environment over time, and demonstrating why a humanistic and historical approach to the environment is so valuable for informed citizens of the world today.

   During the grant period, the three project investigators will identify the course's core readings, design research projects that along with a final exam will constitute the main assessment tool for evaluating student learning, and develop and refine materials for use in lectures and as prompts for student discussion. We plan to meet regularly during spring 2019 to read and debate possible readings followed up by a concentrated workshop in early June to finalize course details. A key idea is to make this a frequent course offering that is versatile enough to be taught in different formats and by instructors with varied geographic and chronological specializations (like the three PIs). We are planning on developing the class in three formats: as a large lecture class, as a seminar-based W course, and as a large lecture class with discussion sections which fulfill the W requirements. Healey and Shoemaker will offer the class at Storrs; Rozwadowski will offer it at Avery Point. While the three principal investigators will teach the course regularly for the next
five years, we will eventually allow the course to be taught by advanced graduate students with expertise in environmental history. Shoemaker plans to teach the W version of the course in fall 2020 as a lecture class with GA-led discussion sections.

6. How to evaluate project objectives? Please identify intended learning outcomes and assessment tools.
During the first week, students will produce an in-class writing exercise describing the relationship between humans and the environment in the early modern period (16th-18th centuries), the modern period (19th-20th centuries), and the present (21st century). During the last week, these writings will be returned to each student who, in another in-class writing exercise, will reflect on how class discussions and materials substantiated or transformed their sense of global environmental history. The ideal learning outcomes would be for students to realize that (1) what are today viewed as environmental problems have a long, varied history, and (2) the resistance of environmental problems to quick-fix solutions has perennially inspired contestation but also acts of imagination.

7. Describe how the course will fit into UConn’s General Education curriculum. How will the course serve the broad goals of UConn’s General Education program?
This course raises student awareness of a critical aspect of the planet which has not always been recognized for its importance to human history. A humanistic investigation of our historical relationship with the natural world equips students to grasp the economic and political importance of the environment and natural resources, to recognize our ethical responsibilities to this environment, and to explore the cultural dimensions of our knowledge and use of nature. Given the centrality of the environment in the 21st century -- food insecurity, human population growth, biodiversity loss, overfishing, pollution, and global climate change -- it is imperative that we educate a generation of students equipped to understand the environment broadly and in humanistic terms.

8. Content areas, competencies, or literacies?
Content Area 1/ This course centers on the historical and ethical dimensions of the human relationship with the natural world, including recognizing that different human cultures engage differently with nature and natural resources. This course contributes to general education in CA 1 by cultivating informed citizens with broad knowledge of the environment beyond that gained through the natural sciences, extending to include humanistic inquiry. The course challenges the widely held assumption that nature exists outside of human history. It draws students into an investigation of the length and character of human interactions with, and uses of, the natural world and its resources. This course prompts students to examine how different cultures have perceived and used the environment differently while encouraging them also to seek global understanding.

Content Area 4-INT/ The course contributes to CA 4-INT by examining the variety of human perceptions and uses of the natural world while also noting global patterns. Through the themes of Commodities, Landscape, and Energy, students recognize the complex ways that the natural world, as a force alongside and interacting with social, political, and economic systems, acts as a historical agent, contributing to both the
accumulation of power and to deep and persistent inequities that bear on human rights.

E (Environmental Literacy)/ The course guides students to understand interactions between social systems and the natural world. Knowledge systems are deeply cultural, so attention to the creation and deployment of knowledge about nature offers a critical humanistic perspective compared to teaching in the natural sciences, which present knowledge as objective and ahistorical. Attention to the themes of Commodities, Landscape, and Energy draws in elements of social systems that operate at local, national and international levels, such as economics, government policies, and social categories such as race, gender, and class. These themes simultaneously afford students a venue in which to consider the power of cultural representations to reflect and create change.

W (Writing - in one version)/ The writing version of this course will require three 5-page papers, each written in two stages. Students will write a first draft, receive instructor feedback, then rethink the paper’s core idea to develop the analysis to its full potential. As part of the revision, students will assess their use of evidence from primary and/or secondary sources to ensure their assertions have substantive support and logical explanations and to improve the clarity and flow of the writing. In-class writing exercises and a writing workshop in which students respond to each other’s papers create additional opportunities for students to become more aware of their own writing practices and gain confidence as writers. To pass the course, students must pass the writing component.

9. How will the course add to and/or enhance existing course offerings? This course will expand the university’s Environmental Literacy offerings, particularly in the humanities track and at the 2000 level. As a course that directly addresses environmental issues, this course will add to the university's Environmental Literacy offerings. As a 2000-level offering, it will be accessible to a wide range of students while helping majors in history and environmental studies fulfill their requirements.

10. How will your course serve as a model to improve the gen ed curriculum? The themes and objectives of this course offer a means to integrate, or put in conversation, aspects of human experience that our general education requirements treat as distinct categories (humanities, international, environmental). In one course, students will think about all these issues as interconnected. Even if a student takes the course to fulfill only one general education requirement, that student will still be immersed in the study of many of the goals of the entire general education package.

11. Is your proposal linked to any others being submitted in this competition? No
12. Submitted for this grant in the past? No
13. Funded by this grant in the past? No
14. Funded by any other non-departmental source? No
15. If you answered “Yes” to questions 13 or 14, please explain why.
16. Budget form. Attached
17. Email from department head confirming 5 year support. Sent
18. Draft syllabus. Attached
2018-19 GENERAL EDUCATION ENHANCEMENT GRANT COMPETITION

Proposer’s Name(s): Mark Healey, Helen Rozwadowski, Nancy Shoemaker

Proposal Title: HIST 2XXX and HIST 2XXXW: GLOBAL ENVIRONMENTAL HISTORY

<table>
<thead>
<tr>
<th>Fiscal 2019</th>
<th>Amount budgeted</th>
<th>Fringe for Summer Salary **</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer salary or Spring Salary buyout*</td>
<td>$3438 ($1146 each for Healey, Rozwadowski, Shoemaker)</td>
<td>$1062 ($354 each for Healey, Rozwadowski, Shoemaker)</td>
<td>$4500</td>
</tr>
<tr>
<td>Supplies</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research (Faculty Account)</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>$2995 (Graduate Research Assistant, 104 hours @ $28.80/hour)</td>
<td>None</td>
<td>$2995</td>
</tr>
<tr>
<td>Total</td>
<td>$6433</td>
<td></td>
<td>$7495</td>
</tr>
</tbody>
</table>

Justification:

Please explain how the expenditure of all funds will support this proposal (100-400 words). Please note that participants should explain how any expenses, especially travel, will benefit the COURSE, not necessarily the professional development of the proposer.

Principal Investigators Healey, Rozwadowski, and Shoemaker request a modest compensation in lump-sum summer salary to support course planning. They will meet regularly in spring 2019 to discuss the readings, assignments, and lectures that will best meet the course objectives. In early June, they will meet over several days to finalize the course.

An advanced graduate student will be hired for three weeks of work (104 hours) of work from mid-May into early June gathering course readings, researching and compiling supplemental materials for lecture planning, helping to refine class assignments, and building the course HuskyCT site. The graduate student will then participate in the final course design in June.
Catalog description:
Transformations of the global environment since 1450: the effects of human practices and ideas, especially on commodities, energy, and landscapes/infrastructure. CA 1, CA 4-INT, EL

Course description:
This course traces the global history of the environment from 1450 to the present through a series of linked case studies of how human practices and ideas have transformed commodities, energy, and landscapes. While the course will draw on scholarship from a range of disciplines, it will guide students in exploring the environment using the sources, questions, and methods of history. Larger course goals include developing an analysis of the origins and historical trajectory of contemporary environmental challenges; exploring shifting human ideas, policies, and practices towards the environment over time; and demonstrating why a humanistic and historical approach to the environment is so valuable for informed citizens of the world today.

Learning objectives:
The overall course objectives aim to ensure that students understand that
- what are today viewed as environmental problems have a long, varied history, and
- the resistance of environmental problems to quick-fix solutions has perennially inspired contestation but also acts of imagination.

Specifically, students should:
- Understand the importance of including the natural world in history
- Discover that the human relationship with the environment dates to the deep past, continues to the present, and extends to the future
- Gain an overview of global environmental history from the European conquest of the Americas to the present, beginning with 15th-16th century European maritime expansion and the oceans as the linkage connecting all continents in environmental exchange
- Appreciate that connections between people and the environment are inextricable, have tightened over time particularly in response to industrialization and modernization, and extend to many aspects of our lives and our globe
- Analyze how people have gained and employed knowledge about the environment in different ways at different times
- Understand how human uses of the environment have intersected with different realms of human experience, affording basic sustenance and economic growth, inspiring political intervention and contestation, and shaping cultural expression as the environment serves as a focal point for imagination and desire
· Become acquainted with the discipline of history, including its questions and methods.
· Practice analyzing primary sources
· Improve reading, critical thinking, communication and analytical skills

Course assessment:
Class participation (30%)
  ● Along with substantive contributions to classroom discussion, class participation will include weekly one-page responses to readings, in-class writing, and responses to two campus/community events on environmental themes.

Essays (45%)
  ● Three 3-5 page research-based essays on the course themes of commodities, landscapes, and energy.

Final exam (25%)
  ● The final exam will be cumulative and a combination of short answers and essays.

Students with disabilities:
If you have a documented disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and the appropriate staff person in Student Services as soon as possible.

Academic integrity
As students at the University of Connecticut, you must follow the University's guidelines for academic integrity, available at http://www.dosa.uconn.edu under Student Resources. If any student has any questions about whether a particular behavior constitutes a violation of the guidelines, please contact the instructor.

Class schedule

Week 1: Introduction
What is environmental history and why does it matter?
What kinds of broader narratives are out there? What are the big stories we tell ourselves about environmental/historical change? (The rest of the course will follow up with case studies that confirm or challenge these narratives.)
  Rise of agriculture, industrialization, urbanization, consumption, "civilization"
  Anthropocene
  Agency (who are the actors? Individuals? States? Companies/capitalism? Colonialism?)
    Where has environmental policy come from?)
  Progress vs. Decline

**COMMODITIES**

**Week 2**
Columbian Exchange: Plants, Animals, & Disease (depopulation, "wilderness" and "tropics" as cultural ideas, explanations for and consequences of global diversity)
READ: Brief excerpts from Alfred Crosby, *The Colombian Exchange* (1972) and later case studies.

**Week 3**
Sugar, Tobacco, Cotton, Coffee, Tea, etc.: Labor Regimes & Consumption

**Week 4**
Improving on Nature?: the Banana
READ: John Soluri, *Banana Cultures*

**Week 5**
DUE: ESSAY #1: Commodities Research Project
Use the database “Proquest Historical Newspapers” available through UConn Libraries to trace one commodity over at least a fifty-year period. From what part of the world has this commodity come from, who has produced it, and who has consumed it? Has there been any significant change in the patterns of production and consumption over time?

**LANDSCAPES**

**Week 6**
Slash-and-Burn Extraction or Stewarding Resources (mining, agriculture, livestock)

**Week 7**
Water: Oceans, Rivers, Deserts
Week 8
Urbanization & Industrialization as World History
READ: Excerpts from John R. McNeill, *Something New Under the Sun*

Week 9
National Parks

DUE: ESSAY #2: LOCAL LANDSCAPE STUDY
Think historically about our local/regional setting and write about a transformation of one local landscape (such as a dam, watershed, forest, city, highway, park, farm, coast, or campus). Base your history of this changed landscape on research in travel accounts, memoirs, scientific studies, newspapers, and/or other primary sources.

ENERGY

Week 10
Forms of Energy: human, animal, water, wind, whale oil, coal, petroleum

Week 11
Nuclear Power

Week 12
Climate Change from Little Ice Age to the Present
**Week 13**
Emergence of environmental policy in global North and South
READ: Excerpts from Frank Zelko, *Make it a Greenpeace* and Joan Martinez Alier, *Environmentalism of the Poor*

**Week 14**
How do we make sense the present, thinking about the larger narratives?
DUE: ESSAY #3. Based on the readings, compare the longterm consequences entailed by three different forms of energy employed by humans in the past.

FINAL EXAM