

GLOBAL ENVIRONMENTAL HISTORY

FINDING THE ANTHROPOCENE



Diego Rivera, *Man, Controller of the Universe*, 1933

FALL 2020

(AUG 17- NOV 25)

Time/Day

MW 6:00-7:15pm

Office

DH 220

Office Hours

MW 2-4pm & by Appt.

Email

adamsundberg@creighton.edu

COURSE SUMMARY

What has been humanity's role in changing the face of the earth? What part has the environment played in shaping human history? These questions drive the study of environmental history. They also frame ongoing academic and political discussions about the consequences of human interactions with the natural environment—issues that have recently achieved public attention in the context of the “Anthropocene” debate. Have humans become a force of geological significance? This course surveys the history of humanity's ever-changing relationship with nature, from fire-wielding hunter-gatherers to modern consumer society. It focuses on four potential “golden spikes” that may mark the beginning of the Anthropocene as a framework for understanding global environmental history. This course emphasizes new global perspectives on environmental history and focuses on themes such as agro-ecology, invasion, sustainability, energy, urbanization, and empire. It will also introduce students to the diverse methods of investigating our environmental past including documentary and material sources, natural archives, and geospatial analysis.

COURSE OBJECTIVES

By the end of the course, students should be able to:

- Identify important events, places, people, ideas, and historical debates about the significance of historical environmental change
- Analyze competing historical perspectives
- Engage the ethical considerations of human influence on natural systems in the past and today
- Read, analyze, and critique works of historical and natural scientific scholarship
- Construct a clear, original research project considering the material history of the Anthropocene
- Present their research in a clear, concise, and engaging manner

For a complete listing of Magis Core Objectives, see page 12

Key Divisions of the Course:

12,000 BP - The Transition to Agro-ecology

1610 - Reknitting the Seams of Pangaea

1750 - Industrial Revolutions and the Fossil Economy

1960 - Alamogordo and the Age of Ecology



CORE & MISSION FIT:

Creighton's mission challenges students to engage a diverse and complex world in a spirit of curiosity and informed sense of justice. Few issues are as diverse, complex, and value-laden as humanity's relationship with its environment. Justice extends beyond our relationships with each other into our increasingly powerful interactions with the natural world. Intersections courses offer a wonderful chance for students to critically engage issues of global environmental historical significance from multiple perspectives. Scholars increasingly interrogate these issues from interdisciplinary perspectives, incorporating the insights of natural science, social science, and the humanities. This course introduces students to the interdisciplinary methods and results of these scholarly explorations by engaging the most current humanistic and scientific research on the "Anthropocene" debate. Have humans instigated a new era of geological history? Have we become a geophysical force? How could we tell, and what might historical perspectives contribute to this debate? What are the ethical, economic, and environmental implications of accepting this designation? By organizing this global environmental history around the concept of the Anthropocene, it explicitly requires a broadened, less anthropocentric view of history. It asks students to examine the role of climate, pathogens, and coal deposits in the development of the modern world. It also poses unique historical questions about differential responsibility. What was the environmental impact of agro-ecology, European imperialism, the industrial revolution, and the nuclear age? In the context of multiple presentations, student-led discussions, and an interdisciplinary research paper, this course encourages students to critically examine nature's past and their own place in humanity's ever evolving relationship with the natural world.



Pieter Brueghel the Elder, *The Corn Harvest*,



J.M.W. Turner, *Rain, Steam, and Speed: The Great Western Railway*,

WEATHER CANCELLATION:

In the event that inclement weather forces the university to close, the course schedule will be adapted at the discretion of the instructor. All changes to the syllabus (and notice of class cancellations) will come via BlueLine.

ATTENDANCE:

Students are required to attend all face-to-face classes to which they are assigned if healthy. Students who miss a class because of an emergency (non-health related) are expected to notify their instructor as soon as possible. If you are sick, please do not come to class. In the event of illness (fever/chills, shortness of breath, headache, sore throat, lack of taste/smell, etc.) please register your condition with the COVID-19 Screening App CampusClear and notify the instructor. Even if you can't attend class, you won't fall behind. Students who must miss class for a protracted period of time (or even just a day) due to illness or self-quarantining due to COVID-19 exposure will be able to engage the course material online. Daily attendance is required and is factored into your participation grade. Student will receive one absence during the semester free of penalty (for any reason). Afterwards, I will deduct 2% from participation for every subsequent day missed.



"Atoms for Peace" US

GRADING/ASSIGNMENTS:

Your grade will be determined based on your performance during in-class participation, presentations, and a final research project. A total of 1600 points are possible in this course, distributed as follows:

Final Research Project - 1100 pts

- Research Project Proposal – 50 pts
- Annotated Bibliography – 50 pts
- Extended Essay Draft -150
- Exhibit Label Draft – 100 pts
- Peer Review - Extended Essay - 100
- Final Extended Essay – 250 pts
- Final Exhibition Label - 200
- Presentation – 200 pts

Grading Scale:

A : 94-100	C+ : 77-79.9
A- 90-93.9	C : 74-76.9
B+ : 87-89.9	C- : 70-73.9
B : 84-86.9	D : 60-69.9
B- : 80-83.9	F : 59.9 & below

Student Presentation/Discussion Leadership - 100 pts

Ethics Response - 100 pts

Participation – 300 pts

Final Research Project - The final project consists of seven parts spread across the semester and is a significant portion of your grade. Within the first four weeks, students will select an object that connects their experience of COVID-19 to the Anthropocene. Students will explore the material and cultural history of the object. The project will require substantive interdisciplinary research with published scholarly sources from both natural scientific and historical literature. Students will submit a project proposal, generate an annotated bibliography, and write two papers in two stages (draft and final). One paper will be a short exhibit description, the other an extended essay. Students will then present their papers in the fall.

Student Presentation/Discussion Leadership –

Each week, two students will assume the responsibility of “leading” discussion of the week’s readings. Students will create a short (15-20 minute) presentation explaining the significance and arguments of the readings and offer key questions to guide subsequent discussion.

Ethics Response - Students will produce a short, well-reasoned response essay at the end of the course that interprets the Anthropocene in an ethical context. It will critically evaluate the themes in the context of personal and professional responsibility.

Participation - Education demands your active involvement; therefore participation is a requirement in this course. A sizable percentage of the final grade will depend on the frequency and *quality* of your comments. This requires reading the material and formulating ideas and opinions before you arrive at class.

Style and Formatting: The written work should be clear, convincing, and following the assigned style guidelines. They should have a well-defined structure with a thesis supported by substantive and well-documented citations. Citations should follow the Chicago Style with footnotes. The papers should adhere to the following format: Times New Roman font; 12 point; double spacing; 1” margins; paginated. Print double-sided if possible. The title should clearly and creatively evoke the topic and argument of your work.

PLAGIARISM:

Academic misconduct will not be tolerated. This includes plagiarism. Do not attempt to use others works without proper citation. Acknowledge source material for all of your work. For more information on what constitutes academic dishonesty, see:

https://www.creighton.edu/fileadmin/user/CCAS/curriculum/CCAS_Academic_Honesty_Policy_.pdf

In the event of plagiarism, the student will receive zero points for the assignment.

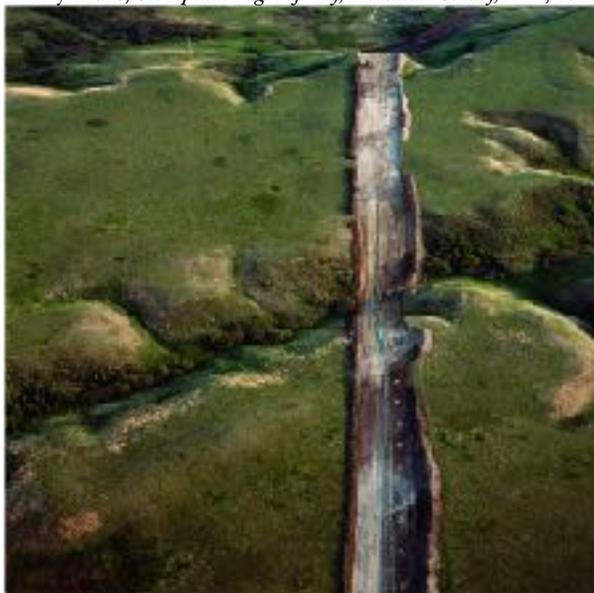
DISABILITIES:

If you have a disability for which you need an accommodation, you are encouraged to contact both your instructor and the Office of Disability Accommodations located in the Old Gym, Room 408 (402-280-2166) as early as possible in the semester.

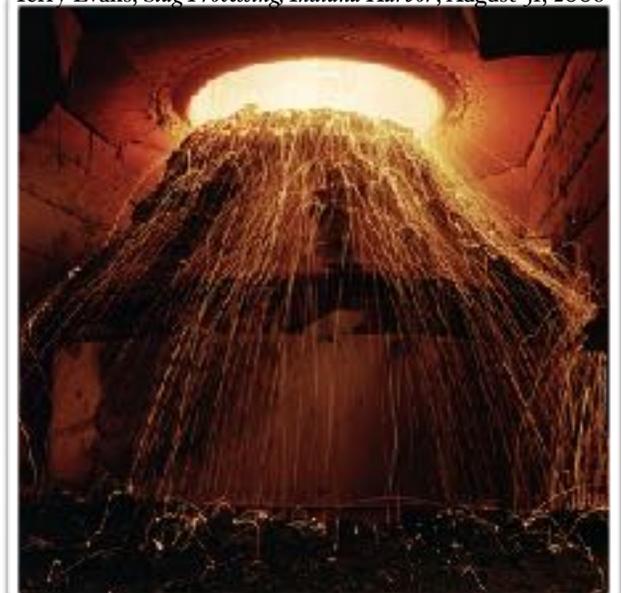
WRITING HELP:

Good writing is a skill that requires practice, but also guidance. A significant part of this class will focus on the writing process. Peer-review is encouraged as long as the authors create products that are demonstrably their own work. (see plagiarism and academic misconduct above). Also, feel free to stop by my office hours if you would like help. The Creighton Writing Center is the best option and an underutilized resource. See: <https://www.creighton.edu/ccas/english/writingcenter/> You can schedule appointments at the Writing Center in Creighton Hall 136.

Terry Evans, *Oil Pipeline Right of Way, Mountrail County, N.D.*, 2011



Terry Evans, *Slag Processing, Indiana Harbor*, August 31, 2006



CALENDAR:

*****All readings must be completed *before* arriving to class the day they are assigned.*****

(R) = Required for all students

(S) = Suggested for weekly presenters

PART I – 12,000 BP – THE TRANSITION TO AGRO-ECOLOGY

Week 1 – Environmental History and COVID-19 at the Edge of the Anthropocene

What is the Anthropocene? Why has it captured popular interest beyond the natural sciences? What can history contribute to an understanding of the Anthropocene and to our understanding of pandemics?

Mon (Aug 17)

Syllabus and Introduction

Wed (Aug 19) - COVID-19 in the context of the Anthropocene

(R) Ferris Jabr, "How Humanity Unleashed a Flood of New Diseases", *New York Times Magazine*. 17 June 2020. <https://www.nytimes.com/2020/06/17/magazine/animal-disease-covid.html>

(R) Donald Worster, "Another Silent Spring." *Environment & Society Portal, Virtual Exhibitions 2020*, no. 1 (22 April 2020). Rachel Carson Center for Environment and Society. <http://www.environmentandsociety.org/exhibitions/another-silent-spring>

Week 2 – Geological History, Environmental History, Global History

What is the difference between geological and historical time and how do we interpret them? What is "environmental history" and how can we understand it on a global scale? What are its core methods, themes, and limitations? How does it engage the natural sciences?

Mon (Aug 24) – What is environmental history?

(R) Donald J. Hughes, "Defining Environmental History," *What is Environmental History?*, 1-17. Wiley, 2006.

Wed (Aug 26) –

Discussion –

(R) Jan Zalasiewicz, Mark Williams, Richard Fortey, Alan Smith, Tiffany L. Barry, Angela L. Coe, Paul R. Bown et al.

"Stratigraphy of the Anthropocene." *Philosophical Transactions of the Royal Society of London A: Mathematical, Physical and Engineering Sciences* 369, no. 1938 (2011): 1036-1055.

(R) Gabriella Corona, "What is Global Environmental History? Conversation With Piero Bevilacqua, Guillermo Castro, Ranjan Chakrabarti, Kobus Du Pisani, John R. McNeill, Donald Worster." *Global Environment 2* (2008): 228-49.

(S) C. A. Bayly, Sven Beckert, Matthew Connelly, Isabel Hofmeyr, Wendy Kozol, and Patricia Seed. "AHR Conversation: On Transnational History." *The American Historical Review* 111, no. 5 (2006): 1440-64.

Week 3 – Firestick Ecology & Megafaunal Extinctions

What was the earliest anthropogenic environmental change recognizable on a global scale? What value can historians add to the investigation of "prehistory?" What are the political/ethical implications of arguments for/against hunter-gatherer transformations of the earth?

Mon (Aug 31) – Debate – The Science and Politics of Pleistocene Overkill

(R) P. L. Koch & A. D. Barnosky, "Quaternary extinctions: state of the debate. *Annu. Rev. Ecol. Evol. Syst.* 37 (2006), 215–250.

Wed (Sep 5) – Discussion

(R) Stephen J. Pyne, "Firestick History," *The Journal of American History*, Volume 76, Issue 4 (Mar, 1990), 1132-1141.

(R) A. Glikson, "Fire and human evolution: the deep-time blueprints of the Anthropocene," *Anthropocene* 3 (2013), 89-92.

(R) Shepard Krech, "Pleistocene Extinctions." In *The Ecological Indian: Myth and History* (New York: W.W. Norton & Company, 1999), 29-44.

(R) An interview between Derrick Jensen & Vine Deloria Jr.

(S) C.E. Doughty, A. Wolf, and C.B. Field. "Biophysical feedbacks between the Pleistocene megafauna extinction and climate: The first human-induced global warming?" *Geophysical Research Letters* 37 (2010).

Select Final Project Objects by Sep 7

Week 4 – Museums, Public History & the Materiality of the Anthropocene

What is the role of museums in preserving and interpreting history and environmental change? What might a public exhibit on the Anthropocene look like? What needs to be covered? How?

Mon (Sep 7) – **NO CLASS - LABOR DAY**

Wed (Sep 9) - Discussion

(R) Project Documentation from Blueline

(R) Libby Robin, Dag Avango, Luke Keogh, Nina Moellers, and Helmuth Trischler, "Displaying the Anthropocene in and beyond Museums," *Curating the Future: Museums, Communities, and Climate Change* (Routledge, 2016)

Read over the below websites in brief. Select one "object" from each exhibit to review in depth. Be prepared to discuss it in class.

(R) Nelson Institute Center for Culture, History and Environment, "The Anthropocene Slam: A Cabinet of Curiosities," University of Wisconsin-Madison. <http://nelson.wisc.edu/che/anthroslam/objects/index.php>

(R) Creighton University, 'Omaha in the Anthropocene', <http://steppingintothemap.com/anthropocene/>

(S) George Main, "A Stump-jump plow: reframing a national icon," *Curating the Future: Museums, Communities, and Climate Change* (Routledge, 2016)

Week 5 – The First Green Revolution

What was the Neolithic revolution and what were its impacts on human social and cultural systems? On earth systems? What might explain the near-concurrent development of agriculture around the world?

Mon (Sep 14) – Topic - The Neolithic Transformation

(R) Neil Roberts, "The First Farmers," Chap. 5 *The Holocene*, 127-158.

Wed (Sep 16)-

Discussion - **GROUP**

(R) Ruddiman, W. F. "The Anthropocene." *Annu. Rev. Earth Planet. Sci.* 41, 45-68 (2013)

(R) Certini, G. & Scalenghe, R. "Anthropogenic soils are the golden spikes for the Anthropocene." *Holocene* 21, 1269-1274 (2011).

(R) Jared Diamond, "The Worst Mistake in the History of the Human Race," *Discover Magazine*, 1 May 1999.

(S) Bruce D. Smith and Melinda A. Zeder, "The onset of the Anthropocene," *Anthropocene* 4 (2013), 8-13.

Paper Proposal Due

PART II – 1492-1610 – REKNITTING THE SEAMS OF PANGAEA

Week 6 - Invasive Ecologies/Invasive Economies

What is the "Columbian Exchange?" What were the biological, demographic cultural, and economic consequences of the Age of Exploration? How did these changes affect European and non-European peoples and environments?

Mon (Sep 21) - Disease, Ecology, and Commerce

(R) Alfred Crosby, "Conquistador y Pestilencia" *Columbian Exchange* (2003), 35-63.

Wed (Sep 23)

Discussion - **GROUP**

(R) J.M. Blaut, "On the Significance of 1492," *Political Geography* 11.4 (1992), 355-385

(R) S. Lewis and M. Maslin, "A transparent framework for defining the Anthropocene Epoch," *The Anthropocene Review* 2.2 (August 2015), 128-146.

(S) Andrew Barry and Mark Maslin. "The politics of the anthropocene: a dialogue." *Geo: Geography and Environment* 3, no. 2 (2016): e00022.

Week 7 -Ecology and the Development of Global Capitalism

How did Europeans commodify nature in the wake of the Scientific Revolution? How can we read the development of the global silver trade and the transatlantic slave trade from environmental perspectives?

Mon (Sep 28) - Slavery and Silver

(R) Dennis O. Flynn and Arturo Giráldez, "Cycles of Silver: Global Economic Unity through the Mid-Eighteenth Century," *Journal of World History* 13.2 (2002), 391-427.

Wed (Sep 30) -

Discussion - **GROUP**

(R) Jason Moore, "Silver, Ecology, and the Origins of the Modern World, 1450-1640," In *Rethinking Environmental History: World System History and Global Environmental Change*, J.R. McNeill, Joan Martinez-Alier, and Alf Hornborg, eds. (2007)

(R) Dipesh Chakrabarty, "The climate of history: Four theses." *Critical inquiry* 35, no. 2 (2009): 197-222.

PART III – 1750-1945 – THE INDUSTRIAL REVOLUTION & THE FOSSIL ECONOMY

Week 8 – The Energy Revolution

How was the industrial revolution a fundamental break from the "Biological Old Regime?" What environmental limitations did the rise of fossil energy transcend? What were the ecological consequences of this transition?

Mon (Oct 5) – Fossil Sunlight and the Great Divergence

(R) David Christian, "Birth of the Modern World," *Maps of Time: An Introduction to Big History* (online access through Reinert Library)

Wed (Oct 7)

Discussion – **GROUP**

(R) Christophe Bonneuil and Jean-Baptiste Fressoz, "Thermocene: A Political History of CO₂," *The Shock of the Anthropocene: The Earth, History and Us* (Verso, 2015)

(R) Steffen, W., Grinevald, J., Crutzen, P. & McNeill, J. "The Anthropocene: conceptual and historical perspectives." *Phil. Trans. R. Soc. Lond. A* 369, pgs. 842–849 (2011).

(S) Michael R. Raupach and Josep G. Canadell. "Carbon and the Anthropocene." *Current Opinion in Environmental Sustainability* 2, no. 4 (2010): 210-218.).

Annotated Bibliography Due

Week 9 – Haber-Bosch & the Guano Lords

How did the tapping of marine resources change global agriculture and industry? What were the ecological effects in marine and terrestrial ecosystems? What role did synthetic nitrogen play in industrial and demographic growth? What were the long-term effects of marine resource extraction on the nitrogen cycle?

Mon (Oct 12) - Marine Resources and N/P/K

(R) Charles Mann, "The Guano Age," *1493: Uncovering the World that Columbus Created* (Knopf, 2011), 212-220.

Wed (Oct 14) - **GROUP**

(R) Holtgrieve, G. W. et al. A coherent signature of Anthropogenic nitrogen deposition to remote watersheds of the Northern Hemisphere. *Science* 334, 1545–1548 (2011).

(R) Gregory Cushman, *Guano and the Opening of the Pacific World* (2014), selections.

(S) Doney, S. C. 2010 The growing human footprint on coastal and open-ocean biogeochemistry. *Science* 38, 1512–1516.

Week 10 – The City, the Country, and Capitalism in an Industrial Age

How did the industrial revolution change the relationship between the city and the countryside? What is "Metabolic Rift?" What are the relationships between industrial capitalism and environmental change?

Mon (Oct 19) – Cities as environmental problems

(R) Joel Tarr, "The Metabolism of the Industrial City: The Case of Pittsburgh," *Journal of Urban History* (2002), 511-545.

Last day to withdraw with a "W"

Wed (Oct 21) - **GROUP**

Discussion -

(R) Jason Moore, *The Capitalocene, Part I: On the Nature & Origins of Our Ecological Crisis*

(R) Peter Newell, "The Elephant in the Room: Capitalism and Global Environmental Change," *Global Environmental Change* (2011) 4-6.

(S) Chris Otter, "The technosphere: a new concept for urban studies." *Urban History* 44, no. 1 (2017): 145-154.

PART IV – 1945-today – ALAMOGORDO & THE AGE OF ECOLOGY

Week 11 – Invisible Pollution, Invisible People

What have been the ecological and social effects of the nuclear age? How has environmentalist discourse been shaped by nuclear pollution? How can we interpret the gender, ethnic, and social fallout of postwar environmental change?

Mon (Oct 26)

(R) C.N. Waters, "The Anthropocene is Functionally and Stratigraphically Distinct from the Holocene" *Science* 351. 6269 (2016).

Wed (Oct 28) - **GROUP**

(R) Kate Brown, *Plutopia: Nuclear Families, Atomic Cities and the Great Soviet and American Plutonium Disasters* (Oxford, 2013), selections available through *Aeon* magazine.

(R) Terry Tempest Williams, "The Clan of One-Breasted Women," *Refuge*, 1995.

Extended Essay Draft Due

(Oct 28) LAST DAY TO WITHDRAW FROM CLASS w/ "W"

Week 12 – The Great Acceleration and Birth of a New Environmentalism

How did modern environmentalism develop in the context of cold war economic, social, and environmental changes? Were these changes unique or merely an "acceleration" of pre-existing trends? How can we detect "the Anthropocene" in everyday life?

Mon (Nov 2) - Consumption & the Environmental Movement 1963-1980

Wed (Nov 4) - Discussion - **GROUP**

(R) Rachel Carson, selections from *Silent Spring*

(S) Christophe Bonneuil and Jean-Baptiste Fressoz, "Phagocene: Consuming the Planet," *The Shock of the Anthropocene: The Earth, History and Us* (Verso, 2015)

Peer Review Due

Week 13 – The "Good Anthropocene" in an Era of Climate Crisis

What is the value of engaging the Anthropocene debate? Is it overly politicized, ahistorical, Eurocentric, myopic? What are the ethics of taking control/responsibility for earth systems? How has anthropogenic climate change shaped the debate and its future?

Mon (Nov 9) -

(R) The Breakthrough Institute, "[Ecomodernist Manifesto](#)," 2015.

Wed (Nov 11) - Discussion - **GROUP 9**

(R) Pope Francis, *Laudato Si* (2015), 12-14; 75-86; 121-133; 145-148; 153-157.

(R) George Monbiot, "Meet the Ecomodernists," *The Guardian*. 215.

(S) Clive Hamilton, "The Theodicy of the "Good Anthropocene," *Environmental Humanities* 2015.

LABEL DRAFT DUE

Week 14 -

Mon (Nov 16) -

Wed (Nov 18) - Work Day

Week 15 - FINALS WEEK - Project Presentations

See Finals Schedule - Final - Ethics Essay

Exhibit Label Due

Final Extended Essay Due

CLASS MISCONDUCT/AV RECORDING

Learning takes place in the face to face and virtual classrooms through a variety of means, including lectures, discussions, activities, etc. For learning to take place, these environments need to be a safe space. As part of that safe space, we should speak respectfully to and with each other. That is not to suggest that any of us will never misspeak. To learn from these conversations, we need to ensure that what happens in our face to face and virtual classrooms stays in the classroom. For this reason all course materials, including handouts, problem sets (and solutions), and lecture and discussion materials (powerpoint slides, videos, lecture and discussion recordings, etc.) that are posted on the course BlueLine site are considered to be copyrighted and are intended to be used only by students enrolled in that class, for the purposes of fulfilling the course objectives. Only the instructor may record common class sessions. Only the instructor may distribute any and all recorded materials, including individual student discussion posts. Sharing any of these materials with others outside of the course will be considered "misuse of academic resources," as defined in the Creighton University Student Handbook as an act of academic misconduct, and students can be penalized, up to and including failure of the course.

In the case of recorded live lecture and discussion material, students should be aware that recording may continue during class breaks. Therefore, private conversations should be held elsewhere in order to avoid inadvertent recording.

STUDENT EQUIPMENT REQUIREMENTS

Students will need either zoom enabled devices to participate in potential online or hybrid discussions

FORCE MAJEURE POLICY:

Creighton University may modify, suspend, or postpone any and all activities and services immediately and without notice because of force majeure causes beyond Creighton's control and occurring without its fault or negligence including, but not limited to, acts of god, fire, war, governmental action, terrorism, epidemic, pandemic, weather, national emergencies, or other threats to the safety of students or staff. Creighton may, at its option, alter the academic schedule or provide alternate instruction

modalities to meet course objectives and competencies and program outcomes, including, but not limited to, distance or remote learning, until such time as Creighton determines normal operations may resume safely

COURSE ADAPTATION IN EVENT OF COVID-19 CLOSURE

If class is forced to meet in part or completely online for at least part of the semester, the following revisions to course expectations and procedures will take place.

1. All readings and assignments will continue will be conducted via Blueline.
2. All assignments in the class will be due by midnight of the day they are assigned (CST)
3. I will also host weekly digital "office hours" during our regular meeting time and upon request.
4. Group presentations will be submitted as individual panopto videos (divide up responsibility for content with your partner in a manner of your choosing) and all students will be expected to submit questions based on their viewing of the videos.
5. Final projects will continue as planned.
 - a. If we DO NOT return to campus by the end of the semester, instead of a group presentation, you will submit an individual recorded presentation of your project (using panopto). Although all students will produce a video, you can work with your partner to create one powerpoint to share. They will be due on same the day/time assigned.
 - b. All students will be expected to submit response and questions to the assignments by midnight the following day.
6. Participation will roll over from any part of the semester where we had in-class attendance. It will also be based on quality of presentation questions and comments.

MAGIS CORE OBJECTIVES:

Intersections:

- Students will apply critically the fundamental paradigms, and different ways of knowing and thinking from different disciplines.
- Students will demonstrate an ability to think in a logical and systematic manner by becoming engaged in a problem, exploring its complexity through critical reading and research, analyzing and evaluating alternative solutions, and justifying a chosen solution with a reasoned argument.
- Students will demonstrate an ability to think imaginatively, creatively, and holistically.
- Students will describe personal involvement in work related to service and social justice.
- Students will interpret a meaningful exposure to the consequences of injustices on individuals who are directly affected by them.
- Students will integrate learning from various courses and experiences to articulate their vision of justice, of serving the common good, and of working as agents of social justice as community leaders, global citizens and professionals within their chosen disciplinary or career field.
- Students will apply analytical tools, content knowledge, and ethical principles to contextualize social conditions, understand social justice implications of government policies, and identify opportunities to promote social justice.
- Students will explain the relationship between culture, social experience, and the creation or use of different systems of knowledge or power.

- Students will connect their understanding of diverse human identities and cultures to the theories or practices of more than one of the disciplines represented in the Core curriculum.

Designated Ethics:

- Students will distinguish the morally relevant features of complex practical situations in the context of a chosen academic discipline, profession, or sphere of ethical responsibility.
- Students will use fundamental moral theories to form well-reasoned judgments about how to conduct themselves ethically in the context of a chosen academic discipline, profession, or sphere of ethical responsibility.
- Students will evaluate critically the relationship between their ethical presuppositions, their responsibilities to society, and the values of their chosen academic discipline, profession, or sphere of ethical responsibility.

Designated Oral Communication:

- Students will adapt the content and style of communication to a variety of rhetorical and aesthetic situations.
- Students will effectively use oral ... and/or non-verbal language appropriate to the audience, occasion, and context.

Designated Written Communication:

- Students will review their own work critically, employing creative thinking and problem solving in the process of revision and editing.
- Students will adapt the content and style of communication to a variety of rhetorical and aesthetic situations.
- Students will effectively use ... written ... language appropriate to the audience, occasion, and context.

PARTICIPATION RUBRIC

Participation is graded according to frequency and *quality*. It accounts for 30% (or 300 points) of your final grade. The following rubric is a guide that lays out how you will be graded. The corresponding point values will be multiplied by 8 to determine your score out of the total 200 points available. *CLASS MEDIATION OF ONLINE DISCUSSIONS (in event of changed designation) COUNTS TOWARD PARTICIPATION GRADE*

Engagement in Discussion (points x12 for a total of 300 available):

Excellent (25-24 points): Comments and questions during discussion are insightful and further the discussion. They frequently require a mastery of the reading and/or lecture material. These students do not dominate the discussion and show an active interest and respect for others opinions and their contributions to the discussion. They do not repeat previously asked questions.

Above Average (23-20 points): Discussion contributions are generally good, but there are sometimes instances where the student shows a lack of mastery of the material. These students may also tend to dominate the discussions to the exclusion of others opinions and contributions.

Average (19-17 points): Comments are sometimes insightful, though not frequent. The students will generally listen more than they will contribute to classes. Their comments will occasion seem off base because of their lack of preparation.

Below Average (16-15 points): These students rarely attend class and/or rarely offer substantive contributions to class. They are occasionally interested and sometimes come prepared, though this is infrequent.

Poor (14-0 points): Almost never attend class; lack of substantive contribution; lack of preparedness.

RUBRIC FOR FINAL PAPER

Your first draft will follow a similar rubric with fewer available points and without the expectation of improvement:

Paper for 225 points possible

A 225-202 points

Has a clear thesis that is substantively supported throughout the work.

Citations are clear, accurate, and according to the style guidelines and page limits.

Effective use of interdisciplinary sources

Arguments display insightful use of class lecture and discussion material and readings.

The writing is clear and engaging. It is well-organized with topic sentences.

Substantial improvement from first draft

B 201-180 points

Has a thesis, though it is not consistently or effectively supported throughout the text.

Chicago citation style is used, though inaccurately or incompletely.

Use of some interdisciplinary sources, though lacking in critical analysis

Information is used from class lectures and readings, though it often lacks insight.

Mostly clear prose, though with some awkward sentences and unclear ideas; more

frequent errors of grammar and spelling—room for improvement in overall presentation.

Clear improvement from first draft

C 179-158 points

No thesis or the thesis is unclear. Largely a descriptive, rather than an analytical work.

Few, if any citations are used. Does not follow style guidelines

One or no non-historical sources

Work lacks substantive use of class lectures and readings.

Prose is unclear with multiple grammatical and spelling errors. Structure lacks cohesion.

Minimal improvement from first draft

D 157-135 points

No thesis. Mostly a descriptive work, though the amount of information meets the required page length.

No non-historical sources

Little attempt made to connect this paper to information from readings or lectures.

Citations absent or near absent.

Significant stylistic, grammar, and/or spelling issues.

No improvement from first draft

F 134-0 points

No thesis and an entirely descriptive work.

Does not meet minimum page limit.

Few, if any, sources

No citations; Severe issues with structure, style, or content of paper.

Plagiarism

