When have Americans addressed declining resources and ecological deterioration? Why hasn't every environmental problem provoked a policy response? This course examines how debates over environmental rights and risks shaped U.S. history from the country's beginning to the present. We will also examine how questions of resource distribution and hazard have influenced modern American politics and government.

The assigned books are available at the BU Barnes & Noble and they are also available online through BU Libraries. Students will find the additional assigned readings, lecture outlines, and assignments posted to Blackboard Learn. You will do well in this class if you (1) attend class consistently; (2) complete the reading the day it is assigned for discussion; (3) listen carefully during lectures and understand that they will not repeat the reading, but will provide supplementary contexts and alternative interpretations; (4) take notes during lecture and review your notes before the next class meeting; (5) budget plenty of time to study for the exams and to complete the writing assignment.

Required Books:

Course Requirements:
These include (1) active engagement and class participation; (2) pop quizzes; (3) two exams, which will cover material from the lectures and assigned readings; and (4) a contemporary issue report, guidelines for which will be distributed in a timely manner. Late reports will be penalized one-half a letter grade for each day late. You must receive a passing grade on each of the course components to receive a passing grade in the course.

<table>
<thead>
<tr>
<th>Component/Assignment</th>
<th>Due Date</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Engagement</td>
<td>Every class meeting</td>
<td>20%</td>
</tr>
<tr>
<td>Pop Quizzes</td>
<td>Unannounced</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>Oct 20</td>
<td>20%</td>
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<tr>
<td>Proposal for Issue Report</td>
<td>Nov 24</td>
<td>5%</td>
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<tr>
<td>Contemporary Issue Report</td>
<td>Dec 12</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Dec 17</td>
<td>20%</td>
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</table>
Attendance and Pop Quizzes:
I will not take attendance, but a pop quiz on the previous lecture is always a possibility, so you should attend class consistently and review your notes from the previous lecture before arriving. If there is a quiz, it will be administered at precisely 10:02 am. If you arrive later than 10:02 am, you must wait outside the door until the quiz is over and you will not be allowed to take the quiz. No make-up quizzes will be administered for missed classes or late arrivals, but I will drop the three lowest quiz scores. Make a friend the first day of class so that you can get the notes from any missed lectures, because the instructor will not provide lecture notes.

Electronic Devices:
Electronic devices are impediments to lecture comprehension and to note taking. More importantly, they are profoundly distracting to students who are trying to pay attention. Therefore, you may not use a computer, tablet, or phone during class without special permission. [Recent studies, in fact, suggest that students retain information better when they take notes by hand, even if they are able to write less than they can on a computer. On this topic, see “Taking Notes? Bring a Pen, Skip the Computer,” Boston Globe, 25 May 2014.]

Academic Integrity:
It is your responsibility to read and understand the Boston University Academic Conduct Code (available at www.bu.edu/academics/resources/academic-conduct-code) and to abide by its provisions. Any suspected cases of plagiarism or unethical academic behavior will be referred to the appropriate officials.

Lecture Schedule, Reading Assignments, and Class Preparation:
The reading assignments should be completed on the day they are listed. Readings marked with an asterisk (*) are available on Blackboard Learn. Bring the assigned reading to each discussion to have available for reference; you may print out the readings or you may use a computer or device for this purpose only. Each class meeting will combine lecture and discussion. You must be prepared for discussion: you must have read and thought about the assigned material; you should also think about questions you want to ask and observations you’d like to make.

Sept 3  Course Introduction/Finding Environmental Politics
Sept 5  NO CLASS: START READING 4 CHAPTERS FOR NEXT WEEK!

***
Sept 8  Colonial Environments I
        READ: Andrews, chs. 1 & 2
Sept 10 Colonial Environments II
        READ: Andrews, ch. 3
Sept 12 Revolution and Constitution
        READ: Andrews, ch. 4
Sept 15   Continental Expansion
READ: Andrews, ch. 5

Sept 17   Early Industry
READ: * Henry Thoreau, excerpt from “Walking” (1851)
       * F. L. Olmsted, excerpt from “The Yosemite Valley” (1865)

Sept 19   Slavery and Southern Environments

Sept 22   The Closing Frontier
READ: Andrews, ch. 6

Sept 24   Industry and Externalities
READ: * Karl Jacoby, “Class and Environmental History: Lessons From the
       War in the Adirondacks”

Sept 26   Conservation and Preservation I
READ: Andrews, ch. 8

Sept 29   Conservation and Preservation II
READ: * Theodore Roosevelt, “Address to the Conference of Governors”
       (1908)
       * Gifford Pinchot, excerpts from The Fight for Conservation (1910)
       * John Muir, “Hetch Hetchy Valley” (1912)

Oct 1    Governing Nature, Nurturing Government
READ: * Brian Balogh, “Scientific Forestry and the Roots of the Modern
       American State”

Oct 3    Conservation for Whom?
READ: * Karl Jacoby, Crimes Against Nature, pp. 149-198

Oct 6    Watering the West

Oct 8    Cleaning Up the City
READ: Andrews, ch. 7

Oct 10   Rhetoric and Power
READ: * Adam Rome, “‘Political Hermaphrodites’: Gender and Env. Reform”
       * Susan Flader, “Citizenry and the State in the Shaping of Env. Policy”

Oct 13   NO CLASS: START READING DUE FRIDAY

Oct 14   (Monday schedule) Progressives and Pollution

Oct 15   Hazards of the Job

Oct 17   Discussion/ READ:
       * Alice Hamilton, brief bio, and excerpt, Exploring the Dangerous Trades (1943)
       * Gerald Markowitz and David Rosner, Deceit and Denial, chs. 1-4
Oct 20  MIDTERM
Oct 22  Conservation Continues
    READ: Andrews, ch. 9
        * Sarah Phillips, This Land, This Nation, Introduction
Oct 24  The New Deal
    READ: * Sarah Phillips, This Land, This Nation, chs. 2 & 3

Oct 27  Dust Bowl I/ The Plow That Broke the Plains
    START READING DUE FRIDAY
Oct 29  Dust Bowl II
Oct 31  World War II
    READ: * Sarah Phillips, This Land, This Nation, ch. 4
        Andrews, ch. 10

Nov 3   From Conservation to Environment
    READ: * Douglas Strong, short bio of Aldo Leopold
         * Aldo Leopold, selections from A Sand County Almanac (1949)
Nov 5   Pesticides and Politics
    READ: Andrews, ch. 11
         * Rachel Carson, excerpts from Silent Spring (1962)
         * Jamie Whitten, excerpt from That We May Live (1966)
Nov 7   The 1960s: Liberals and Radicals

Nov 10  NO CLASS: USE TIME TO THINK ABOUT REPORT PROPOSALS
Nov 12  Environmental Movements Take Shape
Nov 14  Growth and Population: The Context and the Critics
    READ: Hurley, Environmental Inequalities, Preface, chs. 1 & 2

Nov 17  Nationalizing Environmental Policy
    READ: Andrews, ch. 12; Hurley, Environmental Inequalities, chs. 3 & 4
Nov 19  Discussion of Hurley
    READ: Hurley, Environmental Inequalities, chs. 5-7 and Epilogue; Review entire book before class
Nov 21  Case Study: NEPA
    READ: Andrews chs. 13 & 14
Nov 24  Report Proposals Due in Class/Presentations to Class
[Nov 26-28  THANKSGIVING RECESS]

Dec 1  Foreign Oil and the Crisis of Confidence
Dec 3  Environmental Justice I
       READING TBA
Dec 5  Environmental Justice II
       READING TBA

Dec 8  Development, Trade, and the Environment (Globalization)
       READ: Andrews ch. 15
Dec 10 Climate Change and American Politics
       READ: Andrews ch. 16

CONTEMPORARY ISSUE REPORT DUE FRIDAY DEC 12 BY 12 NOON

FINAL EXAM: WEDNESDAY DEC 17 9:00-11:00AM