

# Dakota County Technical College

## HIST 1400: American Environmental History

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci, Goal 10 - People/Environment

This 100% on-line lecture course examines the interaction between humans and the natural world in the United States from the ice age to the present. The course considers such diverse topics as the industrialization and urban growth on the environment, the emergence of ecology and green politics, and creation of the idea of Nature in American culture. Students will be expected to develop a historical understanding of the major themes of American environmental history; relationships between human activity and pollution, emergence of reform movements and environmental regulations, relationships between increasing urban growth and increasing environmental concern, and the rise of environmental politics in both local and national settings.

Prerequisites: None.

Meets MnTC Goal 5 and MnTC Goal 10

**B. COURSE EFFECTIVE DATES:** 05/15/2006 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

### D. LEARNING OUTCOMES (General)

1. identify important historic environmental themes relating to North America
2. compare and contrast the historic development of these themes
3. analyze the complex nature of governmental (local, state and federal) involvement in natural resource regulation
4. discuss the roles that science and technology have played in environmental history
5. discuss the significance of the western frontier, including patterns of settlement, to environmental history
6. defend a position on whether Native American cultures did or did not embrace an environmental ethic
7. identify causes for the back to nature movement of the Progressive Era
8. identify the role of women in environmental organizations and grassroots movements
9. compare and contrast the environment history of urban and non-urban areas and identify key issues that are intertwined
10. identify how property ownership has changed in the United States and the impact that land ownership has on the environment
11. discuss how the 1890 U.S. Census helped jump start the conservation movement in the U.S.
12. differentiate between conservation and preservation history
13. discuss how John Muir and Gifford Pinchot's views on natural resources conflicted and which predominates today in the U.S.

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

### Goal 10 - People/Environment

1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
2. Discern patterns and interrelationships of bio-physical and socio-cultural systems.
3. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
4. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
5. Articulate and defend the actions they would take on various environmental issues.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

None noted