

Welcome!

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“Energizing” your Curriculum

Today's Goals

- Discover “where we are” and interact with each other
- Learn what Environmental History (EH) is and has been
- Hear interdisciplinary and scaffoldable examples
- See connections between MO standards and EH!
- Brainstorm 1 area in your current curriculum where you could incorporate EH soon!

EH and ENVST are terrific
for almost ALL content AND
skills! And they lend
themselves to
Project-Based Learning

Large group share - why
do you shy away from
teaching about the
environment?

Student apathy!

I don't know enough
about it

TOO MUCH SCIENCE!

Some common reasons we don't include the nonhuman!

Doesn't connect to standards!

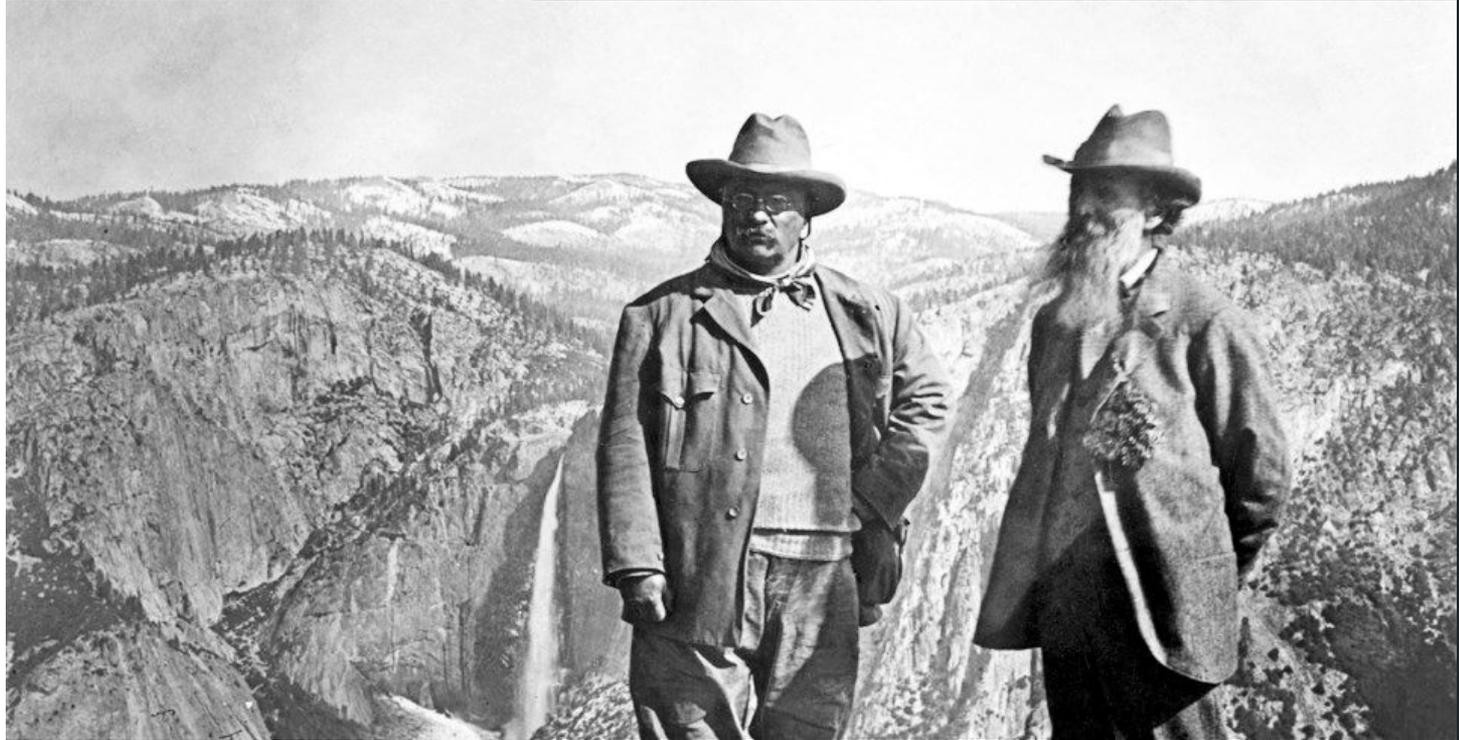
TOO POLITICAL!

I don't like bugs!

So what IS environmental history?

**It is the study of the relationship
between human and nonhuman
“nature” over time.**

It is this....



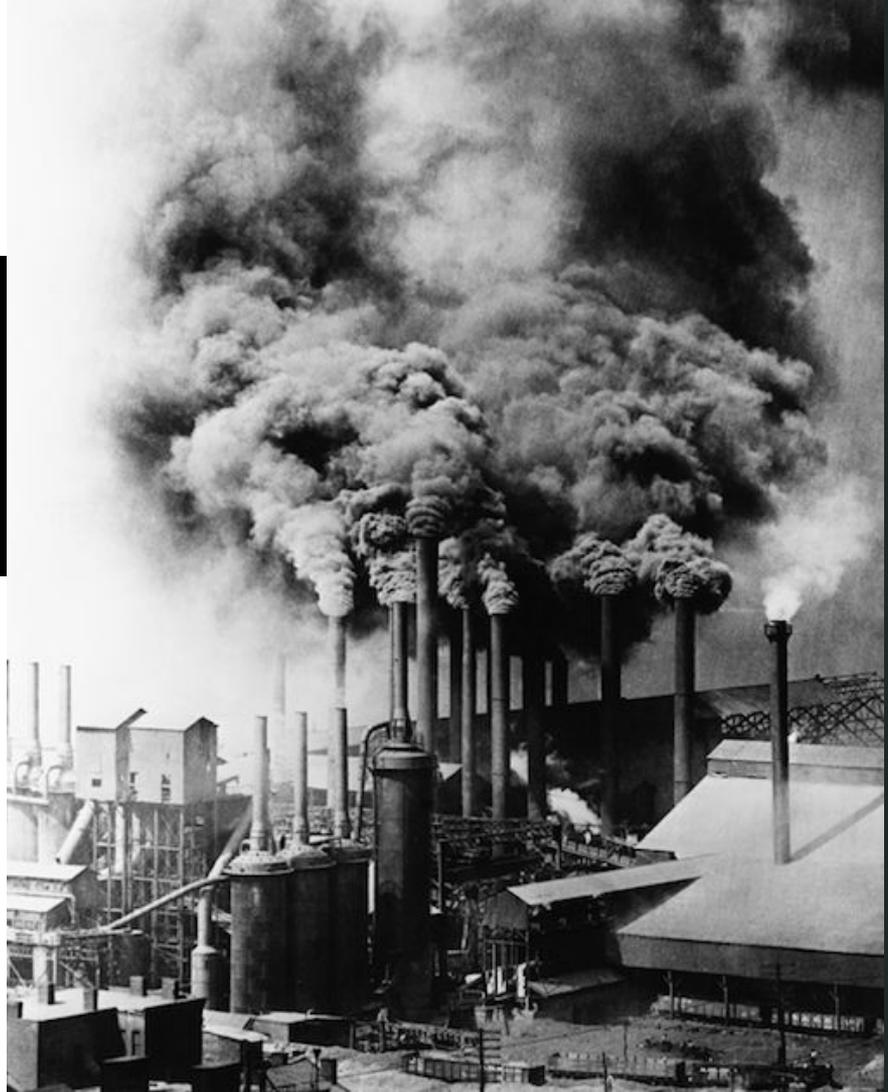
Teddy Roosevelt and John Muir at Yosemite. Library of Congress.

Borrowed from:

<https://www.nps.gov/jomu/learn/historyculture/people.htm>

And this...

Coal Smoke early 20th century
Borrowed From: Kahn Academy
<https://www.khanacademy.org/partner-content/big-history-project/acceleration/bhp-acceleration/a/the-industrial-revolution>





And ALL of this!

Beaver Hat c. 1850 from WikiCommons;
cattle from WikiCommons; Love Canal
Protest from *The Buffalo News*
<https://buffalonews.com/2018/08/04/a-history-of-the-love-canal-disaster-1893-to-1998/>

So really 3 approaches to studying human/nature connections over time in US history

- 1) Material (centers “environments” and the nonhuman) - how have the beaver populations shifted?
- 2) Human alteration and use of environments and the resulting politics - how did hunting and fur trade affect the beaver populations?
- 3) Cultural understandings - how have people understood the changes in beaver populations and what have they done in reaction to changes?

Energy

- Forests
- Fields
- Fish
- Fossil Fuels
- Ford
- Fe (mining)
- Fallout

But what about the standards??

Forests



Clear Cut Forest, Borrowed from: USGS
<https://www.usgs.gov/media/images/forest-clear-cut>

William Cronon
Changes in the Land

Change over time

Apply past to present

Personal responsibility

**Identify and solve
problems**

**Economic costs and
benefits**

Fields



An Overseer Doing his Duty, 1798, Benjamin Henry Latrobe Sketch book
Borrowed From: WikiCommons (in the public domain)

Mart Stewart, *What Nature Suffers to Groe*

Point of view/perspectives

Material (physical) shapes culture and governance

Social stratification and law

Economics

Fish



Fur Traders Attacked on the Missouri River, Cary, William De La Montagne, 1868

Borrowed From: Kansas Historical Society
<https://www.kshs.org/index.php?url=km/items/view/221452>

Richard White, *The Organic Machine*

Energy in rivers allowed
transportation, caloric intake

Indigenous fishing rights

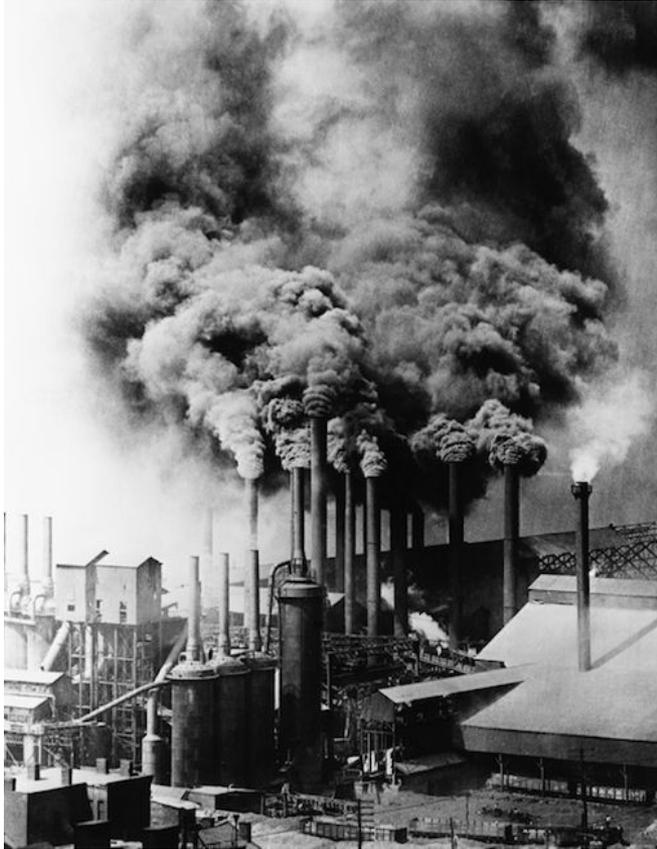
Lewis and Clark (!)

Analyzing primary
sources/art

Dams (then and now)

Pollution (then and now)

Fossil Fuels



**David Stradling,
*Smokestacks and
Progressives***

Political movements

**Economic growth vs.
public health**

Federalism (Clean Air Act)

Ford



An abandoned room in Fordlandia rubber factory

Borrowed From: *The Guardian*

<https://www.theguardian.com/cities/2016/aug/19/lost-cities-10-fordlandia-a-failure-henry-ford-amazon>

Greg Grandin, *Fordlandia: The Rise and Fall of Henry Ford's Forgotten Jungle City*

Global comparative history

Transnational capitalism

Natural resource consumption for car culture

Rubber wins!

Fe (iron)



Chinese American Miners, Idaho Spring, Colorado, c. 1920
Dr. James Underhill - Denver Library Digital Collections, Public Domain,
<https://commons.wikimedia.org/w/index.php?curid=36524896>

John McNeill, editor, *Mining North America*, Univ of California Press

Thinking beyond the nation state

Connection between work, environment, and consumption (Richard White!)

Then and now - when do we open new mines? Coal? copper?

Fallout



Warning sign at Kerr-McGee uranium mill site near Grants, N.M., December 20, 2007. AP photo/Susan Montoya Bryan
<http://theconversation.com/before-the-us-approves-new-uranium-mining-consider-its-toxic-legacy-91204>

Judy Pasternak, *Yellow Dirt: An American Story of a Poisoned Land and a People Betrayed*

**Environmental Justice
(Navajo/Mormons)**

War and peace

Clean-up

“Clean” energy futures

**So WHY include EH and/or
Env. Studies in our social
studies curriculum?**



Portland, OR Students supporting Climate Change Curriculum Borrowed From: *The Daily Kos*
<https://www.dailykos.com/stories/2019/6/20/1866019/-Student-Activists-Win-Portland-Climate-Change-Curriculum>

Of course - climate change is the reason usually offered...example Portland School District students demanding the school board implement their promise to teach climate literacy May 2019

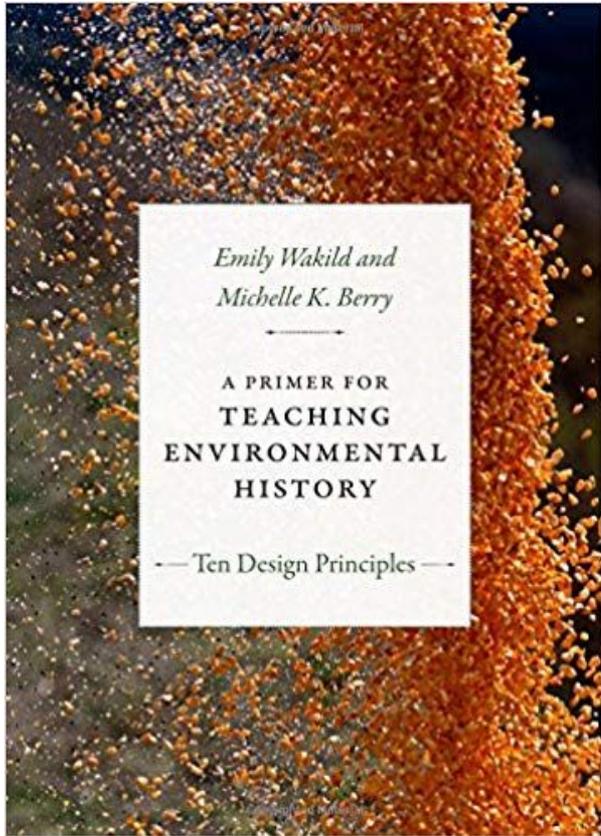
But I think these topics help teach

civic literacy

As much as they teach climate literacy

And...the more our students know...the better equipped they are to solve problems and create equitable solutions and approaches *in all areas of public life*... EH/ENVST are the perfect conduit to teach those skills.

Resources



My recent book with Emily Wakild

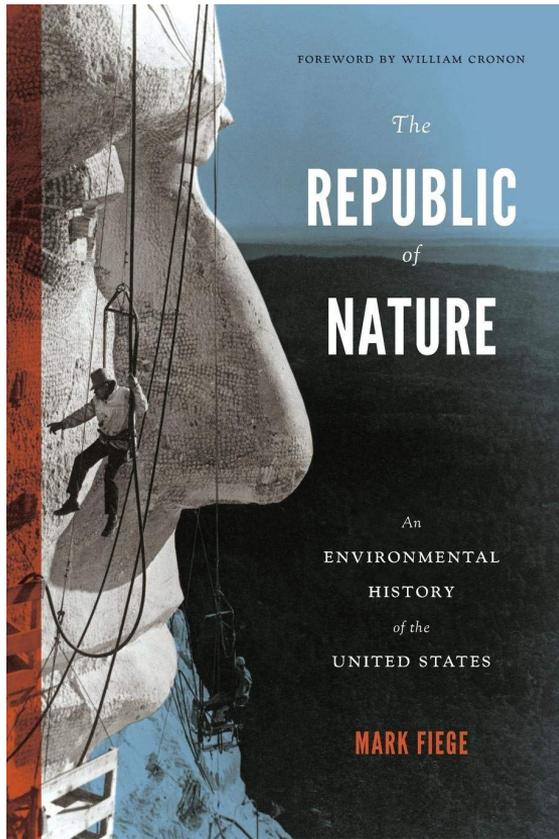
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environmental
HISTORY

Volume 23
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Environmental History



Mark Fiege, *The Republic of Nature*

WILEY BLACKWELL COMPANIONS
TO WORLD HISTORY



A COMPANION TO
GLOBAL
ENVIRONMENTAL
HISTORY

EDITED BY
J.R. McNeill and
Erin Stewart Mauldin

WILEY Blackwell

**William McNeill, editor, *A Companion to
Global Environmental History***

Final Poll Question...any chance you feel inspired to teach env history or include the nonhuman more centrally in your curriculum?

Result? 100% of those responding (80% of those attendees) report they feel somewhat or very inspired to include more nonhuman nature in their classes!

Thank You!

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Have a great rest of your semester! :)