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 scaffodable 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?
TOO POLITICAL!

TOO MUCH SCIENCE!

Student apathy!

I don't like bugs!

I don't know enough about it.

Some common reasons we don't include the nonhuman!

Doesn't connect to standards!
So what IS environmental history?

It is the study of the relationship between human and nonhuman "nature" over time.
It is this....

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!
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

William Cronon
*Changes in the Land*

Change over time

Apply past to present

Personal responsibility

Identify and solve problems

Economic costs and benefits

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

Mart Stewart, *What Nature Suffers to Groe*

Point of view/perspectives

Material (physical) shapes

culture and governance

Social stratification and law

Economics

*An Overseer Doing his Duty, 1798, Benjamin Henry Latrobe Sketch book*

Borrowed From: WikiCommons (in the public domain)
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

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!

An abandoned room in Fordlandia rubber factory
Borrowed From: *The Guardian*

Thinking beyond the nation state

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

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

Chinese American Miners, Idaho Spring, Colorado, c. 1920
Fallout

Warning sign at Kerr-McGee uranium mill site near Grants, N.M., December 20, 2007. AP photo/Susan Montoya Bryan

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?
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...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
Mark Fiege, The Republic of Nature
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! :)