

Language, Philosophy, & Culture - HIST - 2373

UGRD Course - REVISE existing Core Course <or> Revise existing non-core course to
ADD to Core

General Information

Please use this form to:

- **REVISE** a course that is already on the Core course list.
- **ADD** to the Core course list an existing permanent course that is not already on the Core course list

Step One: Turn on Help Text.

Please click on the icon of the 'i' within a blue circle to 'Show Help Text'. It is located at the top-right of this pane within the proposal form.

Course Ownership

Department* Department of History

Does the department chosen use a Department Curriculum Committee?*

- Yes
 No

Does the college of the department chosen use a College Curriculum Committee?*

- Yes
 No

Will the course be cross-listed with another area?*

- Yes
 No

If "Yes", please enter the cross-listed course information (Prefix Code Title)

Implementation

Academic Year to begin offering course:*

- 2015
 2016
 2017

- Term(s) Course will be TYPICALLY Offered:***
- Fall (including all sessions within term)
 - Spring (including Winter Mini all sessions within term)
 - Summer (including Summer Mini and all sessions within term)

Justification for adding/changing course

- Justification(s) for Adding Course***
- To meet core curriculum requirements**
 - To more accurately reflect course content/level**

Importing course information for revising existing Core course

You may **IMPORT** the existing catalog information by doing the following:

- Select the blue downward-sweeping arrow located at the top-left of this form to search for automatically import this information into the proposal fields below
- When a pop-up window opens, select the appropriate undergraduate catalog from which to import information.
- Select the drop-down "Filter by field" menu to select the **Prefix** (you know this as Rubric) and enter the existing course prefix into the field that appears.
- Repeat the process to add another field filter and select the **Code** (you know this as the Course Number) field and enter the existing course number into the field that appears.
- After fields are selected and populated, click the "Search Available Curriculum" option. The search result(s) will appear at the bottom of the same window.
- Click the appropriate course to select.
- The next view will be to choose the data you want to import into the proposal. Please select all available fields (default selection is all).
- Finally, click "Import This Item" to enter the existing course data of the academic catalog into your proposal. The pop-up window will automatically close and return you to your proposal.

Please note that not all data, such as CIP code, Grade Options, Short Course Title) that has been previously provided when developing a course has historically been stored in the academic catalog. Moving forward this data will be stored and will load into your proposal when importing data from the catalog. Thank you for your patience as we build a better system for you.

Once you import the existing catalog data, do NOT make changes to the existing information yet.

Please complete the remaining empty required fields and launch your proposal. You will be the first step (next step) in the approval process. At that time you will make changes to the existing information imported from the catalog and the system will track all changes proposed (by all approvers) so that changes can be easily seen by variation of font color.

Instructional Area/Course Prefix* HIST

Course Number* 2373

Long Course Title* Environment in Latin America

Short Course Title Environment in Latin America

Instruction Type and Student Contact Hours

Instruction Type* Lecture ONLY

Contact Hours

Student Contact Hours are determined by a number of factors, including instruction type, and are used to determine the accuracy of credit hours earned by accrediting agencies and THECB. Please contact your college resource for assistance with this information.

Student Contact Hours must match the instruction type.

Eg: If Lecture ONLY, then Student Contact Hours for Lab must be zero.

Eg: If Lab ONLY, then Student Contact Hours for Lecture must be zero.

Lecture* 3

Lab* 0

Grade Options

Grade Option* Letter (A, B, C.....)

Course Repeatability

Can this course be repeated for credit?*

Yes

No

If Yes, how often and/or under what conditions may the course be repeated?

CIP Code

The CIP Code is used by the university and the THECB to determine funding allocated to the course, which means that selecting the most helpful valid code may have an effect on your course.

If assistance is needed with code selection, please contact your college resource.

CIP Code Directory: <http://www.txhighereddata.org/Interactive/CIP/>

CIP Code must use this format:

##.####.## ##

digit digit period digit digit digit digit period digit digit space digit digit

CIP Code* 05.0107.00 01

Catalog Descriptions

Prerequisite(s):* ENGL 1304.

Corequisite(s)

Course Description* Major themes in the field of environmental history in the Americas, from the colonial era to the present.

Course Notes

Authorized Degree Program(s)

If this proposal is a change to an existing course (Core or non-Core), there may be impacts for other courses (ex: using this course as a prerequisite) or programs (incorporating the course into the degree plan, whether required or as an option) that have some dependency on this course.

If this is a change to an existing course, before continuing with this proposal please do the following:

- Navigate to the Reports tab at the top of the window.
- Locate and select "Impact Report"
- Enter the course **prefix** (you know this as the Rubric) and **code** (you know this as the Course Number) into the appropriate fields. EX: ACCT 1301
- Select the external system (catalog) to search for course dependencies.
- When the report is complete there will be a pop-up window with your results. Copy and Paste those results into the field below.
- For courses that may be used in both the Undergraduate and Graduate catalogs, please paste the results from both searches.

Please note: Text is automatically saved as you enter information. When navigating away from this page, you do not need to press a "save" button (as none exists). When you return to this proposal, you will be able to resume where you left off.

Impact Report *

BA

Core Curriculum Information

For additional guidance when developing course curriculum that will also meet the Core Curriculum requirements, please refer to the Undergraduate Committee website for Core Curriculum:

http://www.uh.edu/undergraduate-committee/doc_2014-core-review.html

Therein you will find a chart for the required and optional competencies based on the Core Component Area (Core Category) selected.

Component Area
for which the
course is being
proposed (select
one)

Language, Philosophy, & Culture

List the student
learning
outcomes for the
course*

1. Learn and practice new methods for studying history that take into account dynamic relationships between humans and the natural environment
2. Critically analyze historical (primary) sources through in-class and written activities
3. Sharpen analytical and persuasive writing skills through guided short essays
4. Link Latin American environmental histories to contemporary issues and debates

Competency areas
addressed by the
course*

Communication Skills

Critical Thinking

Personal Responsibility

Social Responsibility

Because we will be assessing student learning outcomes across multiple core courses,

assessments assigned in your course must include assessments of the core competencies. For each competency selected above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency.

Provide (upload as attachment) detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

How to upload/attach a document:

- Select the 'Files' icon at the center of this proposal screen. (Appears as a blue-outlined page with a green + symbol)
- In the 'Upload File' screen, 'Browse' to your computer and select the course syllabus.
- When syllabus file is selected, press 'Open' to return to the 'Upload File' screen.
- Press the 'Upload' button to complete the process of adding your syllabus file to the proposal.
- Proceed with remaining steps.

**Critical Thinking,
if applicable**

In an essay assignment, students will demonstrate critical thinking. Students will write a 500-word response in which they address the following question: In what ways do Humboldt's writings help us as historians to understand the relationship between Europeans and the natural world they encountered in the Americas during the colonial era? Please choose a specific quote or passage from the assigned pages of Humboldt's text as the basis for your response. Readings/discussion from our class meetings will provide the context for your analysis; your response should be grounded mainly in Humboldt's text itself. Remember to write in clear, concise prose; offer an original interpretation that you state in 1-2 sentences (thesis) near the beginning; provide evidence to support your ideas (specific quotations with page numbers).

**Communication
Skills, if
applicable**

In the same assignment listed above, students will demonstrate communications skills.

**Empirical &
Quantitative
Skills, if
applicable**

Teamwork, if applicable

Social Responsibility, if applicable In the same assignment listed above, students will demonstrate social responsibility.

Personal Responsibility, if applicable In the same assignment listed above, students will demonstrate personal responsibility.

Syllabus

Syllabus* Syllabus Attached

Will the syllabus vary across multiple sections of the course?* Yes No

If yes, list the assignments that will be constant across sections

Assignments will vary according to changes in the readings or staffing of the class.

Important information regarding Core course effectiveness evaluation:

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Additional Information Regarding This Proposal

Comments:

Request to add HIST 2373 to Language, Philosophy & Culture component area. Also change course number from HIST 4321 to HIST 2373.

Proposal Completed?

Scroll back to the top of this pane and click to right-directional triangle " " located

at the top-left of this pane to LAUNCH your proposal.

If any required fields are incomplete, the form will highlight the required fields with a contrasting orange font color. Complete the required fields and again click the "" to LAUNCH your proposal.

As originator, you will be the first approval step, allowing you to make changes to existing text and information. Changes made by any user will be tracked so that all viewers can discern suggestions to changes by person.

HIST 2373 – [Semester]
Environment in Latin America

Prof. Kristin Wintersteen
[Day/Time] – [Room]

Email: kawinter@central.uh.edu

Office: Agnes Arnold 527

Hours: [Office hours]

Course Description

This course surveys the intertwined histories of social and environmental change in Latin America and the Caribbean, from the colonial era to the present. How have environmental ideas and processes shaped human societies across the hemisphere? And how have humans transformed the land- and seascapes in which they lived? We will examine major themes in Latin American and Caribbean environmental history as a method and field of study. Secondary and primary source readings focus around four main geographical regions: the Caribbean, the Brazilian Amazon, Central America, and Andes/Pacific Coast.

Objectives

In this course, students will:

- Learn and practice new methods for studying history that take into account dynamic relationships between humans and the natural environment
- Critically analyze historical (primary) sources through in-class and written activities
- Sharpen analytical and persuasive writing skills through guided short essays
- Link Latin American environmental histories to contemporary issues and debates

Required Readings

Books (please purchase or borrow a copy):

Carey, Mark. *In the Shadow of Melting Glaciers: Climate Change and Andean Society*. Oxford: 2010.

Perez, Louis. *Winds of Change: Hurricanes and the Transformation of Nineteenth-Century Cuba*. Chapel Hill: 2001.

Slater, Candace. *Entangled Edens: Visions of the Amazon*. California: 2002.

Other articles and chapters will be available electronically via the **course Blackboard site** (see Course Schedule below).

Preparation and Expectations for Class

To prepare for class, you should **read actively, identifying keywords, underlining/highlighting** important points, and noting any questions that arise as you are reading.

Always bring a printed copy of the reading to class (no cell phones or laptops).

During class, you should **take notes** on the important concepts and ideas that come up, and **contribute comments or questions** to class discussion.

Attendance is required at every class; absences will be considered unexcused without formal documentation of illness or other emergency.

ASSIGNMENTS AND GRADES:

Participation (20pts): Your participation in class discussions and activities (both oral and written) will be evaluated at each meeting. Occasionally I will ask students to complete brief, written exercises during class to demonstrate reading comprehension.

Reading Responses (5pts each – 20pts): You will write **four short (500-word)** responses to specific prompts based on the course readings.

Historical Newspaper Assignment (10pts): You will research an environmental-history topic of your choice using historical news databases and write a **1000-word essay** analyzing the topic from the perspective of your elected articles.

Film Review (10pts): After viewing Werner Herzog's *Aguirre, Wrath of God* in class, you will write a **1000-word review** of the film in the context of the readings we have done in class.

Primary Source Essay (10pts): In class we will examine various sets of primary sources and practice methods for analyzing such sources. This assignment asks you to produce a **written analysis (1000 words)** based on a set of sources I will provide, linking those sources to the historical context provided through course readings and discussions.

Midterm and Final Exams (15pts each – 30 pts): Exams will consist of keywords and short-answer questions based on course readings and discussions.

Grade Scale

Assignment grades will be calculated out of a total number of points, as listed above, and their sum at the end of the semester (out of a total 100 possible points) will be converted to a letter grade according to the following scale:

A	94-100
A-	91-93
B+	88-90
B	84-87
B-	81-83
C+	78-80
C	74-77
C-	71-73
D	61-70
F	60 & below

OTHER POLICIES:

Email Etiquette

On some occasions it is necessary to communicate via email for course-related announcements and other questions or concerns that might come up during the semester. Please be aware that you are expected to employ the conventions of a business letter (e.g. "Dear Professor" or "Dr." so-and-so; complete and coherent sentences, sign the email at closing) in your electronic correspondence.

Late Policy

Under some circumstances I will grant extensions on written assignments (**excluding** exams), if the student contacts me ahead of the deadline. Extensions will be confirmed in writing. Other late work will have points deducted accordingly.

Academic Honesty Pledge

You are expected to abide by the ethical rules and regulations of this institution. **Plagiarism and cheating in this course will not be tolerated.** Penalties for plagiarism include, but are not limited to, failure in the course, suspension, and permanent expulsion from the university. For more information, consult the UH Undergraduate Studies handbook, section on "Academic Honesty," at <http://www.uh.edu/provost/shared-interest/policy-guidelines/honesty-policy/>

COURSE SCHEDULE

Readings are due at class time on the date they are assigned. Those marked with ** will be available electronically on Blackboard.

Week	Date	Topic	Readings	Assignments
1		Introductions.		
		European Encounters in New World Environments	Alfred Crosby, "Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon," <i>Global Environmental History: An Introductory Reader</i> (Cambridge, 2012 [1989]), pp. 166-179.**	
2		A naturalist's vision of the Americas	M.L. Pratt, "Alexander von Humboldt and the Reinvention of America," <i>Imperial Eyes: Travel Writing and Transculturation</i> (Routledge, 1992), pp. 109-140.**	
			Alexander von Humboldt, <i>Kosmos</i> (1845), excerpt.**	Response 1 due.
3		Yellow Fever in the Age of Revolution	"Revolutionary fevers, 1790-1898: Haiti, New Granada, and Cuba," in <i>Mosquito Empires</i> (Cambridge, 2010), 235-303.**	
		Disease and the Social Geography of Urban Space.	Ari Kelman, "New Orleans's Phantom Slave Insurrection of 1853: Racial Anxiety, Urban Ecology, and Human Bodies as Public Spaces," in <i>The Nature of Cities</i> , ed. A. Isenberg (Rochester, 2006), pp. 3-23.**	Historical newspaper assignment due.
4		Hurricanes in Caribbean History.	Perez, pp. 5-56.	
			Perez, pp. 57-82.	
5			Perez, pp. 83-155.	Response 2 due.
		The Myth of El Dorado	Slater, pp. 29-53.	
6		o Film: <i>Aguirre, Wrath of God</i> (2/18 & 2/20)	Slater, pp. 54-76.	
			Slater, pp. 77-101.	

7			Slater, pp. 102-128, 183-204.	Film review due.
		Rubber Tappers in the Amazon	Seth Garfield, "Tapping Masculinity: Labor Recruitment to the Brazilian Amazon during World War II," <i>Hispanic American Historical Review</i> 86.2 (2006): 275-308.**	
8		The Chico Mendes Story	Andrew Revkin, selected <i>NYT</i> blog entries.**	
		[[Study day.]]		Midterm exam due.
9		<i>Spring Break</i>		
Week 10		The Making of the Panama Canal.	David McCullough, <i>The Path Between the Seas</i> (Simon & Schuster: 2004/1977), pp. 19-4; Julie Greene, <i>The Canal Builders: Making America's Empire at the Panama Canal</i> (Penguin: 2009), pp. 1-13.**	
			Primary source document from Tulane's Latin American Library: Elisabeth Denegre, "My Trip to Panama," and selected photographs.**	
11			Greene, pp. 123-158.**	
			Greene, pp. 367-388.**	Response 3 due.
12		Monocultures, biodiversity, and consumption.	John Soluri, "Space Invaders," in <i>Banana Cultures: Agriculture, Consumption, and Environmental Change in Honduras and the United States</i> (Texas, 2005), pp. 41-74.**	
			Soluri, "The Lives and Time of Miss Chiquita," in <i>Banana Cultures</i> , pp. 161-192.**	Response 4 due.
13		Climate change and water wars in the Andes.	Carey, pp. 3-66.	
			Carey, pp. 67-120.	
14		o Film: <i>Even the Rain</i> (4/10 & 4/15)	Carey, pp. 121-164.	
			Carey, pp.165-197.	Primary source essay due.
15		Review & conclusions.		
		[[Exam Period.]]		Final exam due (date TBA).

