History 395 (CRN 13456, 3 credits) REVISED
Research Seminar: Roots of the Climate Crisis
Monday-Wednesday 4:30-5:45
Fall Semester 2020

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Special: I had hoped to meet in person at least for the beginning of this class, but because Covid-19 continues to surge in our area I must now conduct the class remotely. (I am one of the most vulnerable people and I dare not encounter a crowded classroom building.) We will meet via Zoom at the regular times for the first two weeks and whenever the calendar calls for "online discussion." Further interactions will be asynchronous via Zoom or other remote connections (phone, email, Webex, facetime, whatever). From time to time I will invite you into group video conferences. I also will invite you to share with each other using Brightspace or such other contact media as you are comfortable sharing. **Please feel free to contact me for any reason.**

Objectives: This junior-senior research seminar is intended to introduce students to the serious practice of writing history. Although we will explore a common theme for the sake of coherent conversations, each student will pursue her or his own original project springing from our initial discussions of the common theme. Students will find a topic, develop a research question, find and evaluate evidentiary sources, construct an argument, and finally draft a paper that resembles articles in historical journals (although somewhat shorter in length). My objective is to help students discover if they have the interest and aptitude to graduate from being consumers (readers) of history to being producers (writers) of history.

Course Theme: For our common theme I have selected "Roots of the Climate Crisis." We will begin with a quick survey of environmental reforms in late 20th century America and then retreat backward 400 years to see how history shaped the culture of exploitation we inhabit.

Your Job: I want each student to pick an issue related to the "greening" of America in the 20th century and explore the deep historical roots that made that issue compelling, difficult, or impossible to address. For example, poisonous drinking water is obviously bad for us: what stands in the way of fixing it? How are discrete problems rendered impossibly complicated by the historical accumulation of habits, values, and assumptions?

Learning Outcomes: After taking this class you should be able to. . .

- find and articulate a question worthy of historical investigation.
- identify and evaluate evidence with which to construct your answer to that question.
- assemble your evidence into a logical and compelling argument
- offer an interpretation of past events and possible relevance to present understanding.
- write a readable prose essay demonstrating each of the above achievements.

Readings: **Merchant, Carolyn,** *Columbia Guide to American Environmental History* **(E-book in library)**
Larson, *Laid Waste! The Culture of Exploitation in Early America* **(E-book in library or purchase)**
Wayne Booth, et al., *The Craft of Research* **(E-book in library)**

Columbia Guide to American Environmental History

This volume contains several useful sections. There are essays by Carolyn Merchant reviewing the field from various perspectives. (We will discuss three of these: chaps 7, 9, 10). There is a useful encyclopedia of environmental events and agencies as well as a timeline of important legislation. There is a good bibliography including visual and text materials, online resources, and print. Plan to use this volume as a starting point for formulating your topic, question, problem and for initial efforts to find relevant resources for your project. You may read it online or download a pdf.

Laid Waste! The Culture of Exploitation in Early America

This book is an extended interpretive essay looking way back at the history of how modernization produced what we call "progress" and set us up for the environmental challenges we face in the 21st century. We will use it to get started thinking about long-term processes and the historical roots of the more contemporary problems your individual papers will tackle. You may read it online or buy a copy (probably some used ones around).

The Craft of Research

This is a general handbook on research and composition that contains excellent guidance on everything from how to formulate a research problem to how to take notes and format citations in your final papers. We will focus especially on part II of the book, which deals with shaping a topic into a problem, and part III, which analyzes the rhetorical process of making an argument with claims, supporting evidence, and valid warrants. (If you plan to stay in the business you should download the whole book or buy a copy for yourself.)

Discussions: For discussions I will post some questions for you to consider before we gather on Zoom. You may respond with a thought or a question of your own. After we "meet" online you may return to the discussion forum and follow up with me and each other.

To facilitate meeting on Zoom I want to try dividing us into 2 groups of 8 to talk for 40 minutes. Each time I will scramble the groups so you are not isolated in one or another subset. If this improves the flow during online meetings (and I believe it will) it will be especially important that you post any thoughts or questions on the Brightspace forum as well so people in the other group will see them. I do not intend to record or archive the online discussions themselves.

I will credit you with 2 points for each discussion you attend to a total of 10 points (there are 6 opportunities).

Assignments

1. Discussions   10 points
2. Draft a Problem Statement   10 points
   - -defines the conversation you want to enter with your project
   - -identifies some of the voices/viewpoints at the table
3. Draft a Research Question and strategy   10 points
   - -what specific question will you try to answer
   - -where will you look? What witnesses to call?
4. Build first bibliography   10 points
   - -key secondary works that set the table
   - -likely primary sources from which to build answers
   - -are these sources available to you?
5. Progress Report 1   10 points
   - -refined question, strategy, and source list
   - -where are you looking?
6. Draft opening paragraph   10 points
   - -start imagining an intro—how to hook your reader
7. Progress Report 2   10 points
   - -what have you found?
   - -where have you looked?
   - -what do you need still need?
8. Progress Report 3   10 points
   - -working hypothesis: what is your tentative conclusion?
   - -snags and problems remaining?
9. Draft outline   20 points
   - -structural framework for your argument
   - -organization and presentation of evidence
   - -topic sentences
10. Rough draft of paper   30 points
    - -formal prose draft of the final paper
    - -may have gaps and holes to fill in later
    - -should include MOST of the evidence you need
11. Finished paper   60 points
    - ~12 pp (3500 words of text) plus bibliography
    - -submit in MS Word so I can edit and comment

Grades: Your final grade will be based on your percentage of earned points out of a total of 190 according to the following scale:

93-100%	= A	73-76	= C
90-92	= A-	70-72	= C-
87-89	= B+	67-69	= D+
83-86	= B	63-66	= D
80-82	= B-	60-62	= D-
77-79	= C+	< 60%	= F

Calendar of Assignments

Week 1	**Read *Columbia Guide* chaps 7, 9, 10**
Aug 24	Zoom introduction and orientation (read syllabus first)
Aug 26	Online discussion *Columbia Guide* (2 pts)
Week 2	**Read *Laid Waste***
Aug 31	Online discussion *Laid Waste!* (2 pts)
Sep 02	Online discussion *Laid Waste!* (2 pts)
Week 3	**Read Booth, *Craft of Research*, part II**
Sep 7	Online discussion: Finding a topic (2 pts)
Sep 9	Submit problem statement (10 pts)
Week 4	**Research**
Sep 14	Online discussion: Digging in (2 pts)
Sep 16	Zoom meet with Bert Chapman, libraries
Week 5	**Research**
Sep 21	Submit research question and strategy (10 pts)
Sep 23	Submit first bibliography (10 pts)
Week 6	**Research**
Sep 28	Confer
Sep 30	Submit Progress Report 1 (10 pts) **REGISTER TO VOTE***
	***go to https://www.in.gov/sos/elections/2403.htm before oct. 5**
Week 7	**Read Booth, *Craft of Research*, part III**
Oct 5	Online discussion of Booth part III (2 pts)
Oct 7	Draft opening paragraph (10 pts)
Week 8	**Research**
Oct 12	Confer
Oct 14	Submit Progress Report 2 (10 pts)

Week 9	Research
Oct 19	Confer
Oct 21	Confer
Week 10	Research
Oct 26	Confer
Oct 28	Confer
Week 11	Research/Writing
Nov 2	Progress Report 3 (10 pts)
Nov 4	Confer
Week 12	Research/Writing
Nov 9	Submit draft outline: structure and organization; topic sentences (20 pts)
Nov 11	Confer
Week 13	Research/Writing
Nov 16	Confer
Nov 18	Confer
Nov 20	Submit rough draft (30 pts)
Week 14	Research/Writing
Nov 23	Confer
Week 15	Research/Writing
Nov 30	Confer
Dec 2	Papers due by 5 pm. (60 pts)

Additional Information

Protect Purdue Plan: The Protect Purdue Plan, which includes the Protect Purdue Pledge, is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, wearing a mask in classrooms and campus building, at all times (e.g., no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining proper social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the Office of the Student Rights and Responsibilities. See also Purdue University Bill of Student Rights.

Related Considerations:
1. *A listing of recommended safe practices for the specific class or laboratory setting (other PPE or safety behavior) can be found at the links below.*
   - Overarching SOP for Classrooms, Instructional Laboratories, and Experiential Courses
2. *References Supporting Protect Purdue Compliance:*
   - Office of the Dean of Students Protect Purdue Compliance Plan: Ask, Offer, Leave, Report
   - Office of the Dean of Students Managing Classroom Behavior and Expectations

Emergency Announcement: *In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course:*

email **larsonjl@purdue.edu**
my office phone 494.4127   my cell phone 765.412.9166.

Cheating / Plagiarism:
Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contains further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all necessary materials. Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office. See:
https://www.purdue.edu/odos/osrr/resources/documents/responding_to_academic_dishonesty.html
Office of Student Rights and Responsibilities (OSSR).

Emergency preparedness:

In the event of a major campus emergency, the above requirements, deadlines and grading policies are subject to changes that may be required by a revised semester calendar. Once the course resumes any such changes will be posted on Blackboard or can be obtained by contacting the professor via email or phone.

See these links for further information:

https://www.purdue.edu/ehps/emergency_preparedness/

https://www.purdue.edu/emergency_preparedness/flipchart/index.html

http://www.purdue.edu/ehps/emergency_preparedness/warning-system.html

Appendix A - Guidelines for Academic Integrity
In a society that increasingly questions the value of higher education, upholding academic integrity takes on added significance. The time and effort necessary to champion high expectations of academic integrity are well understood, and the University is in full support of faculty and instructors who uphold these standards. Please consider these five steps for your class.

1. Define academic dishonesty for your class in your syllabus and emphasize it on the first day of class. The OSRR website offers a faculty guide on responding to academic dishonesty. Revisit your expectations at key junctures of the semester.
2. Provide greater clarity to students about what is acceptable and unacceptable. Some classes routinely use team assignments and encourage collaboration for projects, labs, or homework. Yet at other times of the term, students are expected to work independently. Be very clear about your expectations for each assignment.
3. Students should be told prior to – and as part of – the instructions on each test what is acceptable in terms of notes, phones, calculators, etc. From class to class our practices vary widely so, here again, it's important to be very clear in your expectations.
4. Define penalties that will be enforced for academic dishonesty. One example might be: "Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor's discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university, may be considered."
5. At a minimum, if you penalize a student's grade by deducting points, report the instance of scholastic dishonesty using the OSRR reporting form. Reporting all incidents helps to ensure consistent treatment both at the course level and across the institution. Staff

members from OSRR are available to consult on an individual basis. Their office is in B50 of Schleman Hall, and their phone is 765-494-1250.

6. While faculty and instructors have raised concerns about student academic integrity, students have indicated that some instructors appear reluctant to uphold academic standards. Be clear in your syllabus on the steps you will take in your class to uphold academic integrity. *In addition, students should be made aware that they can report issues of academic integrity that they observe, and may do so anonymously, through the OSRR by calling 765-494-8778 or emailing integrity@purdue.edu.*