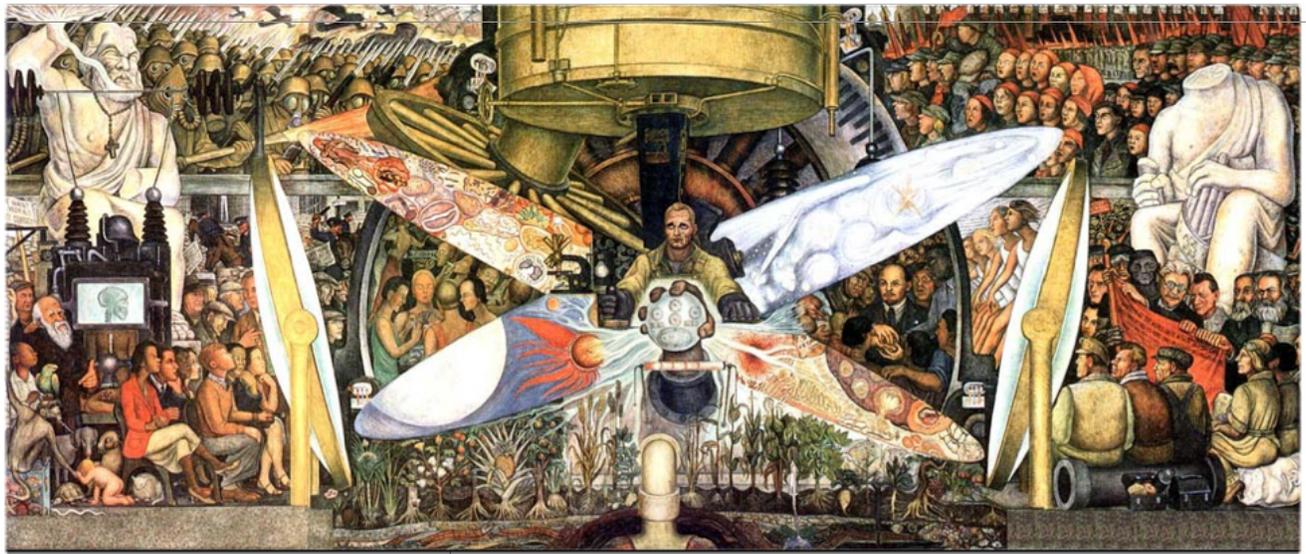


# GLOBAL ENVIRONMENTAL HISTORY

## FINDING THE ANTHROPOCENE



Diego Rivera, *Man, Controller of the Universe*, 1933

### FALL 2018

(AUG 22- DEC 15)

### Time/Day

MW 12:30-1:45pm

### Office

DH 220

### Office Hours

MW 2-4pm & by Appt.

### Email

[adamsundberg@creighton.edu](mailto:adamsundberg@creighton.edu)

## COURSE SUMMARY

What has been humanity's role in changing the face of the earth? What part has the environment played in shaping human history? These questions drive the study of environmental history. They also frame ongoing academic and political discussions about the consequences of human interactions with the natural environment—issues that have recently achieved public attention in the context of the “Anthropocene” debate. Have humans become a force of geological significance? This course surveys the history of humanity's ever-changing relationship with nature, from fire-wielding hunter-gatherers to modern consumer society. It focuses on four potential “golden spikes” that may mark the beginning of the Anthropocene as a framework for understanding global environmental history. This course emphasizes new global perspectives on environmental history and focuses on themes such as agro-ecology, invasion, sustainability, energy, urbanization, and empire. It will also introduce students to the diverse methods of investigating our environmental past including documentary and material sources, natural archives, and geospatial analysis.

## COURSE OBJECTIVES

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### By the end of the course, students should be able to:

- Identify important events, places, people, ideas, and historical debates about the significance of historical environmental change
- Analyze competing historical perspectives
- Engage the ethical considerations of human influence on natural systems in the past and today
- Read, analyze, and critique works of historical and natural scientific scholarship
- Construct a clear, original research project considering the material history of the Anthropocene
- Present their research in a clear, concise, and engaging manner

\*For a complete listing of Magis Core Objectives, see page 12\*

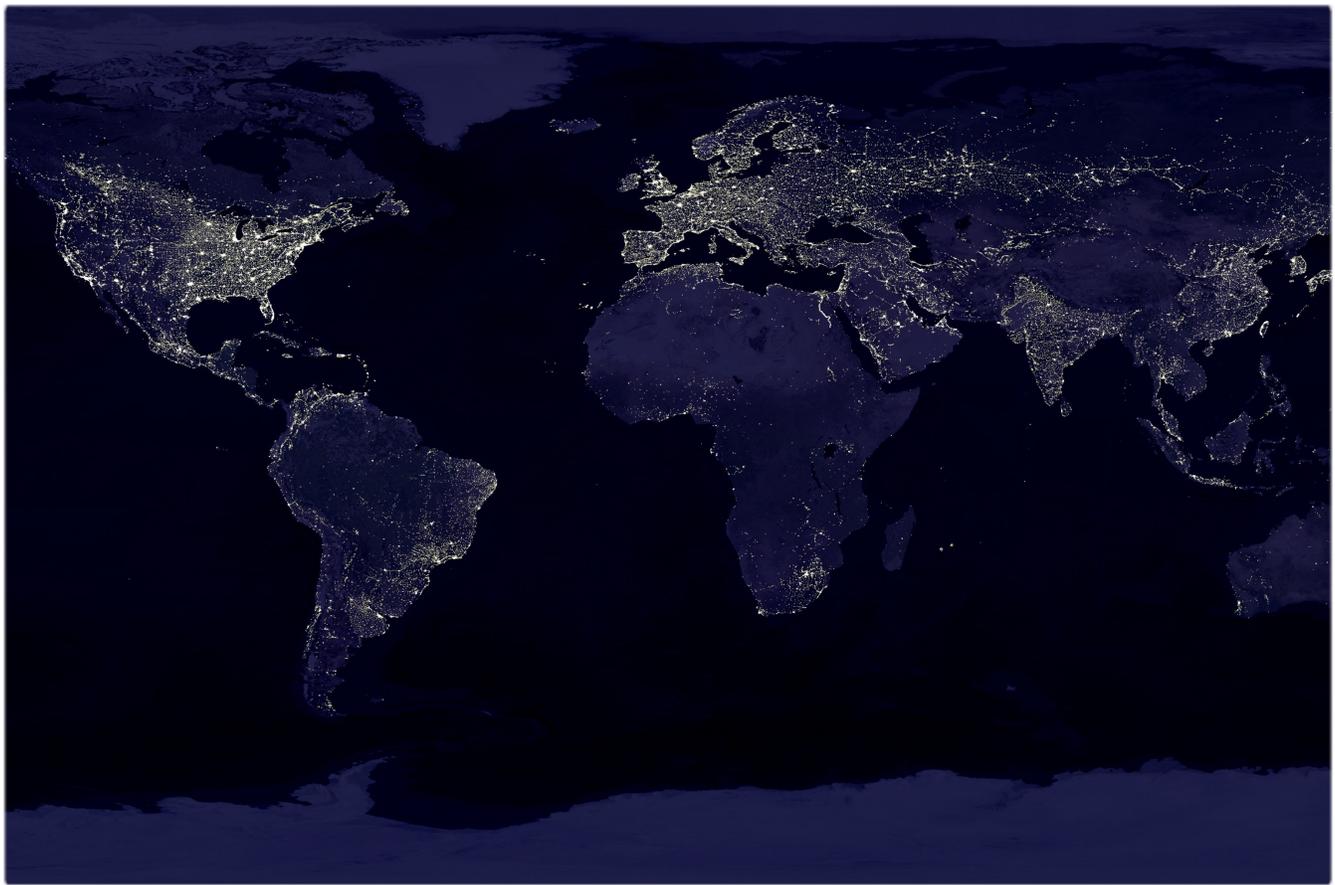
### *Key Divisions of the Course:*

**12,000 BP** - The Transition to Agro-ecology

**1610** - Reknitting the Seams of Pangaea

**1750** - Industrial Revolutions and the Fossil Economy

**1960** - Alamogordo and the Age of Ecology

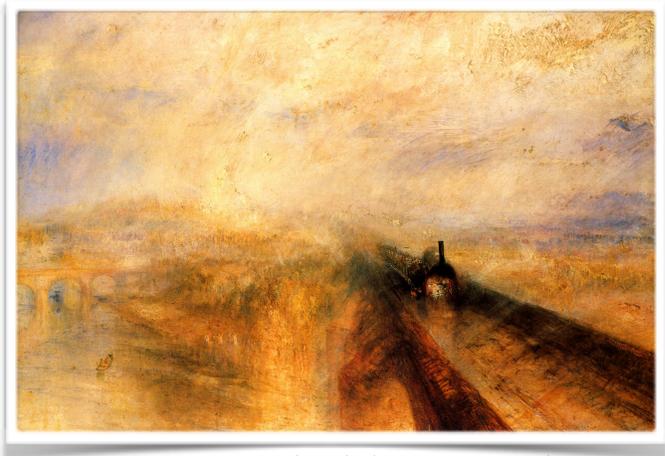


## CORE & MISSION FIT:

Creighton's mission challenges students to engage a diverse and complex world in a spirit of curiosity and informed sense of justice. Few issues are as diverse, complex, and value-laden as humanity's relationship with its environment. Justice extends beyond our relationships with each other into our increasingly powerful interactions with the natural world. Intersections courses offer a wonderful chance for students to critically engage issues of global environmental historical significance from multiple perspectives. Scholars increasingly interrogate these issues from interdisciplinary perspectives, incorporating the insights of natural science, social science, and the humanities. This course introduces students to the interdisciplinary methods and results of these scholarly explorations by engaging the most current humanistic and scientific research on the "Anthropocene" debate. Have humans instigated a new era of geological history? Have we become a geophysical force? How could we tell, and what might historical perspectives contribute to this debate? What are the ethical, economic, and environmental implications of accepting this designation? By organizing this global environmental history around the concept of the Anthropocene, it explicitly requires a broadened, less anthropocentric view of history. It asks students to examine the role of climate, pathogens, and coal deposits in the development of the modern world. It also poses unique historical questions about differential responsibility. What was the environmental impact of agro-ecology, European imperialism, the industrial revolution, and the nuclear age? In the context of multiple presentations, student-led discussions, and an interdisciplinary research paper, this course encourages students to critically examine nature's past and their own place in humanity's ever evolving relationship with the natural world.



Pieter Breughel the Elder, *The Corn Harvest*, 1565



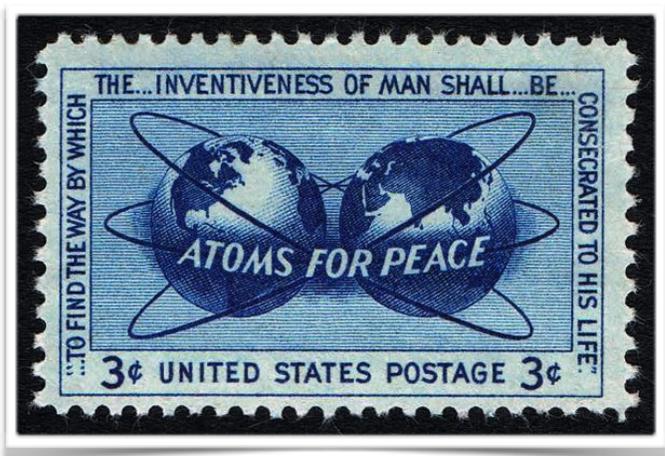
J.M.W. Turner, *Rain, Steam, and Speed: The Great Western Railway*, 1844

## WEATHER CANCELLATION:

In the event that inclement weather forces the university to close, the course schedule will be adapted at the discretion of the instructor. All changes to the syllabus (and notice of class cancellations) will come via BlueLine.

## ATTENDANCE:

Daily attendance is required and is factored into your participation grade. Student will receive one absence during the semester free of penalty (for any reason). Afterwards, I will deduct 2% from participation for every subsequent day missed.



"Atoms for Peace" US Stamp

**GRADING/ASSIGNMENTS:**

Your grade will be determined based on your performance during in-class participation, presentations, and a final research project. A total of 1600 points are possible in this course, distributed as follows:

**Final Research Project** - 1100 pts

- Research Project Proposal – 50 pts
- Annotated Bibliography – 50 pts
- Extended Essay Draft -150
- Exhibit Label Draft – 100 pts
- Peer Review - Extended Essay - 100
- Final Extended Essay – 250 pts
- Final Exhibition Label - 200
- Presentation – 200 pts

**Student Presentation/Discussion Leadership** - 100 pts

**Ethics Response** - 100 pts

**Participation** – 300 pts

**Grading Scale:**

A : 90-100	C : 70-74
B+ : 85-89	D+ : 65-69
B :80-84	D : 60-64
C+ : 75-79	F : 59 & below

**Final Research Project** - The final project consists of seven parts spread across the semester and is a significant portion of your grade. Within the first four weeks, each student will select a object from the Durham collection of environmental historical interest in the context of the Anthropocene debate. Students will explore the material and cultural history of the object. The project will require substantive interdisciplinary research with published scholarly sources from both natural scientific and historical literature. Students will submit a project proposal, generate an annotated bibliography, and write two papers in two stages (draft and final). One paper will be a short exhibit description, the other an extended essay. Students will then present their papers in the fall (location TBD).

**Student Presentation/Discussion Leadership** –

Each week, two students will assume the responsibility of “leading” discussion of the week’s readings. Students will create a short (15-20 minute) presentation explaining the significance and arguments of the readings and offer key questions to guide subsequent discussion.

**Ethics Response** - Students will produce a short, well-reasoned response essay at the end of the course that interprets the Anthropocene in an ethical context. It will critically evaluate the themes in the context of personal and professional responsibility.

**Participation**- Education demands your active involvement; therefore participation is a requirement in this course. A sizable percentage of the final grade will depends on the frequency and *quality* of your comments. This requires reading the material and formulating ideas and opinions before you arrive at class.

**Style and Formatting:** The written work should be clear, convincing, and following the assigned style guidelines. They should have a well-defined structure with a thesis supported by substantive and well-documented citations. Citations should follow the Chicago Style with footnotes. The papers should adhere to the the following format: Times New Roman font; 12 point; double spacing; 1” margins; paginated. Print double-sided if possible. The title should clearly and creatively evoke the topic and argument of your work.

**PLAGIARISM & ACADEMIC MISCONDUCT:**

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Academic misconduct will not be tolerated. This includes plagiarism. Do not attempt to use others works without proper citation. Acknowledge source material for all of your work. For more information on what constitutes academic dishonesty, see:

[https://www.creighton.edu/fileadmin/user/CCAS/curriculum/CCAS\\_Academic\\_Honesty\\_Policy\\_.pdf](https://www.creighton.edu/fileadmin/user/CCAS/curriculum/CCAS_Academic_Honesty_Policy_.pdf)

In the event of plagiarism, the student will receive zero points for the assignment.

**DISABILITIES:**

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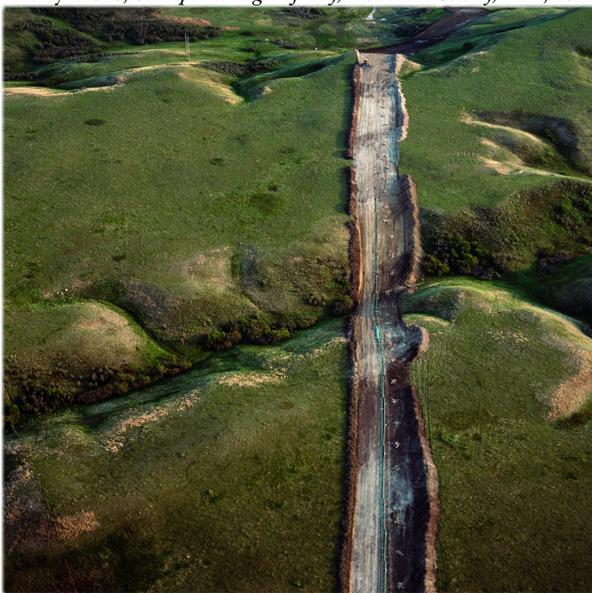
If you have a disability for which you need an accommodation, you are encouraged to contact both your instructor and the Office of Disability Accommodations located in the Old Gym, Room 408 (402-280-2166) as early as possible in the semester.

**WRITING HELP:**

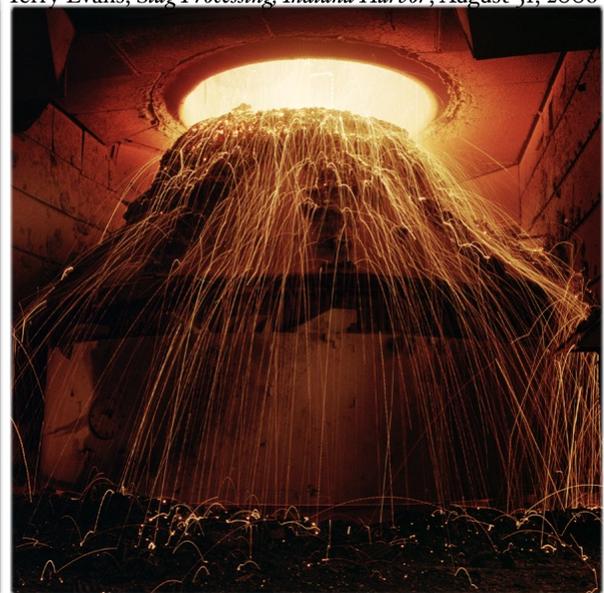
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Good writing is a skill that requires practice, but also guidance. A significant part of this class will focus on the writing process. Peer-review is encouraged as long as the authors create products that are demonstrably their own work. (see plagiarism and academic misconduct above). Also, feel free to stop by my office hours if you would like help. The Creighton Writing Center is the best option and an underutilized resource. See: <https://www.creighton.edu/ccas/english/writingcenter/> You can schedule appointments at the Writing Center in Creighton Hall 136.

Terry Evans, *Oil Pipeline Right of Way, Mountrail County, N.D.*, 2011



Terry Evans, *Slag Processing, Indiana Harbor*, August 31, 2006



# CALENDAR:

**\*\*\*All readings must be completed *before* arriving to class the day they are assigned.\*\*\***

**(R) = Required for all students**

**(S) = Suggested for weekly presenters**

## **Week 1 – Environmental History at the Edge of the Anthropocene**

*What is the Anthropocene? Why has it captured popular interest beyond the natural sciences? What can history contribute to an understanding of the Anthropocene?*

Wed (Aug 22)

Syllabus and Introduction

## **Week 2 – Geological History, Environmental History, Global History**

*What is the difference between geological and historical time and how do we interpret them? What is “environmental history” and how can we understand it on a global scale? What are its core methods, themes, and limitations? How does it engage the natural sciences?*

Mon (Aug 27) – What is environmental history?

(R) Donald J. Hughes, “Defining Environmental History,” *What is Environmental History?*, 1-17. Wiley, 2006.

Wed (Aug 29) –

Discussion –

(R) Jan Zalasiewicz, Mark Williams, Richard Fortey, Alan Smith, Tiffany L. Barry, Angela L. Coe, Paul R. Bown et al.

“Stratigraphy of the Anthropocene.” *Philosophical Transactions of the Royal Society of London A: Mathematical, Physical and Engineering Sciences* 369, no. 1938 (2011): 1036-1055.

(R) Corona, Gabriella. “What is Global Environmental History? Conversation With Piero Bevilacqua, Guillermo Castro, Ranjan Chakrabarti, Kobus Du Pisani, John R. McNeill, Donald Worster.” *Global Environment* 2 (2008): 228-49.

(S) C. A. Bayly, Sven Beckert, Matthew Connelly, Isabel Hofmeyr, Wendy Kozol, and Patricia Seed. “AHR Conversation: On Transnational History.” *The American Historical Review* 111, no. 5 (2006): 1440-64.

## **Week 3 – Firestick Ecology & Megafaunal Extinctions**

*What was the earliest anthropogenic environmental change recognizable on a global scale? What value can historians add to the investigation of “prehistory?” What are the political/ethical implications of arguments for/against hunter-gatherer transformations of the earth?*

**Mon (Sep 3) – No Class - Labor Day**

Wed (Sep 5) – Debate – The Science and Politics of Pleistocene Overkill

(R) Stephen J. Pyne, "Firestick History," *The Journal of American History*, Volume 76, Issue 4 (Mar, 1990), 1132-1141.

(R) A. Glikson, "Fire and human evolution: the deep-time blueprints of the Anthropocene," *Anthropocene* 3 (2013), 89-92.

(R) Shepard Krech, "Pleistocene Extinctions." In *The Ecological Indian: Myth and History* (New York: W.W. Norton & Company, 1999), 29-44.

(R) An interview between Derrick Jensen & Vine Deloria Jr.

(S) C.E. Doughty, A. Wolf, and C.B. Field. "Biophysical feedbacks between the Pleistocene megafauna extinction and climate: The first human-induced global warming?" *Geophysical Research Letters* 37 (2010).

(S) P. L. Koch & A. D. Barnosky, "Quaternary extinctions: state of the debate. *Annu. Rev. Ecol. Evol. Syst.* 37 (2006), 215-250.

## **Select Final Project Objects by Sep 10**

### **Week 4 – Museums, Public History & the Materiality of the Anthropocene**

*What is the role of museums in preserving and interpreting history and environmental change? What might a public exhibit on the Anthropocene look like? What needs to be covered? How?*

Mon (Sep 10) – Introduction to the Durham Collection w/Emma Sundberg

(R) Project Documentation from Blueline

Wed (Sep 12) - Discussion

(R) Libby Robin, Dag Avango, Luke Keogh, Nina Moellers, and Helmuth Trischler, "Displaying the Anthropocene in and beyond Museums," *Curating the Future: Museums, Communities, and Climate Change* (Routledge, 2016)

***Read over the below websites in brief. Select one "object" from each exhibit to review in depth. Be prepared to discuss it in class.***

(R) Nelson Institute Center for Culture, History and Environment, "The Anthropocene Slam: A Cabinet of Curiosities," University of Wisconsin-Madison. <http://nelson.wisc.edu/che/anthroslam/objects/index.php>

(R) Rachel Carson Center, "Welcome to the Anthropocene: The Earth in Our Hands," Culture and Society Portal. Virtual Exhibit (2014) <http://www.environmentandsociety.org/exhibitions/anthropocene>

(S) George Main, "A Stump-jump plow: reframing a national icon," *Curating the Future: Museums, Communities, and Climate Change* (Routledge, 2016)

### **Durham Visit**

**Attend ONE of two pre-determined times to visit the Durham outside of class:**

**Options: Tuesday Sep 11 @ 6pm OR Friday Sep 14 @ 9am**

### **Week 5 – The First Green Revolution**

*What was the Neolithic revolution and what were its impacts on human social and cultural systems? On earth systems? What might explain the near-concurrent development of agriculture around the world?*

Mon (Sep 17) – Topic - The Neolithic Transformation

(R) Neil Roberts, "The First Farmers," Chap. 5 *The Holocene*, 127-158.

Wed (Sep 19)-

Discussion – **GROUP 1**

(R) Ruddiman, W. F. "The Anthropocene." *Annu. Rev. Earth Planet. Sci.* 41, 45–68 (2013)

(R) Certini, G. & Scalenghe, R. "Anthropogenic soils are the golden spikes for the Anthropocene." *Holocene* 21, 1269–1274 (2011).

(R) Jared Diamond, "The Worst Mistake in the History of the Human Race," *Discover Magazine*, 1 May 1999.

(S) Bruce D. Smith and Melinda A. Zeder, "The onset of the Anthropocene," *Anthropocene* 4 (2013), 8-13.

## **Paper Proposal Due**

## **PART II – 1492-1610 – REKNITTING THE SEAMS OF PANGAEA**

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### **Week 6 – Invasive Ecologies/Invasive Economies**

*What is the "Columbian Exchange?" What were the biological, demographic cultural, and economic consequences of the Age of Exploration? How did these changes affect European and non-Europeans peoples and environments?*

Mon (Sep 24) – Disease, Ecology, and Commerce

(R) Alfred Crosby, "Conquistador y Pestilencia" *Columbian Exchange* (2003), 35-63.

Wed (Sep 26)

Discussion – **GROUP 2**

(R) J.M. Blaut, "On the Significance of 1492," *Political Geography* 11.4 (1992), 355-385

(R) S. Lewis and M. Maslin, "A transparent framework for defining the Anthropocene Epoch," *The Anthropocene Review* 2.2 (August 2015), 128-146.

(S) A. Barnosky, "Palaeontological evidence for defining the Anthropocene," *Geol. Soc. Lond. Spec. Publ.* 395, 149-165 (2014).

### **Week 7 -Ecology and the Development of Global Capitalism**

*How did Europeans commodify nature in the wake of the Scientific Revolution? How can we read the development of the global silver trade and the transatlantic slave trade from environmental perspectives?*

Mon (Oct 1) – Slavery and Silver

(R) Dennis O. Flynn and Arturo Giráldez, "Cycles of Silver: Global Economic Unity through the Mid-Eighteenth Century," *Journal of World History* 13.2 (2002), 391-427.

Wed (Oct 3) -

Discussion - **GROUP 3**

(R) Jason Moore, "Silver, Ecology, and the Origins of the Modern World, 1450-1640," In *Rethinking Environmental History: World System History and Global Environmental Change*, J.R. McNeill, Joan Martinez-Alier, and Alf Hornborg, eds. (2007)

Timothy Brook, (R) "Intro" and (S) "Vermeer's Hat".

## **PART III – 1750-1945 – THE INDUSTRIAL REVOLUTION & THE FOSSIL ECONOMY**

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**Week 8 – The Energy Revolution**

*How was the industrial revolution a fundamental break from the "Biological Old Regime?" What environmental limitations did the rise of fossil energy transcend? What were the ecological consequences of this transition?*

Mon (Oct 8) – Fossil Sunlight and the Great Divergence

(R) David Christian, "Birth of the Modern World," *Maps of Time: An Introduction to Big History* (online access through Reinert Library)

Wed (Oct 10)

Discussion – **GROUP 4**

(R) Christophe Bonneuil and Jean-Baptiste Fressoz, "Thermocene: A Political History of CO<sub>2</sub>," *The Shock of the Anthropocene: The Earth, History and Us* (Verso, 2015)

(R) Steffen, W., Grinevald, J., Crutzen, P. & McNeill, J. "The Anthropocene: conceptual and historical perspectives." *Phil. Trans. R. Soc. Lond. A* 369, pgs. 842–849 (2011).

(S) E. W. Wolff, "Ice Sheets and the Anthropocene," *Geol. Soc. Lond. Spec. Publ.* 395, 255–263 (2014).

(S) Prasannan Parthasarathi, "The Great Divergence in the Anthropocene," *Conference Presentation*

**Annotated Bibliography Due**

**October 14-21 - Fall recess (no classes)**

**Week 9 –Haber-Bosch & the Guano Lords**

*How did the tapping of marine resources change global agriculture and industry? What were the ecological effects in marine and terrestrial ecosystems? What role did synthetic nitrogen? What were the long-term effects of marine resource extraction on the nitrogen cycle?*

Mon (Oct 22) - Marine Resources and N/P/K

(R) Charles Mann, "The Guano Age," *1493: Uncovering the World that Columbus Created* (Knopf, 2011), 212-220.

Wed (Oct 24) - **GROUP 5**

(R) Holtgrieve, G. W. et al. A coherent signature of Anthropogenic nitrogen deposition to remote watersheds of the Northern Hemisphere. *Science* 334, 1545–1548 (2011).

(R) Gregory Cushman, *Guano and the Opening of the Pacific World* (2014), selections.

(S) Doney, S. C. 2010 The growing human footprint on coastal and open-ocean biogeochemistry. *Science* 38, 1512–1516.

**Week 10 – The City, the Country, and Capitalism in an Industrial Age**

*How did the industrial revolution change the relationship between the city and the countryside? What is "Metabolic Rift?" What are the relationships between industrial capitalism and environmental change?*

Mon (Oct 29) – Cities as environmental problems

(R) Joel Tarr, "The Metabolism of the Industrial City: The Case of Pittsburgh," *Journal of Urban History* (2002), 511-545.

**Last day to withdraw with a "W"**

Wed (Oct 31) - **GROUP 6**

Discussion -

(R) Jason Moore, *The Capitalocene, Part I: On the Nature & Origins of Our Ecological Crisis*

(R) Peter Newell, "The Elephant in the Room: Capitalism and Global Environmental Change," *Global Environmental Change* (2011) 4-6.

## **Week 11 – World Wars and Environments**

*Does war have a unique environmental impact? Do World Wars have global environmental consequences? What are "militarized landscapes" and "militarized" ways of engaging the environment?*

Mon (Nov 5)

**In-class Work Day -**

Wed (Nov 7) - **GROUP 7**

Discussion -

(R) Christophe Bonneuil and Jean-Baptiste Fressoz, "Thanatocene: Power and Ecocide," *The Shock of the Anthropocene: The Earth, History and Us* (Verso, 2015)

(R) Matthew Evenden, "Aluminum, Commodity Chains, and the Environmental History of the Second World War," *Environmental History* 16.1 (January 2011), 69-93.

**Extended Essay Draft Due**

## **PART IV – 1945-today – ALAMOGORDO & THE AGE OF ECOLOGY**

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### **Week 12 – Invisible Pollution, Invisible People**

*What have been the ecological and social effects of the nuclear age? How has environmentalist discourse been shaped by nuclear pollution? How can we interpret the gender, ethnic, and social fallout of postwar environmental change?*

Mon (Nov 12)

(R) C.N. Waters, "The Anthropocene is Functionally and Stratigraphically Distinct from the Holocene" *Science* 351. 6269 (2016).

Wed (Nov 14) - **GROUP 8**

(R) Kate Brown, *Plutopia: Nuclear Families, Atomic Cities and the Great Soviet and American Plutonium Disasters* (Oxford, 2013), selections available through *Aeon* magazine.

(R) Terry Tempest Williams, "The Clan of One-Breasted Women," *Refuge*, 1995.

**Peer Review Due**

### **Week 13 – The Great Acceleration and Birth of a New Environmentalism**

*How did modern environmentalism develop in the context of cold war economic, social, and environmental changes? Were these changes unique or merely an "acceleration" of pre-existing trends? How can we detect "the Anthropocene" in everyday life?*

Mon (Nov 19) – Consumption & the Environmental Movement 1963-1980

(R) Rachel Carson, selections from *Silent Spring*

(S) Christophe Bonneuil and Jean-Baptiste Fressoz, "Phagocene: Consuming the Planet," *The Shock of the Anthropocene: The Earth, History and Us* (Verso, 2015)

Wed (Nov 21)

**No Class - Thanksgiving Break**

## **Week 14 - Project Presentations**

Mon (Nov 26) - Work Day

Wed (Nov 28) - Presentation Day - 3 minute speeches

## **Week 15 - The "Good Anthropocene" in an Era of Climate Crisis**

*What is the value of engaging the Anthropocene debate? Is it overly politicized, ahistorical, Eurocentric, myopic? What are the ethics of taking control/responsibility for earth systems? How has anthropogenic climate change shaped the debate and its future?*

Mon (Dec 3) - **Evan Geishart- Guest Speaker (uCapture)**

(R) The Breakthrough Institute, "[Ecomodernist Manifesto](#)," 2015.

## **LABEL DRAFT DUE**

Wed (Dec 5) - **GROUP 9**

(R) Pope Francis, [Laudato Si](#) (2015), 12-14; 75-86; 121-133; 145-148; 153-157.

(R) George Monbiot, "[Meet the Ecomodernists](#)," The Guardian. 215.

(S) Clive Hamilton, "[The Theodicy of the "Good Anthropocene](#)," *Environmental Humanities* 2015.

## **Week 16 - Finals Week**

Wed (Dec 13) - Final - Ethics Essay

## **Exhibit Label Due**

## **Final Extended Essay Due**

## **MAGIS CORE OBJECTIVES:**

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### **Intersections:**

- Students will apply critically the fundamental paradigms, and different ways of knowing and thinking from different disciplines.
- Students will demonstrate an ability to think in a logical and systematic manner by becoming engaged in a problem, exploring its complexity through critical reading and research, analyzing and evaluating alternative solutions, and justifying a chosen solution with a reasoned argument.

- Students will demonstrate an ability to think imaginatively, creatively, and holistically.
- Students will describe personal involvement in work related to service and social justice.
- Students will interpret a meaningful exposure to the consequences of injustices on individuals who are directly affected by them.
- Students will integrate learning from various courses and experiences to articulate their vision of justice, of serving the common good, and of working as agents of social justice as community leaders, global citizens and professionals within their chosen disciplinary or career field.
- Students will apply analytical tools, content knowledge, and ethical principles to contextualize social conditions, understand social justice implications of government policies, and identify opportunities to promote social justice.
- Students will explain the relationship between culture, social experience, and the creation or use of different systems of knowledge or power.
- Students will connect their understanding of diverse human identities and cultures to the theories or practices of more than one of the disciplines represented in the Core curriculum.

### **Designated Ethics:**

- Students will distinguish the morally relevant features of complex practical situations in the context of a chosen academic discipline, profession, or sphere of ethical responsibility.
- Students will use fundamental moral theories to form well-reasoned judgments about how to conduct themselves ethically in the context of a chosen academic discipline, profession, or sphere of ethical responsibility.
- Students will evaluate critically the relationship between their ethical presuppositions, their responsibilities to society, and the values of their chosen academic discipline, profession, or sphere of ethical responsibility.

### **Designated Oral Communication:**

- Students will adapt the content and style of communication to a variety of rhetorical and aesthetic situations.
- Students will effectively use oral ... and/or non-verbal language appropriate to the audience, occasion, and context.

### **Designated Written Communication:**

- Students will review their own work critically, employing creative thinking and problem solving in the process of revision and editing.
- Students will adapt the content and style of communication to a variety of rhetorical and aesthetic situations.
- Students will effectively use ... written ... language appropriate to the audience, occasion, and context.

## PARTICIPATION RUBRIC

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Participation is graded according to frequency and *quality*. It accounts for 30% (or 300 points) of your final grade. The following rubric is a guide that lays out how you will be graded. The corresponding point values will be multiplied by 8 to determine your score out of the total 200 points available.

### **Engagement in Discussion (points x12 for a total of 300 available):**

**Excellent (25-24 points):** Comments and questions during discussion are insightful and further the discussion. They frequently require a mastery of the reading and/or lecture material. These students do not dominate the discussion and show an active interest and respect for others opinions and their contributions to the discussion. They do not repeat previously asked questions.

**Above Average (23-20 points):** Discussion contributions are generally good, but there are sometimes instances where the student shows a lack of mastery of the material. These students may also tend to dominate the discussions to the exclusion of others opinions and contributions.

**Average (19-17 points):** Comments are sometimes insightful, though not frequent. The students will generally listen more than they will contribute to classes. Their comments will occasion seem off base because of their lack of preparation.

**Below Average (16-15 points):** These students rarely attend class and/or rarely offer substantive contributions to class. They are occasionally interested and sometimes come prepared, though this is infrequent.

**Poor (14-0 points):** Almost never attend class; lack of substantive contribution; lack of preparedness.

## RUBRIC FOR FINAL PAPER

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Your first draft will follow a similar rubric with fewer available points and without the expectation of improvement:

*Paper for 225 points possible*

### **A 225-202 points**

Has a clear thesis that is substantively supported throughout the work.

Citations are clear, accurate, and according to the style guidelines and page limits.

Effective use of interdisciplinary sources

Arguments display insightful use of class lecture and discussion material and readings.

The writing is clear and engaging. It is well-organized with topic sentences.

Substantial improvement from first draft

### **B 201-180 points**

Has a thesis, though it is not consistently or effectively supported throughout the text.

Chicago citation style is used, though inaccurately or incompletely.

Use of some interdisciplinary sources, though lacking in critical analysis

Information is used from class lectures and readings, though it often lacks insight.

Mostly clear prose, though with some awkward sentences and unclear ideas; more

frequent errors of grammar and spelling—room for improvement in overall presentation.

Clear improvement from first draft

### **C 179-158 points**

No thesis or the thesis is unclear. Largely a descriptive, rather than an analytical work.

Few, if any citations are used. Does not follow style guidelines

One or no non-historical sources

Work lacks substantive use of class lectures and readings.

Prose is unclear with multiple grammatical and spelling errors. Structure lacks cohesion.

Minimal improvement from first draft

### **D 157-135 points**

No thesis. Mostly a descriptive work, though the amount of information meets the required page length.

No non-historical sources

Little attempt made to connect this paper to information from readings or lectures.

Citations absent or near absent.

Significant stylistic, grammar, and/or spelling issues.

No improvement from first draft

### **F 134-0 points**

No thesis and an entirely descriptive work.

Does not meet minimum page limit.

Few, if any, sources

No citations; Severe issues with structure, style, or content of paper.

Plagiarism