

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 12/2/24 Date revised _____

4. Department/discipline: History

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Apocalypse and Hope: An Environmental History
Abbreviated course title for Transcripts (25 characters or less): Apocalypse and Hope

7. Course Designator: HIST 8. Course Level: 2010

9. Number of Credits: Lecture 4 Lab _____

10. Control Number (on site) 40 Control Number (online) 25

11. Catalog/Course description:

This course examines the cultural and historical dimensions of environmental change, focusing on apocalyptic moments in time while balancing these narratives with ones of hope. We will explore key developments in environmental history, from pre-modern times to the Anthropocene, and analyze how human societies have impacted and been impacted by the natural world. The course will also assess the role of contemporary environmental narratives by placing them in their deep historical contexts.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): None

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Instructor choice.

14. **Course Content** (Provide an outline of major topics covered in course)

1. Human Impact on Nature and the Environment (i.e. resource extraction, agriculture, urbanization)
2. Indigenous Knowledge and Environmental Management
3. Colonialism and Environmental Transformation (i.e. plantations and extractive economies)
4. Environmental Change and Natural Forces (i.e. climate change, natural disasters, ecosystem dynamics, biological exchanges)
5. Environmental Justice and Inequality (i.e. displacement of Indigenous peoples, environmental racism, resource distribution)

6. Conservation and Environmentalism (i.e. conservation efforts, environmental movements, sustainability)
7. Technological and Scientific Interventions (i.e. industrialization, scientific advancements, energy transitions)
8. Globalization and Environmental Change (i.e. global trade, climate and environmental policy, pollution and pollution management, urbanization and the built environment)
9. Environmental Policy and Politics (i.e. resource use and management)
10. Environmental Thought and Perception (i.e. the concept of nature)

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. Analyze the historical relationship between human societies and environmental change by examining case studies of environmental events, and explore how these moments shaped both human culture and the natural world.	D	6
2. Communicate an understanding of patterns, processes, and themes in environmental history through speech, writing, and/or use of digital media.	B	2
3. Develop multiple historical literacies by analyzing primary sources of various kinds (texts, images, music) and using these sources as evidence to support interpretation of environmental historical events.	A	1
4. Evaluate environmental narratives of apocalypse and hope by placing them within their historical contexts.	C	3

WINHEC Cultural Standards:

- 1. GIKENDAASOWIN – *Knowing knowledge:*** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
- 2. GWAYAKWAADIZIWIN – *Living a balanced way:*** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
- 3. ZOONGIDE'EWIN – *Strong hearted:*** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
- 4. AANGWAAMIZIWIN – *Diligence and caution:*** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
- 5. DEBWEWIN – *Honesty and integrity:*** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
- 6. ZAAGI' IDIWIN – *Loving and Caring:*** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
- 7. ZHAWENINDIWIN – *Compassion:*** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. Minnesota Transfer Curriculum (MnTC): List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): 5 & 10

Goal 5: History and the Social and Behavioral Sciences

To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- Examine social institutions and processes across a range of historical periods and cultures.
- Use and critique alternative explanatory systems or theories.
- Develop and communicate alternative explanations or solutions for contemporary social issues

Goal Area 10: People and the Environment

To improve students' understanding of today's complex environmental challenges. Students will examine the inter-relatedness of human society and the natural environment.

Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

- Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- Discern patterns and interrelationships of bio-physical and socio-cultural systems.
- Describe the basic institutional arrangements (social, legal, political, economic, and religious) that are evolving to deal with environmental and natural resource challenges.
- Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.

17. Are there any additional licensing/certification requirements involved?

_____ Yes X No

13/19/19