COURSE OUTLINE
Originated by: Judy Bentley, February 2008

DEPARTMENT: Academic Programs
CURRICULUM: Individuals, Cultures, and Societies
COURSE TITLE: Environmental History of the Pacific Northwest
COURSE NUMBER: HIST 231
TYPE OF COURSE: Academic Transfer
COURSE LENGTH: 1 quarter
CREDIT HOURS: 5
LECTURE HOURS: 55
LAB HOURS: 0
CLASS SIZE: 25
PREREQUISITES: Eligibility for ENGL& 101

COURSE DESCRIPTION:
Examine how different groups of Americans have shaped their environments and how the environment has influenced cultures, societies, and economies in the Pacific Northwest from before Europeans’ arrival to the present.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication - Read and listen actively to learn and communicate. Write effectively for personal, academic and career purposes.
2. Human Relations - Use social interactive skills to work in groups effectively. Recognize the diversity of cultural influences and values.
3. Critical Thinking and Problem Solving - Think critically in evaluating information, solving problems and making decisions.
4. Technology - Select and use appropriate technological tools for personal, academic and career tasks.
STUDENT LEARNING OUTCOMES ADDRESSED: (cont.)

5. Personal Responsibility - Be motivated and able to continue learning and adapt to change. Be aware of civic and environmental issues. Value one's own skills, abilities, ideas and art.

GENERAL COURSE OBJECTIVES:

At the end of the course the student will have:

1. Acquired a general understanding of historical developments, ideas, and issues related to the relationship between humans and the environment in the Pacific Northwest, from settlements by the earliest populations to the present.
2. Read and interpreted primary and secondary print and non-print resources to better understand the environmental history of the region.
3. Used documents, texts, media, databases, museum collections, and electronic resources that examine and evaluate past events, issues, and artifacts.
4. Developed sufficient map skills to know where ideas developed and events in environmental history took place and understand how the geography and natural landscape of a region affected political, social, economic, and cultural developments in the region.
5. Demonstrated the ability to write clear, comprehensive, well-supported historical essays and reviews.
6. Developed a greater understanding of and appreciation for the diversity of experiences related to the environment.
7. Developed a strong sense of the complexity of historical environmental issues.

TOPICAL OUTLINE:

I. Overview of U.S. environmental history, history of environmental worldviews
II. Tools of historical analysis
TOPICAL OUTLINE: (cont.)

III. Major topics in Puget Sound environmental history
   Native American use of land and water
   Contact: impact of new plants, animals, diseases, trade
   Extraction of natural resources
   Settlement, land acts, agriculture
   Flooding, fish, dams
   Railroad-building, land grants, transportation routes, tidelands
   Native American adaptation to change
   Human-engineered changes in land and water
   Industrialization
   Suburbanization, urbanization, land use policies
   Recreational uses of land and water
   Pollution and contamination
   Rising environmental consciousness

IV. Site visits

V. Presentations of research

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DATE: February 2008

HIST 231 CO
## Course Title: Environmental History of the Pacific Northwest

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Included in Course Objective Number</th>
<th>SSCC Student Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>SLO 1.1</td>
<td>2</td>
<td>Communication - Read and listen actively</td>
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<tr>
<td>SLO 1.2</td>
<td>5</td>
<td>Communication - Speak and write effectively</td>
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<tr>
<td>SLO 2.1</td>
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<td>Computation - Use mathematical operations</td>
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<tr>
<td>SLO 2.2</td>
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<td>Computation - Apply quantitative skills</td>
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<tr>
<td>SLO 2.3</td>
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<td>Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills</td>
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<tr>
<td>SLO 3.1</td>
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<td>Human Relations - Use social interactive skills to work in groups effectively</td>
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<td>SLO 3.2</td>
<td>6</td>
<td>Human Relations - Recognize the diversity of cultural influences and values</td>
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<td>SLO 4.1</td>
<td>7</td>
<td>Critical Thinking and Problem Solving -</td>
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<td>SLO 5.1</td>
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<td>Technology - Select and use appropriate technological tools</td>
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<td>SLO 6.1</td>
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<td>Personal Responsibility - Be motivated and able to continue learning and adapt to change</td>
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<td>SLO 6.2</td>
<td>4</td>
<td>Personal Responsibility - Value one's own skills, abilities, ideas and art</td>
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<tr>
<td>SLO 6.3</td>
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<td>Personal Responsibility - Take pride in one's work</td>
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<td>SLO 6.4</td>
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<td>Personal Responsibility - Manage personal health and safety</td>
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<td>SLO 6.5</td>
<td>1-7</td>
<td>Personal Responsibility - Be aware of civic and environmental issues</td>
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<tr>
<td>SLO 7.1</td>
<td>2.3</td>
<td>Information Literacy - Access and evaluate information</td>
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<tr>
<td>SLO 7.2</td>
<td>2</td>
<td>Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society</td>
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PREPARED BY: Judy Bentley  
DATE: August 13, 2009