PART I: CATALOG DESCRIPTION

1. Course prefix and number: GEG/HIS 3500
2. Title (may not exceed 30 characters, including spaces): Climate and History
3. Long title, if any (may not exceed 100 characters, including spaces): Climate, Environment and History Since the last Ice Age
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: ☑ Fall ☐ Spring ☐ Summer ☐ On demand
6. Initial term of offering: ☑ Fall ☐ Spring ☐ Summer Year: 2010
7. Course description (not to exceed four lines):
   Since the 1960s historians and geographers have become more concerned with the impact of climate on history and the global environment, with increasing emphasis on the interdisciplinary nature of this study. Students will engage in exploring the last 18,000 years with an integrated historic and geographic methodology, to gain a better understanding of how human societies have adapted to climate-driven changes.

8. Registration restrictions:
   a. Identify any equivalent courses:
      None
   b. Prerequisite(s),
      None
   c. Who can waive the prerequisite(s)?
      ☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one):
   e. Repeat status: ☑ Course may not be repeated.
      ☐ Course may be repeated to a maximum of ______ hours or ______ times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] Writing Intensive

10. Grading methods (check all that apply): ☑ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC

11. Instructional delivery method: ☑ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
     ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

   a. Increase students' knowledge of the major climatic events of the past 18,000 years and their impact on selected human societies.
   b. Comprehend and apply the relationship between scientific research methodologies in archaeology, geography and historical study.
   c. Improve students' analysis in conducting and presenting historical/scientific research.
   d. Enhance the students' synthesis and conclusions in comparing historical, climatological and archaeological research paradigms.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th>Weekly Reading/Discussion</th>
<th>Historiographical Review of Specific Cases, prepared and presented by student teams</th>
<th>Term paper</th>
<th>Midterm/Final Examination</th>
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3. Explain how the instructor will determine students’ grades for the course:

   - Class participation (through short quizzes and assigned discussion groups) = 25%
   - Research paper and presentation = 25%
   - Midterm = 25%
   - Final = 25%.

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. This course is not technology-delivered.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. Graduate requirements are not applicable.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)
   a. This course is writing-intensive. Assigned essays, research paper, midterm, and final will count for 75% of the course.
PART III: OUTLINE OF THE COURSE

Sample outline:

Week 1: Introduction, Background & Research Methodologies

Week 2: The Late Ice Age

Week 3: The (first) Great Warming and the Spread of Humankind.

Week 4: Prehistoric Cataclysms: 1000-Year Drought and Great Flood
Wm Ryan & Walter Pitman, *Noah's Flood*

Week 5: Spread of Agriculture and Village Life
Roberts, *Holocene*, Ch 5, 127-158; Hodder, *Leopard's Tale*
Student Group Presentations: Catal Huyuk

Week 6: Early Cities and Drought in Mesopotamia
Student Group Presentation: Abu Hureyra

Week 7: Bronze Age Egypt and the Near East
Student Group Presentation: Collapse of the Bronze Age

Week 8: Review and Midterm

Part II: Selected Case Studies in the Impact of Climate on Global Societies

Week 9: Europe I: Celts, Romans & the Early Middle Ages
Case Study: A.D. 536: What Happened?

Week 10: Early Americas: Ancient Pueblo, Maya, Tiwanaku (Andes)

Week 11: Early China: the Records of a Non-Western Civilization

Week 12: Climate & History as Reflected in Art
Oliver, "Climate and Art."

Week 13: Europe II: Medieval Warm Period & Little Ice Age

Week 14: Climate, War and Weather
Winters, *Battling the Elements*
PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

   a. How has the natural environment influenced human societies and development over the last 18,000 years? The nature of political institutions, the power of religious traditions and ideologies, the decisions of great leaders, the influence of economic forces, the role of violent conflicts and more peaceful contacts, the spread of new technologies - all these are familiar features of historical, geographical, and climatological studies. For historical periods predating the widespread use and preservation of written records (roughly, 1000 A.D.) archaeology is all important as a source of history, but it must be used in conjunction with the limited types of written evidence which have survived. The development in recent years of archaeology informed by increasingly precise and sophisticated scientific technologies has added a major new dimension: the impact of climate on global environments, and thus on the human societies which evolve within them. GEG/HIS 3500 will engage this curricular gap from the perspectives of both historical narrative and scientific methodology. It will be team-taught by qualified faculty from the History and the Geology/Geography departments and hopes to attract a mixture of students with a common interest in how climate and environment have affected history. This course will consider how the end of the last Ice Age, about 18,000 years ago, influenced the conditions which allowed the scattered hunting and gathering societies of the Upper Paleolithic to develop into complex civilizations. It will then examine examples of particular cultures affected positively and/or negatively by climate-driven changes. GEG/HIS 3500 should be of particular interest to students of history, geology/geography, and anthropology/archaeology.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

   There are no prerequisites for this course. The course level reflects the expectation that students who take it have developed from General Education courses and previous work in their majors the critical skills, intellectual stamina and writing ability for the demanding, cross-disciplinary nature of the reading and for the individual research and class presentations.

3. If the course is similar to an existing course or courses, justify its development and offering.

   a. GEG/HIS 3500 is not similar to any other course.

4. Impact on Program(s):

   a. GEG/HIS 3500 may be counted as an elective in the History, Geography and Geology majors. (It may also be counted as an elective in the Anthropology/Archaeology minor.)

   If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.
PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:
   This course may be team taught. It will initially be assigned to Dr. Bailey K. Young (History) and Mr. Cameron D. Craig (Geology/Geography) or qualified faculty from both departments.

2. Additional costs to students:
   0.00

3. Text and supplementary materials to be used (Include publication dates):

   Sample texts:

   Garth Bawdon and Richard M. Reycraft (eds.) *Environmental Disaster and the Archaeology of Human Response* (University of New Mexico, Albuquerque, 2000)


   David Keys, *Catastrophe* (Ballentine, New York, 2000)


   Harold Winters *et al.* *Battling the Elements: Weather and Terrain in the Conduct of War* (Johns Hopkins, 1998)
PART VI: COMMUNITY COLLEGE TRANSFER

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: 11/16/09

Date approved by the college curriculum committee: CAHCC 12/2/09  COSCC 12/11/09

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: 1/21/10

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).