

GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

1.) DATE: February 14, 2014	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) COURSE PROPOSED: Prefix: HIS Number: 190 Title: Environmental History Credits: 3	
CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
4.) COMMUNITY COLLEGE INITIATOR: DR. MICHAEL WILSON PHONE: 602.285.7822 FAX: (602) 285-7843	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW: <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: <u>Select core area...</u> Awareness Areas: <u>Historical Awareness (H)</u>	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DECHST AND GPH prefix <input type="checkbox"/> Elective Current General Studies designation(s): None Effective date: 2014 Fall Course Equivalency Guide Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director: Jan Miller Chair/Director Signature: _____	

AGSC Action: Date action taken: ☐ Approved ☐ Disapproved

Effective Date:

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Course Comps 1 - 15 Ponting Text 1 - 17 Syllabus Weeks 1 - 17
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events.	Course Comps 1 - 15 Syllabus Weeks 1 - 16 Ponting Text 1 - 17
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Course Comps 1 - 15 Syllabus Weeks 1 - 16 Ponting Text 1 - 17
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Course Comps 1 - 15 Syllabus Weeks 1 - 16 Ponting Text 1 - 17
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses in which there is only chronological organization.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	Designation
HIS	190	Environmental History	Historical

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. History is a major focus of the course	Course provides a survey of the environmental impact that humans have had upon the Earth. This historical overview starts with hunter-gatherer societies and will progress up to current times. This survey will examine humans' environmental impact on: social groups, natural resources, and physical environments.	Course Comps 1 - 15 Syllabus Weeks 1 - 16 Ponting Text 1 - 17
2. The course examines and explains human development as a sequence of events.	Starting with the origins of the Earth and progressing through such crucial events as the beginnings of agriculture and industry, this course investigates and analyzes humans' environmental impact on the earth from the time when the first humans existed in small bands limited to hunting and gathering food and advances in a logical sequence up to the industrialized, high tech societies of today.	Course Comps 1 - 15 Syllabus Weeks 1 - 16 Ponting Text 1 - 17

<p>3. There is a disciplined systematic examination of human institutions as they change over time.</p>	<p>This course provides a comprehensive investigation of the relationship between ideas and events regarding the environmental impact of humans on the Earth from their origins until the present.</p> <p>This historical overview starts with hunter-gather societies and</p> <p>1) will progress up to current times. This survey will examine humans' environmental impact on: social groups, natural resources, and physical environments.</p> <p>2) Investigates and analyzes humans' environmental impact on Earth from the time when the first humans existed in small bands limited to hunting & gathering food, and advances in a logical sequence up to the industrialized, high tech societies of today.</p> <p>3) Industrialized, urbanized society that marks contemporary life. Students will examine the numerous ways that human institutions have evolved over this time due to humans' environmental impact, and how humans have reacted to their challenges.</p>	<p>Course Comps 1 - 15</p> <p>Syllabus Weeks 1 - 16</p> <p>Ponting Text 1 - 17</p>
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4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	This course provides a comprehensive investigation of the relationship between ideas and events regarding the environmental impact of humans on the earth from their origins until the present.	Course Comps 1 - 15 Syllabus Weeks 1 - 16 Pondering Text 1 - 17
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Justification of How HIS190 meets the Specific Criteria for [H]

HIS190, Environmental History, fulfills the criteria established by ASU to teach students about the ways in which human beings have affected the earth's environment; and the impact that humans' actions have had upon our planet's lands, water supply, and atmosphere.

This course is historical in content and method. Thus, it presents and analyzes as a sequence of events the environmental history and impact of humans on the planet earth. Beginning with the earliest humans organized into hunter-gatherer societies and progressing to the contemporary, industrialized, high tech, urbanized world of today, this course examines the various human actions that have affected our environment. Moreover, the impact of these deeds upon the earth's lands, water, and air will also be presented.

HIS190 provides an organized, detailed investigation of human institutions as they change by the following process: Originating with a study of some of the earliest human beings (hunter-gatherer societies), progressing through such monumental changes as the development of agriculture and industry, and how these have changed human beings and the planet that they reside on. Finally, the course culminates with a look at the possible future environmental impact that humans and their actions will have on the earth.

This course provides a comprehensive investigation of the relationship between ideas and events regarding the environmental impact of humans on the earth from their origins until the present.

OFFICIAL COURSE DESCRIPTION

Environmental History

Course: **HIS190**

Lecture **3** Credit(s) **3** Period(s) **3.0** Load

Course Type: **Academic**

First Term: **2014 Fall**

Load Formula: **S- Standard**

Final Term:

Description: Survey of the environmental history of the world from hunter-gatherer societies to the present including but not limited to social groups, natural resources, and physical environments and impacts on the Earth.

Prerequisites: Prerequisites: None.

MCCCD Official Course Competencies

1. Describe the history of the Earth's geography, geology, and physiology. (I)
2. Identify the various ways that humans have explained their existence. (II)
3. Identify the effect of hunter-gatherer groups on the Earth's environment. (III)
4. Explain the impact and transformation of agriculture on the Earth's environment. (IV)
5. Identify and explain the hazards of the harmful effects of agriculture. (V)
6. Identify and explain the numerous challenges of providing enough food to survive. (VI)
7. Explain the destructive impact of humans upon the earth. (VII)
8. Express the ways that various social groups exploited one another. (VIII)
9. Examine the effects of population growth on the environment. (IX)
10. Identify and explain diseases and illnesses and the consequences on humans and the Earth. (X)
11. Identify and explain the impact of the Industrial Revolution on various social classes and the Earth. (XI, XII)
12. Describe urbanization and how it affected natural resources. (XIII)
13. Identify the various elements that led to the destruction of natural resources. (XIV)
14. Evaluate and summarize the effect of climate change and the destruction of the ozone layer upon the earth and its inhabitants. (XV)
15. Review and predict future possibilities for humans and the environment. (XVI)

MCCCD Official Course Outline

- I. History of Earth
 - A. Continental Drift
 - 1. Geography
 - 2. Geology
 - 3. Physiology
 - B. Climate
 - C. Other
- II. Methods of Thinking
 - A. Philosophies
 - 1. Ancient World
 - 2. Christian
 - 3. Marxist

OFFICIAL COURSE DESCRIPTION

Environmental History

Course: **HIS190**

Lecture **3** Credit(s) **3** Period(s) **3.0** Load

First Term: **2014 Fall**

Course Type: **Academic**

Final Term:

Load Formula: **S- Standard**

B. Ideology of progress

C. Modern economics

D. Other

III. Hunter-Gatherer Epoch

A. Technology

B. Progress

C. Impact

D. Other

IV. Transformations

A. Origins of agriculture

B. Southwest Asia

C. China

D. Mesoamerica

E. The Andes

F. Mesopotamia

G. Egypt

H. Indus Valley

I. Other

V. Agricultural Obliteration and Recovery

A. Sumerians

B. Deforestation

C. Mayans

D. The Nile Valley

E. Other

VI. Battle for Survival

A. Climate impact

1. Population

2. Food

B. Famine

C. Agricultural improvements

D. Other

VII. Violations

A. European influence

B. Extinctions

1. Passenger pigeon

2. Other

C. New Species

D. Fishing

E. Fur Trade

F. Seal industry

G. Whaling

OFFICIAL COURSE DESCRIPTION

Environmental History

Course: **HIS190**

Lecture **3** Credit(s) **3** Period(s) **3.0** Load

First Term: **2014 Fall**

Course Type: **Academic**

Final Term:

Load Formula: **S- Standard**

- H. Timber
- I. Minerals
- J. Fertilizer
- K. Other
- VIII. Social Groups
 - A. European Colonization
 - B. Slavery
 - C. New World Crops
 - D. Southeast Asian Cash Crops
 - E. African Plantations
 - F. Other
- IX. Population Growth
 - A. Spread of agriculture
 - B. Deforestation
 - C. Soil Erosion
 - D. Water
 - E. Other
- X. Illnesses and Consequences
 - A. Diseases
 - 1. Agricultural
 - 2. Industrial
 - B. Plagues
 - C. Malaria
 - D. Other
- XI. Industrial Revolution
 - A. Labor
 - 1. Human
 - 2. Animal
 - B. Power
 - 1. Wind
 - 2. Water
 - 3. Wood
 - 4. Coal
 - 5. Electricity
 - 6. Petroleum
 - C. Other
- XII. Social Classes
 - A. Prior to industrialization
 - B. Mining
 - C. Mass consumption
 - D. Automobiles

OFFICIAL COURSE DESCRIPTION

Environmental History

Course: **HIS190**

Lecture **3** Credit(s) **3** Period(s) **3.0** Load

First Term: **2014 Fall**

Course Type: **Academic**

Final Term:

Load Formula: **S- Standard**

E. Inequalities

F. Other

XIII. Urbanization

A. Early Asian

B. Early European

C. Pre-industrial

D. Industrial

E. Present

XIV. Planet Contamination

A. Pollutions

1. Air

2. Acid rain

3. Water

4. Industrial

5. Toxic waste

6. Other

B. Sanitation

C. Other

XV. Ozone Layer

A. History

B. Climate change

C. Destruction

D. Future

XVI. Environmental Future

A. Technology

B. Population

C. Change

D. Improvements

E. Other

Last MCCCCD Governing Board Approval Date: **December 10, 2013**

History 190
TR 8:30-9:45
Room A 105
Fall 2014 Semester

Dr. Michael Wilson
Office: A 135 (A 126)
(602)285-7822
email:michael.wilson@phoenix
college.edu
Office Hours: MW 10-11:00
5-7:00
TR 11:30-12:30
5-5:30
or by appointment

SYLLABUS

The study of history is more than names and dates. It is more than knowing about specific events. What is important is knowing why something occurred and the reasons the people of the past behaved as they did. This course will teach you to analyze historical trends of the past, and to relate these trends to our present day.

Required Reading

Text: A New Green History of the World, Ponting
Silent Spring, Carson

Course Objectives

The principal objective of this course is to provide students with a survey of the environmental history of the world from hunter-gatherer societies to the present. Upon completing this course, students should be able to:

1. Describe the history of the Earth's geography, geology, and physiology.
2. Explain the impact and transformation of agriculture upon the Earth's environment.
3. Examine the destructive impact of humans upon the earth.
4. Identify and explain the impact of the Industrial Revolution on the environment.
5. Evaluate and summarize the effect of climate change and the destruction of the ozone layer upon the earth.
6. Review and predict future possibilities for humans and the environment.

Course Structure

Attendance

You are allowed THREE unexcused absences. Excused absences are: doctor's appointment, court appearance, funeral of immediate family member, school function (documentation must be provided for any excused absence). Excessive absences will lead to the instructor dropping the student from the class. Attendance will be taken at each class meeting. Students are required to stay for the entire class. It is distracting and rude to other students and to the instructor if any student leaves the classroom during class time. If any student engages in this activity, it will

count as 1/3 of an unexcused absence. Being tardy is also rude to other students and to the instructor; thus, be on time for class.

Withdrawing from Class

IT IS THE STUDENTS RESPONSIBILITY TO FILL OUT A DROP/ADD FORM IN ORDER TO OFFICIALLY WITHDRAW FROM THE ROLL, FAILURE TO DO SO WILL RESULT IN AN "F" FOR THE COURSE.

Electronic Devices

As a courtesy to all of us, all cell phones, beepers, GPS tracking devices, etc. should be turned off during class. If you are expecting an urgent communication, please set your device to a non-audible setting and leave the classroom before answering. Texting and the use of laptop computers for activities that do not relate to class will are not allowed.

TAPING ANY PART OF CLASS IS PROHIBITED

Evaluation

There will be a midterm and a final exam. The exams will include identifications and an essay question. The final exam will NOT be comprehensive. There will also be a book review of Silent Spring. Each of these assignments will count as 33.3% of your course grade.

NO LATE PAPERS WILL BE ACCEPTED WITHOUT A WRITTEN MEDICAL NOTE.

PLAGIARISM ON ANY ASSIGNMENT WILL RESULT IN A ZERO FOR THAT ASSIGNMENT. To plagiarize is to steal and use (the ideas and writings of another) as one's own. More than three consecutive words, and ideas appropriated from another source, constitute plagiarism. It must never be engaged in and is grounds for failure in the course. You must always provide appropriate citations for sources used. If you are uncertain whether you might be in danger of plagiarizing, ask your instructor for advice.

NO MAKE-UP EXAMS WILL BE GIVEN WITHOUT A WRITTEN MEDICAL NOTE.

STUDENTS MUST TAKE THE MAKE-UP EXAM WITHIN ONE WEEK OF THE REGULARLY SCHEDULED EXAM.

STUDENTS ARE ALLOWED TO TAKE ONE MAKE-UP EXAM ONLY.

Book Review

A book review of Silent Spring is required. This should be 4-6 typed, double spaced pages. You will receive a handout that has detailed instructions for this assignment.

Grading

The grading policy is as follows--Exams: A (90-100), B (80-90), C (70-80), D (60-70), F (below 60). Articles: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C-

(70-72), D+ (67-69), D (63-66), D- (60-62), F (59-0)

Disabilities

Any student with a documented disability needing academic adjustments is requested to speak directly to the Disability Resources & Services (DRS) office as early in the semester (preferably in the first week) as possible. All discussions will remain confidential. The DRS office is located in the Hannelly Center. Their phone number is (602) 285-7477.

Course Calendar

<u>Date</u>	<u>Topic</u>	<u>Text</u>
Aug. 19	Introduction	1
21	The Foundations of History	2
26	" " " "	2
28	99% of Human History	3
Sep. 2	" " " "	3
4	The 1 st Great Transition	4
9	" " " "	4
11	Destruction & Survival	5
16	" " "	5
18	The Long Struggle	6
23	" " "	6
25	Ways of Thought	7
30	" " "	7
Oct. 2	The Rape of the World	8
7	" " " " "	8
9	<u>MIDTERM EXAM</u>	1-8
14	" Foundations of Inequality	9
16	" " " "	9
21	Disease & Death	10
23	" " "	10
28	The Weight of Numbers	11
30	" " " "	11
Nov. 4	" 2 nd Great Transition	12
6	" " " "	12
11	<u>HOLIDAY</u>	
13	" Rise of the City	13
13	<u>BOOK REVIEW DUE</u>	
18	Creating the Affluent Society	14
20	" " " "	14
25	Polluting the World	15
27	<u>HOLIDAY</u>	
Dec. 2	The Threat to Global Systems	16
4	" Shadow of the Past	17
9	<u>FINAL EXAM</u>	9-17

ANY STUDENT WHO RECEIVES THIS SYLLABUS IS RESPONSIBLE FOR FOLLOWING THE GUIDELINES OUTLINED ON IT.

ANY STUDENT WHO RECEIVES THIS SYLLABUS IS RESPONSIBLE FOR ADHERING TO THE PHOENIX COLLEGE POLICIES AS OUTLINED IN THE COLLEGE CATALOG AND STUDENT HANDBOOK.

THE INSTRUCTOR RESERVES THE RIGHT TO MAKE ANY CHANGES TO THIS SYLLABUS. STUDENTS WILL BE INFORMED OF ANY CHANGES.

Guidelines for Paper

History 190

Dr. Wilson

Due **November 13**, no late papers accepted without a written medical excuse.

One essay of 4 to 6 typed, doubled-spaced pages is required. Your paper must be the minimum required length or it will receive no higher grade than a D.

PLAGIARISM IS SUFFICIENT REASON TO RECEIVE AN "F" ON THE PAPER.

An essay is not a book report. Consequently, you should not merely summarize the book. However, you do not have to do any additional reading in order to write the essay. Instead, read the book carefully and think about the suggested questions as you read. Structure the essay around one or more themes, using examples from the book to reinforce your ideas.

Your papers should follow the standard essay form. Start with an introductory paragraph that raises the main topics that you intend to write about. The remainder of the paper should cover each of the points raised in your introduction.

USE PARAGRAPHS TO DIVIDE YOUR IDEAS INTO SEPARATE THEMES. Each paragraph should be indented and begin with a topic sentence introducing the theme to be covered; each paragraph should cover only one major idea. Do not quadruple space between paragraphs, merely double space as you would between sentences. Use direct quotes from the book to back up your ideas. Close the essay with a concluding paragraph that summarizes the themes that you raised in the paper (do not raise a new topic in the conclusion).

Avoid using the following in this paper: first person, slang, contractions, or profanity. Do not begin sentences with the word "And". Always underline book titles and double space after periods before beginning the next sentence. When discussing a person from the book, use their full name when first mentioning them; afterwards, use their last name only. Finally, do not copy the questions from this handout on your paper; put them in YOUR OWN words. Since you are writing about an event that occurred in the past, use past tense.

You should utilize some direct quotes from the book; however, do not use too many quotes or those that are too lengthy. Single space any quote over three lines in length. You **MUST** use quotation marks and cite the source. This should be done with a parenthetical citation at the end of the sentence. For example: "I will write an excellent paper." (12) Since you are only reading one book for this paper, you do not need to state the title, only the page number.

If you do employ other sources (which is not necessary and in fact, is discouraged), you must cite these as well (obviously you must state titles if you use more than one source). Furthermore, if you paraphrase or summarize somebody else's ideas whether in an article, a book (even the text book) or even Cliff's Notes or similar guides, you MUST also cite the source as above. Failure to cite the source of an idea or a sentence which is not your own constitutes plagiarism, a form of stealing and a violation of school policy.

PLAGIARISM IS SUFFICIENT REASON TO RECEIVE AN F ON THE PAPER.

If you wish, you may submit a rough draft of your paper to me AT ANY TIME BEFORE October 30. If you do submit a rough draft, you must turn it in with your final copy.

NO PAPERS WILL BE ACCEPTED IN ANY FORM OF FOLDER, you merely need to staple your pages together.

BE SURE TO MAKE A COPY OF YOUR PAPER IN CASE IT GETS LOST.

Your essay should discuss the following questions.

Rachel Carson, Silent Spring

According to Carson, what factors caused humans to become so reliant on the use of chemicals? Discuss the effect that DDT has on human beings. Analyze the ways in which chemical corporations have misled the public about the harmful effects of chemicals. Discuss the alternatives to using DDT that Carson proposes. After finishing this book, would you characterize Carson's outlook for the future as positive or negative? Why do you think this is so? Analyze the changes to way we live our lives that were result of this book.

Any student may analyze different topics other than these; however, these topics must be approved by the instructor.

CLIVE PONTING

A New Green History of the World

The Environment and the Collapse
of Great Civilizations



PENGUIN BOOKS

PENGUIN BOOKS
 ed by the Penguin Group
 Hudson Street, New York, New York 10014, U.S.A.
 90 Eglinton Avenue East, Suite 700, Toronto,
 (a division of Pearson Penguin Canada Inc.)
 10 Strand, London WC2R 0RL, England
 en, Dublin 2, Ireland (a division of Penguin Books Ltd)
 alia), 250 Camberwell Road, Camberwell,
 division of Pearson Australia Group Pty Ltd)
 unity Centre, Panchsheel Park, New Delhi – 110 017, India
 Apollo Drive, Rosedale, North Shore 0745,
 (a division of Pearson New Zealand Ltd)
 th Africa) (Pty) Ltd, 24 Sturdee Avenue,
 ohannesburg 2196, South Africa

books Ltd, Registered Offices:
 London WC2R 0RL, England

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 ingement with St. Martin's Press, Inc.
 ned in Penguin Books 1993
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 The Random House Group 2007
 hed in Penguin Books 2007

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 ollution. 5. Social change.
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CONTENTS

List of Maps	vii
List of Tables and Charts	vii
Preface	ix
1 The Lessons of Easter Island	i
2 The Foundations of History	8
3 Ninety-nine per cent of Human History	17
4 The First Great Transition	36
5 Destruction and Survival	67
6 The Long Struggle	87
7 Ways of Thought	116
8 The Rape of the World	137
9 The Foundations of Inequality	171
10 Disease and Death	199
11 The Weight of Numbers	231
12 The Second Great Transition	265
13 The Rise of the City	294
14 Creating the Affluent Society	314
15 Polluting the World	342
16 The Threat to Global Systems	380
17 The Shadow of the Past	409
Guide to Further Reading	424
Index	435

SILENT SPRING



The CLASSIC *that* LAUNCHED
the ENVIRONMENTAL MOVEMENT

RACHEL CARSON

Introduction by LINDA LEAR *Afterword by* EDWARD O. WILSON

Contents

AUTHOR'S NOTE

WISHED to burden the text
s but I realize that many
will wish to pursue some
s discussed. I have there-
a list of my principal
information, arranged by
age, in an appendix which
at the back of the book.

R.C.

Acknowledgments viii

Introduction by Linda Lear x

I	A FABLE FOR TOMORROW	I
2	THE OBLIGATION TO ENDURE	5
3	ELIXIRS OF DEATH	15
4	SURFACE WATERS AND UNDERGROUND SEAS	39
5	REALMS OF THE SOIL	53
6	EARTH'S GREEN MANTLE	63
7	NEEDLESS HAVOC	85
8	AND NO BIRDS SING	103
9	RIVERS OF DEATH	129
10	INDISCRIMINATELY FROM THE SKIES	154
11	BEYOND THE DREAMS OF THE BORGAS	173
12	THE HUMAN PRICE	187
13	THROUGH A NARROW WINDOW	199
14	ONE IN EVERY FOUR	219
15	NATURE FIGHTS BACK	245
16	THE RUMBLINGS OF AN AVALANCHE	262
17	THE OTHER ROAD	277

List of Principal Sources 301

Afterword by Edward O. Wilson 357

Index 365