Teaching U.S. Environmental History to STEM (and History) Majors at CSULB

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“Cognitive Constraints”

Strategies for Meaningful Teaching and Learning

- Establish a baseline: student goals & characteristics
- Utilize specificity in scientific concepts for definitional purposes
- Employ a range of disciplinary practices of historians

Strategies for Meaningful Teaching and Learning

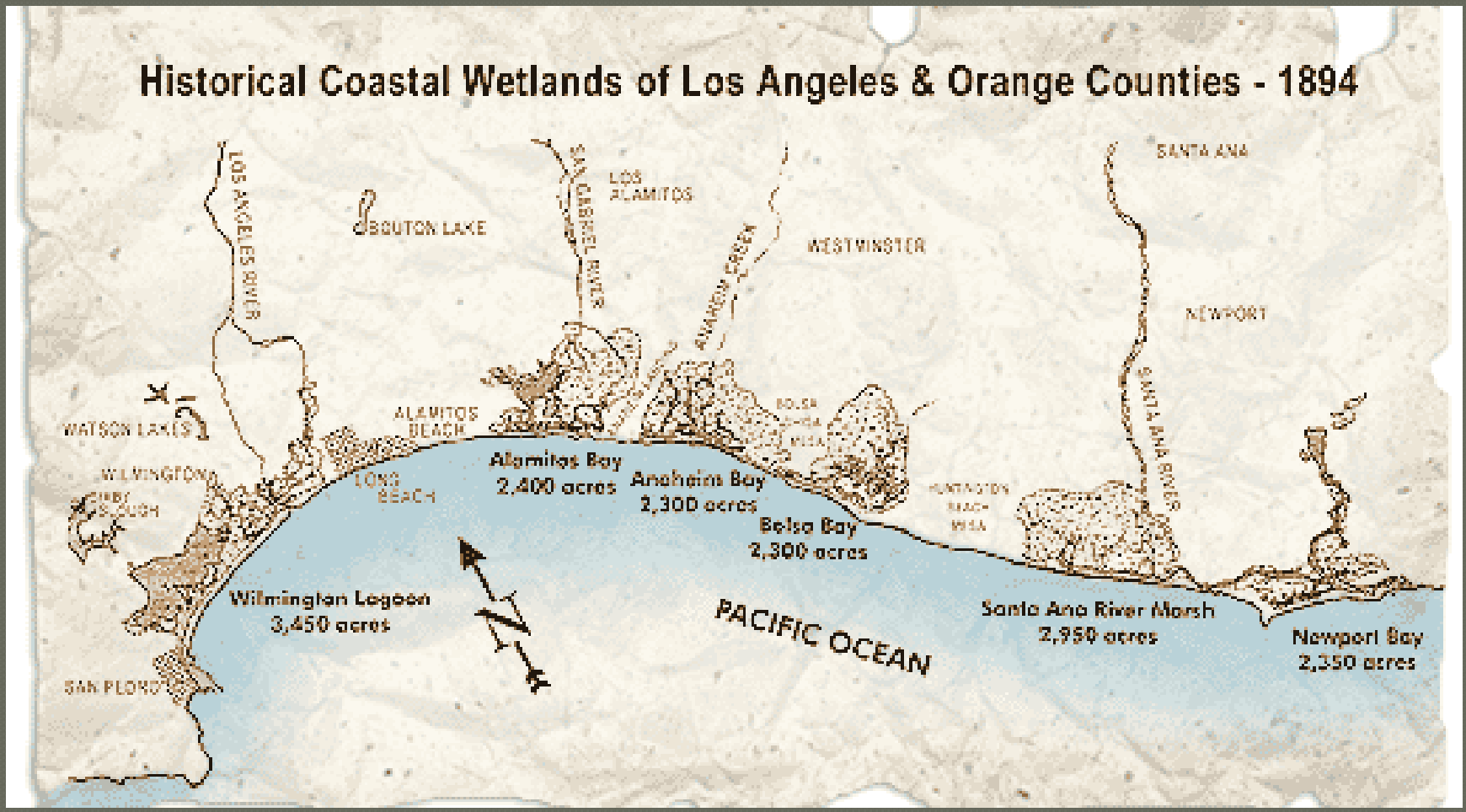
- Use historical data to enhance understanding of current issues
- Acknowledge that both disciplines (history and science) bring value to the field of EH
- Exploit recognized high-impact pedagogical practices

Definitions: Deepening STEM students' disciplinary knowledge through historical inquiry

Employ methods of historians

- Interrogate meaning of "conservation" and "natural"
- Introduce human society and agency into a narrative of "protecting Nature"
- Mark Spence, *Dispossessing the Wilderness: Indian Removal and the Making of the National Parks*

Use historical data to enhance knowledge of current issues



Acknowledge contributions of science and history to the field

- What role does human activity play in reestablishing species?

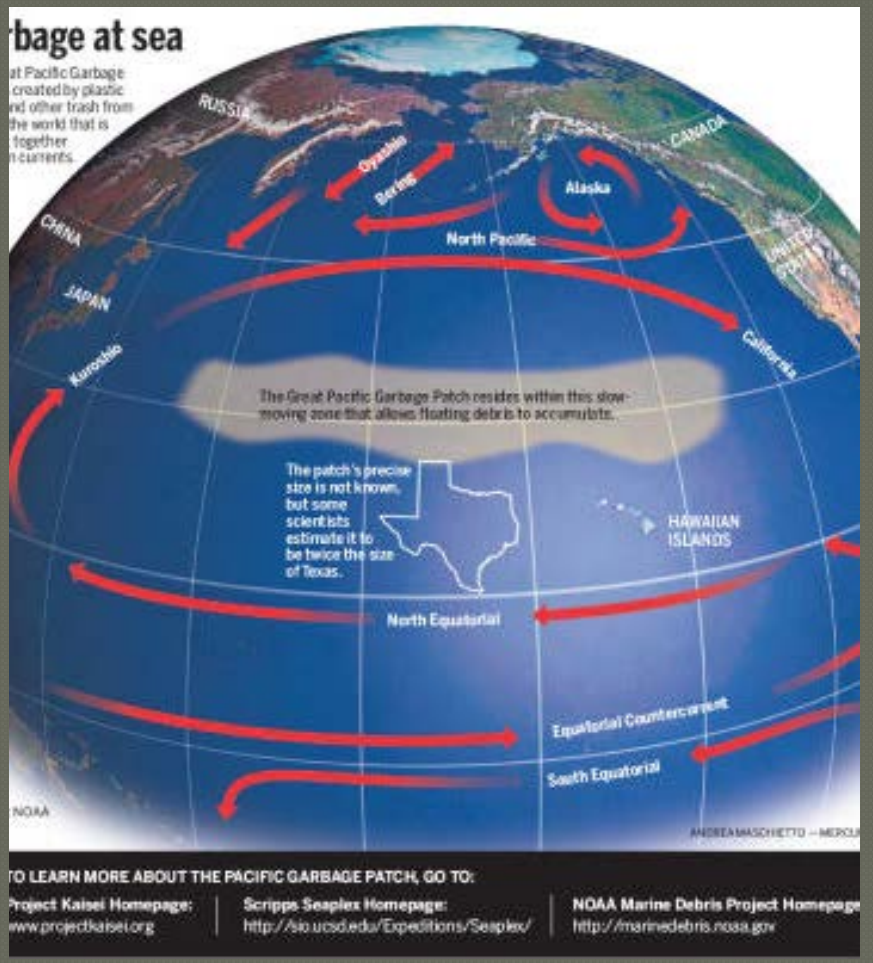
Use high-impact practices: Collaborative Inquiry

- Field inquiry: Environmental Inequality

Use high-impact practices: Undergraduate Research

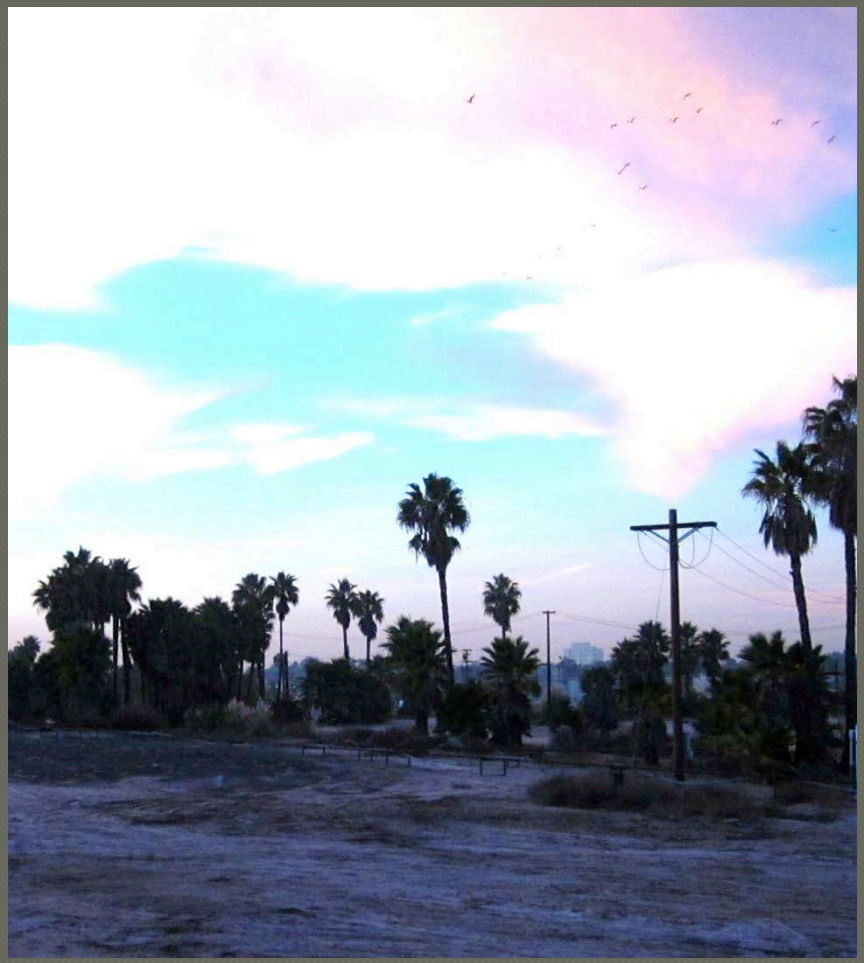
- Field Research: Environmental Planning

Use high-impact practices: Service Learning



Service Learning: FOLAR

Additional Service Learning sites



Service Learning Placements to suit career goals and skills

Benefits

- Appreciation of disciplinary methods
- Community engagement
- Reflective assignments → self-awareness
- Closer alignment of outcomes
- Re-conceptualize EH as a field