

# American Natural Heritage and Environmentalism: History, Policy, Science, Thought and Culture

Máster Universitario en Estudios  
Norteamericanos

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Academic year 2024/2025  
2<sup>nd</sup> Term

## SYLLABUS

Course:	American Natural Heritage and Environmentalism: History, Policy, Science, Thought and Culture
Code:	202339
Degree in which it is taught:	Máster en Estudios Norteamericanos
Department and Area of Knowledge:	Instituto de Investigación en Estudios Norteamericanos "Benjamin Franklin"
Character:	Elective
ECTS credits:	6
Year and term:	Academic year 2024-25 2 <sup>nd</sup> term
Faculty:	Enrique Alonso García
Tutoring Schedule:	By prior appointment
Language of instruction:	English

### 1.a PRESENTATION

Este curso se centra en la historia del ecologismo con atención a casos reales y examinando las actitudes culturales hacia este movimiento y sus representaciones.

El curso cubre tres áreas distintas:

1.- Comenzamos siguiendo una metodología tradicional para introducir la historia del ecologismo en los Estados Unidos, esto es, el territorio y la naturaleza desde sus orígenes geológicos con su megafauna cuando los primeros americanos llegaron alrededor de hace unos 14.000 años hasta hoy día. Esta área se subdivide en cinco secciones cada una de ellas basada en un caso del US Center for the Humanities y del Instituto Franklin dentro del programa Friends of Thoreau Program:

- A) Las culturas de los nativos americanos y su conexión con las ciencias naturales y la religión.
- B) Las diferentes formas en la colonización europea percibieron la naturaleza americana.
- C) Los distintos ciclos en la percepción de lo que el espacio natural significa dentro de la historia de los Estados Unidos.
- D) El impacto simbólico y las respuestas ante la extinción de especies autóctonas y la desaparición gradual del paraíso natural a partir de 1870.

E) Los sucesivos ciclos de equilibrio e inestabilidad durante el crecimiento económico de los EEUU hasta convertirse en la primera potencia económica hasta nuestros días.

2.- Esta segunda área es más breve en el tiempo que le dedicamos y también sigue fundamentalmente una metodología tradicional con lecturas en preparación a la clase, lección magistral, seguida de debate. Partiendo del trabajo reciente de la North American Commission on Environmental Cooperations, ahora nos centramos en la adquisición de los conocimientos y destrezas para identificar los rasgos básicos de las diferentes ecorregiones terrestres y marítimas en Norteamérica. Además de la identificación de paisajes y fauna específica de dichas regiones, examinamos el sentido cultural de pertenencia al espacio natural de las distintas gentes que lo habitan dentro del marco de una identidad nacional americana.

3.- Esta área de centra en cómo las disciplinas específicas interactúan dentro de los Estados Unidos a nivel de políticas medioambientales internacionales: la ética ecologista, la literatura ecologista (narrativa y ensayo), la jurisprudencia y decisiones políticas respecto del tercer sector, así como otras interacciones de distinto grado institucional, por ejemplo, la justicia ecológica, ecofeminismo, ecocrítica, y sus respectivos papeles en el pensamiento ecologista y de percepción de la naturaleza como herencia cultural en los Estados Unidos.

## 1.b PRESENTATION

This course focuses on environmental history and actual cases, and is centered on cultural attitudes and representations. **It covers three different issue-areas.**

**The first area** begins with a more classic methodology, introducing the students to US Environmental History, i.e., what has been the role of the territory (space) and nature from its geological origins and its existing megafauna when the first Americans arrived circa 14.000 years ago until today. It is subdivided in **five sections** each of them around a case study of the series of the US Center for the Humanities and of the institute itself (Friends of Thoreau Program): **a)** Native American cultures and their link to nature science and religion, and their original and current distribution the U.S. territory; **b)** the different ways in which the main European colonial cultures envisioned North American nature (Spanish, French and English, with additional excursus on other cultures such a Scottish/Welsh, Dutch, and the several pacifist religious groups, mainly in PA); **c)** the cycles in U.S. history on the perception of what space meant from the birth of the US until the 1870s and the use the citizens/settlers made of it (e.g. the meaning in the American collective psyche of the Lewis & Clark, mountain men, and Prince William & Bodmer expeditions west of the Mississippi, while the use of the Eastern territories continued: the cotton belt, Appalachians, and distribution of the different landscape and sense of place cultures in the East the "paradise" approach of American vs. European geology and biology scientists, the Erie Canal, and the

impact of the Civil War on American landscapes; homesteading of the west, and gold-rushes, as an addition to the "Manifest Destiny" policies of the successive US federal administrations, plus its singularities in the different areas: Mormon Utah, Great Plains, Great Basin, the two Plateaus, the South West desserts and California; **d)** the shock of the symbolic species extinctions and of the paradise in the 1870s (Great Auk, passenger pigeons, buffalo..) and the consolidation of the environmental culture and reinvention of nature in Western thought (the New England traditionalists -Emerson, Thoreau-, National Parks as "An American Idea", the "Forever Wild" clause for the Adirondacks in the NY State Constitution, and its main historical figures: : Audobon, Marsh, Ebenezer Simmons; the new vision for the west of Wesley Powell, Roosevelt, Aldo Leopold, John Muir..; **e)** the cycles of balance and counterbalance through the economic raise of the U.S. to the first economy of the world until the reaction of the so-called "environmental decade" -1970-1980- which set the current institutional framework of environmental policies for the rest of the world, and its aftermath).

**The second area** of knowledge that is covered, shorter in time and also following mainly traditional methods of pre-reading, lectures and discussions, focuses on the acquisition knowledge/skills to identify the basic features of the different North American land and marine ecoregions, based on the relatively recent work of the North American Commission on Environmental Cooperation. From the identification of landscapes and animals unique to North America, to the different "sense of place" cultures that they entail within the framework of U.S. national identity.

**The third area** focuses on more specific disciplines and how they interact within the US and as part of US international policies: environmental ethics, nature literature (non-fiction and fiction), U.S. approach to environmental law and policy, including their interaction with the third sector (land stewardship, environmental and nature protection powerful NGOs - The Nature Conservancy, Sierra Club, National Wildlife Federation, NRDC...) and other more or less institutionalized interactions: environmental justice, groundswell activism, ecofeminism, ecocriticism..., and their respective role in American nature and environmental thought as tangible and intangible cultural heritage.

While the **first and second areas** use as prevalent methodology the more classic lecture and additional selective pre-readings of texts, or other audiovisual materials - i.e. mostly documentaries-, they also slowly introduce students into a typical American methodology: Case Studies. They are clustered around topics or issue areas, so that students get used to creatively becoming immersed in a minimum of in-depth research in each of the sections: environmental history and US bioregions and biodiversity.

**The third area** is almost 100% based mainly -but not only- on the Case Studies Series that are listed later in the bibliography and can be downloaded from:

<https://www.institutofranklin.net/en/research/united-states-area/environment/friends-thoreau/>

or from <https://nationalhumanitiescenter.org/tserve/nattrans/nattrans.htm>

The purpose if this strategy is to ensure that students are fully familiarized with the empirical method of learning implicit in the use of case studies, enabling them to

identify issues, topics, questions ... in need of farther research, and how to identify and refine its goals, its planning alternatives and the choice of the most adequate methodologies.

Once their exposure to the first two areas is completed, with the adequate weight in each of them to exposure of case studies analysis, and the students are used and trained on the case study approach, they proceed, once the course gets into the third area, with more freedom on their own choices of topics for research, always supervised so that they receive help, when requested, when they intuitively perceive that they might be following paths leading to distraction or divergence from the original goals. The main focus of this part lies on ensuring they learn how to move from curiosity and anecdotal knowledge to serious high quality research.

### Prerequisites and recommendations

**Students must have an excellent command of the English language at Proficiency level (C1-2) for the four linguistic skills (reading, listening, writing, and speaking). All readings, activities, and lessons will be conducted in English.**

## 2. COMPETENCES and LEARNING OUTCOMES

- **Basic and general competences:**

GC1. Understanding and getting familiarized with some of the basic US methodologies for knowledge acquisition: Case studies and observation.

GC2. Carrying out bibliographic and other sources research and becoming acquainted with creative research methodologies.

GC3. Reading, writing and speaking within the different disciplines that contribute to natural heritage, using appropriate range of vocabulary and academic conventions; practice oral presentations.

GC4. Analyzing and understanding complex problems from a multidisciplinary point of view, including a respect for alternative positions.

Evaluating the additional value embedded in collaborative team-work with their own colleagues.

- **Transversal competences:**

TC1. To develop the ability perceive the US environment from all areas of knowledge: geography, history, ecology, pre-human geology, law & policy, narratives, genetics (from microbiomes to ecological landscapes), cities vs rural landscapes, digital techs., GIS, indigenous traditional knowledge, and even ideological and religious approaches (ecofeminism, animal rights/welfare, landscape perception by different groups of populations of Europeans origin vs other different ethnic groups, and in particular the different Native Americans' First Nation peoples...) and music traditions from the different regions.

TC2. To get fully familiarized with the Case Study methodology and its bottom-up approach and their combination with top-down theories.

TC3. To enhance communicative skills in the presentation of ideas both orally, in particular shorts vs longer in-depth presentations, as well as written: abstracts vs. draft articles or other types of works.

- **Specific competences:**

SC1. Making sure that the different transversal skills mentioned in #1 of the previous Section (Transversal Skills) are understood *in-depth*, so that student get familiarized with the different role and contribution that the listed areas of knowledge (life sciences, hard sciences, technologies –including both industrial as well as digital techs.), sociology, social psychology, imply in environmental policy design and policy implementation –including the use of citizen science digital techs., as well as legal figures such as public trusts that empower civil society vs, public administrations power structures. With special emphasis of the mechanisms through which environmental policy design and implementation conform the US perception of its environment as e an essential element of its cultural heritage.

SC2. Understanding of the basics of primitive law (still applicable in m all areas where Native Americans control de their natural resources and access and benefits of genetic resources) vs. the simultaneous adaptation of populations of western , African, and Hispanic origin to the in depth transformation of the anglo-saxon common law of British origin into a “new” more effective legal system based on Constitutional structures of federalism and home rule, and American capitalism and commercial law and its impact and innovative trends not only in US and Canadian but even in global environmental law consensus.

SC3. Becoming acquainted with the differences that daily life in different regions (and even counties) of the US imply vs. visions of "all Americans" stereotypes notwithstanding the mainstream Federal origin of environmental law & policy.

SC4. Offer of the possibility of publishing in indexed peer reviews Journals articles, notes or book reviews to students wanting to obtain additional external value of their course for the future academic careers.

### **Learning outcomes:**

LO1. Cultural research and analysis: Students will be able to be submerged in the subtle ways through which the local and regional (as well as national –when compared with Canadian and Mexican) environments transcend analytical, emotional and ecological intelligence through other artistic realities such as i.e. music (both in its melodic and rhythmic and well as in its lyrics components).

LO2. All activities after the first part of the course on basic knowledge of the US environmental history will imply class debates and conversations on the approach undertaking by students’ presentations in order to help the main introducer of the given topic to identify the potential prejudice of his/her initial approach to the issue at stake.

LO3. As stated in # 2 of the Transversal skills section Case studies are the core learning methodology of the course, addressing students' discussions and scholar debates approaches to research built upon the topic addressed by each case study within the framework of different areas (biodiversity, history, law & policy, animal rights, etc.)

LO4. Personal response paper: the final work, of essence for the final evaluation, will be based in three specific research topics chosen by each of the students from the case studies that the course to its limited time extension does not allow to explore in depth.

### 3. CONTENTS

Topic contents	Hours
I US Environmental History	4 sessions (12 hours)
II US land and marine ecoregions	3 sessions (9 hours)
III Case Studies on US environmental history and bioregions (addtl.), nature conservation and environmental policy, ethics, literature, animal studies, biodiversity, green infrastructure, and landscapes.	5 sessions (15 hours)
IV Research presentations and discussion.	2 sessions (6 hours)

### Working syllabus

Week session	Course contents
01 <sup>st</sup>	<ul style="list-style-type: none"> <li>Understanding the program and methodologies. Intro to US environmental history. First Americans and their legacy in Native Americans. Spanish, French, and British colonialism and their view of the American "paradise".</li> </ul>

02 <sup>nd</sup>	<ul style="list-style-type: none"> <li>US environmental history. From the Lewis &amp; Clark expedition to the end of the 19th century. Thoreau, Leopold, Muir, US National Parks</li> </ul>
03 <sup>rd</sup>	<ul style="list-style-type: none"> <li>US environmental History. From the turn of the 20th Century to current environmentalism.</li> </ul>
04 <sup>th</sup>	<ul style="list-style-type: none"> <li>Introduction to research on US nature conservation and environmentalism: Case Study on US Environmental History: "Whaling in New England during the 19<sup>th</sup> century"</li> </ul>
05 <sup>th</sup>	<ul style="list-style-type: none"> <li>North American bioregions: U.S. Green Infrastructure. Ecological Terrestrial Regions of North America: Towards a Common Perspective &amp; Marine Ecoregions of North America.</li> </ul>
06 <sup>th</sup>	<ul style="list-style-type: none"> <li>Introduction to research on US nature conservation and environmentalism: Case Study on US bioregions: "The Meaning of Salmon in the Northwest: A Historical, Scientific, and Sociological Case Study." "Landscape Protection in Vermont" "The Sea Otter Recovery project"</li> </ul>
07 <sup>th</sup>	<ul style="list-style-type: none"> <li>Case Studies on environmental institutions &amp; policy: Choice of Case studies: Pollution in the Everglades National Park, Climate Change and Sustainable Development Goals in the U.S., Community Supported Agriculture, Boston Harbor Project, Oil spill prevention in California.</li> </ul>
08 <sup>th</sup>	<ul style="list-style-type: none"> <li>Case Studies on environmental institutions &amp; policy (Continued): Choice of Case studies: Pollution in the Everglades National Park, Climate Change and Sustainable Development Goals in the U.S., Community Supported Agriculture, Boston Harbor Project, Oil spill prevention in California. Land Cases (Nature Transformed).</li> </ul>
09 <sup>th</sup>	<ul style="list-style-type: none"> <li>Case studies on Native Americans and Nature: Native Americans and Natural Resources: the Black Mesa controversy; "In light of Reverence" Cases. Native Americans and the Land (Nature Transformed)</li> <li>Native Americans Identity and Horse Culture.</li> </ul>
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>Ecocriticism &amp; Nature Writing: Choice: Case study on Adirondack Writing and the Wilderness Aesthetic; Case study on the Mexican Wolf; Case Study on the Red Wolf, Case Study on the California Condor; Case Study on the Puerto Rican Parrot; Case Study on the Whooping Crane;</li> </ul>



	Fishermen Tales (Greenlaw); <b>Wilderness and American Identity (Nature Transformed)</b>
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Case Studies on environmental justice: Case study: Hispanic Illegal Immigrants in Elkhorn Slough; The NIMBY effect and the middle-class reaction to environmental infrastructures: Case study on: Cape Cod Offshore Wind Park; Brownfields in African American urban environments. Environmental Justice (Nature Transformed)</li> </ul>
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>Environmental Ethics: Case studies: the Vivisection controversy in the U.S.; Introduction to the Animal Rights Movement in the U.S.</li> </ul>
13 <sup>th</sup>	<ul style="list-style-type: none"> <li>Contemporary role of arts in environmental awareness: Case Study on painting: contribution of contemporary Haida and Ledger painting to Native American "Horse Culture" and environmental culture; Case Study on Film contributions: choice between Civil Action and Erin Brockovich.</li> </ul>
14 <sup>th</sup>	<ul style="list-style-type: none"> <li>Presentation and discussion of research results by the students.</li> </ul>

#### 4. TEACHING-LEARNING METHODOLOGIES - TRAINING ACTIVITIES

##### 4.1. Distribution of credits

Training activities	Hours
Face-to-face or synchronous interactivity (theoretical and practical classes and formative assessment)	12 hours lectures; 30 participative seminars
Asynchronous learning guided by the teaching staff (online mode only): forums, case resolution, formative assessment, etc.).	30 hours asynchronous learning and tutorials for projects.
Self-directed learning by student:	Teamwork in multidisciplinary settings, reading texts, nature writing journal, film viewing, research and writing of paper. 78 hours

Total hours

150

## 4.2. Methodologies, materials and teaching resources

Given the importance of active discussion in both parts of the course, **attendance to both in-class and remote tutoring sessions is compulsory.**

Expert guest speakers will be invited as an introduction to some sessions.

Methodologies	Teaching materials and resources
<p>For the first issue-area of the course, Environmental History, there will be <b>some pre-reading</b> as a brief introduction to the course <b>active discussion</b> of the US environmental history topics, having the professor ask questions and stimulate discussion. The first exposure to the case study methodology will be done by allocating research topics to the students all around the Case Study on Historical Whaling in New England.</p>	<p>(see bibliography; the main work; approximately 30 pages). The rest will be mainly ppt presentations and also support by home work on some videos (such as Land of the Eagle: A Natural History of North America, National Geographic Lewis &amp; Clark Expedition; videos on US National Parks; and New Bedford Whaling Museum "A Whaling Voyage" for the Case Study, all of them currently under open access policies) and exhibits (such as Harvard Forest Fisher Museum's main exhibit -dioramas- "230 years of landscape change in central New England"),</p>
<p>The second issue-area will be based on the one hand, on the <b>reading</b> of the two already cited documents, and also the <b>viewing</b> of slide collection.</p>	<p>Documents produced by the North American Commission on Environmental Cooperation and on the booklet on the U.S. Green Infrastructure produced by ESRI in all of which the research team of Friends of Thoreau program of the Institute Franklin has been involved through the years since it was founded.</p> <p>Slide show with landscapes and animal/vegetation of the different U.S. bioregions should familiarize the students with the different U.S. ecoregions</p>
<p>The third issue-area will be entirely based on the students' choices of different case studies preceded with a</p>	<p>List of case studies. (See last section in Bibliography)</p>

short but in depth introduction to the issue-areas covered and its main primary sources (policy, ethics, biodiversity...etc). After the first two areas are covered with an introduction to research topics with some in-**class teamwork**, each student will choose among the **case studies issues** of interest to their own background and will prepare a **presentation on their chosen topic**. This will not require extensive reading, rather mindfulness and comprehension on how the research “discovery process” should be addressed. Students will also be required to do some additional research on topics not covered in class and submit an assignment. Arts and films adopt a different strategy of visualizing specific exhibits nowadays offered in open access.

## 5. ASSESSMENT: Procedures, assessment and marking criteria

### Continuous assessment:

The entire assessment process will be based on the continuous assessment of the student, in such a way as to guarantee the acquisition of both the contents and the competences of the subject. The assessment is in accordance with the UAH learning assessment regulations.<sup>1</sup>

- **Ordinary call**

Assessment of the course will be based on the acquisition of the competences mentioned at the beginning of the program such as the ability to apply the different research strategies used in class (bibliographic, case studies, observation, presentation, etc), and the ability to understand and discuss the different environmental issues effectively and appropriately from multiple perspectives. Likewise, the course will assess the overall acquisition of knowledge of US environmental history, the understanding of the role of different disciplines (sciences,

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<sup>1</sup> UAH Learning Assessment Regulation (30 September 2021).

<https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>

technologies, and humanities) in the shaping of cultural attitudes and identities and how these affect policies, and the ability to engage meaningfully in environmental issues.

The acquisition of the above-mentioned competences will be assessed by virtue of class attendance and meaningful participation in class discussions, demonstration that texts have been read/viewed, team work on case studies, oral presentations in class and the submission of all written assignments.

- Meaningful class participation in discussions (including teamwork): 40% final grade
  - Oral presentations of research topics: 40% final grade
  - Additional short written assignments (preps for presentations): 20% final grade
- **Extraordinary call**

Students who have failed to pass the subject in the ordinary call will be given a second call (extraordinary) with the same requirements and format the ordinary call described above.

#### Final assessment:

Students may be eligible for the final assessment, notwithstanding the fact that the reasons for this may have to be assessed in each specific case, the completion of on-site internships, work obligations, family obligations, health reasons and disability. Pursuing studies on a part-time basis does not in itself confer the right to opt for the final assessment.

In order to take advantage of the final assessment, Master's degree students must apply in writing to the director of the Master's degree within the first two weeks of the course, explaining the reasons that prevent them from following the continuous assessment system. In the case of those students who, for justified reasons, have not formalised their enrolment on the starting date of the course or of the period in which the subject is taught, the period indicated will begin to be calculated from the date of their incorporation to the degree course. The director of the Master's degree must assess the circumstances presented by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written reply to his or her request, it will be understood that the request has been accepted.

Those who, due to special and exceptional reasons duly certified cannot come to class and request permission from the Master's director to take a final exam, will be assessed by doing all the written assignments, several written summaries and comments based on the readings (instead of the oral presentations) as well as an additional written case study. For detailed instructions, students should contact the professor early in the course and, if possible, see the professor in a tutorial. Remote work will be part of the course in any case since visualization of videos or other open access material might require it. Advanced notice will be given if the use of the UAH Blackboard or other digital alternative, available to ALL registered students, needs to be used. A special additional certification for the impossibility of attending scheduled sessions will be needed. The criteria for this exam option will be as follows, consisting mainly in accompanying the presentation necessarily with a ppt that shall include full comments to each of its slides:

- Written summaries and comments on mandatory readings and visualization of video resources: 40% final grade
- Written analysis of case study: 30% final grade
- Common written assignments: 30% final grade

While the assessment tests are in progress, the guidelines set out in the Regulations establishing the Rules of Coexistence of the University of Alcalá must be followed, as well as the possible implications of any irregularities committed during these tests, including the consequences of committing academic fraud according to the Disciplinary Regulations of the Student Body of the University of Alcalá.

## 6. BIBLIOGRAPHY

### Basic bibliography

#### First Issue -area:

Enrique Alonso García & Ana Recarte Vicente-Arche, Cap 1.- Historia ambiental de los Estados Unidos: de los orígenes al final de la guerra civil; cap. 2.- Historia ambiental de los Estados Unidos (ii) de finales del siglo XIX a la actualidad.

**Ted Steinberg, *Down to Earth: Nature's Role in American History*** (Oxford University Press, 2002)

**Peirce Lewis. "America's Natural Landscapes". Chapter 1 of Luther S. Luedtke (ed) *Making America: The Society and Culture of the United States* (The University of North Carolina Press 1992). pgs. 41-67.**

**Excerpts from classic texts:** Carolyn Merchant (ed.): *Major Problems in American Environmental History: Documents and Essays*. Houghton Mifflin Co. 2d. ed. 2005.

#### Second Issue -area:

*Ecoregions of North America*, Commission on Environmental Cooperation,  
<http://www.fs.fed.us/rm/ecoregions/products/map-ecoregions-north-america/>

*Marine Ecoregions of North America*, Commission on Environmental Cooperation,  
<http://www2.cec.org/nampan/ecoregions>

*US Green Infrastructure. ESRI*

<https://www.esri.com/en-us/industries/green-infrastructure/overview>

#### Third Issue -area:

**Case Studies.** See <http://www.institutofranklin.net/en/research/united-states-area/environment/friends-thoreau/> (see the list below)

**Additional Case Studies (I):** Case studies of the series "Nature Transformed: The Environment in American History" of the National Humanities Center:

<https://nationalhumanitiescenter.org/tserve/nattrans/nattrans.htm> (see list below)

**Additional Case Studies (II):** extracted from Enrique Alonso Garcia. *Introduction to International Environmental Law: Handbook with Cases and Materials for American Lawyers* W&M-URJC Pub. 3d Ed 2012.

## Supplementary bibliography

- Adamson, Joni, and **Kimberly N. Ruffin**. *American Studies, Ecocriticism, and Citizenship: Thinking and Acting in the Local and Global Commons* (Routledge Interdisciplinary Perspectives on Literature). Routledge, 2012.
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- Albright, H.M. y R. Cahn: *The Birth of the National Park Service: the founding years. 1913-1933*, Ed. Howe Brothers, Salt Lake City, 1985 and London, 1997.
- Alonso García, Enrique, Coby Bolger, Irene Sanz Alonso, Beatriz Lindo Mañas, Sitao Wu, Noemí Gámez Moll, Maofang Hui. Bernice Franssen, and Laura Sandhill. History, Science and Knowledge of Native American Horse Culture: A Review of the Historical Scholarly Records, Current Popular Culture, and a New Approach Based on Traditional Knowledge and Oral History that Claims that the Current Narrative on the Origin of the Relationship between North American Horses and Natives is a Eurocentric Myth. JAL&IAWS. Nº 6, 7 and 8. October 2020, May 2021 ans and October 2021.
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## Case Studies:

### 1.- American Environmental Ethics and Philosophy

Research in this area is focuses on the ethical and philosophical aspects of American nature conservation as well as the ethical treatment of environmental and animal rights problems.

**Case study.**- “The Animal Rights Movement in the United States”, by Ana Recarte Vicente-Arche. November 2002

**Case study.**- “Farming in the Elkhorn Slough Watershed, Environmental Justice & the Hispanic Community”, by Jason Benford (supervised by Enrique Alonso García & Ana Recarte Vicente-Arche). April 2004

**Case study.**- “Native Americans and Natural Resources: Black Mesa”, by Jane Ziegler (supervised by Enrique Alonso García). December 2005.

### 2.- US Environmental History

US Environmental History tries to expand the ordinary frame of historic investigation to rebuild the vision of the past from the analysis not only of the human-based facts but also of the natural world with which human life was deeply connected. US Environmental History is a research area completely settled in the United States in the recent past decades.

**Case study.**- “Historical Whaling in New England”, by Ana Recarte Vicente-Arche. April 2002

**Case study.**- “Pigs in New York City: A Study on 19th Century Urban Sanitation”, by Enrique Alonso & Ana Recarte Vicente-Arche (with the contribution on American Literature by Claudia Alonso, January 2008.

### 3.- Environmental and Nature Literature

The most classic version of the environmental literature is that of philosophic-literary essays in which the author, through the observation of nature, reaches deep thoughts about what nature can teach us and about the tight relationship between humanity and its environment. It also implies an emotional healing process through the relationship of the outer natural environment and the inside world of the author who interiorizes the small details through which the natural world shows its meaning and beauty. This literary genre has a long tradition in North America and it also provides a very useful tool to raise public awareness and to expand environmental concern through the description and analysis of hypothetical or real cases having as background situations of natural disasters, environmental injustice and racism, or ecological activism. During the last decades, the world of literature and that of environmental studies have driven in the US to give birth to a new literary criticism school, ecocriticism, devoted to the representation of nature in literary works. Ecocriticism constitutes a new field that breaks up with the traditional separation between science and the arts. “Friends of Thoreau has nevertheless maintained its line of work in in the field of Nature Writing and American Literature.

**Case study.**- “Adirondack Writing and the Wilderness Aesthetic,” by Claudia Alonso Recarte. April 2010.

### 4.- North American Biodiversity

The variety of ecosystems, species, and landscapes that astonished, first the natives and then the Europeans, when both explored and settled the continent, ended up contributing to the consolidation of essential elements of the cultural identity of North Americans (from the cosmology of Native Americans and its current revival to the well-known “frontier spirit”, among many other features). The richness of biodiversity keeps raising problems when managing its conservation and sustainable use, that is why research of its scientific, technical, social and economic models (of planning and management of the natural environment) is so necessary. Once more, most of the approaches and techniques used nowadays all over the world are of US origin.

**Case study.**- “The Sea Otter Recovery Plan”, by Ana Recarte Vicente-Arche. April 2004

**Case study.**- “The Meaning of Salmon in the Northwest: A Historical, Scientific and Sociological Study”, by Luisa Molinero. April 2005.

**Case study.**- “Agriculture and Conservation: Community-Supported Agriculture & Other Alternatives, by Enrique Alonso and Ana Recarte Vicente-Arche”. January 2007.

### 5.- Environmental Institutions, Law, and Policy

The environmental public policies assumed today by all modern constitutional governments were born in the US especially after the 70s. The configuration of the sectoral environmental policies (water quality management, air pollution control, toxic substances supervision or hazardous wastes regulation...) and the transversal techniques required for their implementation (environmental impact statement, environmental auditing, ecological crime police enforcement...) together with environmental law and the institutions on which that public action rests (the Environmental Protection Agency –EPA-, the National Park Service, the US Fish and Wildlife Service...), all of them North American in origin, have been cloned by the European Union and other countries. That is why the comparative study of environmental institutions, law and policy is fundamental tool for the better understanding not only of our own public institutions but also of the private or nongovernmental sector (organization of the civil society through NGOs and corporate environmental policies). The focus is also placed in the uses of command-and-control systems versus incentive-based mechanisms or the creation of markets for environmental services or emissions trading systems

**Case study.**- “The Boston Harbor Project”, by Enrique Alonso García & Ana Recarte Vicente-Arche. January 2005.

**Case study.**- “Oil spill Prevention and Response: the U.S. Institutional System in the Coast of California”, by Ana Tejedor & Larry Spinosa (supervised by Enrique Alonso García). May 2006.

**Case study.**- “Native Americans and Natural Resources: Black Mesa”, by Jane Ziegler (supervised by Enrique Alonso García). December 2005.

**Case study.**- “Cape Cod Off-Shore Wind Park: The Multivariate Nature of Energy Policy Issues”, by Enrique Alonso & Ana Recarte Vicente-Arche,. May 2007.

**Case study.**- “Landscape Protection Policies: The Case of Vermont”, by Ana Recarte Vicente-Arche & Enrique Alonso. July 2009

**Case study.**- “The Conference of the Parties: The Role of the United States in Effectively Mitigating Climate Change post-Copenhagen”, by Danielle Boland Brown (supervised by Enrique Alonso Garcia; editing, Ana Recarte). December 2010

### 6.- Animal Studies

The US cultural and scientific background has produced a peculiar way on the perception of animals (e.g. farm animals are routinely mistreated while wild animals are incredibly protected –the Bambi syndrome?) when in Europe it is exactly the opposite: no protection for wild animals and overprotection for farm animals – the scientific bias in nature and the naturalist/vegan/no genetically modified organisms (no GMOs) approach to food production and in particular to animal origin food production?). This area explores the differences in the approach to politics concerning animals as part of the US environment (including the admiration for backyard animals in suburban context, which is embedded in American identity or the emblematic role of symbols –bald eagle v wild turkey; the horse as an American “cowboy, “mountain men” myths etc.) and the different roles of administrative regulation (Europe) versus corporate self-regulation (US).

**Case study.**- “Prosimians in the US; *ex situ* Institutions: the Duke Lemur Center as an Example of Animal Welfare Science and its Contribution to Biodiversity Conservation”, by Gloria Fernández Lázaro (supervised by Enrique Alonso and Ana Recarte). May 2012.

**Case study-** “The vivisection controversy in America” by Claudia Alonso Recarte, April 2015.

**Additional Case Studies (I):** National Humanities Center: "Nature Transformed: The Environment in American History". <https://nationalhumanitiescenter.org/tserve/nattrans/nattrans.htm>

<b>Native Americans and the Land</b>	<b>Wilderness and American Identity</b>	<b>The Use of the Land</b>
<p>Indian Country Today</p> <p>American Indians: The Image of the Indian</p> <p>Paleoindians and the Great Pleistocene Die-Off</p> <p>The Columbian Exchange</p> <p>The Effects of Removal on American Indian Tribes</p> <p>Buffalo Tales: The Near-Extinction of the American Bison</p>	<p>The Roots of Preservation: Emerson, Thoreau, and the Hudson River School</p> <p>The Puritan Origins of the American Wilderness Movement</p> <p>The Challenge of the Arid West</p> <p>Rachel Carson and the Awakening of Environmental Consciousness</p>	<p>Cities and Suburbs</p> <p>History with Fire in Its Eye</p> <p>The Civil War: An Environmental View</p> <p>Roads, Highways, and Ecosystems</p> <p>Three Worlds, Three Views</p> <p>Environmental Justice for All</p> <p>Choosing Future Population</p>