

Independent Study through  
Correspondence

History 4356  
[ Global Environmental History ]  
3 Credits

Prepared by:  
**Neil Prendergast, Ph.D. Candidate**  
September 2007

Scan / E-mail Assignments to:

**Neil Prendergast**

*nprender@email.arizona.edu*

Welcome to Independent Study by Correspondence!

We are very pleased to have you in our program. Each correspondence course parallels its classroom counterpart as closely as possible. You will cover the same subjects, have similar assignments, and take exams as you would if you were in the classroom. Please feel free to discuss the course with your friends and family when possible. This will help you feel more comfortable with the material.

This syllabus contains your course outline, study guide, problem sheets, and other information about correspondence study. It also includes information about textbooks and other materials you may need.

You have nine months to complete the course. You may apply for a one time three-month extension for an additional fee.

We encourage you to call the Correspondence Office at 520.626.4222 or 800.772.7480 with any questions about the course material. Office hours are 8:00 a.m. – 5:00 p.m. mountain standard time, Monday – Friday.

Again, welcome to correspondence study. Work hard, ask questions, and above all, enjoy the course.

Sincerely,

**UA Correspondence Staff**

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# Getting Started

## Completing Your Correspondence Course

### Obtain Textbooks / Materials

You should order textbooks from the UA BookStores, Correspondence Section, The University of Arizona, Tucson, Arizona 85721. There is a textbook order form in your correspondence catalog. Call 520.621.2811 or [www.uofabookstores.com](http://www.uofabookstores.com) You may also be able to get the textbook from a local bookstore. If you do, *be sure to get the same edition*. The Correspondence Office will not guarantee, nor take responsibility for securing needed books unless purchased within 30 days, from The University of Arizona BookStores, Correspondence Section.

### Assignments

We suggest that you complete 1 – 2 assignments at least every two weeks. Send each assignment along to your instructor, whose address is on the front of this syllabus. Keep a copy of your work until you have received your final grade. If any assignment is not received by your instructor it will have to be re-submitted or a final grade will not be issued. Be sure to look over your assignment before sending it to your instructor. Credit will not be granted for any assignments not received by the instructor. Do not mail your assignments to the Correspondence Office. Under absolutely NO circumstances will you be allowed to turn in all assignments at once, re-do assignments, or skip assignments. All assignments and exams must be completed satisfactorily and received by the instructor in order to pass the course.

### Take the Examination

A student who does poorly or fails the exam, will not be allowed to retake the exam under any circumstance. Make arrangements to take the exam by calling the Correspondence Office, or by submitting the Request-A-Test form included in this manual. Unless previous arrangements have been made with the Correspondence Office, only one exam will be mailed at a time to your proctor. Included with your grade you will receive a comment sheet if the instructor has made any remarks in reference to the exam. We cannot return your graded exam.

1. If you live in the Tucson area, you may take exams at the UA Correspondence Testing Center, Office of Continuing Education and Academic Outreach, 888 N. Euclid. Call 520.626.4229 at least 24 hours in advance to make arrangements. You must bring your picture ID. *No exam will be given without a picture ID.*
2. If you live at a distance, follow the instructions on the Request-A-Test form[s] included in this manual and submit by mail or fax 520.626.5667.

### Credit

Credit granted is in semester hours or units. For university credit course work, up to 60 credit hours of correspondence study may be applied to an undergraduate degree at The University of Arizona.

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## Grades

You will receive a final grade report when you complete the course. The grade received will not affect your grade-point average.

## Records

Your Correspondence Office file is maintained for two years from the date of registration. Make any inquiries during that period, since no records will be available to substantiate claims after two years.

## Transcripts

To order an official transcript of your record, contact the Office of the Registrar, Attn: Transcripts, The University of Arizona, P. O. Box 210066, Tucson, Arizona 85721-0066; or call 520.621.3113. *Be sure to indicate that it was a Correspondence course.* For each semester you are enrolled in a correspondence course, a “K” will appear on your transcripts. A letter grade will be entered for the semester in which you complete the course but the letter “K” will remain on your transcripts to indicate the number of semesters needed to finish the course.

## Withdrawals

If you do not wish to complete the course, you must contact the Correspondence Office in writing, indicating your intention to withdraw from the course.

## Completion Time / Extensions

You have nine months to complete a course; a one time, three-month extension will be granted for a fee. Use the Extension Request form included in this syllabus to apply for any extension. All course requirements must be completed by the expiration date.

## Refunds

If no assignments or exams have been submitted, you may receive a partial refund within 30 days of your course registration date. Please fill out the DROP FORM included in this syllabus and return to the Correspondence Office or by fax 520.626.5667. We must receive this form within the 30-day registration period. The post-mark date on the envelope will be used to calculate the 30-days. No refunds or transfers will be processed after 30 days under any circumstances. Once you have dropped a course, it cannot be reactivated. To re-register for the course, you must provide a new approval signature and full fee payment. The following fees will be deducted: \$70 per course if within 30 days of registration date; \$40 change of course [dropping one course and adding another]

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## Ask Questions

If at any point in your correspondence study you have questions about the course, please feel free to call. The Correspondence Office phone number is 520.626.4222 or 800.772.7480. If you are getting along fine, that's great!

## Complete the Evaluation Form

We want to know how you feel about correspondence study and about this course in particular. We'd appreciate it if you'd take a few minutes, answer the questions on the evaluation form near the end of this manual, and return it to us. Thanks!

## Study Tips

Here are some tips to make your correspondence study more organized and effective:

1. **Prepare and maintain a schedule** and stay on it as nearly as possible. Use the form on the last page as a guide.
2. **Set a regular study time**; devote some time to your course each day. One suggestion: spend some time each morning repeating material you're trying to memorize, and review what you've learned earlier in the day just before you go to bed.
3. **Find a quiet place** with few interruptions, and try to study in the same place each time.
4. If performance objectives are given for each lesson, **read the performance objectives** first. Then read the course discussion. Complete any reading assignments in the text. Finally, review the performance objectives.
5. **Organize your material** in outline form.
6. **Move ahead** when you're satisfied that you comprehend the material.

## Conduct, Plagiarism, and Academic Integrity

You are expected to behave in a professional and appropriate manner when contacting the course instructor. Rude and disrespectful behavior will not be tolerated. You are reminded that all activities such as tests, exercises, and other projects are subject to the requirements of the Code of Academic Integrity established in the UA's Code of Conduct, <http://dos.web.arizona.edu/uapolicies/> You are responsible for knowledge of and familiarity with the provisions of these guidelines. Furthermore, as a student, you should be familiar with 'student responsibility,' 'faculty responsibility,' and 'student rights.' Any written work submitted must be the student's own. Plagiarism, or the representation of other's work as your own, will not be tolerated. This includes written assignments, map identifications, and exams. Work submitted under your name and suspected of plagiarism will be immediately reported to the Dean of Students.

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## Instructor

Neil Prendergast  
*nprender@email.arizona.edu*

## Introduction

Throughout human history people have studied, mythologized, and problematized their relationships with the natural environments in which they lived and depended upon for their livelihoods. But only recently have these human-environment relationships come under the scrutiny of historians. As evidence of natural resource depletion and climate change continues to mount in our own time, we would do well to consider the ways that people before us and in other parts of the world have perceived of and dealt with the environmental concerns of their times.

This course examines the ways that human societies have understood and interacted with their environments around the world and throughout recorded history. We will examine the nature and extent of the changes that human activity has brought to the Earth's land, plants, soil, water, air, animals, etc., as well as the consequences that such activities have had on human beings' relationships with each other. While rooting our study in the historical record of human-nature interactions - an activity that will allow us to study such topics as agricultural change, disease, famine, deforestation, pollution, resource depletion, and climate change - we will also examine the narratives that people have constructed about those interactions and learn how these stories have helped shape the kinds of stories about the earth we tell ourselves today.

Since environmental change often transcends national boundaries, this course will take the whole world as its unit of analysis and will examine the natural environment through its connections to major themes in world history, including agricultural change, trade, colonialism, industrialization, and war. By engaging in some of the most pressing debates in historical and scientific literature today, we will focus on building and improving critical thinking skills while broadening students' knowledge of world history and environmental issues.

## Course Organization

This course is organized into four units. You will have four assignments that correspond to each of the four units of the course. You also have one cumulative final exam. Your assignments should be completed and submitted in the order assigned, although you may have more than one assignment turned in at any given time. The exam is one-hour long and must be taken with a proctor. A final grade will not be given until all of the assignments and the final exam have been completed.

## Required Readings

All required books are available at The University of Arizona Bookstore in the Correspondence section. These books are also easily accessible at most libraries and online.

William Cronon. *Changes in the Land: Indians, Colonists, and the Ecology of New England*. New York: Hill and Wang, 2003.

Mike Davis. *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*. New York: Verso, 2001.

Spencer Weart. *The Discovery of Global Warming*. Cambridge: Harvard University Press, 2003.

All other assigned readings can be downloaded from the Readings page at [http://www.outreachcollege.arizona.edu/corresp/online/hist\\_4356/](http://www.outreachcollege.arizona.edu/corresp/online/hist_4356/). The password is hist4356.

## Assignments

Each unit concludes with an assignment that takes the form of a reading response paper. Each reading response paper is worth 15% of your final grade, for a total of 60% and will be based on your thoughtful and critical analysis of the set of readings assigned for that particular unit. Each reading response paper should be 2 – 5 pages in length and discuss the contents of each set of readings, their key arguments as well as their relevance to other course materials and to the history of the global environment more generally.

Each reading response paper should contain only a short description or synopsis of the readings and should spend most of its time critically analyzing the author's key arguments and use of historical evidence. Comparisons with other course materials are welcomed and encouraged, as are your own personal reflections. This is a formal writing assignment, which means you will be graded on your ability to succinctly and convincingly argue a point using supporting evidence from the readings.

All assignments must be typed in 12-point font and double spaced. After completing the assignment, send it to the instructor for grading. You will be given feedback on each returned assignment. Please read instructor comments carefully as they will help you on future assignments and on the final exam.

## Final Exam

The final exam is worth 40% of your total grade. The final exam is a proctored exam and will be 60 minutes long. It is a comprehensive exam which means that everything you have studied in the course is eligible for testing. The “questions to consider” sections found at the beginning of each unit are intended to prepare you for the exam. The reading response papers are also intended to help you prepare for the final exam. Please review both the “questions to consider” from each unit as well as your reading response papers as part of your preparation for the final exam.

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You would do well to consider the following questions during all of your reading for this course and especially when writing the reading response papers:

- What is/are the central question[s] being posed or investigated?
- What is the author trying to explain?
- Who is the author and when/where/why are they writing?
- What perspective does the author take?
- Which other author do they cite/ refer to/ rely on?
- How does the author define “nature” or the “natural environment”?
- Do they define it explicitly or implicitly?
- How do they view the relationship between humans and nature?
- Does the author believe that there is a right or a wrong way to use the environment?
- Are there “villains” and “good guys” in the story?
- Who are they and why are they positioned in such roles?
- Are they fairly positioned in these roles?
- What sort of historical or scientific evidence does the author use to support his or her arguments?
- How do the author’s arguments fit in with the other materials we have read in class?
- Is the author’s their arguments convincing? Why or why not?

# Unit 1

## Defining “Nature”

### Introduction

Before we can study the environment and the “environmental issues” that have troubled societies throughout history, we must first consider the many different ways that people have understood what “nature” was? In this unit we will consider how nature has been defined, studied, and discussed by societies all over the world. We will consider the important roles religion, culture, science, and [of course] environmental history have played in the definition of nature and our interpretations of human-environment interactions through time.

### Questions to Consider in This Unit

What is “environmental history”?

How do environmental historians incorporate the work of other disciplines engaged in the study of the natural environment, such as scientists, ecologists, and geographers?

How does the study of past environments contribute to our knowledge of human history? The history of a particular region of the world? The history of the world itself?

What is a narrative? Using examples from the assigned readings, describe some of the narratives that various peoples have employed to tell stories about the natural environment? How and why have such narratives changed and developed over time? Do such narratives have the power to shape or re-shape the way people interact with what they perceive of as the “natural world”?

What is “nature”? How do societies come to define what is natural as opposed to human or man-made? Do all members of all societies always agree on what is nature or natural? Why or why not? Can these definitions change over time? How? Why?

Do religious beliefs or practices affect the way a society and its people define or treat the environment? What role have different religious, ethical, or philosophical traditions played in human-environment relations? Do some religions restrain or encourage recklessness or responsibility with regards to the natural world?

Do women have a different relationship with nature than men? Does nature have a gender [i.e. Mother Earth]? Describe some of the ways that nature has been gendered in historical and scientific literature?

Describe some of the major advances or shifts in scientific and ecological thought that have occurred in the last 100 years?

What are some of the theories or perspectives that dominate the science of ecology today? How and why do these differ from some of the scientific theories of the past? How do they shape the way we look at the environment today?

# Section 1

## The Role of Environmental History

### Introduction

Environmental history is a relatively new area of historical study. According to one of its preeminent practitioners, Donald Worster, environmental history “deals with the role and place of nature in human life” and “studies all the interactions that societies in the past have had with the non human world.”

Environmental historians do this, he says, by examining 1] the structure of the natural environment; 2] how human economies, technologies, and labour have transformed and been transformed by nature; and 3] the perceptions, ideologies, ethics, laws, and myths that have become part of humanity’s “dialogue with nature”<sup>1</sup>. Environmental history also embraces a kind of perspective not unlike those of class, race, or gender, which provide historians with unique insights into the way that human social, political, and cultural systems function and change over time; in this case, by looking at how people have lived in, discussed, exploited and sought to protect the “natural world”. Environmental historians accomplish this, William Cronon, another important environmental historian writes, because they see “plants, animals, soils, climates, and other non-human entities” as “co-actors and co-determinants” in human, as well as the natural history of the world<sup>2</sup>.

Environmental history emerged out of the environmental movement that arose in the United States in the 1960s. Many very influential works of environmental history were written at this time with the express goal of affecting public policy and changing popular attitudes. By discussing the way that people in the past were or were not able to effectively manage, conserve, and utilize their resources, authors like Donald Worster were trying to make a case for the protection of our own resources.

Today, environmental history is an interdisciplinary field that engages historians of all different time periods and world regions. Thanks to the contributions of post-modern critics, geographers, scientists and political-ecologists a few important new trends have emerged in the last 10 years that have re-invigorated the field. The work of scholars such as Richard Grove, Mike Davis, and Michal Watts, among others, have had the effect of directing the field away from histories that exclusively focus on human-environment interactions to ones that also discuss how these human-environment interactions and the stories told about them have affected people’s relationships with one another. Recognizing that humans only learn about and encounter the environment through the lenses of their belief systems, cultural institutions, and structures of knowledge, and recognizing also that different groups of people have, for various historical, political, or social reasons, had limited access to the institutions of power and knowledge that regulate nature, these scholars have shown how certain definitions of nature and attempts to control natural resources have been used as a means to privilege some people while disenfranchising others. By focusing on how human-environment interactions also affect human-to-human relationships, these scholars can help us to search for solutions to the environmental problems we face today that would be beneficial to everyone.

1. Donald Worster, “Transformations of the Earth: Towards an Agroecological Perspective,” in *History*. *Journal of Environmental History* 76/4 (March 1990); 1087 – 1106.

2. William Cronon, “The Uses of Environmental History,” in *Environmental History Review* 17/13 (Fall 1993); 1 – 22.

In this unit we will be examining environmental history as a field of historical inquiry by reading the work of two of its most prominent practitioners. By the end of the unit you should have a better sense both of what environmental history is and how it is done.

## Reading Assignment

\*Donald Worster, "Nature and the Disorder of History," in *Environmental History Review* vol. 18, no. 2 [Summer 1994]; pg. 1-15. [Reading page].

\*William Cronon, "A Place for Stories: Nature, History, and Narrative," in *The Journal of American History* [March 1992]; pg. 1347-1376. [Reading page].

\*William Cronon, "The Uses of Environmental History," in *Environmental History Review* vol. 17, no. 3 [Fall 1993]; pg. 1-22. [Reading page].

# Assignment 1

## Reading Response Paper 1

### Introduction

Humanity's relationship with the natural environment cannot be understood without reference to the belief systems, cultural values and institutions, and structures of knowledge that shape the way people perceive of and interact with their environment. In this unit, we will look at how different peoples have understood and used their environments in the past. We will examine some of the ways in which these ideas have affected resource use in a variety of contexts.

### Reading Assignment

- \*Lynn White "The Historical Roots of Our Ecological Crisis." In *Science* vol. 155, no. 3767 [10 March, 1967]; pages 1203 – 1207. [Reading page]
- \*Yi Fu Tuan "Discrepancies Between Environmental Attitude and Behaviour: Examples From Europe and China" in *Canadian Geographer* vol. 12, no. 3 [1968]; 176 – 191. [Reading page]
- \*Carolyn Merchant, "Nature as Female," in *The Death of Nature: Women, Ecology, and the Scientific Revolution*. New York: Harper San Francisco, 1990; pages 1 – 41. [Reading page]

# Request-A-Test Instructions

## Read the following directions and information for requesting an Independent Study Examination.

- You will not be permitted to take an exam for any course in less than 20 days from the date of registration nor will you be permitted to take the final exam in less than 20 days from the date of registration for a one-unit course, 40 days for a two-unit course, and 60 days for a three-unit course. A written request stating the reason to accelerate completion time from the advisor or dean of the college in which the student is enrolled must be presented for this requirement to be waived. You must also get permission from the instructor teaching your course. Under no circumstance will you be permitted to complete a 2 or 3 unit course in less than 30 days from the registration date.
- If you would like to take the examination at The University of Arizona, Independent Study Office, please call 520.626.4229, or come by and make an appointment several days in advance of the examination date desired. The Correspondence Office administers examinations Monday, Wednesday, and Friday at 8:30 a.m. and Tuesday and Thursday at 1:30 p.m. only. Exams will not be given unless the student shows picture identification. Please arrive at the scheduled testing time since students will not be admitted to take exams once testing has begun.
- If you live somewhere other than Tucson, please complete the following page and send in to the Correspondence Office. Approved examination proctors are: the university independent study office; college testing centers; high school; middle/junior high; and elementary school principal, vice principals or guidance counselors; school district superintendents; Learning Center, full-time librarians; County Extension Director [AZ]; and base education officers and commanding officers for military personnel. No one related to you may act as your proctor, nor may your employer, or a teacher. Exams cannot be faxed to or from proctor.
- Submitting the name of a person who does not fall within the stated positions will only cause delay in having your examination sent. Although others are very capable of acting as proctors, accreditation standards stipulate that only those mentioned be approved, no exceptions.
- Your final grade will be sent to you and to the University of Arizona Registrar's Data Processing Office. Included with your grade you will receive a comment sheet if the instructor has made any remarks in reference to the exam. We cannot return graded exams.

Call the Correspondence Office to schedule your exam or fill out and send in the following page to the Correspondence Office to have it sent to your proctor.

# Final Exam Request-A-Test

09/07

Allow one week after mailing the Request-A-Test to our office for the examination to reach the proctor. It is your responsibility to contact the proctor and set up a date to take the exam. Exams must be taken within 30 days from the date the exam was mailed to the proctor, or it will be returned to our office. However, all course requirements must be completed by the expiration date.

Student's Name \_\_\_\_\_

Address \_\_\_\_\_

City | State | Zip \_\_\_\_\_

Area Code & Telephone [       ] \_\_\_\_\_

E-mail \_\_\_\_\_

Please provide the following proctor information:

- The exam will not be sent if the proctor information is incomplete.
- No one related to you, a teacher, or your employer may act as your proctor.
- Exams cannot be faxed.
- Only the proctor can return the exam to this office.

Proctor's Name \_\_\_\_\_

Proctor's Business Name \_\_\_\_\_

Proctor's Business Address \_\_\_\_\_

Proctor's City | State | Zip \_\_\_\_\_

Proctor's Telephone [       ] \_\_\_\_\_

Proctor's E-mail \_\_\_\_\_

Proctor's Current Position:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> School Superintendent          | <input type="checkbox"/> Principal                 | <input type="checkbox"/> Learning Center     |
| <input type="checkbox"/> Vice Principal                 | <input type="checkbox"/> Guidance Counselor        | <input type="checkbox"/> Testing Center      |
| <input type="checkbox"/> Base Education Officer         | <input type="checkbox"/> Commanding Officer        | <input type="checkbox"/> Full-time Librarian |
| <input type="checkbox"/> County Extension Director [AZ] | <input type="checkbox"/> Independent Study Officer |  |

Please fill out this page, and mail, scan or fax to:

The University of Arizona  
Independent Study through Correspondence  
P.O. Box 210158  
Tucson, AZ 85721-0158  
Fax: 520.626.5667

520.626.4222 | 800.772.7480 | [corr@email.arizona.edu](mailto:corr@email.arizona.edu)

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# Extension Request

**You have nine months from your registration date** to complete this correspondence course. Be sure to keep track of how much time has elapsed since your registration date, which is printed on your registration materials. If you're not sure of your registration date, call the Correspondence Office at 520.626.4222.

**You may receive a three-month extension one time only.** Come to the Correspondence Office or mail in the form at the bottom of this page along with your extension fee payment of \$40.

The Correspondence Office must receive your payment no later than 10 days after the course expiration date. After 10 days the file will expire and will not be reactivated under any circumstances.

**If you do not wish to complete the course,** you must contact the Correspondence Office, in writing, indicating your intention to withdraw from the course.

**If you have already completed your course or plan to take the final exam before your expiration date,** you need not apply for an extension.

*Fill out and return entire sheet to the Correspondence Office*

Date \_\_\_\_\_

Student Phone Number [       ] \_\_\_\_\_

Student Name \_\_\_\_\_

Student Address \_\_\_\_\_

Original Registration Date \_\_\_\_\_ Fee Enclosed \_\_\_\_\_

Money Order     Personal Check [check # \_\_\_\_\_]

Visa                     MasterCard

Account Number with Expiration Date \_\_\_\_\_

Authorized Signature \_\_\_\_\_

*Office Use Only*

The University of Arizona

Independent Study through Correspondence

**RECEIPT**

Date \_\_\_\_\_ \$ \_\_\_\_\_ Dollars

Extended to: \_\_\_\_\_

Paid by: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

520.626.4222 | 800.772.7480 | [corr@email.arizona.edu](mailto:corr@email.arizona.edu)

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# Drop Form

To assure processing we must have the name of the person who paid for the course, or to whom the partial refund, if any, will be paid. You will only be eligible for a partial refund if it is within 30 days of your registration date, and no assignments and/or exams have been submitted.

Date \_\_\_\_\_

Student Name \_\_\_\_\_

Student Phone Number [      ] \_\_\_\_\_

Name of person who paid for course \_\_\_\_\_

Address for partial refund check to be sent *[if applicable]*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

or

Credit Card Refund *[if applicable]*

American Express       Visa       MasterCard

Account Number with Expiration Date \_\_\_\_\_

Authorized Signature \_\_\_\_\_

The University of Arizona  
Independent Study through Correspondence  
P.O. Box 210158  
888 North Euclid Avenue  
Tucson, AZ 85721-0158  
Fax 520.626.5667

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# Your Course Evaluation

## How did you feel about this University of Arizona Independent Study through Correspondence course?

We want to know! Your answers to these questions will help us serve students better and advise instructors on course improvement. As you complete this form, remember that your answers will remain STRICTLY CONFIDENTIAL. Thanks for your help!

**Instructor:** \_\_\_\_\_

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Not Applicable</u>
The course met the objectives.	1	2	3	4	5
The course materials were logically organized and easy to follow.	1	2	3	4	5
The textbook[s] were helpful, clear, and relevant to course objectives.	1	2	3	4	5
Assignments and exams increased my knowledge of the material.	1	2	3	4	5
The assignments were appropriate in content and amount of work required.	1	2	3	4	5
The instructor provided useful feedback in correcting my assignments.	1	2	3	4	5
The instructor returned my assignments within a reasonable time.	1	2	3	4	5
The tests were clear and well designed [not too hard and not too easy].	1	2	3	4	5
Exams increased my knowledge of the material.	1	2	3	4	5
The exams were appropriate in content and amount of work required.	1	2	3	4	5
The instructor provided useful feedback in correcting my exams.	1	2	3	4	5
The instructor returned my exams within a reasonable time.	1	2	3	4	5

The most useful aspects of this course were: \_\_\_\_\_

The least useful aspects of this course were: \_\_\_\_\_

Suggested improvements to this course: \_\_\_\_\_

I chose to take this course through correspondence because: [check as many that apply]

- Scheduling conflict
- Class closed on campus
- Needed to complete in less than one semester
- Teacher certification
- Live out of town/Unable to attend classes on campus
- Wanted to complete more units during semester/summer break
- Prefer independent-study method
- Other \_\_\_\_\_

I would like to take other correspondence courses:  Yes  No

Age \_\_\_\_\_  Male  Female Ethnicity [optional]: \_\_\_\_\_

Occupation \_\_\_\_\_ I work \_\_\_\_\_ hours per week.

How much time did you think it would take to complete this course? \_\_\_\_\_

How much time did it actually take to complete this course? \_\_\_\_\_

Do you live in Tucson?  Yes  No

Do you live elsewhere in Arizona?  Yes  No If yes, where? \_\_\_\_\_

Do you live in another state?  Yes  No If yes, where? \_\_\_\_\_

Additional comments: \_\_\_\_\_  
\_\_\_\_\_

### Optional:

Name \_\_\_\_\_

Address \_\_\_\_\_

City | State | Zip \_\_\_\_\_ Phone [     ] \_\_\_\_\_

The University of Arizona  
Independent Study through Correspondence  
P.O. Box 210158  
888 North Euclid Avenue  
Tucson, AZ 85721-0158

**520.626.4222 | 800.772.7480 | [corr@email.arizona.edu](mailto:corr@email.arizona.edu)**

**History 4356 | Global Environmental History**

# Personal Study Schedule

1. Enter your date of registration for this course. You have nine months from this date to complete the course or apply for a one-time, 3-month extension. My registration date for this course is \_\_\_\_\_
2. Enter the date you plan to take the final exam. I plan to take the final exam for this course on \_\_\_\_\_
3. Fill in the “planned exam date” column below, according to the amount of time between your start and end dates.
4. Update this schedule as you send and receive your assignments and take your exam.

<b>Assignment / Exam</b>	<b>Planned Completion Date</b>	<b>Actual Date Completed</b>	<b>Date Returned</b>	<b>Grade</b>
Assignment 1				
Assignment 2				
Assignment 3				
Assignment 4				
Final Exam				