

Instructor: Chester

Semester: Fall 2015

**HIST120/ESPM160AC
Midterm Exam**

Part I: Identifications (Thirty Points/Fifteen Per ID)

Instructions: You must answer two of the IDs below. Analyses of identifications should take the form of a short essay. These essays should be roughly five to eight sentences in length. You may not use bullet points; rather, you should write full sentences that are part of a larger paragraph. Your essays must provide relevant details, dates, and an extended explanation of the identification's significance for understanding American environmental and cultural history.

-Trying
-Rice

-Milpas
-The Comanche & the Paiute

Part II: Essay Questions (Seventy Points)

Instructions: You must answer one of the essay prompts below. Make sure you answer each question in whichever prompt you choose. Your answer should take the form of an analytic essay that presents sufficient detailed evidence to demonstrate your arguments. Ideally, your essay should provide both introductory and concluding paragraphs in order to summarize and synthesize your larger arguments. Each essay should draw extensively on assigned readings when and where they are appropriate and relevant.

- 1) Did the rise of Romantic movements in literature, art, and philosophy fundamentally transform how Americans used, reshaped, and thought about the natural world? Did Americans in the nineteenth century demonstrate a dramatic departure from the cultural worldview, ecological habits, and economic philosophies displayed by the New England colonists analyzed by William Cronon? Your analysis must make use of at least four readings.
- 2) The Columbian Exchange unleashed waves of diseases and caused epidemics that killed millions of indigenous people in the Americas. In addition, African, European, and white American communities also endured catastrophic epidemics in the Caribbean and North America from 1492 to 1900. How did geography, trade, migration, warfare, and built environments influence the outbreak and spread of epidemics? Did European and American ideas about race, religion, ethnicity, and medicine improve community knowledge about the environmental origins and transmission of diseases? Did such knowledge curb the spread and reduce the impact of diseases during the seventeenth, eighteenth and nineteenth centuries? Your analysis should make use of at least two readings.