

Hist 106: Global Environmental History. 3.0 Credits.

Spring Term: July 3 - August 17, 2018. Tuesdays and Thursdays, 2 - 5pm.
UBC Buchanan D Room 317.

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Office Hour: Tues/Thurs, 1:15-1:45 and 5-5:30.

Learning Objectives:

- Appreciate the range of human-environment relationships across space and through time.
- Understand your own role in changing human-environment relations.
- Apply an historical perspective to interpreting the past and present, and in planning for the future.

Specific Skills:

- Acquire basic archival research skills.
- Identify and evaluate relevant information sources.
- Use those sources to construct and communicate a narrative argument.
- Describe the causes and implications of environmental change (why things are different now, compared to then, and what it means).

History 106 is an introduction to the global relationships between various humans and the rest of nature, and how these have changed from the fifteenth century to the present. If the contemporary age is sufficiently different from past eras, does it warrant being called the Anthropocene? If yes, then when did this new age begin? We will rely on the text to provide a global narrative, while individual themed lectures will explore more local instances. Overall, the course critiques different notions of progress without extinguishing hope for the future.

In this offering, the class has been compressed to fit within the shortened spring term, though it will still appear on your transcript as three credits. We will have two three-hour meetings per week, which will be devoted to discussion, lectures and skills-development workshops. There are no tutorials or Teaching Assistants.

Assessment, Evaluation and Grading.

We will have a mid-term test (25%), a 5-page written research project (20%), best two out of three "pop quizzes" (10%), a final examination (40%) and a modest participation grade (5%). Those who fail the midterm, upon consultation with the instructor, may elect to take an oral final exam. Final to take place the week of August 13th, as scheduled by the university.

Readings and Communication.

We will discuss one reading per class and these will usually come from the required text, available at the UBC bookstore. It is Robert Marks (2015). *The Origins of the Modern World: A Global and Environmental Narrative from the Fifteenth to the Twenty-first Century*, Rowman & Littlefield, New York. Additional readings are available via Canvas: www.canvas.ubc.ca Use the discussion board for questions and comments!

At a glance.

Meet	Date	Lecture topic	Reading	Workshop	Due
1	7/3	Env Hist, Modernity, The Anthropocene.		Primary sources	
2	7/5	Malthus and neo-Malthusians	Ogborn	The project	
	7/6	1pm, IK Barber Learning Lounge (3 rd floor) <i>Intro to Arts Workshop</i> , "Reading"			
3	7/10	The Commons	Intro, Ch 1	Arguments	Topic (1%)
4	7/12	Energy	Ch 2	Research Workshop	
	7/13	1pm, IK Barber learning Lounge (3 rd floor) <i>Intro to Arts Workshop</i> , Research and writing.			
5	7/17	Ecological Imperialism	Nikiforuk	<i>Film: The Last Days of Okak</i>	
6	7/19	Contact and Local Migrations	Ch 3	Research Workshop	
	7/20	1pm, IK Barber Learning Lounge (3 rd floor), Intro to Arts exams.			
7	7/24	Mid-term Exam (25%)	No reading	Campus archival scavenger hunt	
8	7/26	Env Sciences & Conservation	Ch 4	Citations	Research finished
9	7/31	Project Peer Review	Ch 5		
10	8/2	Birth of 20 th Century movements	No reading, project presentations.		Project (19%)
11	8/7	The Risk Society	Ch 6, concl	Film: <i>Angry Inuk</i>	
12	8/9	Environmental Justice	Mau		
	TBA	Final exam (40%)			

Late submissions will be penalized at a rate of -10% per day.

Weekly Schedule.

Lecture 1. Tuesday July 3. Introduction to Environmental History, Modernity and the Anthropocene.

- Project assigned, research tips.
- In-class primary sources.

Lecture 2. Thursday July 5. Malthus and the Neo-Malthusians.

- An intro to speed reading
- Discussion: Miles Ogborn (2005). "Modernity and Modernization" (chapter 32) in *Introducing Human Geographies*, Paul Cloke, Phil Crang and Mark Goodwin (eds), Second edition, London: Hodder Arnold, pp 480-492. Available via Canvas.
- Session supporting your project.

Workshop, Friday July 6, 1pm, IK Barber Learning Commons 3rd floor. Intro to Arts Reading.

Lecture 3. Tuesday July 10. Contradictory approaches to managing the Commons.

Project Topic due (1%).

- Textbook, Intro and chapter 1.
- Accounting for a Small Planet <<https://www.youtube.com/watch?v=-9iu8TW05TY>>
- Optional reading, esp sections on the Digital Commons. David Bollier (2014). *Think like a commoner : a short introduction to the life of the commons*. Available via Connect.
- Constructing arguments.

Lecture 4. Thursday July 12. Energy.

- Textbook, chapter 2.
- Research workshop.

Workshop, Friday July 13, 1pm, IK Barber Learning commons 3rd floor. Research and Writing.

Lecture 5. Tuesday July 17. Ecological Imperialism.

- Andrew Nikiforuk (2012). *The Energy of Slaves: Oil and the new servitude*, pp 2-29.
- Film, *The Last Days of Okak*. http://www.nfb.ca/film/last_days_of_okak/.

Lecture 6. Thursday July 19. Migration.

- Textbook, chapter 3
- Research workshop

Workshop, Friday July 20, 1pm, IK Barber Learning Commons 3rd floor. Arts Exam-writing.

Lecture 7. Tuesday July 24. Mid-term exam (25%).

- In-class exercise: Reading the campus landscape.

Lecture 8. Thursday July 26. The environmental sciences and early twentieth century conservation.

- Textbook, chapter 4
- A citation workshop

Lecture 9. Tuesday July 31. Project Peer Review.

- Bring a draft of your project for review
- Textbook, chapter 5.

Lecture 10. Thursday August 2. Birth of twentieth century movements.**Project Due.**

- no reading, project presentations

Lecture 11. Tuesday August 7. The Rise of the Risk Society.

- Textbook, chapter 6 and conclusion.
- Film: *Angry Inuk* <https://www.nfb.ca/film/angry_inuk/>

Lecture 12. Thursday August 9. Environmental Justice.

- Discussion: Bruce Mau. "Imagining the future" from *The Walrus*.
- Review Session

Final Exam to be scheduled by registrar during regular class time, week of August 13th (40%).

Academic Integrity.

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow relevant codes of conduct. This means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Plagiarism policy: <http://wiki.ubc.ca/Library:Academic_Integrity>

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>>

Access and Diversity.

Access & Diversity works with the university to create an inclusive living and learning environment in which all students can thrive. The university accommodates students with disabilities who have registered with the Access & Diversity unit: <<https://students.ubc.ca/about-student-services/access-diversity>>. Students must register with the Disability Resource Centre to be granted special accommodations.

Religious Accommodation.

The university accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Students should let their instructor know in advance, preferably in the first week of class, if they will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the course drop date. UBC policy on Religious Holidays: <<http://www.universitycounsel.ubc.ca/files/2010/08/policy65.pdf>>

Environmental History as portrayed in a Photograph or Artwork.

Learning goals:

- Identify and evaluate relevant information sources.
- Construct and communicate an historical argument.
- Describe the causes and implications of environmental change through time.

**Image selection due on Canvas between Saturday July 7th and 2pm on Tuesday July 10th.
Final report due in hard copy by 2pm in class on Thursday August 2nd.**

Go online and visit the archives of your choice. Select a photograph or artwork showing some element of the environment, or environmental change. When claiming your topic, tell me where you found your image (the repository name), and post a copy of your image **as well as the archival call number**. Ie, no urls please.

Now, write a short argument informing your reader how they ought to understand your selected image. What does the image mean?

In all cases your **1250-word** report must be unified by a thoughtful, carefully-constructed argument that explores the environmental history of your topic. A good argument is something about which you can imagine two people disagreeing. When writing, assume that I, your sceptical audience, disagree with what you are trying to say.

Begin with an argument, and then prove your case with evidence organized by a chronological narrative as informed by your primary and secondary sources. Your secondary sources should come from the published academic historical literature. Don't forget to include a brief outline of the sources that you would ideally consult if you had unlimited time for the project.

Please cite all sources using appropriate footnotes. Published, secondary sources should be self evident, but references for primary sources need to include the name of the repository, and whatever info from the binder/fiche/map/etc that anybody else would need, to get their hands on it as quickly as possible.

In your bibliography, have separate sections for primary sources, and secondary sources.

For inspiration and ideas on how to approach your image, read the introduction to *British Columbia: Land of Promises* (pp 1-8), available via Canvas. Next, read Joan M Schwartz (2007) "The Photograph: Between Landscape and Environment" in *Environmental History*, vol 12, no 4, pp 966-993 (also available to you via Canvas). Though you can cite them in your paper, neither will count towards your minimum required sources.

Instead, seek out as many additional high-quality sources as possible to contextualize your image and inform your narrative. Who produced this image? When? Where? For what purpose? What does the image show? Perhaps more importantly, what doesn't it show? How does this image give us insight into the human-environment relationship?

Your argument ought to be supported by a minimum of **four academic**, peer-reviewed sources from the historical literature and at least **three additional high-quality sources**.

Indicate your **word count** at the end of the document.

Marking rubric.

	Sophisticated 80 - 100	Quite good 70 - 79	Sufficient 60 - 69	Inadequate < 60
Topic on Canvas by Jul 10 th , 2pm? 1 mark	Yes, on time. 1 mark.	Yes, but late or missing info. 0.5 marks.	Yes, but late and with a reminder. 0.25	No. 0 marks.
Argument. 4 marks	Yes: clear, robust, direct, meaningful. Logical, well explored.	Yes, present but could have stood another set of revisions to sharpen, missed important points.	Yes, present but weak. Vague, rambling, incoherent. Spotty treatment and examined in patches while ignoring crucial aspects.	No argument, or position is vague, illogical, poorly explored or no analysis. Woefully inadequate.
Narrative. 4 marks.	Synthesizes sources into a meaningful, fluid, articulate, chronological narrative; attentive to multiple temporal and geographical scales.	Generally in chronological order, though some jumping around, needs some work to make more smooth, perhaps weak attention to context.	Mirrors process of research, rather than events as they unfolded in time, or no attention to wider context.	Scatter-shot and unstructured, no attention to temporal or geographic context.
Analysis. 3 marks.	Strong analytical skills evident, relevant info drawn from sources and linked to other info to maximize meaning	Good analysis, though perhaps missed important points here and there; some links not made explicit	Simply reporting data from documents rather than contextualizing info located, or wrong information	Incorrect analysis or mistakes, no or mistaken contextualization
Critical use of wide variety of sources? 3 marks.	Appropriate number of secondary sources. All used in an aware, self-reflexive and critical fashion. Additional sources?	Sufficient sources but not critical, or critical of an insufficient number of sources. Additional sources not mentioned.	Over reliance on few secondary sources. Insufficient quality, or weak sources. Critical of sources in a weak fashion, or here and there rather than throughout. Additional sources not mentioned.	Insufficient or inappropriate/wrong sources. Author uses all material in an uncritical, unreflective fashion. Additional sources not mentioned.

Maps, and figures. 2 marks.	Clear, relevant and well-integrated in the body of the text.	Minor issues, or not enlisted to tell your story as well as they could have	Present, but possibly unclear, of questionable relevance or not as well integrated into the narrative	Few, or no maps, figures, or those present were not related, or not integrated into the narrative at all
Citations. 1 mark.	Footnotes deployed appropriately in text and perfect bibliography at end	Minor issues in either footnotes or bibliography	Significant issues in either footnotes or bibliography	Missing footnotes or bibliography
Creativity. 1 mark.	Original work.	Solid, but little spark.	Not shiny.	Unoriginal, minimal effort.
Grammar. 0.5 mark.	No errors	Very few errors	Many errors	Rewrite
Appropriate length. 0.5 mark.	Appropriate length, approx 1250 words.	Perhaps slightly too long or too short.	Too much or too little material.	Far too long or too short, for any number of reasons.