

Hist 106: Global Environmental History. 3.0 Credits.

Spring Term: July 4 - August 19, 2017. Tuesdays and Thursdays, 2 - 5pm.
UBC Buchanan D Room 317.

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Office Hour: 45 minutes after each class.

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 humans and the non-human, 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 (25%), a final examination (40%) and a modest participation grade (10%). 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 15th, 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 Connect: www.connect.ubc.ca Use the discussion board!

At a glance.

Meet	Date	Lecture topic	Reading	Workshop	Due
1	7/4	Env Hist, Modernity, Anthropocene.	The project.	Primary sources	
2	7/6	Malthus and neo-Malthusians	Ogborn	Reading & Arguments	
3	7/11	The Commons	Intro, Ch 1	Research Workshop	Topic (1%)
4	7/13	Energy	Ch 2	Research Workshop	
5	7/18	Ecological Imperialism	Nikiforuk	<i>Film: Coppermine</i>	
6	7/20	Migration	Ch 3	Research Workshop	
7	7/25	Mid-term Exam (25%)	No reading	Campus Landscape	
8	7/27	Env Sciences & Conservation	Ch 4	Citations	Research finished
9	8/1	Project Peer Review	Ch 5	<i>The Corporation I</i>	
10	8/3	Twentieth century Economic Globalization	No reading, project presentations.	<i>The Corporation II</i>	Project (24%)
11	8/8	The Risk Society	Ch 6, concl	<i>The Corporation III</i>	
12	8/10	Environmental Justice	Mau	<i>Film: Uranium</i>	
	TBA	Final exam (40%)			

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

Weekly Schedule.

Lecture 1. Tuesday July 4. Introduction to Environmental History, Modernity and the Anthropocene.

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

Lecture 2. Thursday July 6. Malthus and the Neo-Malthusians: Historical Context and Contemporary Ecological Footprint Analysis.

- An intro to speed reading
- Discussion: Miles Ogborn (2005). "Modernity and Modernization" in *Introducing Human Geographies*, Paul Cloke, Phil Crang and Mark Goodwin (eds), Second edition, London: Hodder Arnold, pp 339-349. Available via Connect.
- Constructing historical arguments.

Lecture 3. Tuesday July 11. 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.
- Research workshop

Lecture 4. Thursday July 13. Energy.

- Textbook, chapter 2.
- Research workshop.

Lecture 5. Tuesday July 18. Ecological Imperialism.

- Andrew Nikiforuk (2012). *The Energy of Slaves: Oil and the new servitude*, pp 2-29.
- Film, *Coppermine*. <http://www.nfb.ca/film/coppermine/>.

Lecture 6. Thursday July 20. Migration.

- Textbook, chapter 3
- Research workshop

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

- In-class exercise: Reading the campus landscape.

Lecture 8. Thursday July 27. The environmental sciences and early twentieth century conservation.

- Textbook, chapter 4
- A citation workshop

Lecture 9. Tuesday August 1. Project Peer Review.

- Bring a draft of your project for review
- Textbook, chapter 5. • Film: *The Corporation* (part 1)

Lecture 10. Thursday August 3. Twentieth Century Economic Globalization.
Project Due.

- no reading, project presentations
- Film: *The Corporation* (part 2)

Lecture 11. Tuesday August 8. The Rise of the Risk Society.

- Textbook, chapter 6 and conclusion.
- Film: *The Corporation* (part 3).

Lecture 12. Thursday June 22. Environmental Justice: The unequal distribution of risks and benefits.

- Discussion: Bruce Mau. "Imagining the future" from *The Walrus*.
- Film: *Uranium* <<https://www.nfb.ca/film/uranium>>
- Review Session

Final Exam to be scheduled by registrar during regular class time, week of August 14th (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. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. 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 for any on-going conditions.

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>>

History 106: Global Environmental History Term Projects.

Learning goals:

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

Topic selection due on Connect between Friday July 7th and 2pm on Tuesday July 11th, 2017.

Final report due in hard copy by 2pm on Thursday August 3rd. Please also bring an extra copy of relevant images to present to your peers.

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 preparing, 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. 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.

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

Topic 1. *Environmental History as portrayed in a Photograph or Artwork.*

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, 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?

For inspiration and ideas on how to approach your image, read the introduction to *British Columbia: Land of Promises* (pp 1-8), available via Connect. 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 Connect). 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?

This topic demands only **one primary source**: the image. Your argument ought to be supported by a minimum of **four academic**, peer-reviewed sources and at least **three additional high-quality sources**.

Topic 2. *Your family's environmental history.*

For this project, you will need to construct a family tree, ideally going back at least four if not five generations. If this is challenging, for whatever reason, then please be wise and pick one of the other project topics.

The easiest way to construct this tree is to undertake oral history interviews with your parents, grandparents, etc. Then, you can confirm their claims by using genealogical resources such as census records, ship records, or your local Public Library's *Ancestry* subscription.

Once you know who your forbearers were, figure out when and where they lived. Construct an argument focused on your family's environmental history. What did they do by way of occupations? What was the relationship of each generation with the environment? Did this change over time? Did they take part in creating significant environmental change? Were they environmental stewards? Did they migrate from one place to another? If so, why?

This topic demands at least **three primary sources**. Your argument ought to be supported by a minimum of **four academic**, peer-reviewed sources and at least **three additional high-quality sources**.

Topic 3. *Site analysis: your house history.*

Note that no more than 15 students may write on topic number three. If you intend on claiming this topic then we must meet during my office hour on Thursday July 6th. This topic will take a lot of time; the archives are only open during business hours, Monday to Friday.

This is a project on historic land uses. Specifically, you will construct an argument that tells the story of your Vancouver home's address. If you live outside of Vancouver (including UBC), you and I will agree on an address to research.

Include a site description, some commentary on the changes in the wider neighbourhood, and recommendations for a prospective buyer of the property, based on your reading of the archival record.

Often this information is desired by people who wish to protect themselves against inheriting somebody else's toxic hazards. Individuals considering purchasing or developing a property, or lending money to a business, want to make sure that there are no hidden 'surprises' buried beneath the soil or leaching through the grass from a neighbouring parcel of land. They do not want to be liable for the cost of cleaning up a mess created by others. Thus, they commission a "Phase I Environmental Assessment".

In such reports, a preliminary site investigation is compiled from readily available sources, including past and present uses. Interviews are also conducted with people who have been involved with the site, including neighbours. This 'due diligence' records-search protects an individual from future claims. If the initial search turns up cause for concern, then physical testing of the site may be necessary (but we won't be doing that).

Make use of the City of Vancouver Archives city-directories, water hook-up records, fire insurance plans, photographs, and other sources to construct a site-use history.

What activities took place on and around your site over time? Might they have produced any causes for concern?

Visit the Geography Building (Geographic Information Centre in room 112). Select a reasonably spaced sequence of air photos for your address. Do they confirm the information you have collected from other sources? Do they tell you anything new? Include copies of the air photos that you consulted with your report.

This topic demands at least **five primary sources**. Your argument ought to be supported by a minimum of **four academic**, peer-reviewed sources and at least **three additional high-quality sources**.

See over for marking rubric...

Marking rubric.

	Sophisticated 80 - 100	Quite good 70 - 79	Sufficient 60 - 69	Inadequate < 60
Topic on Connect by Jul 11 th , 2pm?	Yes, on time. 1 mark.	Yes, but late 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. 4 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? 4 marks.	Appropriate number of primary sources for topic, and seven unique 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. 3 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. 2 marks.	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. 1 mark.	No errors	Very few errors	Many errors	Rewrite
Appropriate length. 1 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.