



HIST*2250DE Environment and History Course Outline

Winter 2016
Department of History
College of Arts

Instructor Contact

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Course Information

Course Title: Environment and History
Pre-Requisites: None
Co-Requisites: None
Restriction(s): None
Credits: 0.50
Course Website (If applicable): [CourseLink](#)
Method of Delivery: Distance Education, Fully Online

Calendar Description

An introduction to the field of environmental history - its nature and uses. This course provides a historical perspective to environmental issues. It examines the causes and impact of human-induced modification of the natural world in selected areas of the globe, the evolution of attitudes and ideas about the natural world over time and the growth of conservation/environmental issues and movements.

Course Description

Using North America as a case study, this course provides an introduction to the field of environmental history, and a historical perspective to human existence in and interaction with the natural world. It examines the ways the physical environment, weather patterns, nonhuman animals and plant life have shaped human life, as well as the causes and effects of human-induced modification of the natural world. It also asks students to consider the evolution of attitudes about and depiction of non-human life and the environment, as well as the evolving arguments of conservation/environmental advocates and their opponents over time.

Course Learning Outcomes

By the end of the course, you should be able to:

- Describe a broad view of North American environmental history;
- Explain thematic interpretations of that history by way of various concepts and the tension between them, including: anthropocene, agency, power, nature and wilderness, progress and improvement, agrarian myth, pollution, exponential growth theory, environmental justice, and eco-terrorism;
- Communicate research findings and syntheses of assigned reading to peers;
- Write short pieces on topics relevant to you;
- Conduct secondary and primary source research using online archives and libraries;
- Explain the power and limits of human agency with respect to the environment and the forces of nature;
- Explain changes over time with respect to human interaction with the planet, as well as the human perceptions of and depictions of that interaction;
- Observe and analyze contemporary events and questions about human interaction with the planet and non-human species.

Method of Learning

This course is a fully interactive online course. This method of delivery differs from traditional courses in that it requires disciplined time management. Students must begin work the first week of the course and participate regularly throughout the semester, accessing this course site every week. To successfully complete this course it is essential that you realize the course site is your way to interact with the instructor and fellow students. Also, you need to use the site to access the broader online world to interact with digital archives and other repositories of primary and secondary sources, which are constantly growing in capacity and sophistication.

Students are responsible for the content presented in the units of the course website, as well as assigned readings, archive projects and online videos/films. Always look at the News section of the Course Home page for up-to-the-minute News and instructional

advice on course assignments from Dr. Nance based on student queries, etc. With the exception of the two books indicated to purchase all items will be linked in eReserve from the top navigation bar.

Course Structure

Unit 1: Introduction

Unit 2: Colonial America and Nature

Unit 3: Science, Culture and Commerce

Unit 4: Territorial Expansion, “Progress” and “Improvement”

Unit 5: Industrial North America and Early Conservation

Unit 6: Consumers and the “Wilderness”

Unit 7: The Urban Environment

Unit 8: Dust Bowl: Industrial Agriculture, Capitalism and Hubris

Unit 9: The Good Life

Unit 10: Pollution and Environmental Justice

Unit 11: Water, Part 1

Unit 12: Water, Part 2

Learning Resources

Required Textbook(s)

Title: Sea Sick: The Global Ocean in Crisis

Author(s): Alanna Mitchell

Edition / Year: 2010

Publisher: Emblem Book/McClelland & Stewart

ISBN: 9780771061172

You may purchase the textbook(s) at the [University of Guelph Bookstore](#) or the [Guelph Campus Co-op Bookstore](#).

eReserve

For this course you will be required to access electronic resources through the University of Guelph McLaughlin Library. To access these items visit the eReserve link

in the top navigation bar. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning and Reserve Services Staff at:

Tel: [519-824-4120](tel:519-824-4120) ext. 53621

Email: libres2@uoquelfh.ca

Location: McLaughlin Library, First Floor, University of Guelph

Schedule: Week 1

Unit 01: Introduction

Required Reading

Website:

Unit 1 Content

Activities

Review Concepts of Unit and Focus Questions

Assignments

Discussion 1

Schedule: Week 2

Unit 02:

Required Reading

Website:

Unit 2 Content

eReserve:

Steinberg, T. (2002). ***Down to earth: Nature's role in American history*** (Read Preface, Prologue, Chapter 1, and Chapter 2).

Activities

Review Concepts of Unit and Focus Questions

Schedule: Week 3

Unit 03: Science, Culture and Commerce

Required Reading

Website:

Unit 3 Content

eReserve:

Steinberg, T. (2002). Down to earth: Nature's role in American history (Read Chapter 3).

Forkey, N. S. (2012). Canadians and the natural environment to the twenty-first century (Read Introduction and Chapter 1).

Activities

Review Concepts of Unit and Focus Questions

Assignments

Short Essay 1

Schedule: Week 4

Unit 04: Territorial Expansion, “Progress” and “Improvement”

Required Reading

Website:

Unit 4 Content

eReserve:

Steinberg, T. (2002). Down to earth: Nature's role in American history (Read Chapter 4, Chapter 5, and Chapter 7).

Forkey, N. S. (2012). Canadians and the Natural Environment to the Twenty-first Century (Read Chapter 2).

Activities

Review Concepts of Unit and Focus Questions

Assignments

Discussion 2

Schedule: Week 5

Unit 05: Industrial North America and Early Conservation

Required Reading

Website:

Unit 5 Content

eReserve:

Steinberg, T. (2002). Down to earth: Nature's role in American history (Read Chapter, and Chapter 9).

Forkey, N. S. (2012). Canadians and the Natural Environment to the Twenty-first Century (Read Chapter 3).

Activities

Review Concepts of Unit and Focus Questions

Assignments

Discussion 2

Schedule: Week 6

Unit 06: Consumers and the “Wilderness”

Required Reading

Website:

Unit 6 Content

eReserve:

Cronon, W. (1996). The Trouble with Wilderness or, Getting Back to the Wrong Nature. *Environmental History*, 1(1), 7-28.

Kheraj, S. (2007). Restoring Nature: Ecology, Memory, and the Storm History of Vancouver's Stanley Park. *Canadian Historical Review*, 88(4), 577-612.

Activities

Review Concepts of Unit and Focus Questions

Assignments

Discussion 3: Digital Primary Source Research and Presentation

Schedule: Week 7

Unit 07: The Urban Environment

Required Reading

Website:

Unit 7 Content

eReserve:

Steinberg, T. (2002). Down to earth: Nature's role in American history. (Read Chapter 10 and Chapter 12).

Activities

Review Concepts of Unit and Focus Questions

Schedule: Week 8

Unit 08: Dust Bowl: Industrial Agriculture, Capitalism and Hubris

Required Reading

Website:

Unit 8 Content

eReserve:

Steinberg, T. (2002). Down to earth: Nature's role in American history (Read Chapter 11).

Activities

Watch: The Dust Bowl – Episode 1: “The Great Plow Up”

Review Concepts of Unit and Focus Questions

Assignments

Short Essay 2

Schedule: Week 9

Unit 09: The Good Life

Required Reading

Website:

Unit 9 Content

eReserve:

Steinberg, T. (2002). Down to earth: Nature's role in American history (Read Chapter 13 and Chapter 14).

Activities

Review Concepts of Unit and Focus Questions

Schedule: Week 10

Unit 10: Pollution and Environmental Justice

Required Reading

Website:

Unit 10 Content

eReserve:

Carson, R. (1962). Reporter at Large: Silent spring. The New Yorker.

Steinberg, T. (2002). Down to earth: Nature's role in American history (Read Chapter 15).

Forkey, N. S. (2012). Canadians and the natural environment to the twenty-first century (Read Chapter 4 and Chapter 5).

Activities

Watch: A Fierce Green Fire

Review Concepts of Unit and Focus Questions

Assignments

Discussion 4

Schedule: Week 11

Unit 11: Water, Part 1

Required Reading

Website:

Unit 11 Content

eReserve:

Steinberg, T. (2002). Down to earth: Nature's role in American history (Read Chapter 16).

Forkey, N. S. (2012). Canadians and the natural environment to the twenty-first century (Read Conclusion).

Activities

Watch: Last Call at the Oasis

Review Concepts of Unit and Focus Questions

Assignments

Discussion 4

Schedule: Week 12

Unit 12: Water, Part 2

Required Reading

Website:

Unit 12 Content

Textbook:

Mitchell, A. (2010). Sea sick: The global ocean in crisis (Please make special note of the Halifax Chapter).

Activities

Review Concepts of Unit and Focus Questions

Course Evaluation

The grade determination for this course is indicated in the following table.

Table 1: Course Evaluation

Assignments	Value
Discussion 1: Initial Log In, Webquest and Online Discussion	5%
Discussion 2 & 4: Online discussion (2 @ 5% each)	10%
Discussion 3: Digital Primary Source Analysis & Online Presentation	10%
Periodic Short Essays (2 @ 20% each)	10%
Final Examination (take-home)	40%
Total	100%

Technical Requirements

Students are responsible for ensuring that their computer system meets the necessary [specific technical requirements](#) of their program.

Technical Support

If you need any assistance with the software tools or the website, contact the Open Learning and Educational Support (OpenEd) Help Desk.

Open Learning and Educational Support
University of Guelph
Day Hall, Room 211

Email: help@OpenEd.uoguelph.ca
Tel: 519-824-4120 ext. 56939
Toll-Free (CAN/USA): 1-866-275-1478

Hours of Operation (Eastern Time):

Monday - Friday: 8:30am – 8:30pm
Saturday: 10:00am – 4:00pm
Sunday: 12:00pm – 6:00pm

Policies and Procedures

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered University of Guelph Degree Student, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an Open Learning Program Student, consult the [Open Learning Program Calendar](#) for information about University of Guelph administrative policies, procedures and services.

Email Communication

University of Guelph Degree Students

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

Open Learning Program Students

Check your email account (the account you provided upon registration) regularly for important communications, as this is the primary conduit by which the Open Learning and Educational Support will notify you of events, deadlines, announcements or any other official information.

When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor in writing, with your name, ID number and email contact.

University of Guelph Degree Students

Consult the [Undergraduate Calendar](#) for information on regulations and procedures for Academic Consideration.

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

Drop Date

University of Guelph Degree Students

The last date to drop one-semester courses, without academic penalty, is indicated in the Schedule section of this course website. [See the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

Open Learning Program Students

Please refer to the [Open Learning Program Calendar.](#)

Copies of Assignments

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

University of Guelph Degree Students

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [SAS](#) or [visit the SAS website.](#)

Open Learning Program Students

If you are an Open Learning program student who requires academic accommodation, please [contact the Academic Assistant to the Director](#). Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Academic Assistant to the Director](#) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

Copyright Notice

All content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, see [Fair Dealing Guidance for Students](#).

Grades

The assignment of grades at the University of Guelph is based on clearly defined standards, which are published in the Undergraduate Calendar for the benefit of faculty and students.

Grading System

In courses, which comprise a part of the student's program, standings will be reported according to the following schedule of grades:

Letter Grade	Percentage
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	64-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	0-49

Statement of Students' Academic Responsibilities

Your success as a student depends above all on your own response to the opportunities and responsibilities that the university environment provides. The University of Guelph is committed to supporting you in your intellectual development and responding to your individual needs. To this end, a broad network of advising, counselling, and support services is provided to assist you in meeting your personal and academic goals.

For more information on your responsibilities as a student, see [Statement of Students' Academic Responsibilities](#).

Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Religious Holidays

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made.