



HISTORY 2168A: TACKLING NATURE: THE ENVIRONMENT IN CANADIAN HISTORY

COURSE OUTLINE (Fall 2016) - Dr. G. Warecki

Office Hours: TBA, or by appointment. My office is in the Faculty Portable, at the southwest corner of the Brescia Campus / Telephone (with voice mail): 432-8353, ext. 28239/ e-mail: gwarecki@uwo.ca

Class meets on Tuesdays from 8:30-10:20 AM in Room 185.

Prerequisites:

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Antirequisites:

History 2123, History 2211E, and History 2296G (Winter 2009 and Winter 2011 at Brescia).

Course Description:

This course highlights the environment as an historical force. It examines changing relationships between people and other aspects of the natural world in what is now Canada, interpreted in an international context. By studying the connections between various historical actors – changing ideas, settlement patterns, resource use, political factors, societal change, and ecology – the course aims to introduce students to the complexity of environmental problems. Topics include Aboriginal resource use, impacts of European colonization, attitudes toward nature, social conflicts over government policies affecting fish, forest, and wildlife, and the rise of environmental advocacy.

Instructional Objectives and Assignments

This course will provide opportunities for students to develop skills leading to the attainment of Brescia's Seven Competencies (<http://brescia.uwo.ca/academics/brescia-competencies/>): Communication; Critical Thinking; Inquiry and Analysis; Problem Solving; Self Awareness and Development; Social Awareness and Engagement; and Valuing. The instructor uses a variety of methods to teach the course: lectures; videos; other visual presentations; assigned readings; small-group discussions; tutorials; reading responses; and written tests. Each method provides an opportunity to develop certain skills in a particular setting.

During lectures, students will write down important points and examples in summary fashion. Students will develop their own styles of abbreviating phrases and words, and will indicate hierarchies of importance by underlining, highlighting, indenting, and the use of negative space. By the end of the first month, students should be able to distinguish between major points of a lecture and minor examples, or sub-sections, of the major points. Before the Mid-Term Test, students are expected to highlight, condense and re-organize their class notes. This test, featuring short answer and/or essay questions, will evaluate students' ability to organize and recall material based on lectures, assigned readings, and visual presentations. The final exam will also evaluate students' ability to synthesize a written discussion of an historical topic, using notes from various sources – lectures, readings, videos and other materials.

During video presentations, students will take notes on major points of content or interpretation, the mood or tone (set by the music, narration, lighting, camera angles, etc.) and other personal or general impressions. Class discussion of these elements will provide further material for reflection. By the final exam, students should be able to discuss a particular video on a short answer question, recalling material from their notes. During other visual presentations, students will take notes on the content of the images and their historical significance. Students might be asked to write a short paragraph on these aspects of a given image on tests or on the final exam.

Keeping up with the readings and regular attendance are essential. The assigned readings are found in either David Freeland Duke, (ed.), *Canadian Environmental History: Essential Readings* (Toronto: Canadian Scholars' Press, Inc., 2006), or in Neil S. Forkey, *Canadians and the Natural Environment to the Twenty-First Century* (University of Toronto Press, 2012). When students encounter these readings, several skills are being developed. Students will learn to recognize, paraphrase, and summarize the most important points. Some class time will be devoted to honing these skills. Students will be expected to recall basic information from the articles for tutorial discussions and tests. Students should be able to paraphrase the thesis (or main theme) from a reading, identify the major points of argument, and discuss the use of sources by the author. Students will be evaluated on their command of this material by a tutorial participation grade.

Throughout the course, small-group discussions and workshops may be used to develop critical thinking by focusing on historical problems. Students will be asked to contribute in these sessions, and will be evaluated based on their effort and developing historical skills. During these sessions, students will experiment and learn how to ask questions to clarify their thinking; explain why events occurred (causation; sequence of events; assigning priority of importance); evaluate arguments based on historical evidence; synthesize and share their own opinions based on the different views of historians; and identify and interpret the historical significance of documents, persons, or events (relating them to subsequent developments or more recent history). By the time of the mid-term test, students should be able to demonstrate these skills in writing, on short-answer questions and/or historical significance questions. On the final exam, students

will be expected to use some of these skills in organizing and writing responses to essay questions.

This course provides an additional opportunity to develop skills of reading comprehension, conceptualization, synthesis, and written expression. Students will write weekly reading responses to the assigned course material and will submit hard copies of these on the day that the reading is scheduled for a tutorial discussion (see “**TUT**” in course schedule). Further instructions will be given during class.

Representative List of Learning Objectives

- By the mid-term exam, students will be able to explain and discuss the origins and various kinds of environmental history.
- By the end of the course, students will demonstrate an ability to identify and analyze the historical forces that have shaped environmental problems in Canada.
- By the end of the first month, students will display an ability to contribute regularly to class discussions based on an understanding of assigned readings.
- By the mid-term exam, students will demonstrate an ability to recognize, paraphrase, and critique the most important points in a scholarly article.
- By the mid-term exam, students will be able to discuss in writing the historical significance of various people, events, movements, and / or ideas.
- Throughout the course, students will demonstrate their skills of reading comprehension, conceptualization, synthesis, and clear writing in weekly reading responses.
- Near the end of the course, students will be able to present historical evidence and argument effectively in essay format and in short-answer format, on the final exam.

OWL and Student Obligations

The instructor will be maintaining a course website using UWO’s new on-line learning network, OWL. **Students are required to engage the course material in several ways using this website.** Further detailed instructions about the site, and students’ obligations, will be given during the first few weeks of classes.

Evaluation Scheme:

Tutorial Attendance / Participation	15%
Weekly Reading Responses.....	30%
Mid-Term Test (18 October 2017).....	25%
Final Exam (date TBA).....	30%
	100%

Required Texts:

David Freeland Duke, (ed.), *Canadian Environmental History: Essential Readings* (Toronto: Canadian Scholars’ Press, Inc., 2006).

Neil S. Forkey, *Canadians and the Natural Environment to the Twenty-First Century* (University of Toronto Press, 2012).

Policy Regarding Late Assignments

- (a) A penalty of five (5) marks will be deducted for assignments submitted the first day after the deadline.
- (b) A penalty of one (1) mark will be assessed for each subsequent day including weekends.
- (c) No assignments will be accepted after the 14th day unless on:
- (i) humanitarian grounds, or
 - (ii) medical grounds for which documentation must be provided.
- (d) A student who fails to submit all of the required written work, as specified in the course outline, will not receive credit for the course.

Courtesy and Use of Electronic Devices

Please ensure that all cellphones and other electronic devices are **turned off** prior to entering the classroom. As a courtesy to the instructor and other people in the class, please **do not talk privately** with classmates while others are presenting or discussing material, unless you are working in small groups. There may be occasions during class when the instructor asks students to check certain information online. However, the **use of laptop computers during class for personal activities** such as surfing the Web, reading/writing e-mail, visiting social network pages, or playing games is distracting to both the professor and other students, creates an obstacle for your own learning, and **will not be tolerated**. Even more distracting and disturbing is the practice of **texting during class time**. Students who engage in these activities **will be asked to leave the classroom and will receive a zero for that day's participation**.

Lectures and Tutorial Discussions

This course combines traditional lectures with less formal, but instructive, tutorial discussions based on assigned readings. **Students must recognize the importance of these sessions**. The instructor has devoted considerable class time to discussions: 15% of the final course grade comes from attendance and participation, and 25% for the weekly reading responses based on assigned readings. Tests and exams will also include material from the assigned readings. To achieve a strong "A" for the participation component, students are encouraged to strive for perfect attendance, complete the readings before coming to class, submit a weekly reading response for each tutorial, and contribute regularly to class discussions. **Mere attendance at these sessions, without active, oral participation, will earn the student a poor grade for this portion of the course**. **When students are unable to attend** a class, they are expected to contact the instructor, preferably before the class to be missed. **If there are reasonable**, acceptable grounds for their absence – usually illness or grief – the professor will excuse the student without penalty. However, in fairness to all students, the instructor reserves the right to demand that the student submit documentation to the Academic Advisor in the Brescia Registrar's Office to support the student's claim. Moreover, **students will still be responsible for**

submitting a reading response for the missed tutorial no later than two weeks after returning to classes.

Additional Notes Regarding Class Discussions:

- (a) **Students who miss four (4) or more tutorial discussions will receive zero (0%) for their attendance/ tutorial participation grade.***
- (b) **Upon entry into class, students must submit to the instructor a two-page (maximum) reading response based on the assigned readings for that week.****

With the instructor's permission (and only in cases of illness or on compassionate grounds), students may be allowed to submit their reading responses at a later date, but no more than two weeks after class discussion of the article.

Class Schedule (2016)

Sept. 13 Introduction

Sept. 20 lecture: The Environment in Cdn. Historical Writing /

TUT: What is Environmental History?

- (i) D. Worster, "Doing Environmental History"
- (ii) C. Merchant, "Eve: Nature and Narrative"
- (iii) W. Cronon, "The Uses of Environmental History"

Sept. 27 Aboriginal Resource Use / **TUT:** Alfred W. Crosby, "Ecological Imperialism"

Oct. 4 The French Regime / **TUT:** Forkey, chap. 1: The Classification of Canada's Environments

Oct. 11 The Cod Fisheries: Origins to Early 20th Century /
TUT: C. Coates, "Like the Thames towards Putney"

Oct. 18 **Mid-Term Test***

Oct. 25 **TUT:** L. Hammond, "Marketing Wildlife" /
VIDEO: *Visions from the Wilderness: The Art of Paul Kane* (2001) /
Return Graded Tests

Nov. 1 The Prairies, 1860s-1930 / **TUT:** R. Peter Gillis, "Rivers of Sawdust"

Nov. 8 Wildlife Conservation, 1880-1920 / **TUT:** Forkey, chap. 2: Natural Resources, Economic Growth, and the Need for Conservation (1800s and 1900s)

Nov. 15 Parks and Protected Areas / **TUT:** Forkey, chap. 3: Romanticism and the Preservation of Nature (1800s and 1900s)

Nov. 22 Prairies in the 1930s / **TUT:** Forkey, chap. 4: Environmentalism (1950s to 2000s)

Nov. 29 The Atlantic Fishery, 1950s-90s / **TUT:** J. Read, “Let Us Heed the Voice of Youth”

Dec. 6 - **LAST CLASS** - Final Exam Hints / Greenpeace /
TUT: Forkey, chap. 5: Aboriginal Canadians and Natural Resources:
 An Overview

FINAL EXAM: DATE TBA

2016-17 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student’s overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student’s Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean’s Office in consultation with the student’s instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: <http://www.westerncalendar.uwo.ca/2016/pg117.html> The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student “was seen for a medical reason” or “was ill” is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://www.westerncalendar.uwo.ca/2016/pg130.html>)

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.westerncalendar.uwo.ca/2016/pg113.html>

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://www.westerncalendar.uwo.ca/2016/pg112.html>)

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western http://uwo.ca/health/mental_wellbeing/ for information including a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a

summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.