



UNIVERSITY OF  
CALGARY

## Department of History

HTST 493.12

### Topics in History: World Environmental History Winter 2021

**Instructor:** Mathew Ruguwa

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**Office Hours and Method:** By appointment, on zoom

**Course Delivery:** Online Asynchronous (non-live) learning

#### Description

Since time immemorial, both human actions and natural forces have transformed the world in various ways resulting in depletion of natural resources, extinction of species, massive deforestation, decimation of both people and animals by epidemics, wars, famines, and catastrophic events like the famous dust bowl of the 1930s. World Environmental History has benefited from a number of methodological and epistemological approaches that re-centre human experience in the past and places emphasis on both people and environments beyond the western historical paradigm. The purpose of this course is to explore the long - term human interaction with the natural world from the late 1400s to the recent past. It seeks to offer a broader understanding of the role human affairs play in influencing nature and the other way round. The course will introduce students to Environmental History beyond a single nation state and regional perspective to search for intersections in the literature around the globe - drawing on examples from Africa, North America, Europe and Asia and approach thematically some of the key questions that impact both historical studies and the world around us to the present day. Students will be challenged to view history in a different way through the lens of human-environmental interactions, ecological theory and the broad range of methods and approaches that environmental historians use to practice their craft.

**Learning Outcomes:** By the end of the course, through listening to pre-recorded lectures, taking their own notes, reading the assigned texts and readings, and completing all written assignments, successful students will be able to:

- express an understanding of the discipline of Environmental History and the historian's skill set;
- identify the forces and activities that have resulted in depletion of natural resources in different parts of the globe and disastrous events such as famines and wars;
- explain how both human and natural forces have factored in shaping climatic changes in different parts of the world;

- Utilize the knowledge gained from the course to trace how the idea and actions aimed at protecting the environment and efficient management of natural resources: forests, water, soil, wildlife and keystone species (environmentalism) originated;
- explain the impacts of preservationism and conservationist proposals on indigenous people in colonized societies;
- Complete ethical, empathetic, evidence-based, and argumentative research assignments.

## Reading Material

*The History Student's Handbook: A Short Guide to Writing History Essays (D2L)*

Due to current limited access to hard copies (physical books) there are no required books for purchase for this course. Each week on (D2L) there will be a link to a journal article / book chapter assigned for every topic. It is the responsibility of every student to make sure that he/she has completed the required reading material for every topic.

## Assessment

Method	Due Date	Weight
Assignment #1(essay)	Friday February 26, 2021 before Midnight on D2L	30%
Assignment #2(essay)	Friday March 26, 2021 before Midnight on D2L	30%
Take -Home Final Exam	TBA	40%

## Grading Policies

Grades will be awarded as letter grades indicated in the section below on Departmental Grading System. Deadlines are Firm. Students seeking extensions MUST consult with the Instructor, Mr Ruguwa. Failure to follow this guideline will result in a deduction of ONE LETTER GRADE PER DAY, i.e. from a B to a B- or a B-to a C+ etc. Students seeking redress should communicate with the instructor through an email. All assignments must be uploaded to the course D2L Dropbox in PDF format by midnight on the due dates. Please do not email assignments, as they must be assessed on Dropbox. Extensions must be requested in advance of due dates and will not normally exceed one week unless there are compelling extenuating circumstances.

## Details on Methods of Assessment

All written work: assignments and the final exam are assessed on completeness, depth of analysis, and writing style. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) Research papers must demonstrate relevant and adequate sources, proper citation style, and general clarity and organization. All papers should have a clear thesis/

argument supported by historical evidence. All assignments must conform to the standards outlined in *The History Student's Handbook*. This especially applies to writing style and the formatting of footnotes and bibliographies, which must be in proper Chicago Style. Please note that other formats, such as MLA and APA style, are not acceptable.

### **Assignments 1 and 2 (essays) : 30% each**

Each essay should be approximately 4-5 pages. (excluding notes and bibliography) or approximately 1,000 – 1,250 words –typed in 12-point Times New Roman, double-spaced with regular margins. These papers are to take strictly the form of a formal History essay. They must conform to the guidelines set out in *The History Student's Handbook: A Short Guide to Writing History Essays*, especially in relation to the citation of sources and footnote or endnote style. This guide is posted to D2L. Each analysis paper should use a **minimum** of **six** academic peer reviewed sources. These sources should include a mix of journal articles and books. Wikipedia and Encyclopedias are NOT accepted as sources. The paper should be submitted as a pdf on D2L. A cover page is expected.

A guide for these assignments is posted on D2L.

### **Final Take Home Exam - 40 %**

The Final exam will be distributed via D2L on the last day of classes. It will consist of a selection of essay topics/questions in two sections. Students will choose two essays topics/questions and write an essay response that is a maximum of 4 pages double-spaced, Times 12 New Roman, regular margins per essay. For the exam students will write two essays, each essay should be a maximum of four pages double spaced for a total of eight pages.

The exam should be submitted as one document. Please submit it as a pdf.

### **Academic Integrity Statement**

Students are not allowed to collaborate on the essays or be in touch with one another about the final exam while it is going on or use third party sites to collaborate. Resources such as Google and others should not be used on Online tests.

### **Learning Technologies Requirements**

There is a D2L site for this course that contains required readings and other relevant class resources and materials. In order to successfully engage in their learning experiences, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; broadband internet connection.

### **On-Line Instruction Statement**

This course is asynchronous (non-live) and offered online only. Lectures and supplementary materials are available each week on D2L. Individual questions or concerns can be asked over email. I will normally respond to emails within 24 hours, Monday to Friday. Make sure you do not ask questions that are already answered in this syllabus, so please review these in advance. This course requires a certain level and knowledge of technology in order to view lectures, supplementary materials, and external links provided on D2L, and to complete, upload, and review assessments for assignments. It is each student's responsibility to ensure sufficient technology is available, and to find appropriate resources within the University of Calgary (such as [e-Learn @ UCalgary](#)) or elsewhere to resolve challenges.

### **Inclusiveness, Accommodation, and Classroom Conduct**

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor. Situations requiring accommodations may include, but are not limited to, ongoing or temporary illness or disability, or the need to adjust deadlines because of personal circumstances, such as child care or family responsibilities. To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record lectures will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

### **Lectures**

The lectures for this course will be pre-recorded, accompanied by PowerPoint presentations and/or websites. These will be uploaded to D2L once per week, as described below. Depending on the content, each week's upload will include three or four presentations. All lectures are for the exclusive use of students registered in this course, and may not be distributed to third parties under any circumstances.

### **Schedule**

Course activities are asynchronous. Students complete these on their own time such as discussion boards, watching videos, etc.

<b>Date</b>	<b>Topic &amp; Reading</b>	<b>Important Dates</b>
Jan 11 - 15	<b>Topic:</b> Introduction to HTST 493.12 World Environmental History <b>Reading :</b> Hughes, Donald J., <i>An environmental history of the world</i> (New York: Routledge, 2001)( E-book read	

	chapter 1)	
Jan 18 - 22	<p><b>Topic:</b> Methodological approaches to indigenous and global environmental history</p> <p><b>Reading</b> P. Sutter ‘Reflections: What Can U.S. Environmental Historians Learn from Non-U.S. Environmental Historiography?’ <i>Environmental History</i>, 8.1, 1-20. 2011; J. R. McNeill, ‘Observations on the Nature and Culture of Environmental History’, <i>History and Theory</i>, 42 (December 2003), 5-43.</p>	
Jan 25 - 29	<p><b>Topic:</b> Biological Exchange(Case Studies: The Arawacks on Espaniol; the Aztecs of Mexico; the subjects of the Inca in Peru)</p> <p><b>Reading:</b> N.Nunn and N.Qian “The Columbian Exchange : A History of Disease, Food, and Ideas” <i>Journal of Economic Perspectives</i>, Vol.24. No.2, 2010</p>	
Feb 1 - 5	<p><b>Topic:</b> Indigenous Environmental History (Case studies: The ‘Bushman’ (San) of the Central Kalahari Game Reserve (CKGR); The Comanche Empire )</p> <p><b>Reading:</b> I Taylor and G Mokhawa, “Not Forever: Botswana, Conflict, Diamonds and the Bushmen” <i>African Affairs</i>, Vol. 102, No.407, 2003</p>	
Feb 8 - 12	<p><b>Topic:</b> The impacts of the Fur-Trade on the indigenous people of North America(Case study :First Nations in Canada )</p> <p><b>Reading:</b> R. Warburton and S. Scott, “ The Fur -Trade and early Capitalist Development in British Columbia” <i>The Canadian Journal of Native Studies</i>, Vol.V. No.1, 1985</p>	
Feb 15 - 19	Term Break - No classes	
Feb 22 - 26	<p><b>Topic: Colonial environmental History (Case Studies:</b> The Dutch colonization of Taiwan; The Dutch colonization of the Cape; European colonization of the New World; Cattle culling in Southern Rhodesia)</p> <p><b>Reading</b> A.K. Shutt, The Settlers’ Cattle Complex: The Etiquette of Culling Cattle in Colonial Zimbabwe, 1938, <i>Journal of African History</i>, V.43, 2002</p>	<b>Assignment# 1. Friday, February 26</b>
Mar 1 - 5	<p><b>Topic: Military environmental History (Case studies:</b> Anglo-Dutch Wars of the Seventeenth Century, 1652-1674; Cold War cases of Indonesia, Malaysia and Thailand)</p> <p><b>Reading</b> Dagomar Degroot, “Never such weather known in</p>	

	these seas': Climatic Fluctuations and the Anglo-Dutch Wars of the Seventeenth Century, 1652-1674," <i>Environment &amp; History</i> 20:2, 2014, 239-273.; Nancy Peluso and Peter Vandergeest, "Political Ecologies of War and Forests: Counterinsurgencies and the Making of National Natures," <i>Annals of the Association of American Geographers</i> , 101:3 (May 2011), 587-608.	
Mar 8-12	<b>Topic:</b> Modern environmentalism <b>Reading:</b> R. Grove 'Scottish Missionaries, Evangelical Discourses and the Origins of Conservation thinking in Southern Africa 1820-1900', <i>Journal of Southern African Studies</i> . 15:2 (1989), 163-187:	
Mar 15 - 19	<b>Topic:</b> Environmentalism and land development in Europe and North America (Case studies : Ruhr basin in Germany, London and Africville in Halifax, Nova Scotia) <b>Reading:</b> D. Schubert, "Urban Renewal in Hamburg and London- Origins, Procedures, Effects,- A Structural comparison from 1875 to 1950" <i>Planning History</i> , Vol. 1 No. 1993	
Mar 22 - 26	<b>Topic :</b> The Politics of Conservation and Preservation ( Case studies: South Africa; Southern Rhodesia, <b>Reading</b> W. Beinart 'Introduction: Politics of Colonial Conservation', <i>Journal of Southern African Studies</i> , Vol.15 No.2, 1989	Assignment #2.Friday, March, 26
Mar 29 - Apr 2	<b>Topic:</b> Legacy of Colonial State Conservation policies(Case studies; Forest management in Asia and Africa <b>Reading</b> L. Dominguez and C. Luoma, "Decolonising Conservation Policy: How Colonial Land and Conservation Ideologies Persist and Perpetuate Indigenous Injustices at the Expense of the Environment" <i>Land</i> , Vol. 9. No.65, 2020	
Apr 5 - 9	<b>Topic:</b> Local Agroecologies, Land Use and Landscape Transformations (Case studies: The Southern Plains in the 1930s ; European settlement in South Africa; German–Herero War of 1904; <b>Reading:</b> William Beinart, "African History and Environmental History." <i>African Affairs</i> 99 (2000): 269–	

	302; Philipp N Lehmann, “Between Waterberg and Sandveld: An Environmental Perspective on the German–Herero War of 1904, <i>German History</i> . Vol.32 No. 4, 2014	
Apr 12 - 15	<b>Topic:</b> Local Agroecologies, Land Use and Landscape Transformations (continuing ) forest change in Western Ghats (India) and Kissidougou region (Guinea) <b>Reading</b> , D. M. Bhat, K.S. Murali, N.H Ravindranath, “Formation and Recovery of Secondary Forests in India: A particular reference to Western Ghats in South India” <i>Journal of Tropical Forest Science</i> , Vol 13, No.4, 2001	
	<b>Final Take Home Exam</b>	DATE TBA

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES**

**Departmental Grading System**

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.

Percentage	Letter Grade	Grade Point Value	Description
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

### Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

*Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.*

### Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

### Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*, [Section K: Integrity and Conduct](#).



### **Academic Accommodations**

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

### **Copyright**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

### **Other Useful Information**

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

### **Campus Security (220-5333)**

**Department of History Twitter @ucalgaryhist**

*Winter 2021*