



Université d'Ottawa | University of Ottawa
Département d'histoire | Department of History
Faculté des arts / Faculty of Arts

HIS3375C - SELECTED TOPICS IN CANADIAN HISTORY
ENVIRONMENTAL HISTORY
WINTER 2017

Prerequisite: 12 HIS credits including 6 credits at the 2000-level. (C).

Professor: Dr. Daniel Rück
Email: drueck@uottawa.ca
Office Hours: Wed 13h-14h30 or by appointment.
Office Location: Desmarais Building 9152

Class Location: Tabaret (TBT) Room 327
Class Times: Tues 13h-14h20, Thurs 11h30-12h50

COURSE DESCRIPTION

Environmental history is the study of the historical relationships between humans and the non-human world. This course explores the vibrant and growing field of Canadian environmental history, including themes such as wilderness, war, agriculture, industry, hunting and fishing, pollution, animal history, forestry, environmentalism, and invasive species. Students will engage with recent Canadian scholarship using chronological, regional, and topical frameworks; and will conduct an environmental history research project of their own. The course incorporates guest speakers, site visits, films, and readings.

EMAIL COMMUNICATION

It is very important that you regularly check your university email account for course-related announcements. You may email me with simple questions, but *for anything requiring more than a one-sentence response, please speak to me after class or visit me during office hours*. Please check the syllabus to see if it contains answers before emailing. I try to answer emails within 24 hours but do not usually respond on weekends. I may not respond at all if the answer to your question is in the syllabus, or if it requires a lengthy response.

ASSIGNMENT SUBMISSION

Written assignments must be submitted in paper format at the beginning of class on the date due.

LATE ASSIGNMENTS

No late assignments will be accepted except in extraordinary circumstances (example: serious illness). No extensions will be granted in advance. If your assignment is late and you believe you should not be penalized, please attach a note of explanation along with any supporting documentation you think appropriate.

DISPUTED GRADES

If you believe your grade for a particular assignment is incorrect you may resubmit the graded copy along with a written explanation for why you believe you should receive a different grade. The newly-assessed grade will replace the original. The new grade may be higher, lower, or unchanged.

PLAGIARISM AND ACADEMIC INTEGRITY

Plagiarism is considered academic fraud, and will be sanctioned in accordance with related University of Ottawa regulations: <http://www.uottawa.ca/academic-regulations/academic-fraud.html>. In order to avoid academic fraud, please read the Student Guide on academic integrity: <http://web5.uottawa.ca/mcs-smc/academicintegrity/documents/2011/academic-integrity-students-guide.pdf>

EVALUATION

- 10% Participation
- 20% Reading Response Assignments (details below)
- 30% Research Presentation
- 40% Take-home Exam

RESOURCES FOR STUDENTS

Mentoring Centre - <http://www.arts.uottawa.ca/eng/mentoring/>

The goal of the Mentoring Centre is to help students with their academic and social well-being. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

Academic Writing Help Centre - <http://www.sass.uottawa.ca/writing/>

The AWHC is committed to helping students develop writing strategies and skills that will enable them to identify and correct their mistakes and help them to become better writers. It offers individual writing appointments, in-class presentations and workshops, and online writing resources.

Counselling Service- <http://www.sass.uottawa.ca/personal/>

The Counselling Service offers personal counselling, career counselling and study skills counselling.

Access Service - <http://www.sass.uottawa.ca/acces/>

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

READINGS

All other readings will be available online, through the library, or on blackboard.

COURSE OUTLINE

1. TUE JAN 10 INTRODUCTIONS
2. THURS JAN 12 NORTHERN NORTH AMERICA IN THE WORLD: THE FIRST 150,000 YEARS
3. TUE JAN 17 NORTHERN NORTH AMERICA IN THE ANCIENT WORLD
4. THURS JAN 19 WHAT IS ENVIRONMENTAL HISTORY?
 - **Reading Response 1 Due** (*respond to each of the readings below*)

Worster, Donald. "Ice, Worms, and Dirt: The Power of Nature in North American History." In *Method and Meaning in Canadian Environmental History*, edited by Alan MacEachern and William J. Turkel, 24-33. Toronto: Nelson Education, 2009.

Mann, Charles C. "1491." *The Atlantic*. March 2002.
<http://www.theatlantic.com/magazine/archive/2002/03/1491/302445/>

Todd, Zoe. "Fish pluralities, refraction and decolonization in amiskwaciwâskahikan"
<https://www.youtube.com/watch?v=tO-WvCQ3PJU>
5. TUE JAN 24 NORTHERN NORTH AMERICA IN THE MEDIEVAL WORLD
6. THURS JAN 26 WILDERNESS
 - **Reading Response 2 Due** (*respond to each of the readings below*)

Cronon, William. "The Trouble With Wilderness; or, Getting Back to the Wrong Nature." In *Uncommon Ground: Toward reinventing nature*, edited by William Cronon, 69-90. New York: W.W. Norton & Co., 1995.

Watts, Vanessa. "Indigenous place-thought & agency amongst humans and non-humans (First Woman and Sky Woman go on a European world tour!)." *Decolonization: Indigeneity, Education & Society* 2, no. 1 (2013): 20-34.
7. TUE JAN 31 NORTHERN NORTH AMERICA IN THE MODERN WORLD

8. THURS FEB 2 ECOLOGICAL IMPERIALISM

- **Reading Response 3 Due** (*respond to each of the readings below*)

Beattie, James. "Recent Themes in the Environmental History of the British Empire." *History Compass* 10, no. 2 (2012): 129-139.

Piper, Liza, and John Sandlos. "A Broken Frontier: Ecological Imperialism in the Canadian North." *Environmental History* 12, (2007): 759-795.

Macfarlane, Daniel, and Peter Kitay. "Hydraulic Imperialism: Hydroelectric Development and Treaty 9 in the Abitibi Region." *American Review of Canadian Studies* 46, no. 3 (2016): 380-397.

9. TUE FEB 7 ANIMALS AND PLANTS

10. THURS FEB 9 NATURE PARKS

- **Reading Response 4 Due** (*respond to each of the readings below*)

Binnema, Theodore, and Melanie Niemi. "'Let the Line Be Drawn Now': Wilderness, conservation, and the exclusion of Aboriginal People from Banff National Park in Canada." *Environmental History* 11, (2006): 724-750.

MacEachern, Alan. "Changing Ecologies: Preservation in Four National Parks, 1935-1965." In *Canadian Environmental History: Essential Readings*, edited by David Freeland Duke, 361-386. Toronto: Canadian Scholars' Press, 2006.

Kheraj, Sean. "Restoring Nature: Ecology, Memory, and the Storm History of Vancouver's Stanley Park." *Canadian Historical Review* 88, no. 4 (2007): 577-612.

11. TUE FEB 14 PRESENTATIONS – ROUND 1

12. THURS FEB 16 WAR AND COLD WAR

- **Reading Response 5 Due** (*respond to each of the readings below*)

Lackenbauer, P. Whitney, and Matthew Farish. "The Cold War on Canadian Soil: Militarizing a northern environment." *Environmental History* 12, (2007): 920-950.

Evenden, Matthew D. "Aluminum, Commodity Chains and the Environmental History of the Second World War." *Environmental History* 16, no. 1 (2011): 69-93.

FEB 19-25

READING WEEK – NO CLASS

13. TUE FEB 28 PRESENTATIONS – ROUND 2

14. THURS MAR 2 FISH AND FISHING

- **Reading Response 6 Due** (*respond to each of the readings below*)

Richards, John F. "Cod and the New World Fisheries." In *The Unending Frontier: An environmental history of the early modern world, 547-573*. Berkeley: University of California Press, 2003.

Cadigan, Sean. "The Moral Economy of the Commons: Ecology and equity in the Newfoundland cod fishery, 1815-1855." *Labour Le travail* Spring, no. 43 (1999): 9-42.

Kenny, James, and Bill Parenteau. "'Each year the Indians flexed their muscles a little more': The Maliseet Defense of Aboriginal Fishing Rights on the St. John River, 1945-1990." *The Canadian Historical Review* 95, no. 2 (2014): 187-216.

15. TUE MAR 7 GUEST SPEAKER: DR. ANNE DANCE -
TAR SANDS

16. THURS MAR 9 MINING

- **Reading Response 7 Due** (*respond to each of the readings below*)

Longley, Hereward. "Indigenous Battles for Environmental Protection and Economic Benefits during the Commercialization of the Alberta Oil Sands, 1967–1986." In *Mining and Communities in Northern Canada: History, Politics, and Memory*, edited by Arn Keeling and John Sandlos, 207-232. Calgary: University of Calgary Press, 2015. (free pdf here: <http://press.ucalgary.ca/books/9781552388044>)

Keeling, Arn, and Patricia Boulter. "From Igloo to Mine Shaft: Inuit Labour and Memory at the Rankin Inlet Nickel Mine." In *Mining and Communities in Northern Canada: History, Politics, and Memory*, edited by Arn Keeling and John Sandlos, 35-58. Calgary: University of Calgary Press, 2015. (free pdf here: <http://press.ucalgary.ca/books/9781552388044>)

17. TUE MAR 14 PRESENTATIONS – ROUND 3

18. THURS MAR 16 GUEST SPEAKER: DR. ZOE TODD -
ANTHROPOCENE

- **Reading Response 8 Due** (*respond to each of the readings below*)

Lewis, Simon L., and Mark A. Maslin. "Defining the Anthropocene." *Nature* 519, (2015): 171-180.

Steffen, Will, Jacques Grinevald, Paul Crutzen, and John McNeill. "The Anthropocene: Conceptual and historical perspectives." *Philosophical Transactions of the Royal Society A* 369, (2011): 842-867.

"The Future is Elastic (But it Depends): An Interview with Zoe Todd"

http://badatsports.com/2016/the-future-is-elastic-but-it-depends-an-interview-with-zoe-todd/?utm_source=feedburner&utm_medium=twitter&utm_campaign=Feed%3A+BadAtSports+%28Bad+at+Sports%29

19. TUE MAR 21 FIELD TRIP GUIDED BY PETE ANDERSON -
AGRICULTURE AND THE STATE

20. THURS MAR 23 AGRICULTURE

- **Reading Response 9 Due** (*respond to each of the readings below*)

Rosenberg, Gabriel N. "Where are animals in the history of sexuality?"

<http://notchesblog.com/2014/09/02/where-are-animals-in-the-history-of-sexuality/>

Stunden Bower, Shannon. "Watersheds: Conceptualizing Manitoba's drained landscape, 1895-1950." *Environmental History* 12, no. 4 (2007): 796-819.

Anderson, Peter Grant. "Comparing Nineteenth and Twenty-first Century Ecological Imaginaries at Ottawa's Central Experimental Farm." *Canadian Journal of Urban Research / Revue canadienne de recherche urbaine* 25, no. 1 (2016): 38-48.

21. TUE MAR 28 FIELD TRIP: OTTAWA ENVIRONMENTAL
HISTORY

22. THURS MAR 30 HYDRO-ELECTRIC DEVELOPMENT

- **Reading Response 10 Due** (*respond to each of the readings below*)

Loo, Tina. "Disturbing the Peace: Environmental change and the scale of justice on a northern river." *Environmental History* 12, (2007): 985-919.

Luby, Brittany. "From Milk-Medicine to Public (Re)Education Programs: An Examination of Anishinabek Mothers' Responses to Hydroelectric Flooding in the Treaty #3 District, 1900 - 1975." *Canadian Bulletin of Medical History/Bulletin canadien d'histoire de la médecine* 32, no. 2 (2015): 363-389.

23. TUE APR 4 TBD

24. THURS APR 6 CONCLUSION

- **Take-Home Exam Due**

PARTICIPATION

Participating means regularly attending class and arriving on time. On days when we will be discussing readings, you are expected to have carefully read the assigned texts and to be prepared to discuss them. During periods set aside for discussion, you are expected to engage with your classmates and professor in discussing the readings. Attempting to participate in the discussion without having done the readings will not result in elevated participation grades and may have the opposite effect. If you are anxious about speaking up or if you have another reason for not engaging, please let me know as soon as possible so that we can find solutions. Those students who are comfortable speaking and debating also have a responsibility to allow space for less assertive students to be heard.

Participation will be evaluated according to the following criteria:

A – Student makes frequent verbal contributions that reveal critical understanding of, and engagement with, assigned texts; builds on the insights of others and draws connections between issues and texts. Student attends class regularly and arrives on time.

B – Student makes regular verbal contributions and sometimes draws important connections between issues and texts; often demonstrates an adequate understanding of readings and sometimes offers insights that have a positive impact on the discussion. Student attends most classes and rarely causes disruptions by arriving late/leaving early.

C – Student sometimes makes verbal contributions that show familiarity with readings, but those that are offered do not often have a positive effect on the class discussion. Comments may be of a general or repetitive nature. Student may attend class irregularly and may cause disruptions by arriving late/leaving early.

D or F – Student rarely contributes to discussion and/or appears not to have completed the readings. Student may rarely or sporadically attend class and may disrespect others by frequently arriving late/leaving early.

*If there are special circumstances in your life that I should be aware of when evaluating your participation, please alert me to these as soon as possible.

READING RESPONSE ASSIGNMENTS

Students are expected to read all assigned texts (usually two or three) and to respond to each with a written reading response. At the beginning of most Thursday classes, you are expected to submit your printed reading responses. Reading Responses should be structured according to the following example:

Heidi Mugibi – Student Number 99999999
September 21, 2016
Reading Response Assignment #1

Jones Chapter 1

- *Argument:* A summary of author's argument or purpose in your own words (50-100 words)
- *Response:* Your thoughtful response can mention something that struck you, something you disagreed with, or a point that raised further questions in your mind. You may also discuss it in context of other readings or happenings (200-300 words).

Hussein Chapter 9

- *Argument:* A summary of author's argument or purpose in your own words (50-100 words)
- *Response:* Your thoughtful response can mention something that struck you, something you disagreed with, or a point that raised further questions in your mind. You may also discuss it in context of other readings or happenings (200-300 words).

Bonnell CHA Article 2014

- *Argument:* A summary of author's argument or purpose in your own words (50-100 words)
- *Response:* Your thoughtful response can mention something that struck you, something you disagreed with, or a point that raised further questions in your mind. You may also discuss it in context of other readings or happenings (200-300 words).

Each entry should be written in full sentences, single spaced, and should include clear headings according to the above specifications. Please ensure that everything you submit includes your name and the date submitted. Students are required to bring their reading response to class for the day

the readings are assigned, and must submit them before class begins. No late reading responses will be accepted (for exceptions, see "Late Assignments" section)

Grades will be assigned as follows:

- *Complete* (10) understood the text and engaged with the material
- *Somewhat complete* (5) appears to have read or skimmed the text but engagement with text is limited, or have engaged adequately with one reading but not with the other. This grade will should be considered a warning—it will only be given out once and subsequent 'somewhat complete' responses will be given a 0 grade.
- *Incomplete* (0) response is either not submitted or does not show engagement with the readings

PRESENTATION ASSIGNMENT

For this assignment you will research and present on the environmental history of a plant, animal, or micro-organism. This is the equivalent of a research paper but the final product is your presentation.

- *Presentation Length:* Each presentation will be about 5 minutes in length, followed by a short period of question and answer.
- *Presentation Topics:* Students will be provided with a list of species from which to choose.
- *Presentation Structure:* Although you can decide the focus of your research, your overall goal is to explore the historical relationship between the species and human beings. Your presentation should include a summary of the organism's life-cycle, ecology, and/or behaviour, all of which will help to explain this species' role as a historical actor. You should have an argument, and the entire body of your presentation should provide supporting evidence for this argument. Like any good research paper, your presentation should have an introduction that clearly states your argument, and explains what the presentation will do. It should finish with a strong conclusion.
- *Presentation Visuals:* The presentation should include a power point presentation with images and a basic outline of your presentation. Students should send me a copy of the presentation 24 hours before the class of your presentation. There will be a penalty of 2% for every hour it is late.
- *Annotated Bibliography:* On the day of your presentation you will also submit an annotated bibliography of the sources used for your presentation (in any major citation format—but be consistent). There should be at least ten high-quality sources. Most sources should be scholarly, peer-reviewed sources, but you may also include two or three high-quality non-scholarly sources. Wikipedia and other less-reliable sources are useful for beginning your research but may not be included in your bibliography.

For your final exam, you will likely be asked about these presentations. If you are unable to attend your classmates' presentations, it is highly recommended that you get access to others' notes for the day you missed.

The following are a list of questions you might find useful as you plan your research. Do not answer all of these questions in your presentation, but use them to spur your research.

1. What is the appropriate temporal scale for this history? What are the key events and moments? Differentiate between long-term and short-term processes at play.
2. What is the appropriate geographical scale for this history? How do we spatially frame our research? Where are the geographical boundaries for our narrative?
3. Who are the people involved in this history? What kinds of human histories are intertwined with the history of this species?
4. What primary sources can I use for my research and also for my visual presentation? Are there maps, photos, paintings, texts?
5. Are there conservation issues involved in the narrative of this species? Are there controversies related to these?
6. Who has so far written the histories of this organism? Are there historical questions that are of interest to biologists, ecologists, and environmentalists?
7. Are there popular narratives about the history of this species? If so, are we telling the same story? Does our narrative confirm, complicate, or contradict popular narratives?
8. Are there broader ecological consequences to this history? What roles does the creature play in its ecosystems?