



Université d'Ottawa | University of Ottawa

Département d'histoire | Department of History

Faculté des arts / Faculty of Arts

HIS3304 – CANADIAN ENVIRONMENTAL HISTORY WINTER 2020

Professor: Dr. Daniel Rück (alternative spelling: Rueck)

Email: druECK@uottawa.ca

Office Hours: Thursday 13h-15h or by appointment.

Office Location: Desmarais Building 9152

Class Location: Simard (SMD) 226

Class Times: Wed 13h-14h20, Fri 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. An important focus will be Indigenous perspectives on human-nature relations, and the ways in which Indigenous peoples and points of view have been undermined, to the long-term detriment of all. Students will critically engage with recent scholarship using chronological, regional, and topical frameworks; and will conduct various field observations and an environmental history research project of their own.

OBJECTIVES

The course objectives are:

- to develop a strong basic knowledge of Canadian environmental history and of the scholarship in the field
- to reflect carefully and critically about how to decolonize our thinking on environmental history
- to reflect deeply on our own place in Canadian environmental history
- to strengthen intellectual and practical skills that can help us to live in good relationship with other creatures

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 ask me during office hours or after class. Please check the syllabus to see if it contains answers before emailing me with questions. When you email, please tell me which class you are in. I try to answer emails within 24 hours but do not usually respond on weekends.

ASSIGNMENT SUBMISSION

An assignment will be considered late if it is submitted after the class has begun or after the specified due date. In-Class Reflections cannot be submitted late.

LATE ASSIGNMENTS

No extensions will be granted in advance. A penalty of 2% per working day will be deducted from late assignments. This penalty may be waived in the event of unforeseen emergencies such as illness (please note that a heavy work load for other classes or paid employment does not qualify as an unforeseen emergency). 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. The late penalty will be waived, in part or in whole, as seems justified.

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

- 30% In-Class Reflections (three over the course of the semester, details below)
- 40% Museum Observation (two over the course of the semester, details below)
- 30% Research Presentations

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.

RESOURCES FOR INDIGENOUS STUDENTS

Mashkawaziwogamig - Indigenous Resource Centre (IRC)

<https://www.uottawa.ca/indigenous/about-us>

The IRC provides support and tools to meet the personal, professional, and academic needs of all First Nations, Métis, and Inuit students. Whether you are looking for a study space for midterms and exams, need access to a computer for your research paper, or are looking to meet other Indigenous students on campus, be sure to stop by the IRC throughout the academic year.

POLICY ON CHILDREN IN CLASS

(based on a policy by Shiri Pasternak)

1. All exclusively breastfeeding babies are welcome in class as often as necessary
2. For older children, I understand that unforeseen disruptions in childcare could mean that parents are forced to miss class. Although this is not a long-term childcare solution, it is acceptable to bring your child to class occasionally in order to cover gaps in care.
3. I will rely on everyone to be flexible and help create a welcoming, respectful environment for children and parents.
4. If you have your child with you in class, please sit close to the door so as to minimize disruption if you need to step outside.
5. As a parent myself I understand how difficult it may be fulfill course requirements while taking care of children at home. While I maintain the same high expectations for all students, regardless of parenting status, I will be glad to problem-solve with you to help you achieve your goals.

READINGS

All readings are provided online or can be found in digital format. In the absence of required textbooks, students should be prepared to pay museum admissions as part of the course requirements.

COURSE OUTLINE

Wed Jan 8	Introductions	
Fri Jan 10	Lecture and Discussion: What is Environmental History? What is Canada?	
Wed Jan 15	Lecture: Northern North America: The first 150,000 Years	
Fri Jan 17	<p>Discussion: What is Environmental History?</p> <p>Read: Kimmerer, Robin Wall. <i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants</i>. Minneapolis: Milkweed Editions, 2013 (pages 3-59) Mann, Charles C. "1491." <i>The Atlantic</i>. March 2002. http://www.theatlantic.com/magazine/archive/2002/03/1491/302445/</p>	Due: Readings
Wed Jan 22	Lecture: Early Indigenous and Colonial Environments	
Fri Jan 24	<p>Discussion: What is Wilderness?</p> <p>Read: Cronon, William. "The Trouble With Wilderness; or, Getting Back to the Wrong Nature." In <i>Uncommon Ground: Toward reinventing nature</i>, edited by William Cronon, 69-90. New York: W.W. Norton & Co., 1995. MacKinnon, J.B. "Appetite of Abundance: On the Benefits of Being Eaten," <i>Orion</i>, July 2013. https://longreads.com/2013/12/19/appetite-of-abundance-on-the-benefits-of-being-eaten/ Kimmerer, Robin Wall. "Old Growth Children" in <i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants</i>. Minneapolis: Milkweed Editions, 2013</p>	Due: Readings
Wed Jan 29	Lecture: Northern North America in the Modern World	

Fri Jan 31	<p>Discussion: Research Methods</p> <p>Discussion: Ecological Imperialism</p> <p>Read: Crosby, Alfred W. "Animals." In <i>Ecological Imperialism: The biological expansion of Europe, 900-1900</i>, 171-194. Cambridge: Cambridge University Press, 2000 [1986].</p> <p>Piper, Liza, and John Sandlos. "A Broken Frontier: Ecological Imperialism in the Canadian North." <i>Environmental History</i> 12, (2007): 759-795.</p> <p>Macfarlane, Daniel, and Peter Kitay. "Hydraulic Imperialism: Hydroelectric Development and Treaty 9 in the Abitibi Region." <i>American Review of Canadian Studies</i> 46, no. 3 (2016): 380-397.</p>	Due: Readings
Wed Feb 5	Lecture: The Kitchissippi and the Algonquin Nation	Due: Museum Observation 1 (Canadian Museum of Nature)
Fri Feb 7	<p>Discussion: Environmental and Indigenous History of the Kitchissippi</p> <p>Read: Lawrence, Bonita. <i>Fractured Homeland: Federal Recognition and Algonquin Identity in Ontario</i>. Vancouver: UBC Press, 2012 (chapters 1 and 2)</p>	Due: Readings
Wed Feb 12	Guest Lecture: Dr. William Knight – The Environmental History of Sport Fisheries	
Fri Feb 14	<p>Discussion: Fish and Fishing</p> <p>Kinsay, Darin S. "'Seeding the Water as the Earth': The Epicenter and Peripheries of a Western Aquacultural Revolution." <i>Environmental History</i> 11, no. 3 (2006): 527-566.</p> <p>Todd, Zoe. "Fish pluralities, refraction and decolonization in amiskwaciwâskahikan" https://www.youtube.com/watch?v=tO-WvCQ3PJU</p>	Due: Readings
Feb 17- 23	Reading Week – No Class	
Wed Feb 26	Presentations Round 1	Presentations

<p>Fri Feb 28</p>	<p>Discussion: Mining Read: Longley, Hereward. "Indigenous Battles for Environmental Protection and Economic Benefits during the Commercialization of the Alberta Oil Sands, 1967–1986." In <i>Mining and Communities in Northern Canada: History, Politics, and Memory</i>, 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 <i>Mining and Communities in Northern Canada: History, Politics, and Memory</i>, edited by Arn Keeling and John Sandlos, 35-58. Calgary: University of Calgary Press, 2015. (free pdf here: http://press.ucalgary.ca/books/9781552388044)</p>	<p>Due: Readings</p>
<p>Wed Mar 4</p>	<p>Presentations Round 2</p>	<p>Presentations</p>
<p>Fri Mar 6</p>	<p>Discussion: Agriculture Read: 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/ Rotz, Sarah. "‘They took our beads, it was a fair trade, get over it’: Settler colonial logics, racial hierarchies and material dominance in Canadian agriculture." <i>Geoforum</i> 82, (2017): 158-169. Mt. Pleasant, Jane. "The Paradox of Plows and Productivity: An Agronomic Comparison of Cereal Grain Production under Iroquois Hoe Culture and European Plow Culture in the Seventeenth and Eighteenth Centuries." <i>Agricultural History</i> 85, no. 4 (2011): 460-492.</p>	<p>Due: Readings</p>
<p>Wed Mar 11</p>	<p>Guest Speaker: Dr. Emily Choy – Climate Change in the Arctic</p>	

<p>Fri Mar 13</p>	<p>Discussion: Climate History</p> <p>Read:</p> <p>White, Sam. "Climate Change in Global Environmental History." In <i>A Companion to Global Environmental History</i>, edited by J. R. McNeill and Erin Stewart Mauldin, 394-410: Wiley-Blackwell, 2012.</p> <p>Pyne, Stephen, "The Australian fires are a harbinger of things to come. Don't ignore their warning," <i>The Guardian</i>, 7 January, 2020. https://www.theguardian.com/commentisfree/2020/jan/07/australia-fires-warning?CMP=Share_AndroidApp_News_Feed&fbclid=IwAR2d0MLN_nqlGkZ7M9ZBp_fUTeeaKfIbIuK1BbBG8Y5zQRAkkKK15qwNjyQ</p> <p>Friedmann, Jessica, "Mourning a Disappearing World As Australia Burns." <i>The Globe and Mail</i>, 3 January 2019. https://www.theglobeandmail.com/opinion/article-mourning-a-disappearing-world-as-australia-burns/?fbclid=IwAR0o77igQvTMdgzBwAoRKcOfR7aLRNak4rf2HmmlTCtQejcGaDzJT9DGzaA</p>	<p>Due: Readings</p>
<p>Wed Mar 18</p>	<p>Presentations Round 3</p>	<p>Presentations</p>
<p>Fri Mar 20</p>	<p>Discussion: The Anthropocene</p> <p>Read:</p> <p>Lewis, Simon L., and Mark A. Maslin. "Defining the Anthropocene." <i>Nature</i> 519, (2015): 171-180.</p> <p>Steffen, Will, Jacques Grinevald, Paul Crutzen, and John McNeill. "The Anthropocene: Conceptual and historical perspectives." <i>Philosophical Transactions of the Royal Society A</i> 369, (2011): 842-867.</p> <p>"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</p>	<p>Due: Readings</p>
<p>Wed Mar 25</p>	<p>Field Trip: National Gallery of Canada</p>	

<p>Fri Mar 27</p>	<p>Discussion: Hydro-Electric Development Loo, Tina. "Disturbing the Peace: Environmental change and the scale of justice on a northern river." <i>Environmental History</i> 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." <i>Canadian Bulletin of Medical History/Bulletin canadien d'histoire de la médecine</i> 32, no. 2 (2015): 363-389.</p>	<p>Due: Readings</p>
<p>Wed Apr 1</p>	<p>TBD</p>	
<p>Fri Apr 3</p>	<p>Conclusions</p>	<p>Due: Museum Observation 2 (Canada Science and Technology Museum)</p>

IN-CLASS REFLECTIONS

Students are required to carefully read the assigned texts (or listen to podcasts, view videos) for all Fridays indicated on the Course Outline, and be prepared to write about them and discuss them in class. I expect students to read the assigned texts carefully, think about them critically, and be prepared to discuss them and write about them. In-Class Reflections may also involve critically reflecting on field trips, lectures, or in-class films. Please bring pen and paper to class for this purpose.

In classes dedicated to discussion, I will organize various activities that will require you to write and/or discuss the readings with your classmates. 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.

On three occasions over the course of the semester I will collect and grade your written In-Class Reflections. Each one of these is worth 10% of your course grade. The primary grading criteria for these reflections is whether or not you have read and engaged with the assigned texts.

MUSEUM OBSERVATIONS

There are two Museum Observations due over the course of the semester (see course outline for due dates). The first requires you to visit the Canadian Museum of Nature and the second the Canadian Museum of Science and Technology. In each case you must visit the museum outside of class time, choose an exhibit to write about, and then follow the below instructions when writing your observation. Entrance fees to the museum are your responsibility—you can often avoid entrance fees by visiting on a designated evening that is free of charge.

Choose an exhibit that is relevant to topics we have been discussing around Canadian Environmental History. Take photos of the exhibit that you can include in your assignment.

Writing and Citations: Do not use long quotations unless they are extremely important for your analysis. When you cite a text from class, use Chicago style footnotes and bibliography. You may refer to texts you have encountered outside of this class, but these do not count toward your minimum.

Museum Observations should be submitted as PDF files on brightspace.

Each Museum Observation should be structured like the following example. Please follow the form (margins, font, sections, word limits) and content (what each section is for). See within the text for further instructions and guidelines:

Brenda Zahedi – Student Number 99999999

Date Submitted: September 21, 2020

Museum Observation – HIS3304

Museum Visited: Museum of Very Cute Puppies

Date and Time Visited: September 4, 2020, 4pm

Exhibit I am responding to: “Why Puppies are so Cute” by Wilhelmina Gob [if info is available, give the names of curators and others who put the exhibit together]

Exhibit Summary: A description of the exhibit, including the topics covered, arguments made, interactive material, and artifacts. (150-200 words). This is not the place to discuss how you felt about it.

How you felt about it: Did you like it? Did it remind you of something? Did you talk to someone about it? Etc. This is the place to discuss your feelings and experiences. (20-100 words)

Academic Response: Critically engage with the exhibit. Ask yourself questions like: What is the point of this exhibit? Does it achieve its goals? How does it relate to course materials and topics discussed in class? What impression does it give you about the human relations with the natural world? Does it tell a historical story about these relationships? Your writing style should be formal (no contractions, slang, etc) but you may use the first person. You should make a

connection to at least two required readings/podcasts/videos (not in-class activities, lectures, guest speakers) in your analysis. Please do not ask if you can go over the word limit. The answer is no. (300-400 words)

Bibliography

[Chicago Style – you do not need to include a citation for the exhibition itself]

Photos: Include one to five photos of the exhibit you are writing about (at the end). You should copy and paste the photos directly into your document. Please do not submit photos separately.

Grading Criteria: An excellent Museum Observation will be as follows:

- A person who has not seen the exhibit can get a good idea of what it is like.
- It makes appropriate and interesting connections with class materials, and applies relevant concepts.
- Text is well-written and edited.
- The assignment follows instructions, and the exhibit itself is appropriate for the assignment.
- Photos are clear, well-considered, and meaningful in relation to the text.

PRESENTATION ASSIGNMENT

For this assignment you will research and present on the environmental history of a plant, animal, or micro-organism. This assignment has similar expectations to a research paper but the final product is your presentation, along with an annotated bibliography.

- *Presentation Length:* Each presentation will be about 5 minutes in length, followed by a short period of question and answer.
- *Presentation Topics:* Students will choose a species well in advance of their presentation. Students will be given chances in class to discuss their choice with me and their classmates. An automatic 10% will be deducted from any presentation for which the topic was not made known to me before. I also reserve the right to refuse any topic I think is inappropriate for any reason—in most cases this is because there is too much or too little published material to work with.
- *Presentation Structure:* Although you can decide the focus of your research (you can't say everything there is to say about your topic), 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, but this should only be a small part of your presentation. You should have a strong 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 by email 24 hours before the class of your presentation. There will be a penalty of 2% for every hour it is late.
- *Annotated Bibliography:* Also 24 hours before your presentation (attached to the same email) you will submit an annotated bibliography of the sources used for your presentation (in Chicago Style). There should be reference to at least two in-class texts as well as at least ten other 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 should not be included in your bibliography. Each entry should include an annotation of about two or three sentences describing the source, what it does for your argument, and how you have used it.

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?