

History 330 (A0)

From the Ice Age to Kyoto
An Environmental History of Canada

Subject to change

7 June to 29 June 2018
CRN 31224

Instructor: Dr. Jenny Clayton
Classroom CLE A206
Schedule: 10:30-12:20 pm, MTWTF
Office: CLE B304
Office Hours: 12:30-1:20 Tuesdays and Thursdays by appointment
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Course Description:

In this course, we will discuss how humans in northern North America have interacted with and thought about natural environments over time. First, we will look at how the Americas were populated during and after the last ice age, and how Indigenous communities managed natural resources. With the Columbian Exchange after 1500, the influx of new microbes led to epidemics and severe depopulation, while new livestock and crops from Eurasia transformed landscapes. Following contact, North American resources such as fish, furs, timber and minerals were integrated into the world market, with implications for the places where these resources were harvested. Environments in nineteenth and twentieth century Canada were shaped by the industrial revolution, urbanization, conservation, and energy megaprojects. The course will conclude with recent issues such as a survey of Canadian environmental movements, the use of new sources of energy, and Canada's role in international climate change negotiations.

reserve at the library or online. Please download the readings in advance to avoid technical difficulties. For details, see the outline below.

Assignments and Evaluation

20% Attendance and Participation
15% Reading Response – Due Monday June 11
30% Research Essay – Due Monday June 25
35% Final Exam – In class on Friday June 29

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Assignment 2: Research Essay (30%)
Length: 1900-2100 words (7-8 pages in Times New Roman 12 pt double spaced)
Due: Monday June 25 in class

Late assignments: The penalty for late assignments is 5% per day without written evidence of illness or a family emergency.

Qualities of a Good Essay:

- Critical analysis. Original and independent thought. What do you think about the material you have found? Why did you make the argument that you did? Which sources are more convincing and why? How are your sources biased? A well balanced essay should include information from different perspectives. Support your thesis by explaining why you are more convinced by one source or argument than by another.
- Clear argument and organization. State your thesis in the introduction and develop it in a well-organized paper. The thesis statement is an answer to the essay question. Based on the research you have done, take a point of view and defend it. The information you present should be logically organized and support your thesis statement. Beginning each paragraph with a topic sentence that is connected to the argument helps to guide the reader.
- Strong evidence. Is the paper based on adequate evidence from relevant sources? Is the evidence sufficient to convincingly support the thesis? Is the evidence critically examined? How well does your paper integrate and engage with the sources?
- Footnotes and bibliography. All evidence that is not common knowledge should be referenced using correct footnote style. Use footnotes when you are quoting another person and even when you are paraphrasing another person's ideas or findings in your own words. The History Department Style Guide explains what format you should use for footnotes and bibliography.
- Good writing style. The essay

Friday June 8:
Lecture: Indigenous Resource Management
Workshop: Researching the Essay

Week 2

Monday June 11:
****First Assignment Due****
Discussion #1: Doing Environmental History

Wednesday June 20:
Lecture: Cities and Urban Reform
Lecture: National Parks

Thursday June 21:
Discussion #3 Urban Reform

- Sean Kheraj, "Urban Environments and the Animal Nuisance: Domestic Livestock Regulation in Nineteenth Century Canadian Cities," *Urban History Review* (Fall 2015/Spring 2016) vol. 44 issue 2, 37-55.
- Colleen MacNaughton, "Promoting Clean Water in Nineteenth Century Public Policy: Professors, Preachers, and Polliwogs in Kingston, Ontario." *Social History/Histoire Sociale* vol. 32 no. 63 (May 1999), 461.

Friday June 22:

Lecture: Conservation (1867-1914)

Reading for discussion:

- Bill Parenteau, "A 'Very Determined Opposition to the Law': Conservation, Angling Leases, and Social Conflict in the Canadian Arctic Salmon Fishery, 1867-1914," *Environmental History* vol. 9 issue 3 (July 2004), 436-63.

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Week 4

Monday June 25: **Research Essay Due**

Lecture: Automobiles

Lecture: Hydroelectricity

Tuesday June 26:

Discussion #4 Hydroelectricity

- Tina Loo, "People in the Way: Modernity, Environment, and Society on the Arrow Lakes," *BC Studies* no. 142/143 (Summer/Autumn 2004), 169-96.

Essay Topics

- The role of water in Canadian cities.
- The impact of and responses to an epidemic disease on an Indigenous population in the territory that became Canada. Depending on the availability of sources, you may have to compare various regions at a particular time.