

**HIST 3383: Canadian Environmental History**

**Term: Winter 2012**

**Class Hours: Tuesday/Thursday: 1:30-3:00**

**Location: BAC 141**

**Instructor: Thomas Peace**

**Office Hours: Monday/Wednesday: 4:30-6:00 and Tuesdays/Thursdays 3:00-4:30**

**Office Location: BAC 409**

**e-mail: tpeace@acadiau.ca (always use HIST 3383 in the subject line)**

**Phone: 585-1782**

**Contact Info:** I encourage students to visit me during office hours, and will make appointments with those who have scheduling conflicts.

**Course Description:** A study of the environmental history of Canada. Themes to be covered range from the way in which the Canadian environment shaped the history of human settlement in the country's various regions through to the effects of industrialisation on the Canadian environment.

**Course Goal:** At the end of this class students will have a well-developed understanding of the central themes in Canadian Environmental History as well as the tools through which it is practiced.

**Learning Outcomes:** At the end of this course students will be able to...

- identify and explain how together humans and the environment have shaped Canadian history
- discuss and critique the historiographical evolution of Canadian environmental history over the twentieth century
- conduct team-based historical research
- draw conclusions about the past by employing primary documents, oral testimony and secondary sources

*If you are a student with a documented disability who anticipates needing accommodations in this course, please inform me after you meet Jill Davies (902-585-1127) or Kathy O'Rourke (902-585-1823) in Disability Access Services, Student Resource Centre, lower floor of the Old SUB (Old Student Union Building).*

**Required Books**

- **David Duke, ed., *Canadian Environmental History*, (Toronto: Canadian Scholars Press, 2006)**
- **Joy Parr, *Sensing Changes: Technologies, Environments and the Everyday*, (Vancouver: UBC Press, 2010)**

**Course Structure:**

**i. Creating a safe and equitable classroom**

This class has been designed to spread the workload over the term and provide a variety of options for students to contribute and participate. Challenges, however, can arise. Below are two structures that will hopefully help us address any problems quickly and efficiently:

- a. **Extenuating Circumstances:** As a course based on seminar discussion, regular attendance, completion of the assigned readings and submission of assignments is critically important for obtaining a good grade. If there is any reason that you think you will not be able to meet the requirements of the course please visit me during my office hours to discuss possible strategies that will help you succeed. Any requests for extended deadlines, or consideration for absences of over two weeks, should be accompanied by written documentation (i.e. a doctor's note, a letter from University Counselling & Disability Services, etc...).
- ii. **Technology:** Please bring a laptop computer as well as a pen and paper to every class. Although we may not use the computer during every course, it will be helpful from time to time. This course will use ACORN on a regular basis. There you will find links to useful resources for the course as well as the additional readings. You will be introduced to this web-based resource on the first day of class. **Finally, please turn off your cell phones during class time. Under no circumstances should you accept phone calls OR texts during a lecture.**
- iii. **Assignments and grading:** There are three assignments for the course:

- 1) Book presentations: Each week one or two students will give a twenty minute presentation on a key text in the environmental history of Canada. Once the presentation is complete, the student will then lead us into our class discussion about the assigned readings. Presentations should address the following:
- What is the author's central argument?
  - What type of evidence do they draw upon?
  - What are the book's strengths and weaknesses?
  - What does the book have to teach us about Canadian Environmental history?

\*\*\*If the book you are assigned is not available in the library, it is expected that you will either put it on hold OR order it well in advance via interlibrary loan OR purchase it\*\*\*

Marking Breakdown: 15% presentation; 5% leading discussion

- 2) Blog Contribution: Students will write a short 500-word blog post about one of the assigned readings. These posts should address the same topics listed above for the book presentations. At the end of your post, please include three hyperlinks that will direct interested readers to quality internet resources about your topic. Please make sure that your post uses the tag: Canadian Environmental History.
- 3) Service Learning Project: A History of Tidal Energy
- Students will work on individual assignments related to the history of Tidal Energy in the Bay of Fundy. Topics will be determined by the end of January in consultation with the professor and your fellow classmates. The results of your research will be presented in report form and online through the Canadian History Workshop. Reports that meet the appropriate stylistic and research standards will be considered for a book being prepared for the 100th anniversary of Acadia's

involvement in tidal energy. All papers will be used as a research foundation for the creation of this book.

- Students will be assigned to work on four sections of the project during the first two weeks of class. In consultation with the professor and their group colleagues, students will narrow a more specific research topic in one of the following areas:
  - i. Pre-industrial Tidal Energy
  - ii. Tidal Energy in the Bay of Fundy
  - iii. Acadia's Involvement in Tidal Energy
  - iv. A History of the Annapolis Tidal Generating Station
- Students are required to meet with the research librarian for history to discuss their research projects.
- Ethics guidelines: With the exception of students working in the first research area, all others will be required to familiarize themselves with the university's policies for conducting oral interviews. **YOU MUST HAVE ALL INTERVIEWEES SIGN A COPY OF THE FORM ATTACHED TO THIS SYLLABUS.** Three copies of this form should be made. One should be given to the interviewee, one should be kept by the interviewer, one should be kept by the professor. You can sign-out digital voice recorders from the department's office.
- There are three components to this assignment:
  - i. Presentation of Project
    1. **Goal:** Students will strengthen their project by gathering constructive criticism from their colleagues and the professor.
    2. **Expectations:** By the time of their presentation, students will have completed most of their primary and secondary research. Presentations should address the paper's argument and conclusions, sources used, and the challenges faced during research. Each presenter will have 15 minutes followed by 5 minutes of questions.
  - ii. Webpage
    1. **Goal:** To engage the public with your research and conclusions.
    2. **Expectations:** Each webpage will provide the reader with a basic understanding of your subject, major findings of your research, and opportunities to learn more about this subject.
  - iii. Project Report
    1. **Goal:** To provide the Tidal Energy Institute with a detailed historical study of tidal energy.
    2. **Expectations:** Reports will 3,000 words without a transcribed oral interview or 2,000 words with a transcribed oral interview. They should include a short 250-word abstract at their beginning and be written in essay style following the guidelines set out in the Chicago Manual of Style. The amount of primary and secondary research required will depend on your topic and the availability of primary source material.
- Grades will be allocated in the following fashion (additional guidelines will be discussed in class):
  - i. 20 minute - Presentation of project - 10%

- ii. Project Report - 20%
- iii. Webpage - 10%

**iv. Key Due Dates:**

- Book Presentations: On the date the book should be read for class
- Blog Contribution: Should be posted on the Monday morning before we discuss the reading in class.
- Service Learning Project:
  - Presentations: Feb 28 – Mar 14
  - Webpage: Mar 26
  - Report Due: April 4

**v. Overall Grade Breakdown:**

- Attendance: **5%**
- Participation: **25%**
- Book Presentation: **20%**
- Blog Post: **10%**
- Service Learning Project: **40%**

**vi. \*\*\*Late Assignments:** Assignments must be submitted by the end of class on the day that they are due. Each assignment deadline in this course has been set to spread course work over the entire semester. Handing assignments in late will make it more difficult to meet upcoming deadlines. It is for this reason that all late assignments will receive a 10% reduction up until the last day of class (April 4th). After that time, assignments will not be accepted.

**vii. Format for Assignments:** All assignments should be submitted electronically via e-mail. Please ensure that you have a copy of your e-mail submission in your own 'sent mail folder.' **If I do not receive the e-mail and you cannot immediately send it to me, I will assume that it was not originally sent.** Use the course code, your student number and the due date separated by dashes as the file name (i.e. HIST3383 - 1234567 - Jan 15 2013.doc). Papers should include a title page with your name, student number, title, course information and due date. The paper's content should be formatted to have 1 inch margins on all four sides and the text should be double spaced using 12 pt Times New Roman font. Please consult the Chicago Manual of Style for information about how to properly cite the primary and secondary sources used in your assignments. A quick reference guide to the Chicago Manual of Style is available on the Writing Centre's website.

**Acadia's Academic Integrity Policy - KNOW IT!**

[https://central.acadiau.ca/registrar/faculty\\_information/academic\\_integrity/](https://central.acadiau.ca/registrar/faculty_information/academic_integrity/)

## Course Schedule:

### WEEK 1:

**January 8:** Course Introduction

**January 10:** Changes in the land, a walk through Wolfville

### WEEK 2:

- **Book:** Graeme Wynn, *Canada and Arctic North America: An Environmental History*

**January 15:** What is Environmental History?

- Duke, chapters 1 and 2
- Additional Resource: Nature's Past: Episode 29: The Contributions of Environmental History

**January 17:** Tidal Energy - A History

- Joy Parr, chapter 1

### WEEK 3:

- **Book:** Shepard Krech, *The Ecological Indian: Myth and History*

**January 22:** Native North America

- Darren Ranco "The Indian Ecologist and the Politics of Representation: Critiquing the Ecological Indian in the Age of Ecocide," *Perspectives on the Ecological Indian: Native Americans and the Environment*, Michael Harkin and David Rich Lewis, eds. (Lincoln: University of Nebraska Press, 2007), 32-51. (available on ACORN)
- Duke, chapter 5

**January 24:** Using the Archives and Library

### WEEK 4:

- **Book:** Alfred Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492.*

**January 29:** Mobility of People, Plants, Animals and Germs

- Duke, chapters 7 and 8

**January 31:** Doing Oral History

- Joy Parr, chapter 2

### WEEK 5:

- **Book:** Harold Innis, *The Fur Trade in Canada*
- **Book:** Harold Innis, *The Cod Fisheries*

**February 5:** Fish and Fur

- Duke, Chapter 10

**February 7:** The Annapolis Tidal Generating Station

- Joy Parr, chapter 3 and 4

**WEEK 6:**

- **Book: Nelles, Armstrong, Eveden, *The River Returns*.**

**February 12:** Water and Energy

- Duke, Chapter 13

**February 14:** Project Check-in

- Joy Parr, chapters 5 and 6

**WEEK 7:**

- **Book: David Wood, *Making Ontario*.**

**February 26:** Agriculture

- Shannon Studen Bower, "Watersheds: Conceptualizing Manitoba's Drained Landscape, 1895–1950," *Environmental History*, vol. 12, no. 4 (2007), 796-819.
- Duke, chapter 11

**February 28:** Presentation of projects

**WEEK 8:**

- **Book: Michele Dagenais and Stephane Castonguay, *Metropolitan Natures: Environmental Histories of Montreal*.**

**March 5:** Industry and Urbanization

- Duke, chapter 14
- Required Listening: Nature's Past: Episode 19: Metropolitanism and Environmental History

**March 7:** Presentation of projects

**WEEK 9:**

- **Book: Richard Harris, *Creeping Conformity***

**March 12:** Suburbanization

- Cheryl Teelucksingh, "Environmental Racialization: Linking Racialization to the Environment in Canada," *Local Environment: The International Journal of Justice and Sustainability*, Volume 12, Issue 6, December 2007, pages 645-661. (available on ACORN)

**March 14:** Presentation of projects

**WEEK 10:**

- **Book: Claire Campbell, *Shaped by the Westwind: Nature and History in Georgian Bay***
- **Book: Claire Campbell, ed., *A Century of Parks Canada, 1911-2011*, (Calgary: University of Calgary Press, 2011).**

**March 19:** Parks, Heritage and Tourism

- Duke, chapter 17
- Required Listening: Nature's Past: Episode 28: Winnipeg Beach

**March 21:**

- Presentation of Projects

**WEEK 11:**

- **Book:** John Henry Harter, *New Social Movements, Class, and the Environment: A Case Study of Greenpeace Canada*.

**March 26:** The Environmental Movement (**Webpage due**)

- Frank Zelko, "Making Greenpeace: The Development of Direct Action Environmentalism in British Columbia" *BC Studies* 142/143 2004: 197-239.
- Duke, chapter 15

**March 28:** Sensing Changes Wrap-up

- Joy Parr, chapters 7 and 8

**WEEK 12:****April 2:** The state of Canadian Environmental History

- This week the annual meeting of the American Society for Environmental History is being held in Toronto. Our in-class discussion will focus on the conference's program and the following questions:
  - How well is Canadian Environmental History reflected in the program? What criteria did you use to answer this question?
  - How does Canadian Environmental History compare with its US counterpart?
  - How well do the papers being given on Canadian topics reflect our discussions over the past three months?
  - What areas of Canadian Environmental History have we not discussed?
- We will also read the following statements about the state of environmental history, which will form the foundation for our in-class discussion: <http://niche-canada.org/files/eh+2010/ehplusstatments.pdf> [Available on ACORN]

**April 4:** No Class - Papers due