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ARTS3242

Environmental History

Semester One // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Nicolas Rasmussen	N.Rasmussen@unsw.edu.au	2:30-4:00 Mondays in teaching weeks (and by appointment)	Morven Brown 314	9385-2361 (no messages)

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 4:45pm

Phone: +61 2 9385 1681

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Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Course Details

Credit Points 6

Summary of the Course

Subject Area: *Environmental Humanities*

This course can also be studied in the following specialisations: *History*

In this course you will gain a global perspective on our modern environmental condition and its development, since the beginnings of civilisation. You will learn about environmental crises affecting societies in the past and how these led to collapse or to adaptation, learning lessons that may be applied to present problems, as well as the origins and flaws of the ideas through which we understand the environment itself. Specific topics include: the co-evolution of human species and the domesticated plants and animals on whom we depend; religion, economics, and the treatment of the Earth in medieval and early modern Europe; the impacts of population growth and the industrial revolution; imperialism and its ecological and social effects; evolving ideas of nature's limitations and how to cope with them; ecological science's changing image of nature; and the emergence of contemporary environmentalism.

At the conclusion of this course the student will be able to

1. identify, analyse, and apply a range of specific examples of past environmental change in relation to human society, useful for comparison to today's environmental challenges.
2. identify key examples of scholarship and core concepts in the field of environmental history, and relate these examples and concepts to those of other disciplines and areas of history.
3. analyse the strengths and weaknesses of key environmental history examples and core concepts, their implications and their suitable applications in understanding environmental challenges today
4. employ core concepts of environmental history in independently constructing own evidence-based reconstructions and explanations of past human-environment interactions and their consequences

Teaching Strategies

Lecture topics in this course are organised both chronologically and thematically. Each week features a key moment in historical human-environment interactions together with key concepts and scholarship interpreting it. The tutorial discussion that week deals with the key concept(s) and occurs in small groups assigned questions requiring application and critique of the concept(s). Marking the oral responses of the groups P/F helps motivate discussion. This is a collaborative assessment ensuring that all students can at least identify the core concept(s) of the week and what it is supposed to do. If a buzz group applies the week's core learning to their question and offers a coherent answer, individual students in the group may not share the P mark if they are observed not to participate at all in their discussion.

Together these discussion questions all relate to a weekly concise essay question and help students prepare to write it up. Each student must write two such concise essays in the course of the term and have the option of a third (the best two counting). The concise essays require students to explain, apply, and critique the core concept(s) featured that week.

There is also a research essay requiring students to engage in an extended exploration of some moment

in the history of human-environment interactions and employing concepts and examples acquired in the course to interpreting it. The topic is chosen from a menu or, with approval and constructive assistance at the planning stage, designed by the student.

Finally there is an in class test covering the range of concepts and periods discussed in the course, with questions requiring comparison across weekly themes. This is to ensure that students cannot achieve a high mark without learning the contents of more than just two weeks content.

Assessment

The tute discussions will focus on questions closely related to the short essay topic for the week, and are intended to prepare you to write on the topic. For you to benefit, you should be sure to read the key reading for that week carefully in advance, marked with an asterisk (*) in the Schedule section of this Outline.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Two concise essays.	30%	each essay is due one week after topic is posted	2,3
Research essay	45%	31/05/2018 04:00 PM	1,3,4
In class final test	15%	28/05/2018 05:00 PM	1,2,3
Buzz group 'quiz' participation	10%	Not Applicable	1,2

Assessment Details

Assessment 1: Two concise essays.

Start date: one essay topic is issued each Monday in teaching weeks

Length: 700 words (1000 max)

Details: Brief essay requiring analysis and application of key concept from the lecture and readings for the week, one topic set per week. Students must complete any two such essays in the term, provided that one is done in the first 5 weeks (to allow timely feedback). Each is worth 15%, and is about 700 words. If students submit a third weekly essay, best two will count. Feedback via return of numerical mark and comments.

Additional details:

A guide to the Concise Essays will be posted on the course Moodle site.

Submission notes: Purely bibliographic notes do not count toward the word limit and should be separated from any discursive notes

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 2: Research essay

Start date: Not Applicable

Length: 2500 (3000 max)

Details: About 2700 words. Numerical mark and written comments transmitted by email. This is the final assessment for attendance purposes.

Additional details:

A Research Essay Guide will be posted on Moodle, with essay topics. If you wish to write on a topic of your own, you should send a brief email to the Convenor describing the question you would address and the sources you would use by Monday of Week 6. Without explicit written approval from the Convenor, you MUST write on one of the set topics.

I (the Convenor, NR) am happy to give brief advice in response to provisional essay outlines of not more than two pages, if emailed me before the end of week 9. I will not read drafts essays.

Submission notes: Purely bibliographic notes do not count toward the word limit and should be separated from any discursive notes

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 3: In class final test

Start date: 28/05/2018 04:00 PM

Length: 600-1000 words approximately

Details: Students choose two from menu of questions, all of which require integration of subject matter across weeks, and answer each with 1-2 paragraphs. No word minimum but tests typically are 600-800 words. Numerical marks and brief comments available by email on request.

Turnitin setting: This is not a Turnitin assignment

Assessment 4: Buzz group 'quiz' participation

Start date: Not Applicable

Length: N/A

Details: Students are divided into groups during tutorials and each group is given a question related to the week's lecture, readings, and optional essay topic. After an interval groups present their answer to the whole class orally for discussion. Answers are marked Pass/Fail for application of weekly core idea(s). If a Pass mark is awarded all students in the group get a mark of 1 (1% of course grade), unless complete non-participation in small group discussion is observed. Students are notified by email if they did receive a Fail mark in a given week on this basis and are reminded to participate with the group. Maximum of 10% over course of the term.

Submission notes: You must be present in the tutorial and participating to receive a mark

Turnitin setting: This is not a Turnitin assignment

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Lecture	<p>Topic: Course processes and housekeeping; visitor's guide to the Cenozoic; what is Environmental History?</p> <p>Readings:</p> <p>Radkau <i>Nature and Power</i> (Cambridge, 2008), pp 36-45</p> <p>Online:</p> <p>McNeill, J R., "Observations on the Nature and Culture of Environmental History", <i>History and Theory</i> 42: 5-43 (2003)</p> <p>Penna, A, <i>The Human Footprint: A Global Environmental History</i> (Blackwell, 2010), Chap. 2, pp. 34-56</p> <p>Pyne, S, <i>World Fire</i> (Henry Holt, 1995), pp. 29-44.</p>
Week 2: 5 March - 11 March	Lecture	<p>Topic: Co-evolution and the origins of agriculture; civilisation and its discontents</p> <p>Readings:</p> <p>Radkau book: pp 45-71, 77-85</p> <p>Online:</p> <p>*Fowler, C, and P Mooney, <i>Shattering: Food, Politics and the Loss of Genetic Diversity</i> (University of Arizona, 1990), pp. 5-29, 34-35</p> <p>Diamond, J, <i>Guns, Germs, and Steel</i> (Norton, 1997), Ch. 4, pp. 85-92</p>
	Tutorial	Discussion of weekly readings and lecture topic

<p>Week 3: 12 March - 18 March</p>	<p>Lecture</p>	<p>Topic: Water and power in the ancient world; ecology and the fate of first civilisations</p> <p>Readings:</p> <p>Radkau book: pp 86-117</p> <p>Online:</p> <p>*Wittfogel, K, "The Hydraulic Civilizations", in William Thomas ed., <i>Man's Role in Changing the Face of Earth</i> (University of Chicago Press, 1956), pp. 153-164</p> <p>Hughes, J D, "Sustainable Agriculture in Ancient Egypt", <i>Journal of Agricultural History</i> 66 (2): 12-22 (1992)</p> <p>Hillel, D, <i>Out of the Earth: Civilization and the Soil</i> (University of California, 1991), Chap. 11, pp. 78-94</p>
	<p>Tutorial</p>	<p>Discussion of weekly readings and lecture topic</p>
<p>Week 4: 19 March - 25 March</p>	<p>Lecture</p>	<p>Topic: Ecology, the fall of Rome, and the sustainability of Medieval Europe</p> <p>Readings:</p> <p>Radkau book: pp 127-151</p> <p>Online:</p> <p>*Pretty, J, "Agriculture in the Middle Ages: The English Manor", <i>Agricultural History Review</i> 38: 1-19 (1990)</p> <p>White, L Jr., <i>Medieval Religion and Technology</i> (University of California Press, 1978), Chap. 9, pp. 133-147</p>
	<p>Tutorial</p>	<p>Discussion of weekly readings and lecture topic</p>
<p>Week 5: 26 March - 1 April</p>	<p>Lecture</p>	<p>Topic: Early modern Europe and environment; Nature versus the Reformation, Capitalism, and the New Science</p>

		<p>Readings:</p> <p>Radkau book: N/A</p> <p>Online:</p> <p>*Merchant, C, <i>The Death of Nature: Women, Ecology, and the Scientific Revolution</i> (Harper, 1980), Chap. 7, pp. 164-190</p> <p>Thomas, K, <i>Man and the Natural World: Changing Attitudes in England 1500-1800</i> (Allen Lane, 1983), Chap. 1, pp. 17-50</p> <p>Bowler, P, <i>The Norton History of Environmental Sciences</i> (Norton, 1992), first excerpt (pp 156-163)</p>
	Tutorial	Discussion of weekly readings and lecture topic
Break: 2 April - 8 April	Homework	Look at the Research Essay guide and the topics in it, posted online in Moodle by this time. Do some preliminary research to help you choose your topic. If you wish to propose a Research Essay topic of your own, do some preliminary research and write up a short prospectus or proposal to email the Convenor (due Monday Week 6).
Week 6: 9 April - 15 April	Lecture	<p>Topic: Conquistadores and the "Columbian exchange;" biological imperialism and determinism</p> <p>Readings:</p> <p>Radkau book: 152-164</p> <p>Online:</p> <p>*Crosby, A, <i>Germs, Seeds and Animals: Studies in Ecological History</i> (ME Sharpe, 1994), Ch. 3, pp. 45-61</p> <p>Cronon, W, <i>Changes in the Land: Indians, Colonists, and the Ecology of New England</i> (Hill and Wang, 1983), Chap. 7, pp. 127-156</p> <p>Diamond, J, <i>Guns, Germs, and Steel</i> (Norton, 1997), Chap. 10, pp. 176-191</p>

	Tutorial	Discussion of weekly readings and lecture topic
Week 7: 16 April - 22 April	Lecture	<p>Topic: Nature in the Enlightenment and Romanticism; politics and Nature's Economy</p> <p>Readings:</p> <p>Radkau book: 164-169</p> <p>Online:</p> <p>Bowler, P, <i>The Norton History of Environmental Sciences</i> (Norton, 1992), second excerpt (pp 163-169)</p> <p>*Grove, R, "Conserving Eden: The (European) East India Companies and Their Environmental Policies on St. Helena, Mauritius and in Western India" <i>Comparative Studies in Society and History</i> , 35: 318-351 (1993) (skim India stuff)</p> <p>Koerner, L, "Purposes of Linnean Travel", in DP Miller and PH Reill eds., <i>Visions of Empire: Voyages, Botany, and Representations of Nature</i> (Cambridge, 1996), Chap. 7, pp. 117-152</p>
	Tutorial	Discussion of weekly readings and lecture topic
Week 8: 23 April - 29 April	Lecture	<p>Topic: Industrial Revolution and energy transition</p> <p>Readings:</p> <p>Radkau book: 195- 226</p> <p>Online:</p> <p>*Sieferle, RP, "The Energy System", in P Brimblecombe and C Pfister eds., <i>The Silent Countdown: Essays in European Environmental History</i> (Springer, 1990), 9-20</p> <p>Cronon, W, <i>Nature's Metropolis: Chicago and the Great West</i> (Norton, 1992), Chap. 3, pp. 97-147</p>

		Davidson, BR, <i>European farming in Australia</i> (Elsevier, 1981), Chap. 10 (partial), pp. 175-209 (skim)
	Tutorial	Discussion of weekly readings and lecture topic
Week 9: 30 April - 6 May	Lecture	<p>Topic: Capitalism's first environmental crisis; public health; nationalism, conservationism, and preservationism</p> <p>Readings:</p> <p>Radkau book: 226-249</p> <p>Online:</p> <p>*Tarr, JA, "The Search for the Ultimate Sink: Urban Air, Land, and Water Pollution in Historical Perspective," <i>Records of the Columbia Historical Society</i> 51: 1-29 (1984)</p> <p>Hutton, D, and L Connors, <i>A History of the Australian Environmental Movement</i> (Cambridge, 1999), Chap. 2, pp. 61-88</p> <p>Tyrrell, I, "America's National Parks: The Transnational Creation of National Space in the Progressive Era," <i>Journal of American Studies</i> 46 (1): 1-21 (2012)</p>
	Tutorial	Discussion of weekly readings and lecture topic
Week 10: 7 May - 13 May	Lecture	<p>Topic: Second Industrial revolution, second crisis; science and state in the dirty 1930s.</p> <p>Readings:</p> <p>Radkau book: 260-265</p> <p>Online:</p> <p>Worster, D, " Grass to Dust: The Great Plains in the 1930s," <i>Environmental Review</i> 1(3): 2-11 (1976)</p>

		<p>Schivelbusch, W, <i>Three New Deals: Reflections on Roosevelt's America, Mussolini's Italy, and Hitler's Germany, 1933-1939</i> (Henry Holt, 2006), Chap. 5, pp. 138-183</p> <p>*Worster, D, "Hydraulic Society in California: An Ecological Interpretation", <i>Agricultural History</i> 56: 503-515 (1982)</p>
	Tutorial	Discussion of weekly readings and lecture topic
Week 11: 14 May - 20 May	Lecture	<p>Topic: Topic: The Great Acceleration; Cold War, Green Revolution, and the rise of modern environmentalism</p> <p>Readings:</p> <p>Radkau book: 250- 60, 265-94</p> <p>Online:</p> <p>*Lutts, R, "Chemical Fallout: Rachel Carson's <i>Silent Spring</i>, Radioactive Fallout, and the Environmental Movement", <i>Environmental Review</i> 9: 211-225 (1985)</p> <p>Cullaheer, N, <i>The Hungry World: America's Cold War Battle Against Poverty in Asia</i> (Harvard, 2010), Chap. 6, 159-179</p> <p>Hughes, JD, <i>An Environmental History of the World</i>, 2nd Edn, Chap. 8, pp. 187-200</p>
	Tutorial	Discussion of weekly readings and lecture topic
Week 12: 21 May - 27 May	Lecture	<p>Topic: The present struggle; global capitalism and transnational environmentalism</p> <p>Readings:</p> <p>Radkau book: 294- 330</p> <p>Online:</p>

		<p>Hagen, J, Teaching Ecology during the Environmental Age, 1965-1980, <i>Environmental History</i>, Vol. 13, No. 4 (Oct., 2008), pp. 704-723</p> <p>*Harter, J-H, "Environmental Justice for Whom? Class, New Social Movements, and the Environment: A Case Study of Greenpeace Canada, 1971-2000", <i>Labour</i> 54: 83-119 (2004)</p>
	Tutorial	Discussion of weekly readings and lecture topic
Week 13: 28 May - 3 June	Assessment	In class final test, in regular tutorial time and place

Resources

Prescribed Resources

The weekly readings designated above in the Schedule section are PROVISIONAL. If there is a change to the readings schedule, details will be posted well in advance on the course Moodle site.

You should obtain your own copy of the book, *Nature and Power*, by Joachim Radkau (Cambridge, 2008), available at the UNSW Bookstore

All other readings should be available online through Leganto, accessible via the course Moodle site. If you cannot access Leganto at all, please request IT support. If a particular reading proves impossible to access in Leganto, please email the Convenor IMMEDIATELY so the Library can be asked to rectify the problem promptly.

Recommended Resources

Course Evaluation and Development

A grumble that has arisen in student evaluations more than once is that the major essay for this subject was in Week 12, interfering with studying the topic for that week and the in class final test in Week 13. The UNSW rule forbidding major assessments in Week 13 has been lifted, now allowing a later due date for the Research Essay.

Image Credit

Conrad Gesner, Sixteenth Century woodcut

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