



## HISTORY 2211E: TOPICS IN CANADIAN ENVIRONMENTAL HISTORY (2014-2015) - Dr. George Warecki

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Class meets on Tuesdays 1030AM-12:20PM in room 204.

### INTRODUCTION:

This course examines themes in the history of conservation and environmentalism in the Canadian context, since 1600. Lectures stress the interaction of human society with other aspects of the natural world. By studying the interplay between various historical actors — changing ideas, settlement patterns, resource use, political factors, societal change, and ecology — the course aims to introduce students to the complexity of environmental problems. Emphasis is placed on examining conservation issues in specific locations and historical settings. Although the course acknowledges the important role of international influences, the primary focus is on how those ideas and approaches have been applied in Canada.

### PREREQUISITES:

The UWO Senate has provided the following statement: “Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

### ANTIREQUISITES:

History 2123; History 2168B; History 2296G (Winter 2011)

### LEARNNG OUTCOMES

The instructor uses a variety of methods to teach the course: lectures; videos; other visual presentations; small-group discussions; tutorial discussions based on assigned readings; workshops; written tests and a final exam. Each method provides an opportunity to develop skills in a particular setting. By the end of the course, students will be able to:

- explain and discuss (written and orally) the origins and various kinds of environmental history
- identify and analyze (written and orally) the historical forces that have shaped environmental problems in Canada
- contribute regularly to class discussions based on an understanding of assigned readings
- recognize, paraphrase, and critique the most important points in a scholarly article
- discuss in writing the historical significance of various people, events, movements, and / or ideas

- demonstrate skills of reading comprehension, conceptualization, synthesis, and clear writing in a scholarly essay based on secondary sources
- present historical evidence and argument effectively, using the accepted technical requirements of a substantial bibliography and footnotes/endnotes
- identify plagiarism and its forms

#### REQUIRED TEXTS:

Students are required to **purchase the following texts** at the U.W.O. bookstore:

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* Seventh Edition (Bedford/St. Martin's, 2012);

David Freeland Duke, (ed.), *Canadian Environmental History: Essential Readings* (Toronto: Canadian Scholars' Press, Inc., 2006); and

Neil S. Forkey, *Canadians and the Natural Environment to the Twenty-First Century* (Toronto: University of Toronto Press, 2012).

The instructor will provide links to a few other online sources.

#### EVALUATION:

Participation in Class discussions.....	15%
Essay Proposal with Annotated Bibliography (due 2 December 2014).....	10%
Final Research Essay (due 24 March 2015).....	15%
First Test (21 October).....	15%
Second Test (20 January).....	15%
Final Exam.....	30%

#### OWL (Sakai) AND STUDENT OBLIGATIONS

The instructor will maintain a course website using UWO's on-line learning network, "OWL" (Sakai). **Students will be required to engage the course material in a variety of ways using this website.** Further detailed instructions about the site, and students' obligations, will be given during class. Students must **submit their assignments to the course website, where they will be checked for plagiarism using Turnitin.com.**

Students must also complete the "**Academic Integrity Tutorial**" on OWL by 16 September. This module provides important information about ethical issues surrounding academic research, including plagiarism.

#### ASSIGNMENTS

Essays provide an opportunity to develop skills of reading comprehension, conceptualization, synthesis, and written expression. The first step is to select a topic in consultation with the professor. Students are expected to discuss their essay topic with the professor **during office hours or at a mutually agreeable time outside of class.** **Students must have their topic approved by the instructor by the last week of October.** Each student will submit an **essay proposal with an annotated bibliography on 2 December 2014.** The proposal must state briefly (maximum one page) what the essay will examine and some of the research questions, based on preliminary research in secondary sources. The document should then list the sources to be used (secondary sources only; must use at **least ten scholarly sources, including two scholarly articles**), with annotations (in **point-form** only) for each source describing the

strength of the work and how the student will use the source in the final essay. The instructor will grade the assignment by evaluating the coherence and importance of the stated topic, the strength of the bibliography provided, and the depth of thinking about the sources demonstrated by the point-form annotations. The instructor will return the graded assignment in January. Students will then proceed to research and write an **original essay**.

The final essay will be graded by its organization and structure, sophistication of arguments, clarity of prose, and effective use of historical evidence. Essays must be typed in a reasonably large font (at least 12-point), double-spaced, with generous blank margins for the instructor's comments. The **length of the essay should be about 2,500 words**. Papers that violate this guideline (i.e., shorter or longer by 10% or more) will be **penalized**. Essays **must have at least 20 scholarly references** (end notes or footnotes) **or they will not be accepted**. The bibliography must list **at least ten scholarly sources** (not general textbooks) – including two scholarly **articles** – **which have been used** in researching the essay (the instructor will look for evidence of this in the footnotes). The essay is **due on 24 March 2015**.

Further instructions about the assignments will be given during classes.

#### COURTESY AND THE USE OF ELECTRONIC DEVICES

Please ensure that all cellphones, pagers, and other electronic devices are **turned off** prior to entering the classroom. As a courtesy to the instructor and other people in the class, please **do not talk privately** with classmates while others are presenting or discussing material, unless you are working in small groups. There may be occasions during class when the instructor asks students to check certain information online. However, the **use of laptop computers during class for personal activities** such as surfing the Web, reading/writing e-mail, visiting social network pages, or playing games is distracting for other students, creates an obstacle for your own learning, and **will not be tolerated**. Students who engage in these activities **will be asked to leave the classroom and will receive a zero for that day's participation**.

#### POLICY REGARDING LATE ASSIGNMENTS

- (a) A penalty of five (5) marks will be deducted for assignments submitted the first day after the deadline.
- (b) A penalty of one (1) mark will be assessed for each subsequent day including weekends.
- (c) No assignments will be accepted after the 14th day unless on:
  - (i) humanitarian grounds, or
  - (ii) medical grounds for which documentation must be provided.
- (d) A student who fails to submit all of the required written work, as specified in the course outline, **will not receive credit for the course**.

#### SCHEDULE OF LECTURES, TUTORIALS, AND WORKSHOPS

This course will feature lectures, workshops, and other class discussions called tutorials (indicated below as **TUT**). The **tutorials** are based on assigned readings. Unless otherwise indicated, readings are from David Freeland Duke, (ed.), *Canadian Environmental History: Essential Readings* (Toronto: Canadian Scholars' Press, Inc., 2006). Students must complete the assigned reading **before** coming to class. **Participation in these tutorial sessions will be evaluated** as part of the final course grade devoted to "class participation." Passive attendance in

these classes, without actively engaging the reading material, will yield the student a failing grade. Regular attendance, a dedication to completing the assigned readings, and a demonstrated willingness to participate actively in discussions will earn the student an “A” for this part of the course. Further information on grading methods will be given during classes and posted on OWL.

The following class schedule lists lecture topics, workshops and assigned readings.

Sept 9 Introduction / Complete Academic Integrity Tutorial on OWL\*

Sept 16 The Environment in Cdn. Historical Writing /

**TUT:** What is Environmental History?

(i) D. Worster, “Doing Environmental History”

(ii) W. Cronon, “The Uses of Environmental History”

Sept 23 Extinctions / **TUT:** William Denevan, “The Pristine Myth”

Sept 30 Aboriginal Resource Use / **TUT:** Alfred W. Crosby, “Ecological Imperialism”

Oct 7 The French Regime / **TUT:** Neil Forkey, chap. 1: The Classification of Canada’s

Environments (1600s to early 1900s)

Oct 14 The Cod Fisheries: Origins to Early 20<sup>th</sup> Century / Test Hints /

**TUT:** Colin Coates, “Like ‘The Thames towards Putney’”

Oct 21 **FIRST TEST\***

Oct 28 **Workshop:** Instructions for Essay Proposal with Annotated Bibliography /

**TUT:** Lorne Hammond, “Marketing Wildlife”

Nov 4 Early 19<sup>th</sup> Century Agriculture /

**VIDEO:** *Visions from the Wilderness: the Art of Paul Kane*

Nov 11 **Remembrance Day** – Because the instructor is involved in planning the Brescia

Ceremony at 11:00AM, class will meet today for only 50 minutes, **beginning at**

**11:30AM.\*** We will discuss material related to the First World War and the Canadian environment, posted on OWL.

Nov 18 Forestry / **TUT:** R. Peter Gillis, “Rivers of Sawdust”

Nov 25 Canadian Commission of Conservation / **TUT:** Forkey, chap. 2: Natural Resources,

Economic Growth, and the Need for Conservation (1800s and 1900s)

Dec 2 **[LAST CLASS FOR 2014] Essay Proposal with Annotated Bibliography Due Today\***

Wildlife Conservation, 1880-1920

2015:

Jan 6 The Prairies, 1860s-1930 / **TUT:** William Dobak, “Killing the Canadian Buffalo”

Jan 13 **Workshop:** Essay Instructions; Test Hints /

**TUT:** Ken Cruikshank and Nancy Bouchier, “Blighted Areas and Obnoxious Industries”

Jan 20 **SECOND TEST\***

Jan 27 Banff and other National Parks / **TUT:** Forkey, chap. 3: Romanticism and the

Preservation of Nature (1800s and 1900s)

Feb 3 The Group of 7 and the Wilderness Ethic / **VIDEO:** *Grey Owl*

Feb 10 The Prairies in the 1930s / **TUT:** Audubon Society of Canada (instructor will provide copies)

**[Feb 17: NO CLASS – UWO READING WEEK]**

Feb 24 Ontario’s Conservation Authorities / **VIDEO:** *Lost April*

March 3 World War II: Timber / **TUT:** Matthew Evenden, “Mobilizing Rivers” (2009)

-see OWL for link to reading

March 10 Roots of Post-War Environmentalism /

**TUT:** Jennifer Read, “Let Us Heed the Voice of Youth”

March 17 Federal Regulation / **TUT:** Alan MacEachern, “Changing Ecologies”

March 24 **Final Research Essay Due\***

The Atlantic Fishery, 1950-1990s

March 31 Greenpeace / **TUT:** Forkey, chap. 4: Environmentalism (1950s to 2000s)

April 7 **[LAST CLASS]** Review / Final Exam Hints /

**TUT:** Forkey, chap. 5: Aboriginal Canadians and Natural Resources: An Overview

**FINAL EXAM - TBA**

## BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2014/pg117.html>

### 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, [www.registrar.uwo.ca](http://www.registrar.uwo.ca), for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

#### **4. POLICY ON CHEATING & ACADEMIC MISCONDUCT**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

##### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

##### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

#### **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student

must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

## **6. PREREQUISITES AND ANTIREQUISITES**

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

## **7. SUPPORT SERVICES**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at [http://www.brescia.uwo.ca/academics/registrar\\_services/index.html](http://www.brescia.uwo.ca/academics/registrar_services/index.html) . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.