

History 330 (A01)

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, MTWRF  
Office: CLE B304  
Office Hours: 12:30-1:20 Tuesdays and Thursdays, or 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.

Texts:

There is no textbook for this course. All assigned readings are available on electronic 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

**Attendance and Participation (20%):** Students are expected to attend every class having completed the readings, and be prepared to engage with the lectures and participate in discussions.

We will discuss articles during lectures in some classes, and in seminar-type discussions (see outline for details). There will be four seminar discussions during which groups will meet either in the first or second hour of class. To prepare for discussions, please write 1-2 pages of notes on each article that we read. These notes will not be graded, but they will assist in determining the quality of your participation, and they will be useful when preparing for exams. The grade for seminar participation is based on the quality of student participation (15%), and submitting 1-2 pages of notes on each article as evidence of your attendance (5%). A very good grade may be earned by making regular contributions to discussions that demonstrate a thoughtful understanding of the material, and by participating in the conversation in such a way that engages with and invites contributions from other students.

**In your notes, please include:**

- your name and the date
- the author's name and title of the article
- thesis or main argument, notes on the content (this section should contain the most detail), your reflections on the strengths and weaknesses of the article, and a brief summary of the types of primary sources used
- \*Please bring two questions or points to discuss

**Assignment 1: Reading response (15%)**

**Length: 3-4 pages (900-1200 words)**

**Due: Monday June 11 in the seminar**

The purpose of this first assignment is to define and discuss the approaches of environmental history based on the readings by Donald Hughes, Alan MacEachern and William Turkel.

In 3-4 pages:

Answer the following questions based on material from the readings:

- What is environmental history? What do environmental historians do?
- How are the approaches of Hughes, MacEachern and Turkel similar or distinct from each other?
- What approaches do you think are most valuable and why?
- To show how you have engaged with the readings, include at least 2 footnotes referencing each article.

\*Further instructions on this assignment will be provided in class.\*

**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**

The research essay is an opportunity to learn about a specific topic in Canadian environmental history in more depth, research the answers to your own questions, and form your own argument, based on books and articles by other historians. The essay should have an argument supported by evidence, make use of the work of at least four **recent academic secondary sources** (by at least four different scholars) and show your own critical understanding of the topic. You are welcome to draw on primary sources in addition to the minimum of four secondary sources. Keep in mind that since this is a history essay, it will analyse a historical question dealing with past events in Canada, not current events – the sources that you use should be written at least ten years after the events took place, and be published after 1990.

The essay must have a title, footnotes and a bibliography. The paper should begin with a paragraph introducing the reader to the topic, and this paragraph will end with your thesis statement, or main argument. The thesis statement will be the answer to your research question, and the main body of the essay will develop and support the thesis. The essay should be well-written, logically organized, and show how you have thought about this topic based on the evidence you have found. The analysis should be supported by convincing specific evidence from your sources. The essay will end with a conclusion summarizing your main points.

A list of topics is provided below. If you would like to write on a different topic, please consult with me in advance to ensure it would work well for this class.

Academic sources:

- Books or articles written by historians
- Books published by a university press, articles published in academic journals
- Articles should be at least 15 pages long
- Must have footnotes, or otherwise reference all evidence to specific sources
- Should be published after 1990

If you have questions about the scope or focus of your research question or the bibliography, please meet with me to discuss as soon as possible. I would be happy to review a research question and bibliography if submitted by **Thursday June 14**.

\*Further instructions on this assignment will be provided in class.\*

America: History and Life

- To search for journal articles in Canadian environmental history
  - Go to the UVic Library website – Search Options – Databases – Databases by Subject – History – *America: History and Life*.

History Department Style Guide: <http://web.uvic.ca/history/files/styleguide.pdf>

- To ensure that you are using the correct format for footnotes, please refer to the style guide.

**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 should be well written, have no spelling errors, and be grammatically correct. It should also be interesting to read. Avoid long block quotes (and frequently quoting secondary sources) – it is better to summarize and put information in your own words. Writing several drafts and reading your work aloud both help improve the quality of your writing.

**Final Exam (35%):** The final exam will be based on material covered in lectures and all assigned readings and will take place during the last class, Friday June 29. More information on the format of the final exam will be provided in class, and we will have a review on Thursday June 28.

### **Course Schedule**

Note: There may be some flexibility in when particular lectures are presented. The dates for assigned readings and seminars will remain constant.

#### **Week 1**

Thursday June 7:

Introduction to class

Lecture: Glaciation and Population of the Americas

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

## Week 2

Monday June 11:

**\*\*First Assignment Due\*\***

### **Discussion #1: Doing Environmental History**

- Donald Hughes, "Three Dimensions of Environmental History" *Environment and History* 14 (2008), 319-330.
- Alan MacEachern, "An Introduction, in Theory and Practice," in *Method and Meaning in Canadian Environmental History*, <http://niche-canada.org/method-and-meaning/an-introduction-in-theory-and-practice/>
- William J. Turkel, "Every Place is an Archive: Environmental History and the Interpretation of Physical Evidence," *Rethinking History* vol. 10, no. 2 (June 2006), 259-276.

Tuesday June 12:

Lecture: Columbian Exchange

Reading for class discussion:

- Cole Harris, "Voices of Disaster: Smallpox around the Strait of Georgia in 1782," *Ethnohistory* vol. 41 issue 4 (Fall 1994), 591-626.

Wednesday June 13:

Lecture: Cod Fishery and Hunt for Furs

Thursday June 14:

### **Discussion #2:**

- George Colpitts, "Food Energy and the Expansion of the Canadian Fur Trade" [http://www.history.ubc.ca/sites/default/files/documents/readings/colpitts\\_pemmican\\_energy.pdf](http://www.history.ubc.ca/sites/default/files/documents/readings/colpitts_pemmican_energy.pdf) Chapter contribution to Ruth Sandwell, ed., *Powering Up: Energy and Power in Canadian History*.

Friday June 15:

Lecture: Timber

Lecture: Industrialization

## Week 3

Monday June 18:

Lecture: Bison, treaties and reserves on the Prairies

Lecture: New forms of cultivation

Tuesday June 19:

Lecture: Mining

Workshop: Writing the Essay

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 1-2, 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), 49-61.

Friday June 22:

Lecture: Conservation  
Reading for discussion:

- Bill Parenteau, "A 'Very Determined Opposition to the Law': Conservation, Angling Leases, and Social Conflict in the Canadian Atlantic Salmon Fishery, 1867-1914," *Environmental History* vol. 9 issue 3 (July 2004), 436-463.

**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), 161-196.
- Jonathan Peyton, "Corporate Ecology: BC Hydro's Stikine-Iskut Project and the Unbuilt Environment," *Journal of Historical Geography* 37 (2011), 358-369.

Wednesday June 27:

Lecture: Environmental Movement  
Lecture: Oil and Gas

Thursday June 28:

Lecture: Canada and Climate Change  
Review for Final Exam

Friday June 29:

Final Exam

### 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.
- The impact of cultivation or agriculture on a landscape or region of Canada in a specific period. (For example, Indigenous cultivation, draining land for agriculture, farming on the Prairies during the Great Depression, clearing land for farms, etc).
- The history of sealing/the seal hunt in Canada.
- The history of protests over logging at Clayoquot Sound and the current status of the forest in this area.
- The formation and historic activities of Greenpeace in Canada.
- Canada's role in polluting and reducing pollution in the Great Lakes.
- Wildlife conservation in a specific region of Canada.
- Canadian attitudes towards predator eradication. Focus on a single species (for example: cougars, bears, or wolves) in a particular region.
- Impact of the tar sands / oil sands in Alberta on human or environmental health.
- Compare and contrast Indigenous and scientific knowledge and management of caribou herds in northern Canada.
- Canadian urban parks and playgrounds in the early twentieth century.
- Nature tourism in late nineteenth or early twentieth century Canada.
- The history of and debates over genetically modified foods in Canada.
- The impact of large-scale hydroelectric projects on the surrounding wildlife, ecology, and or human communities. In this case, sources may be limited – you may want to compare similar projects in different regions. (For example: Peace River / W.A.C. Bennett Dam, Columbia River dams, James Bay Hydroelectric Project.)
- The impact of park establishment and management on Indigenous rights and resource use.
- The purpose of national parks in late nineteenth century / early twentieth century Canada.
- Wilderness preservation in Ontario OR British Columbia.
- Changing technology and ecological consequences of logging in a particular region.