

**The University of Western Ontario
Department of History
Fall 2014**

**Hist 3408
Opportunities and Crises
Europe, Nature, and History**

COURSE DIRECTOR: Pierre C. REYNARD (LH 1221; preynard@uwo.ca)

OFFICE HOURS: by appointment, preynard@uwo.ca

MEETINGS: Wed. 3:30 - 5:30, STVH-1119

(August 2014)

Course Description:

Was Ancient Greece ruthlessly deforested? Did Christianity make us stewards of nature? Was the expansion of the Middle-Ages born of a climatic Optimum? How were the disasters of the 14th century related to the limits of the economic system of the age? Should we blame the Scientific Revolution for irreparably distancing humans from nature? Was the early-modern age destabilised by the formidable climatic swing of the Little Ice Age? How did European settlers transform whole continents?

This course will consider a range of historical contexts when European societies were forced to consider, and at times re-think, their relations to the natural world. Reaching back to Antiquity (and even early settlements), and through the Middle-Ages to the Modern era, we will examine the ways in which natural forces and social imperatives interacted.

By the end of the nineteenth century, few areas of the planet could escape the impact of choices made in Europe, and a new environmental consciousness eventually matured in response to these transformations. This course will put this relatively recent development in its “long” historical context.

Expectations - Assessment:

Class Participation, inc. weekly Postings and discussion	20%
Short Essay (individual exercise or in pair, and inc. class Presentation)	20%
Final Essay (due 3 rd Dec. 2014)	35%
Take-home Final Exam (Edited Course Log, due 10 th Dec. 2014)	25%

. Each weekly, two-hour meeting will start with a brief introduction to the topic at hand, followed by a discussion informed by your Readings and Postings (**Class Participation**, 20% of Final grade), as well as a short presentation by student(s) of her/his/their “Short Essay”.

. The **Short Essay** (20%) will give students the opportunity to craft an argument based on a selection of readings on a range of topics chosen to broaden the field of our investigations. Students will also make an **Oral Presentation** of their analysis. A list of possible topics (and initial readings) will be found below, after the Schedule of meetings (other themes are possible -

to be discussed with me). This exercise can be done individually or in pair.

. A longer, **Final essay** (35%) will be due in our last meeting on 3rd Dec. 2014. The topic of your Final essay may be one of the topics suggested for the Short Essay (other than the one you did as your own Short Essay), or another topic, to be discussed between student and prof. Details will be given mid-term.

. Finally, students will keep a running log of our investigations and discussions, keeping track of the issues of interest to environmental historians. At the end of the term, you will shape these notes in a short essay that will be your **Take-home Final Exam** (or Edited Course Log, due 10th Dec. 2014, 25%).

Learning outcomes

Upon completion of this seminar course, students will have:

- .. Discovered how an environmental focus can complement more traditional historical accounts;
- .. Grasped the fundamentally interactive nature of the links between a society and its environment;
- .. Anchored their twenty-first century environmental leanings into a long-term perspective;
- .. Explored the fundamentally “human” dimensions of European environments, far from all stereotypes of wilderness;
- .. Gained oral as well as written communication skills.

IMPORTANT:

* Demands for extensions (or special arrangements of any kind) must be directed first to the Academic Counseling Office of your faculty as early as possible. They will forward a recommendation to me, and you can then make your case to me.

* To get credit for your Final Essay, you have to send an electronic copy to Turnitin **and** give a printed copy to me. No paper will be graded unless both copies are received.

* A late assignment must be delivered to me or to the History office (Late Paper Box). An electronic copy must also go to Turnitin. Details of late penalties:

.. The Final Essay as well as the Take-home Final Exam (Edited Course Log) will be penalised 3 points per day, including week-ends, after their respective deadlines; And they will not be accepted beyond 17th Dec., the end of Exam period.

.. The written copy of your Short Essay must be submitted on the day of your oral presentation - late submissions will be penalised 5 points per day, including week-ends. No grade can be entered until I have a paper copy.

PLAGIARISM: Students must write their assignments in their own words. When students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and with proper references such as footnotes or citations. Plagiarism is a major academic offence (see Academic Calendar). All papers will be submitted for textual similarity review to the plagiarism detection software under license to the University (Turnitin). They will be included as source documents in the reference database.

APPEALS: Should you wish to appeal a grade, first draft a written statement outlining the reasons for your request, then talk to me. An appealed mark may be lowered, left unchanged, or raised. Further steps are possible, should you still feel unfairly treated, after these initial stages have been taken. (*All of these matters are presented in details in the Academic Calendar*)

Schedule of Meetings:

Week 1 -- Wednesday 10 September 2014

Introduction - Presentation of the goals and content of the course, as well as its expectations and requirements.

Week 2 -- Wed. 17 Sept. *Geography*

Please read:

JORDAN Terry G. and Bella B. JORDAN, ch. 2, "Habitat", pp. 29-81, *The European Culture Area* (Rowman & Littlefield, Lanham, Maryland, 2002, 4th ed.).

Next week we shall draw our Schedule of Short-Essay and Presentations - Look at the list of proposed Topics and select something of interest to you - and a date at which you would like to complete this paper and present your results to the class.

Week 3 -- Wed. 24 Sept. *Matrix of Diversity: Early Settlements*

Please "Read and Post":

JORDAN Terry G. and Bella B. JORDAN, ch. 4, "Geolinguistics", pp. 111-133, *The European Culture Area* (Harper Collins, NYC, 1996).

On-line Postings start this week.

A first "Short Essay and Presentation" will be due and take place next week.

Week 4 -- Wed. 1 Oct. *Ancient Ecological Principles and Attitudes*

Please "Read and Post":

HUGHES Donald J., Introduction: Ecology in the Greek and Roman Worlds, and ch. 4, "Concepts of the Natural World", pp. 1-7 and 45-72 in *Pan's Travail: Environmental Problems of the Ancient Greeks and Romans* (Baltimore: Johns Hopkins U. P., 1994).

RACKHAM Oliver, "Ecology and pseudo-ecology: The example of ancient Greece", pp. 16-43, *Human Landscapes in Classical Antiquity. Environment and Culture*, Graham Shipley and John Salmon eds. (London, New York; Routledge, 1996).

A "Short essay and Presentation" will be scheduled for this week - and each following week - Refer to Schedule.

Week 5 -- Wed. 8 Oct. *Imperial Visions - Landscapes of Roman power*

Please "Read and Post":

PURCELL Nicholas, "Rome and the management of water: environment, culture and power", pp. 180-212, *Human Landscapes in Classical Antiquity. Environment and Culture*, Graham Shipley and John Salmon eds. (London, New York; Routledge 1996).

Week 6 -- Wed. 15 Oct. *Medieval Expansion - Principles, Mechanisms, Consequences (I)*

Please "Read and Post":

WATSON Andrew, "The Arab Agricultural Revolution and Its Diffusion, 700-1100," *Journal of Economic History*, 34, 1, 1974: 8-35.

HOFFMANN Richard C., "Frontier Foods for Late Medieval Consumers: Culture, Economy, Ecology", *Environment and History*, 2001, 7, 2: 131-167.

Week 7 -- Wed. 22 Oct. *Medieval Expansion - Principles, Mechanisms, Consequences (II)*

Please "Read and Post":

KEYSER Richard, "The Transformation of Traditional Woodland Management: Commercial Sylviculture in Medieval Champagne", *French Historical Studies*, 32, 3, 2009: 353-384.

DAM Petra J. E. M. van, "Sinking Peat Bogs. Environmental Change in Holland, 1350-1550", *Environmental History*, 6, 1, 2001: 32-45.

Week 8 -- Wed. 29 Oct. *Early-modern Travels*

Please "Read and Post":

MANCALL Peter C., "Tales Tobacco Told in sixteenth century Europe", *Environmental History*, 9, 4, 2004: 648-678.

HALIKOWSKI-SMITH Stefan, "The Mid-Atlantic Islands: A Theatre of Early Modern Ecocide?", *International Review of Social History*, 2010, Supplement: 51-77.

PLUYMERS Keith, "Taming the wilderness in sixteenth- and seventeenth century-Ireland and Virginia", *Environmental History*, 16, 4, 2011: 610-632.

Week 9 -- Wed. 5 Nov. *The Little Ice Age*

Please "Read and Post":

BEHRINGER Wolfgang, "Climatic Change and Witch-hunting: the Impact of the Little Ice Age on Mentalities", *Climatic Change*, 43, 1, 1999: 335-351.

ADAMSON George C.D., "'The languor of the hot weather': everyday perspectives on weather and climate in colonial Bombay, 1819-1828", *Journal of Historical Geography*, 38, 2012: 143-154.

Week 10 -- Wed. 12 Nov. *Enlightened Ambitions (I)*

Please "Read and Post":

APPUHN Karl, "Inventing Nature: Forests, Forestry, and State Power in Renaissance Venice", *The Journal of Modern History*, 72, 4, 2000: 861-889.

WILLIAMS Michael, "Dark ages and dark areas: global deforestation in the deep past", *Journal of Historical Geography*, 26, 1, 2000.

Week 11 -- Wed. 19 Nov. *Enlightened Ambitions (II)*

Please "Read and Post":

McPHEE Peter, "The Misguided Greed of Peasants? Popular Attitudes to the Environment in the Revolution of 1789", *French Historical Studies*, 24, 2, 2001: 247-269.

APPUHN Karl, "Ecologies of beef: eighteenth-century epizootics and the environmental history of early modern Europe", *Environmental History*, 15, 2, 2010: 268-287.

Week 12 -- Wed. 26 Nov. *Nineteenth-century Undertakings*

Please "Read and Post":

GARCIER Romain, "The Placing of Matter: Industrial Water Pollution and the

Construction of Social Order in nineteenth-century France”, *Journal of Historical Geography*, 36, 2, 2010: 132-142.

SIMON Laurent, Vincent CLEMENT, and Pierre PECH, “ Forestry disputes in provincial France during the nineteenth century: the case of the Montagne de Lure”, *Journal of Historical Geography*, 33, 2, 2007: 335-351.

Postings and Short-essay and Presentations conclude this week.

Week 13 -- Wed. 3 Dec. 2014

Concluding Remarks

Final Essay due Today.

***** Final Exam: Edited Course Log due 10 December 2014 *****

Short Essays and Presentations - Schedule and Topics

Early in the term we will draw a schedule for your in-class Presentations and Short-essay submissions. These can be done individually or in pair. According to the number of students in our class, we may have to schedule more than one such exercise on a given week. (The readings mentioned here are intended to be initial readings, to be supplemented through research.)

Week	Short-Essay and Presentation Topic	Student(s)
Week 4: Wed. 1 Oct.	<u>Natural Disasters:</u> <i>Environment and History</i> , 9, 2, 2003 - Special issue on catastrophes (articles on medieval and early-modern Europe). MAUCH C. and C. PFISTER, eds., <i>Natural Disasters, Cultural Responses: Case Studies in Global Environmental History</i> (2008). <i>The Medieval History Journal</i> , 10, 1, 2007 - Special issue on natural disasters, Europe and beyond.	
Week 5: Wed. 8 Oct.	<u>Cabinets of curiosity:</u> PARK Katharine and Lorraine DASTON, "Unnatural Conceptions: The Study of Monsters in Sixteenth- and Seventeenth-Century France and England", <i>Past and Present</i> , 92, 1981: 20-54. DASTON Lorraine and Katharine PARK, <i>Wonders and the Order of Nature, 1150-1750</i> (1998). OLMI Giuseppe, "Science-Honour-Metaphor: Italian Cabinets of the Sixteenth and Seventeenth Centuries", pp. 5-16, <i>The Origins of Museums: The Cabinet of Curiosities in Sixteenth- and Seventeenth-Century Europe</i> , eds. Oliver Impey and Arthur MacGregor (1985).	

Week 6: Wed. 15 Oct.	<u>Gendered Perspectives:</u> MERCHANT Carolyn, "The Scientific Revolution and the Death of Nature", <i>Isis</i> 97, 3, 2006: 513-533. GRONIM Sara Stidstone, "What Jane Knew: A Woman Botanist in the Eighteenth Century", <i>Journal of Women's History</i> , 19, 3, 2007: 33-59. LEACH Melissa and Cathy GREEN, "Gender and Environmental History: From Representation of Women and Nature to Gender Analysis of Ecology and Politics", <i>Environment and History</i> 3, 3, 1997: 343-370. NASH Catherine, "Environmental history, philosophy and difference", <i>Journal of Historical Geography</i> , 26, 1, 2000: 23-27.	
Week 7: Wed. 22 Oct.	<u>Commons:</u> de MOOR Martina, Leigh SHAW-TAYLOR, Paul WARDE, eds., <i>The Management of Common Land in North West Europe, c. 1500-1850</i> (2002). POLLARD Sidney, <i>Marginal Europe. The contribution of marginal lands since the Middle Ages</i> (1997). van ZANDEN Jan Luiten, "The paradox of the Marks. The exploitation of commons in the eastern Netherlands, 1250-1850", <i>Agricultural History Review</i> , 47, 2, 1999: 125-144.	
Week 8: Wed. 29 Oct.	<u>Changing Sensibilities:</u> CORBIN Alain, <i>The Foul and the Fragrant. Odor and the French Social Imagination</i> (Harvard U. P., Cambridge, 1986).	
Week 9: Wed. 5 Nov.	<u>Rivers:</u> MAUCH Christof and Thomas ZELLER, eds., <i>Rivers in History</i> (2008). CIOC Mark, <i>The Rhine: An Eco-biography, 1815-2000</i> (2002).	
Week 10: Wed. 12 Nov.	<u>The Discovery of Mountains:</u> HANSEN Peter H., <i>The summits of Modern Man: Mountaineering after the Enlightenment</i> (Cambridge: Harvard University Press, c2013). REUBEN Ellis, <i>Vertical Margins: Mountaineering and the Landscapes of Neoimperialism</i> (Madison: University of Wisconsin Press, 2001). MacFARLANE Robert, <i>Mountains of the mind: a History of a Fascination</i> (New York: Pantheon Books, 2003).	
Week 11: Wed. 19 Nov.	<u>The Discovery of the Seaside:</u> CORBIN Alain, <i>The Lure of the Sea. The Discovery of the Seaside in the Western World 1750-1840</i> (Polity Press, Cambridge, 1994; French 1 st edition, 1988).	
Week 12: Wed. 26 Nov.	<u>The Age of Heroic Explorations:</u> "Extreme Environments: An Interdisciplinary Forum", <i>Environmental History</i> , v. 15, n. 3, 2010. PYNE Stephen J., "Heart of Whiteness: The Exploration of Antarctica", <i>Environmental Review</i> , 10, 4, 1986: 231-246.	

Other Possible Topics:

Urban transformations, Land reclamation (UK, Netherlands, or other), The Culture of Spas, Forest management, etc. Please talk to me if you have a topic in mind.

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may 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. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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 offense (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 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 (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate

reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Medical Issues:

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. This site provides links the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

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.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca