

History/Environmental Studies 328

Environmental History of Europe, Fall 2017: Syllabus

Tues.-Thur., 1:00-2:15pm, Van Vleck B215

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Office hours: 7131 Social Sciences, Tues.-Thur., 2:30 - 4:00pm, and by appointment

Description: This class explores a new approach to a part of the world with a very old history, but one that is now as 'modern' as any. The changing relations between Europeans and their environments from antiquity to the twenty-first century offer instructive comparison with American and current global environmental concerns. Approaching European history from an environmental perspective also offers fresh perspective on Europe's enduring cultures. Questions we will consider include: how have Western ideas about nature changed over time? To what extent have Europeans degraded, or managed to live sustainably with, their environments? How did the development of capitalism, industrialization, and colonialism affect Europe's environment? How do modern European conservationism and environmentalism compare with their American analogs?

Grades: will be calculated on the standard UW scale: A=93-100%, AB=88-92%, B=83-87%, BC=78-82%, C=70-77%, D=60-69%, F=0-59%. Note: in order to pass this class, you must complete all of the essay assignments and take all of the exams. Grades will be determined as follows:

Attendance and participation	15%
Quizzes	10%
Essay 1 (5 pages)	20%
Essay 2 (6-8 pages)	25%
Final exam	30%

Attendance Guidelines: 1) you do not earn credit just for attending class, which is expected; 2) any more than THREE unexcused absences is excessive, because missing this much class usually leads to misunderstanding of course materials and assignments; 3) missing more than SIX classes without valid excuses may be grounds for failing the class; and 4) valid excuses are limited to: university-recognized religious observances and athletic participation (but in both of these cases you must inform me of your planned absences by the end of the second week of classes); and for well-documented major illnesses or emergencies in the immediate family. 5) In cases of absence for quizzes, paper due-dates, and exams, you should inform me of your absence in advance if at all possible. Missing class on such days without prior notice to me may result in a failing grade for that assessment.

Qualitative Assessment for Participation: This class is typically intermediate-sized, with about 30 students. It includes both lecture and discussion, but is necessarily mostly lecture format. For classes of this size, I assess participation qualitatively, making an overall assessment in terms of grade-level (i.e., A-level, B-level, etc.) at the end of the semester (see my Legal Studies website for a participation grading rubric for "smaller classes"). I typically use my assessment of attendance and participation to adjust students' final grades in borderline cases, especially when a student contributes to class at a level above their performance on written work.

Quality of Participation: When making contributions to class, quality of contribution counts more than quantity. Quality contributions reflect your familiarity with the readings and your effort to ask good critical questions about them, such as: What are the main questions the author tries to answer? What is the author's main argument? What specific arguments, assumptions, or evidence are used in support? What is left out? Good participation also means that you listen to others and try to engage seriously but respectfully with what others say.

Computers, Electronic Devices, & Distracted Behavior: Due to the potential for distraction, the use of computers or any other electronic devices in class is prohibited. I make exceptions only if you speak to me, explaining your need to use a computer to take notes. Those students who have my approval to use a computer in class must, in order to minimize the potential for distracting others, sit in either the back row or at the ends of rows and near the front or back of the classroom. Engaging in any unauthorized screen time or in any other distracted or distracting behavior, such as reading unassigned materials, audible eating or drinking, sleeping, conversation with classmates or on the phone, etc., may negatively impact your grade.

Reading Notes: You should always read each weekly assignment carefully, take notes, and prepare a short summary of, response to, and critical questions provoked by the readings as a basis for class discussion (1-2 pages, handwritten or typed). I will not collect these, but if you are having trouble, reviewing such notes is a good place to begin a discussion with me. Such notes are also very helpful in preparing for exams and papers.

Quizzes: There will be occasional (approx. 3-5 over the semester) quizzes consisting mostly of multiple choice, fill-in-the-blank, and short answer questions.

Papers: There will be three essays that will ask you to respond critically to the assigned readings and class discussions by developing your own argument. Detailed topics and guidelines will be given later, one to two weeks before the due dates. Papers must be turned in both as paper copies in class, and as electronic copies to an anti-plagiarism website. Late papers will be heavily penalized: they will be marked down one grade per class day late. For help with papers, besides asking me and reading the guides on [my website](#), you can get additional individual help at both the [History Lab](#) and the [Writing Center](#).

Essay Drafts for Writing Fellows: for Essays 1 and 2 you are required to turn in a draft two weeks before the final paper is due. You will then work with an undergraduate Writing Fellow on revising them; see [Writing Fellows program](#) for general information. Our class is fortunate to have three great WFs to work with you: Yasmin Schamiloglu, Katy Tyllo and Rose Waters. **Note:** the draft for the WF is a course requirement. Failing to submit a draft on time will result in up to ten (10) points deducted from your final draft.

Final Exam: This will be comprehensive, covering everything studied in the course, including both factual material and the broader ideas and themes of the course. The format will include some identification, short-answer essays, as well as one or two longer essays.

Academic Honesty: Your written work must reflect your own ideas, and where you draw on others' words or ideas you need to indicate this clearly with proper quotations and citations. Academic dishonesty will not be tolerated, and all appropriate penalties, including failing the course, will be strictly enforced. As state law for the [UW System explains](#), academic misconduct includes, but is not limited to "claim[ing] credit for the work or efforts of another without authorization or citation." See also [UW's plain-language guidance](#) on this topic. Specifically on the proper ways to give credit to sources, consult the [Writing Center](#) and download their handout '[Acknowledging, Paraphrasing, and Quoting Sources](#).'

Accommodations: If you need accommodations due to any disability, please let me know within the first two weeks of class, i.e. by Sept. 14. In order to maintain confidentiality, you may do so by coming to my office hours or by emailing me to arrange a meeting. You will need to provide documentation from the McBurney Disability Resource Center, 702 West Johnson St., Suite 2104, tel. 608-263-2741, email: mcburney@studentlife.wisc.edu.

Required Books (3) & Course Pack (1): You need to acquire the three required books and the Course Pack for this class, and bring them to class on the days when they are assigned. They are listed here below

in the order in which they will be assigned. You should get the books in the editions specified here. Please note that in many cases EBOOKS ARE NOT ACCEPTABLE, because they often leave out the page numbers or have other formatting problems. The books are available, among other places, the UW Bookstore: www.uwbookstore.com. The Course Pack is available from the Social Sciences Copy Center, in 6120 Social Sciences: <http://copy.ls.wisc.edu/>. Both the books and the Course Pack will also be on reserve at College Library.

Keyser, Richard. *Course Pack for Hist/Env Studies 328*. Social Science Copy Center, 2017.

Mark Cioc. *The Rhine: An Eco-Biography, 1815-2000*. University of Washington Press, 2006.

Winter, James. *Secure from Rash Assault: Sustaining the Victorian Environment*. University of California Press, 1999.

Bess, Michael. *The Light-Green Society: Ecology and Technological Modernity in France, 1960-2000*. The University of Chicago Press, 2003.

Reading Assignments: you should read each week's assignments in the order they are listed on the syllabus and finish all of them by Tuesday's class. This will enable you to make connections among the readings and to use class time to review, clarify, and ask questions about the week's material.

SCHEDULE

Week 1, Thur., Sept. 7. Introduction: Environmental History & Early Civilizations

Course Pack: R. Winks, *Ancient Mediterranean World*, pp. 1-15.

Course Pack Primary Sources, ch. 1: begin Ancient Sources (Greece).

Week 2, Tues.-Thur., Sept. 12-14. Ancient Civilizations to the Greeks.

Course Pack: Winks, *Ancient Mediterranean World*, pp. 36-41, 54-64.

Course Pack: J. D. Hughes, *Environmental Problems*, ch. 5, pp. 68-87; ch. 7, pp. 110-13, 118-28.

Course Pack Sources, ch. 1: Ancient Sources, Greece.

Week 3, Tues.-Thur., Sept. 19-21. The Roman Empire.

Course Pack: R. Winks, Robin, *Ancient Mediterranean World*, pp. 144-59.

Course Pack: Grove and Rackham, *Nature of Mediterranean*, pp. 8-15, 18-19, 48-56, 190-97.

Course Pack: Bryan Ward-Perkins, *Fall of Rome*, pp. 33-43, 58-62.

Course Pack Primary Sources, ch. 1: Ancient Sources, finish (Rome).

Week 4, Tues.-Thur., Sept. 26-28. The Fall of Rome.

Essay 1 Draft Due: Tues., Sept. 26.

Course Pack: Hughes, *Environmental Problems*, Conclusion, pp. 224-35.

Course Pack: Grove and Rackham, *Nature of Mediterranean*, pp. 167-74, 188-89.

Week 5, Tues.-Thur., Oct. 3-5. Explaining the Fall.

Course Pack: Bryan Ward-Perkins, *Fall of Rome*, pp. 117-21, 122-34, 144-47.

Course Pack: Karl Butzer, "Environmental History," pp. 1773-78; 1794-98.

Week 6, Tues.-Thur., Oct. 10-12. Early Modern Growth to the First Industrial Revolution.

Essay 1 Due: Tues., Oct. 10.

Course Pack: James Scott, *Seeing Like a State*, introduction & ch. 1, pp. 1-22.

Cioc, *The Rhine*, ch. 1, pp. 3-19.

Week 7, Tues.-Thur., Oct. 17-19. Industrial Zones and Agrarian Landscapes.

Cioc, *The Rhine*, ch. 2-3, pp. 21-75.

Winter, *Secure from Rash Assault*, intro & ch. 1, pp. 1-18.

Week 8, Tues.-Thur., Oct. 24-26. Industry and Agrarian Change in the 'Long' Nineteenth Century.

Cioc, *The Rhine*, ch. 4, pp. 77-107.

Winter, *Secure from Rash Assault*, ch. 2-3, pp. 19-61.

Week 9, Tues.-Thur., Oct. 31 - Nov. 2. The Impact of British Industrialization.

Oct. 31: Essay 2 Draft Essay Due

Winter, *Secure from Rash Assault*, ch. 6-7, pp. 104-42.

Week 10, Tues.-Thur., Nov. 7-9. German & British Industrialization Compared.

Cioc, *The Rhine*, ch. 5, pp. 109-43.

Winter, *Secure from Rash Assault*, ch. 8, pp. 143-65.

Week 11, Tues.-Thur., Nov. 14-16. Environmental Impacts & New Environmental Ideas.

Nov. 14: Essay 2 Due.

Cioc, *The Rhine*, ch. 6, pp. 145-71, ch. 7, pp. 173-75.

Course Pack Sources, ch. 2: Romanticism.

Week 12, Tues., Nov. 21. Early Conservation & Preservation.

Winter, *Secure from Rash Assault*, ch. 9, pp. 166-88.

Thanksgiving Break, Nov. 23-26.

Week 13, Tues.-Thur., Nov. 28 –30. The Rise of Environmentalism.

Winter, *Secure from Rash Assault*, ch. 11, pp. 209-30.

Cioc, *The Rhine*, ch. 7-8, pp. 176-207.

Bess, *The Light-Green Society*, Intro., pp. 3-9; & ch. 1, pp. 11-37.

Week 14, Tues.-Thur., Dec. 5-7. Green Parties & Green Governance.

Course Pack: Whited, *Northern Europe*, ch. 6, pp. 145-64.

Bess, *Light-Green Society*, ch. 4, pp. 76-114.

Week 15, Tues., Dec. 12. Is "Light-Green" the Color of the Future?

Bess, *The Light-Green Society*, ch. 11, pp. 218-33; ch. 12, pp. 237-45; & Concl., pp. 291-95.

Final Exam: Monday, Dec. 18, 2:45 – 4:45 pm.