HIST 204
Modern Global Environmental History (Online)

Time:
T-Th 2:00-3:15

Dr. Jerry Jessee
Office Hours: Tuesdays 10:00 am/Wednesdays Noon (Virtual)
jjessee@uwsp.edu

Course Description:

We live in a globalized era of profound environmental and social crisis.

Mass migrations of peoples fleeing poverty, economic exploitation, war, and ecological collapse; the warming of our planet from the burning of fossil fuels; a global population of 7.6 billion people, many of whom don't have access to a basic standard of living; toxic water and air; disease; vulnerable food systems; loss of ecological biodiversity and the onset of the Earth's sixth great extinction event; rampant consumerism resulting in the overexploitation of natural resources; rising economic inequality within and between nations; the specter of racial nationalism, ideological fundamentalism, and fascism: these are but a smattering of the challenges facing our world today. How are we to make sense of a world in the midst of such

profound social and environmental change? And, more importantly, how are we going to build a future world that is environmentally resilient and, at the same time, equitable and just for everyone who lives here?

This course takes a historical perspective on the relationship between society and the environment on a global scale. It asks:

What does history tell us about how we arrived at our current crises and what can it tell us about how best to proceed in creating a resilient, environmentally sustainable, and socially just world?

Everything we do in this class is designed to enable you to answer this essential question. To foster your engagement with this inquiry, this course is organized into four units, each of which contains weekly modules that run from Sunday to Saturday and contain specific learning objectives. As you proceed through the weekly modules, you will encounter two types of online learning experiences. Often, the activities I have created for you require that you work at your (or your group's) own pace throughout the week, provided you complete all the activities and assignment by their weekly due date. This is the *asynchronous* part of the course. At other times, we will meet as a whole class. This is the *synchronous* learning experience. When we do have a synchronous meeting, it will usually fall on a Thursday at 2 pm (one of our scheduled times for this course). If you cannot meet during those times that I have scheduled a synchronous meeting, you will be required to complete an alternative assignment. You must contact me well in advance of the meeting to set up the alternative assignment (a week would be good).

A few notes on pace and protocol involved with these modules:

This course proceeds on a week-to-week basis via the modules, which run from Sunday to Saturday. It would be a good practice to always log into this course on Sunday to plan for what you must do for the week. Sometimes the activities I have planned for you is entirely driven by you; thus, you work at your own pace throughout the week. Other times I have you engaging in group work, which means you will have to plan for that work throughout the week with your other group members. Always check what you must do early in the week!

Each module will contain an introductory video by me introducing you to the objectives and activities for the module. Included also is a to do list, which I call "Week X At a Glance" and outlines everything you need to accomplish. You must proceed stepwise through these activities. Indeed, Canvas will require you to do so. For modules that are asynchronous, the due date for all activities will be at the end of the week (Saturday) at 11:59. However, if we have a synchronous meeting schedule, there will be activities you must complete before we meet on that Thursday. Due to the highly structured nature of these modules you cannot work ahead in this course.

Learning Outcomes:

> **Essential Question:** The planetary environment is on the brink of ecological collapse. What does history tell us about how we got here and what does it tell us about how best to proceed in creating a resilient, environmentally sustainable, and socially just world?

Enduring Understanding: Individual human action is not enough to ensure environmental sustainability; only by collectively reorganizing our global society, politics, economy, and beliefs can we create a more resilient and sustainable relationship between humanity and the global environment.

Course Objectives:
Any engaged student who works assiduously in this course will be able to:

1) *Analyze* the historical forces that have shaped the relationship between society and the natural environment in the past.

2) *Analyze* how human institutions have influence environmental resilience and fragility and contributed to uneven access to natural resources and wealth.

3) *Recognize* different interpretations about the relationship between society and the environment in the past.

4) *Analyze* primary source documents to answer questions about the relationship of environment and society in the past.

Required Reading:
Texts:

Yuval Noah Harari, *Sapiens: A Brief History of Humankind*, Harper Collins, 2015. Available for text rental at the UWSP Bookstore.

Mark Kurlansky, *Cod: A Biography of a Fish that Changed the World*, Penguin Books, 1997. Available for text rental at the UWSP Bookstore.

JR McNeill and Peter Engelke, *The Great Acceleration: An Environmental History of the Anthropocene since 1945*, Belknap Press, 2014. Available for text rental at the UWSP Bookstore.

Stephanie Hanes, *White Man's Game: Saving Animals, Rebuilding Eden, and Other Myths of Conservation in Africa*, Metropolitan Books, 2017. Available for purchase at the UWSP Bookstore.

Jedediah Purdy, *The Land is Our Land: The Struggle for a New Commonwealth*, Princeton University Press, 2019. Available for purchase at the UWSP Bookstore.

Articles on Canvas: In addition to the books above, you will also be required read articles, which will be available in Canvas.

Schedule Overview:

Unit 1: Deep Views
Essential Questions:
What makes us human?
Have humans ever lived in "balance" with the environment?
Week 1 Course Introduction
Week 2 Humans and the Environment
Week 3 Subsistence and Agricultural Societies
Week 4 Modern Agriculture
Unit 2: The Origins of Modernity
Essential Questions:
What does it mean to be "modern"?
How has modernity shaped the relationship between human societies and the environment?
Week 5 Empire-building and the Columbian Exchange
Week 6 Market Commodities, Science, and Capitalism
Week 7 Factory Production and Industrialism
Week 8 Lessons on Resilience
Unit 3: Environmentalism(s)
Essential Questions:
What prompts people to become concerned about the environment?
How have people dealt with environmental change?
Week 9 Conservation and Preservation
Week 10 Environmental Justice
Week 11 Africa and Environmental Protection
Unit 4: The Great Acceleration
Essential Questions:
Why is global environmental change accelerating?
What does history have to tell us about how to move forward?
Week 12 The Cold War Invention of the Environment
Week 13 Overpopulation
Week 14 Climate Change
Week 15 The Way Forward

Assignments:

Quizzes: Weekly modules will frequently contain reading quizzes. The quizzes will require you to submit a short answer to the prompt I have provided. Details on the quizzes will be given when you take the quiz using the quiz tool in Canvas.

Assignments: Weekly modules will frequently contain various written assignments and collaborative group work. These assignments are designed to get you to engage with the learning objectives and questions for the module and/or unit.

Discussion: Weekly modules will frequently contain discussion prompts that require you to engage collaboratively with other students in class on various topics.

Participation: You are required to participate in the synchronous meetings throughout the semester. If you cannot make a synchronous meeting, you will be required to complete an alternative assignment. You must contact me before the meeting to set up the alternative assignment.

Midterm Exam: There will be a midterm exam in week 8. This will be a short essay exam that will require you to engage with one of the essential questions for the units.

Final Exam: The final exam will be an essay that requires you to grappled with the essential question for this course. The core reading for the final through which you will engage with this question is Jedediah Purdy's book *This Land is Our Land*.

Grades (weighted):

Quizzes: 15%
Assignments: 15%
Discussion:15%
Participation: 15%
Midterm Exam: 20%
Final Exam: 20%
       Total: 100%

Grading Scale (percentage):

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	59 and below
B	83-86	C-	70-72		

Expected Instructor Response Times

- o I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email.
  - ▪ ***If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.
- o I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
- o I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

Student Expectations

In this course you will be expected to complete the following types of tasks.
- • communicate via email

- complete basic internet searches
- download and upload documents to the LMS
- read documents online
- view online videos
- participate in online discussions
- complete quizzes/tests online
- upload documents to Canvas to submit an assignment
- participate in synchronous online discussions

Course Structure

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

Technology

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. https://www.wisconsin.edu/dle/external-application-integration-requests/

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.
- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

## *Course Technology Requirements*
- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
  - webcam
  - microphone
  - printer
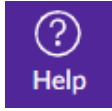 - a stable internet connection (don't rely on cellular)

UWSP Technology Support

- Visit with a [Student Technology Tutor](#)

- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
    - o IT Service Desk Phone: 715-346-4357 (HELP)
    - o IT Service Desk Email: techhelp@uwsp.edu

Canvas Support
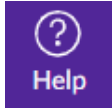
Click on the **Help** button in the global (left) navigation menu and note the

options that appear:

Support Options	Explanations
Ask Your Instructor a Question Submit a question to your instructor	Use **Ask Your Instructor a Question** sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!	**Chat**ting **with Canvas Support** (**Student**) will initiate a *text chat* with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email Canvas support will email a response	**Contact**ing **Canvas Support via email** will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via phone Find the phone number for your institution	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
Search the Canvas Guides Find answers to common questions	**Search**ing **the [Canvas guides](#)** connects you to documents that are searchable by issue. You may also opt for [Canvas video guides](#).
Submit a Feature Idea Have an idea to improve Canvas?	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this **Submit a Feature Idea** avenue.

All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.

- Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

Complete Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Late Work Policy
Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in Canvas
Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points.

Course Policies

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:
- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Build Rapport
If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can

help you find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edumailto:datctr@uwsp.edu

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures
Student Academic Disciplinary Procedures
UWSP 14.01 Statement of principles
The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with

instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

        (a) Seeks to claim credit for the work or efforts of another without authorization or citation;

        (b) Uses unauthorized materials or fabricated data in any academic exercise;

        (c) Forges or falsifies academic documents or records;

    (d) Intentionally impedes or damages the academic work of others;

        (e) Engages in conduct aimed at making false representation of a student's academic performance; or

        (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.

Other Stuff:

Notice on Copyright of Course Material: As the instructor, I retain all copyright on lectures, slides, assignments, and other course materials. I do not allow anybody to photograph, film, or otherwise record lectures without my express permission. I do not allow anybody to distribute course materials or otherwise send audio or visual recordings of lectures to people not currently enrolled in this class without my express permission. Posting course material that I have created onto course-sharing websites directly violates my copyright on my academic materials.

*Note: I reserve the right to alter this syllabus for any reason.