

HIST 204

Modern Global Environmental History

Time:

Hybrid Course--Online & Meetings Mondays 2:00-3:15 (CBB 131)

Dr. Jerry Jessee

Office Hours: T-Th 12:00 - 1:00 pm, or by appt.

CCC 467

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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; disease; 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?

Human society has always faced environmental dilemmas, sometimes successfully and other times with disastrous consequence. What can we learn from this history? This course takes a historical perspective on the relationship between society and the environment on a global scale that asks:

What can we learn from the past to build a more environmentally sustainable and socially just world in the future?

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 takes a **hybrid approach** where content is delivered online and class meetings are designed for discussion and other activities. The course is organized into four units, each of which contains specific learning objectives/questions and weekly topics organized as “modules.” Each weekly module has two components: online self-directed online learning (on Canvas) and a live, in-person course meeting (on Mondays at 2). The modules run from Tuesday to Monday (our meeting time). 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,” that outlines everything you need to accomplish. You must proceed stepwise through these activities. All module assignments and readings must be completed by our Monday meeting. Monday meetings are designed as a culminating experience for that week’s module. During these times, we will engage in reading discussions, debates, and lecture—all of which are designed to further your engagement with the essential question for this course. Because half of this course is online, you must have access to a working PC or Mac. Tablets and cell phones are not acceptable.

Learning Outcomes:

Essential Question: What can we learn from the past to build a more environmentally sustainable and socially just world in the future?

Enduring Understanding: Individual human action is not enough to ensure environmental sustainability; only by collectively reorganizing society, politics, economy, and culture can we create a more environmentally sustainable and socially just world.

Course Objectives:

This course fulfills the Historical Perspectives (HP) and Environmental Responsibility (ER) categories of UWSP’s General Education Program. The key understandings below address these categories and are designed to give you the necessary historical skills and content to answer the essential question for this course.

Students will understand that:

- 1) Movements to protect the environment are closely tied to social differences (e.g. race, class, and gender).
- 2) The historical development of modern political, economic, social, and cultural systems has intensified and accelerated global environmental change and sustainability.
- 3) The growth of imperialism has been historically tied to not only the exploitation of people but also the environment.
- 4) Evaluating historical sources are the primary means by which we answer questions about the changing relationship between human societies and the environment 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.

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

Schedule Overview:

<p>Unit 1: Deep Views 100,000 to 8,000 (Before Present) Essential Questions: What makes us human? Have humans ever lived in “balance” with the environment?</p>
Week 1 Course Introduction
Week 2 Humans and the Environment
Week 3 Subsistence Societies
Week 4 Agricultural Revolution
<p>Unit 2: The Origins of Modernity: Globalization 1.0 1500 to 1800 Common Era Essential Questions: What does it mean to be “modern”? How has modernity shaped the relationship between human societies and the environment?</p>
Week 5 Empire-building and the Columbian Exchange
Week 6 Market Commodities, Science, and Capitalism
Week 7 Factory Production and Industrialism

Week 8 Cod Fishing and Environmental Sustainability
Unit 3: Environmentalism(s) 1850 to Present Essential Questions: What prompts people to become concerned about the environment? How have people dealt with environmental change?
Week 9 Environmentalism of the Rich: Conservation and Preservation
Week 10 Environmentalism of the Poor: Environmental Justice
Week 11 Africa and Environmental Justice
Unit 4: The Great Acceleration: Globalization 2.0 1945 to Present Essential Questions: Why is global environmental change accelerating? What historical lessons does this period provide to us as we think about how to move forward?
Week 12 The Great Acceleration and the Cold War
Week 13 Overpopulation
Week 14 Climate Change
Week 15 Moving Forward by Thinking about the Past
Final: Friday, December 16, 10:15-12:15

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. Additionally, writing may be assigned (individual and group) during our class meetings. These assignments are designed to get you to engage with the learning objectives and questions for the module and/or unit.

Attendance: Attendance is required for this course. The purpose of this grading category is to reward students who regularly attend class. There is penalty for excessive absences. See below.

Midterm Exam: There will be a midterm exam in week 9. The exam will likely include multiple choice, short answer and an essay prompt.

Final Exam: Same format as the midterm.

Grades (weighted):

Quizzes: 20%

Assignments: 20%

Attendance: 10%

Midterm Exam: 25%

Final Exam: 25%
Total: 100%

Other Stuff:

Attendance: I will record attendance. You are allowed one absence for the semester. Students who miss more than one class will be docked 2 full grades (20%) from their attendance grade for each accrued absence after one. An absence is an absence; there are no “excused” absences other than those for university sanctioned events or military duty. In those cases, please provide documentation (official form/announcement or a note from an authority) to seek an approval from me for the absence. This must occur *before the absence*. You do not need to email to notify me that you are going to be absent. The only time you need to contact me regarding an absence is when you have an illness or other serious problem that will require you to miss several classes. If this happens to you, please contact me so we can then discuss whether I can approve an accommodation.

I do not provide alternative options (online or otherwise) for students who miss classes. It is up to you to get up to speed on what you missed during your absence, including notes and any assignments.

Related to absences: I find it incredibly rude for students to leave in the middle of class. If, for some legitimate reason, you need to leave class early, I would appreciate the common courtesy of letting me know before class begins. Students who leave class without permission will be docked attendance for that class.

Late Assignments: Late assignments will be docked 2 full points for each day late. I very rarely grant extensions on assignments, so please do not request one unless your situation is extraordinarily urgent.

Electronics: **All electronics must be turned off during class unless instructed to use them by me.** These include cell phones, laptops, and tablets. In some cases, laptop use may be permitted if the student has an accommodation approved by the Disability Services Office (see below). **Please do not be surprised to hear me shout “turn off your cell phone” if I catch you peeking at it in class. Notes should be taken by hand on paper.**

Early Finals/Midterms: I do not allow students to take early/late exams except in extremely rare occasions (like you are going to have brain surgery on the scheduled exam day).

Email: During the workday, I receive dozens of emails. If you email me, please give me 24 hours to respond. I check my email once on the weekends. I will try to respond within 24 hours, but you may not receive a reply until the following Monday.

Plagiarism: For information on plagiarism, consult <http://www.uwsp.edu/centers/rights>. See Chapter 14, *Student Academic Standards and Disciplinary Procedures*. I will vigorously pursue all incidents of plagiarism, which include copying material from AI generated programs like ChatGPT. I use turnitin.com on Canvas for the essays.

Equal Educational Opportunities: If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability and Assistive Technology Center (6th Floor of the Learning Resources Center) with your documentation as early as possible in the semester. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course. Voice: (715) 346-3365, TTY: (715) 346-3362, <http://www.uwsp.edu/special/disability/studentinfo.htm>.

You must present me with your approved accommodation form before any agreement between you and I for accommodation can be made.

Writing/Reading Help: This is a reading and writing intensive course. If you need help you can visit the Tutoring and Learning Center in the basement of the Library. They are there to help you with papers etc. This is totally free! Their webpage is <http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx>. You can also call them to make an appointment at (715) 346-3568.

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.

Online Stuff:

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

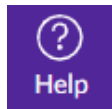
- View this website to see [minimum recommended computer and internet configurations for Canvas](#).

- 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 cellula

UWSP Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu

Canvas Support



Click on the  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!	Chatting with Canvas Support (Student) will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email Canvas support will email a response	Contacting 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	Searching 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](#)

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

