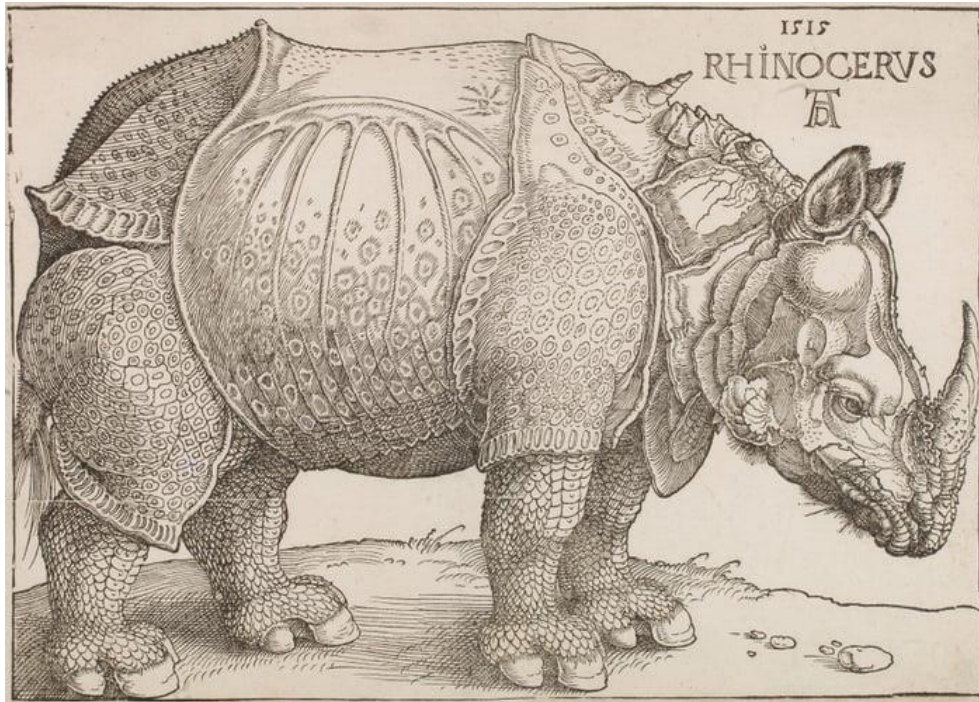


# HISTORY 207: GLOBAL NATURAL HISTORIES

Dr. Jerry Jessee

Office Hours (virtual): Monday 1 pm/Tuesday 9 am.

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*Albrecht Durer's Rhinoceros (1515)*

## **Course Description:**

Today, we tend to associate natural science and scientists with laboratories, sophisticated instruments, and lab coats. But before there was “science,” the primary means by which people created a formalized knowledge of the natural world was through “natural history”—the observational study of natural objects like animals, plants, and minerals situated within their environmental milieu.

The science and knowledge of natural history, however, was not created in a vacuum. Rather, natural history has been molded and fashioned by human beings—humans who envisioned the natural world through the cultural lenses of their particular times and places. Natural history, in other words, is a product of human culture and historical context, not just a way of knowing nature. In this course, we will take a historical and cultural perspective on natural history that asks:

*How do the historical and social contexts of scientific activities shape science?*

By putting natural history in its historical and cultural context in this way you will gain a firmer understanding that science is not above society but is a social institution that is integrated into and influenced by society.

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 Tuesday to Monday. 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 for that week’s module. You must proceed stepwise through these activities. Indeed, Canvas will require you to do so. Each module ends with a class meeting on Monday at our regularly schedule class time, where we will discuss various readings, engage in learning activities, etc. Any assignment for that week’s module is due by 9:30 am on Monday (again, the day we meet). The following day (Tuesday) the next weekly module begins. Due to the highly structured nature of these modules you cannot work ahead in this course.

One more note about expectations. Typically, in a face-to-face class we would meet for a total of 150 minutes per week for a 3-credit class with an additional homework workload of about 2 hours per credit (6 hours for the 3 credits). The same expectation applies to this virtual course. Please be sure to mark enough time during the week to complete the assignments and activities for this course.

**Learning Objectives:**

**Essential Question:**

*How do the historical and social contexts of scientific activities shape science?*

**Enduring Understandings:**

Students will understand that:

*Science is not above society but is a social institution that is integrated into and influenced by society.*

**Course Objectives:**

*Students who diligently complete this course in good faith will be able to:*

- 1) Analyze, through primary and secondary sources, how natural history (its practices, theories, and content) has shaped and been shaped by historical forces.

2) Analyze different interpretations of the history of natural history and their role in shaping understandings the past.

3) Analyze how knowledge of natural history has been employed to justify both the exploitation and protection of nature.

### **Required Reading:**

#### *Books (Required)*

Paul Farber, *Finding Order in Nature: The Naturalist Tradition from Linnaeus to E.O. Wilson*, The Johns Hopkins University Press, 2000. Available for text rental at the UWSP Bookstore.

Patricia Fara, *Sex, Botany, and Empire: The Story of Carl Linnaeus and Joseph Banks*, Columbia University Press, 2003. Available for text rental at the UWSP Bookstore.

Juan Pimentel, *The Rhinoceros and the Megatherium: An Essay in Natural History*, Harvard University Press, 2017. Available for text rental at the UWSP Bookstore.

Andrea Wulf, *The Invention of Nature: Alexander von Humboldt's New World*, Vintage, Reprint Edition, 2016. Available for purchase at the UWSP Bookstore or online.

#### *Books (Optional)*

Charlotte McConaghy, *Migrations: A Novel*, Flatiron Books, 2020. This book is available for purchase but is not required for this course. If students so request, I will offer an extra credit assignment based on this book. Otherwise, we will not be using this book.

*Articles on Canvas:* In addition to the books above, you will also be required read articles and bring them to class to discuss. These will be available on Canvas.

### **Assignments:**

*Midterm Exam:* There will be a midterm exam that will consist of identifications, short answer prompts, essays, and multiple-choice questions. I will provide a study guide.

*Final Exam:* The final will be in the same format as the midterm and will be cumulative.

*Quizzes:* There will be a series of quizzes on lecture and readings throughout the semester. The format will be short answer. Please see the Quiz and Writing Assignment rubric in the Students Resources tab in Canvas.

*Written Assignments and Class Participation:* There will be a number of writing assignments associated with the modules and class meetings. Please also see the discussion and participation rubric below.

## Grades (Weighted)

Midterm: 20 %

Final Exam: 30 %

Quizzes: 20%

Writing Assignments and Class Participation: 30%.

Total: 100%

## Schedule Overview:

<b>Unit 1: Recognizing Nature: The Birth of Natural Philosophy (Human Origins to the Renaissance, c. 1500 ce)</b>
Week 1: Course Introduction
Week 2: Ancient Classical Natural Philosophy
Week 3: Renaissance Natural Philosophy
<b>Unit 2: Ordering Nature: The Origins of Natural History (The Early Modern Era 1600 to 1750 ce)</b>
Week 4: Exploration and Cabinets of Curiosity
Week 5: Linnaean Taxonomy
Week 6: Empire and Natural History: The Cook Voyages and Joseph Banks
<b>Unit 3 Interconnecting Nature: Humboldtian Science (Modern Era 1750-1850 ce)</b>
Week 7: Humboldt and the Geography of Plants
Week 8: Humboldt and Global Science
<b>Unit 4: Evolving Nature: The Darwinian Revolution (Modern Era 1850 – 1950 ce)</b>
Week 9: Midterm
Week 10: The Voyage of the Beagle and Pre-evolutionary Thinking
Week 11: Origin of Species
Week 12 Evolutionary Ethics
<b>Unit 6: Saving Nature: Natural History and Nature Protection (Modern Era to the Anthropocene, 1850 to Present)</b>
Week 13: EO Wilson and Biodiversity
Week 14: Grizzly Man
Week 15: The Anthropocene: Human History as Natural History

## Other Stuff:

### Attendance

I will record attendance during our Monday zoom meetings. Students who miss 2 classes will be docked a 1/3 of a grade from their final grade. Students who miss 3, 2/3rds of a grade, 4 a full grade (and so on). For example, if you were to earn a B in this class, but missed 2 classes, your final grade would be a B-. Absences will be unexcused except in extraordinary

circumstances, which will require a note from an authority explaining the absence. If you miss an assignment for a class in which you have an excused absence, you must make every effort to make up any missed assignments within a reasonable amount of time.

### **Expected Instructor Response Times**

- 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. Note: I only check my email once during the weekend so a response may not be sent to you until the following Monday.
  - \*\*\*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.
- I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
- 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

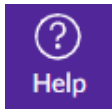
### **Course Technology Requirements**

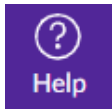
- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
  - webcam
  - microphone
  - printer
  - a stable internet connection (don't rely on cellular)

### **UWSP Technology Support**

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

### **Canvas Support**



Click on the  button in the global (left) navigation menu and note the

options that appear:

Support Options	Explanations
<a href="#">Ask Your Instructor a Question</a> Submit a question to your instructor	Use <b>Ask Your Instructor a Question</b> sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
<a href="#">Chat with Canvas Support (Student)</a> Live Chat with Canvas Support 24x7!	<b>Chatting with Canvas Support (Student)</b> will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.

<p><b>Contact Canvas Support via email</b> Canvas support will email a response</p>	<p><b>Contacting Canvas Support via email</b> will allow you to explain in detail or even upload a screenshot to show your particular difficulty.</p>
<p><b>Contact Canvas Support via phone</b> Find the phone number for your institution</p>	<p>Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.</p>
<p><b>Search the Canvas Guides</b> Find answers to common questions</p>	<p><b>Searching the <a href="#">Canvas guides</a></b> connects you to documents that are searchable by issue. You may also opt for <a href="#">Canvas video guides</a>.</p>
<p><b>Submit a Feature Idea</b> Have an idea to improve Canvas?</p>	<p>If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this <b>Submit a Feature Idea</b> avenue.</p>

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.edu](mailto: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.

**Synchronous Discussion Rubric**

	<b>Excellent "A"</b>	<b>Proficient "B"</b>	<b>Developing "C"</b>	<b>Unacceptable "&gt;C"</b>
<b>Frequency</b>	Student frequently initiates conversation	Student initiates contribution once in each class.	Student contributes only every few classes.	Student does not initiate contribute and requires

	more than once in class.			professor to solicit input.
<b>Quality</b>	Comments are always insightful, constructive, and demonstrate clear engagement with class material. Always employs appropriate terminology.	Comments are mostly insightful, constructive, and demonstrate engagement with class material. Frequently employs appropriate terminology.	Comments are sometimes constructive with signs of engagement and insight. Terminology and comments not always relevant to discussion.	Comments are uninformative, lacking appropriate terminology, and demonstrate lack of engagement with class material.
<b>Listening</b>	Student listens attentively and builds upon remarks of others.	Student mostly attentive and usually builds upon remarks of others.	Student is often inattentive and requires reminders to stay focused. Student sometimes disruptive.	Student does not listen to others, does not pay attention, and/or detracts from the discussion.

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

