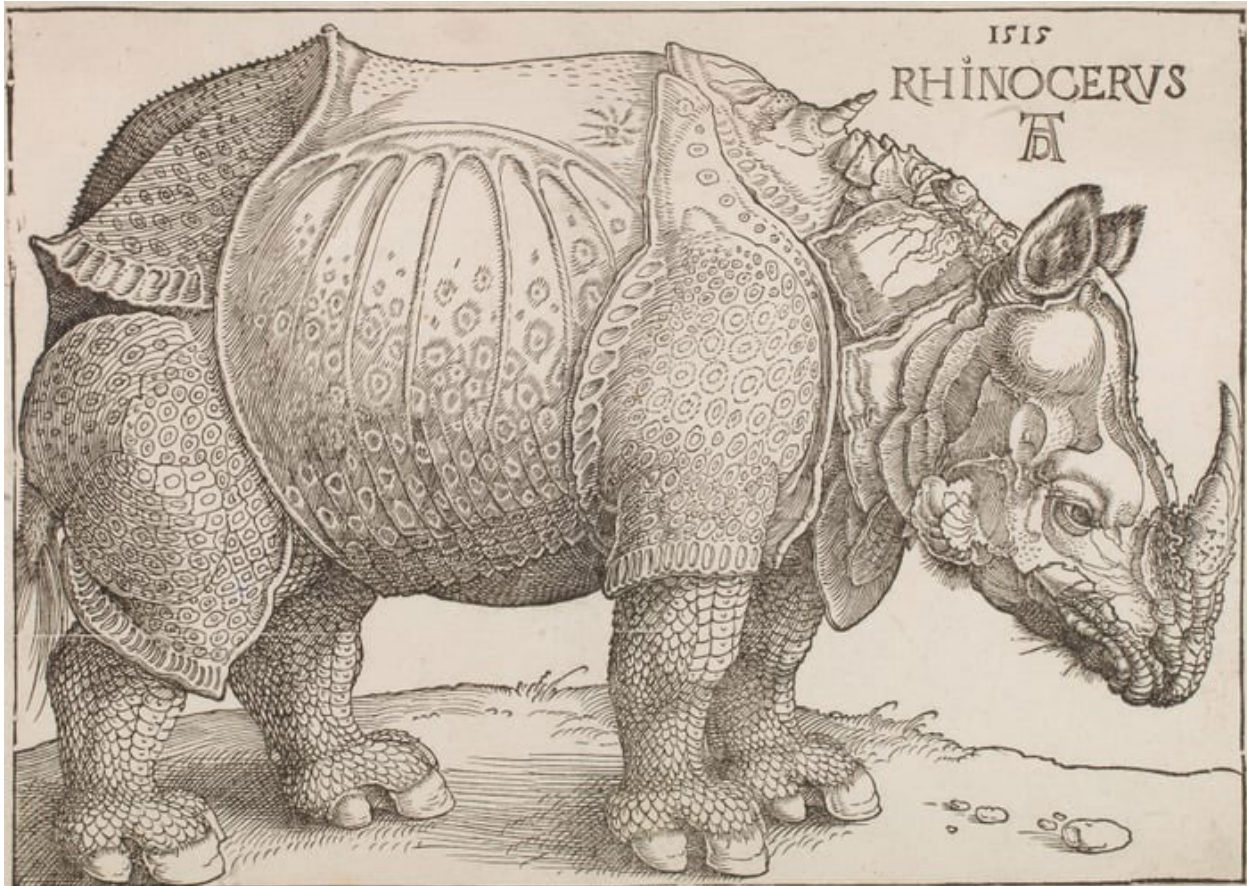


HISTORY 207: GLOBAL NATURAL HISTORIES

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Office Hours: T-Th 10:00-11:00
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Location/Time
Monday & Wednesday
9:30-10:45
CCC 101



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. This course explores the ways in which the enterprise of natural history from the Ancient times to today has critically shaped the human history of the world. By putting natural history in its historical context in this way, you will gain a firmer

understanding of science as a cultural activity and appreciate how it has molded the ways in which societies have come to think about the natural world, their place in it, and their obligation to protect it.

To foster your engagement with these questions this course utilizes a mix of lecture, small/whole-group discussion of readings, and analytical, problems-based workshops. **This is not a lecture course that simply requires you to sit passively and listen.** I have structured the course around critical readings, questions, and learning opportunities that facilitate your ability to make meaning out of issues related to society and science. I am a guide, not a knowledge faucet. You are a seeker, not a vessel waiting to be filled with knowledge. Your success in this course thus requires that you not only attend class, but also complete the readings and come prepared to discuss and work through them with me and your peers. Your active engagement in your own learning will make this a much more rewarding experience.

Unfortunately, the classroom for this course (CCC 101) is not particular well-suited for this kind of activity. Its stadium seating and large capacity make it feel like an auditorium than a classroom. I'd like to make this room feel a bit cozier and classroom-like, so please be sure to sit in the middle front four rows.

Learning Objectives:

Enduring Understanding: Science is a decidedly human activity that has shaped and been shaped by human society.

Course Learning Outcomes:

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 natural history and its role in understanding the past.
- 3) *Analyze* how natural history has informed reductionist and holistic understandings of the natural world and *interpret* how these concepts have been employed to justify both the exploitation and protection of nature.
- 4) *Analyze* how historical perspective on science provides a broader understanding of science in contemporary society.

Required Reading:

Books

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.

Articles on Desire2Learn (D2L): 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 D2L. They are noted in the schedule below with an asterisk (*).

You must read and bring these readings to class on the days we discuss them. Students who regularly fail to bring their readings to class for discussion will be docked attendance.

A really important note about the reading materials in this course: You have one of two choices for accessing the readings in this course: You can 1) print out the articles in hard copy and physically purchase the books, or 2) obtain and read electronic versions of the articles and books. If you choose option number 2 there are caveats. First, the only electronic devices permissible for the readings are laptops or ipad-type readers. No cell phones! I am strict of this. Second, you must bring your device with you on the day that we discuss those readings. This is the price you pay for going electronic. Understand? Good.



Abraham Ortelius's Iceland Map (1591)

Assignments:

Midterm Exam: There will be a midterm exam. 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. There will be a quiz for each day we discuss a book. Questions for the book quizzes will be drawn from the reading guides that I hand out for each book. **You cannot make up quizzes unless your absence has been excused.** I will enable D2L to drop your lowest quiz grade in case you have to miss a class in which a quiz is given. Because this is a large class, I will not be returning your quizzes back to you. For the first couple quizzes I will provide feedback on how the class is performing, expectations on answers, etc. If you would like more substantial and individual feedback on your personal performance, you are encouraged to see me during my office hours or make an appointment with me.

In-Class Activities and Assignments: We will be engaging in various writing and group exercises throughout the semester. I will be collecting the products of these exercises and giving you credit for them on D2L. They will not be heavily graded or returned to you. Instead, I will be evaluating them on the + √ - system. These marks will be recorded in D2L as 3-2-1 respectively. If you complete the work and put forth good effort, you will receive a +. Varying degrees of completeness or effort will result in either a √ or a -. You will be in serious danger of **not** passing this class if you do not complete these assignments. See scale below.

Making History through Natural Objects Project: You will select an object of natural history (e.g. taxidermized animal, plant, map, scientific instrument, drawing, book, etc.) and write a 3-4 page history describing how your object contributes to an understanding of human history. The project has three different components, each with its own due date during the semester: 1) an object proposal; 2) an annotated bibliography of sources revealing the historical context and significance of the object; 3) the final essay, which will include an image(s) of your object and an analysis of its historical significance. We will have a workshop on the project on week 6.

* Late assignments will be docked a third of a grade for every day late.

** Attendance policy: See below.

Grades (Weighted)

Midterm: 20 %

Final Exam: 20 %

Quizzes: 20%

In-Class Activities and Assignments: 20%
Making History through Natural History Project: 20%
Total: 100%



Charles Darwin and Monkey with Mirror, *The London Sketchbook* (1874)

Other Stuff:

Attendance: I will record attendance. Students who miss 3 classes will be docked a 1/3 of a grade from their final grade. Students who miss 4-5, 2/3rds of a grade, 6+ a full grade (and so on). For example, if you were to earn a B in this class, but missed 3 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.

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.

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.



Breadfruit Scientific Drawing.

Late Work: Stuff happens. Sometimes life takes priority over school work. If something comes up and you need to miss a class or cannot turn in an assignment let me know immediately. I do not always grant extensions on assignments, but I do try to be flexible. It is imperative, therefore, that when incidents arise you do your diligent best to keep me informed.

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).

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. Also I use turnitin.com 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>.

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 materials.

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

Schedule:

Week	Topic	Readings	Assignments/Notes
1	Course Introduction		
Unit 1: Recognizing Nature: Natural Philosophy			
2	What is natural history and does the science of natural history have a human history?	Farber, <i>Finding Order in Nature</i> , Introduction. * Schiebinger, "Gender and Natural History." * Browne, "Natural History" from <i>The Oxford Companion to The History of Modern Science</i> .	
	Aristotle's Natural Philosophy and Ptolemaic Cartography	* Primary Source: Plato, 'Allegory of the Cave' from <i>The Republic</i> .	
3	Pliny's <i>Natural History</i> to the Medieval World		
	Unit 2: Ordering Nature: The Birth of Natural History		
	Renaissance Natural History: The Rhino	Pimentel, <i>The Rhinoceros and the Megatherium</i> , "Prologue" & chs. 1-2.	
4	No class! Jerry out-of-state.		
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5	Exploration, Cabinets of Curiosity, Printing	Pimentel, <i>The Rhinoceros and the Megatherium</i> , ch. 3	
	Linnaeus and His "Natural" System	Fara, <i>Sex, Botany, & Empire</i> , chs. 1-2. Optional: Farber, <i>Finding Order in Nature</i> , ch. 1.	
6	Cook Voyages: Exploration and Mapping	Fara, <i>Sex, Botany, & Empire</i> , ch. 4.	
	Botany and Empire: Joseph Banks	Fara, <i>Sex, Botany, & Empire</i> , chs. 3 & 6.	

7	Comparative Anatomy	Pimentel, <i>The Rhinoceros and the Megatherium</i> , chs. 4 & 5. Optional: Farber, <i>Finding Order in Nature</i> , chapter 3. (This is really good background history to help you understand the debates about the Megatherium).	
	Workshop: Making History through the Objects of Natural History	* "Introduction" and "Natural History" from Ulrich, et al., <i>Tangible Things</i> . * review section on Albrecht Durer's Rhino print from Pimentel, <i>The Rhinoceros and the Megatherium</i> .	
Unit 3: Interconnecting Nature: Humboldtian Science			
8	Humboldt, Chimborazo, and the Geography of Plants	Wulf, <i>The Invention of Nature</i> , "Prologue," & chs. 1; 3-7; 10 (skim chs. 8-9).	
	Humboldt's Iso-Maps, Global Knowledge, and Environmental Control	Wulf, <i>The Invention of Nature</i> , chs. 13-14; 16; 18. (skim chs 11-12; 15).	
Spring Break			
9	Workshop: Interpreting the History of Natural History	Bring all of the readings we've discussed so far. You are going to be using them extensively.	
	Midterm		
Unit 4: Evolving Nature: The Darwinian Revolution and Modern Biology			
10	UWSP Natural History Museum Tour	* Ashby, "Four Ways Natural History Museums Skew Reality."	We are going to meet at the UWSP Natural History Museum, first floor of the University Library. Making History through Objects of Natural History proposal due.

	Darwin and the Voyage of the Beagle	Wulf, <i>The Invention of Nature</i> , ch. 17.	
11	The Origin of Species	Farber, <i>Finding Order in Nature</i> , chapter 5. * Optional: Primary Source: Darwin, "Recapitulation and Conclusion" from <i>On the Origin of Species</i> .	
	Evolution and the Natural History of Humanity	* Primary source: Selections from Darwin's <i>The Decent of Man</i> and Huxley's <i>Man's Place in Nature</i> & "Evolution and Ethics."	Making History through Objects of Natural History annotated bibliography due.
12	The Experimental Method	Farber, <i>Finding Order in Nature</i> , chapter 6 & 8. Optional: Wulf, <i>The Invention of Nature</i> , ch. 22.	
	The History of Ecology	* Primary Source: Odum, "Ecology and the Atomic Age."	
Unit 5: Saving Nature: Natural History and Nature Protection			
13	Conserving and Preserving Nature	Wulf, <i>The Invention of Nature</i> , ch. 23.	
	Natural History in Person and Film	Farber, <i>Finding Order in Nature</i> , ch. 7. * Primary Source: Osborne, "The Opening of the African Plains." *Read the article from "Wild Things: The Blog of the Wildlife Conservation Society Archives." URL Link: http://www.wcsarchivesblog.org/the-african-plains-a-new-vista-to-the-wonders-of-nature/	

14	Film: Grizzly Man		
	Discussion: Grizzly Man		
15	EO Wilson, Biodiversity, and The Sixth Extinction	Farber, <i>Finding Order in Nature</i> , chapter 9.	
	Workshop: Human History as Natural History in the Anthropocene		Making History through Objects of Natural History final essay due
Final: Monday, May 13, 12:30-2:30			