

Environmental History

11:374:312

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Please see information about STUDENT WELLNESS SERVICES at the end of the syllabus.

Course purpose: If you want to change how people use resources, you have to understand how those practices came about, how things could have been different, and how they might be changed in the future. In this upper division course for students majoring in Environmental Policy, Institutions, and Behavior (EPIB), we study:

- a) what we can know about **past conditions**, and
- b) how we can identify sequences of events (causation, or **historical processes**) that produced an outcome.

We also want to recognize how groups and institutions use or even abuse history to support their claims to resources or their policy demands (e.g., settlers who ignore indigenous land claims). Through readings, discussions, presentations, and research on the history of the Lower Raritan Watershed, we will improve our abilities to analyze historical processes so that we can identify opportunities for change.

Learning objectives for the EPIB curriculum: By the end of this course, students should be able to *explain the historical development of:*

- 1.7 social forces, cultural values, and behavior that affect human-environmental interactions.

Topics and themes: Readings from archaeologists, historians, ecologists, and social scientists illustrate the impressive variety of human interactions with the environment over time. They also trace the emergence of institutions like pre-capitalist mercantilism, religion, and the modern state that changed the ways people used and thought about the environment. Our approach is impressionistic, not comprehensive.

We will always ask why records were created, who created them, and why historical records survived. One problem is assessing records written by elites about non-elites. For instance, colonists' reports are often racist and may miss activities that the colonized people managed to hide. Another problem is in building evidence about behavior for eras and places where no written records exist. Archaeological and historical studies increasingly include many disciplines. With improved methods for collecting and analyzing social and physical data, we are learning much more about how humans can use their environment sustainably.

Seminar format: I will introduce our discussions of the readings, but I expect every student to engage by asking questions, listening actively, and contributing to our discussions. Come to class prepared. Each student will lead a discussion of readings for a particular date.

Assignments (details in separate Assignment Sheet)

Students must complete all assignments to pass the course:

- 40% Lower Raritan Watershed history project
- 10% seminar reading leader
- 20% exam 1
- 20% exam 2
- 10% classroom engagement

Required readings to buy

Printed course reader

Some readings are available **only** in a printed reader. Search www.upublishing.com, search O’Neill, select “Environmental History,” or use direct links:

Paperback is \$99.95: <http://ow.ly/FUmG303CVB3>

eRental is \$84.95: <http://ow.ly/A36d303CW2B>

The eRental is available to students for 150 days from the date of their purchase. It requires an Internet connection and can be viewed on a PC, MAC, tablet or smart phone that supports a web browser. Printing is limited to 10% of the pages. The eRental also has notation tools, so students can hi-light passages or make notes.

Required book to buy or download

Book to buy, download, or read online

William H. McNeill. Plagues and Peoples. Anchor Press/Doubleday: Garden City, N.Y., 1998 [1976]. [Purchase: Rutgers bookstore. Free download or reading online: Rutgers library course reserves ebook; also linked on Sakai, in the Resources folder]
<http://quod.lib.umich.edu.proxy.libraries.rutgers.edu/cgi/t/text/text-idx?c=acls;idno=heb03218>

Sakai readings to download

Other excerpts and articles are on Sakai for downloading, in the Resources folder.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Please follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full policies and procedures are at <https://ods.rutgers.edu/>

ABSENCE POLICY

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

ACADEMIC INTEGRITY

The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy/>. The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

Session topics and readings

1.

Introduction

Why history matters: example of an environmental conflict
Beginning our Lower Raritan watershed project

2.

Critical thinking about information

Exercise: analyzing historical documents
Discuss course assignments
Sign up for seminar reading leader date

Readings:

Syllabus
Assignment Sheet

Anthony Brundage. 2008. *Going to the Sources: A Guide to Historical Research and Writing*. Wheeling, IL: Harlan Davidson, Ch. 2, pp. 19-32. [Reader]

3.

Creative and destructive land degradation (central concepts for this course)

Reading:

Douglas L. Johnson, and Laurence A. Lewis. 2007. *Land Degradation: Creation and Destruction*. 2nd edition. Lanham, MD: Rowman and Littlefield, pp. xiii-22, 40-51, 207-208. [References not copied, available from instructor] [Sakai]

4.

Lower Raritan watershed project: introducing our partner, the Lower Raritan Watershed Partnership (nongovernmental organization)

Select Raritan watershed history tasks you will complete

DUE: Turn in 2 questions for Prof. O'Neill and Heather Fenyk (LRWP) about how to start historical research on Raritan

The Raritan:

Alison Hyland. 2000. "River Rats: Growing Up on the Raritan River. Lincoln, NE: Writers Club Press/iUniverse.com. Excerpts [Sakai] [Map and title page, xv-7, 16-24, 45-49, 70-73.]

Tom Johnson. 2016. Mob still a problem in New Jersey's waste management sector. Newsworks/NJ Spotlight. May 26. [Sakai]

New Jersey's Watersheds, watershed management areas and water regions. [link on Sakai]

<http://www.state.nj.us/dep/seeds/docs/watersheds.pdf>. [Lower Raritan is Area 09]

EPA Raritan River Project data [link on Sakai]

http://water.rutgers.edu/Projects/EPA_Raritan_River_Project/Data.html

The Main Stem (Raritan River) map. (n.d.) Sustainable Raritan River Initiative.

http://raritan.rutgers.edu/wp-content/uploads/2014/01/WMA_09_FINAL-sjm.jpg. [Sakai]

Raritan Watershed. 2016. USDA NRCS NJ. [link on Sakai]

http://www.nrcs.usda.gov/wps/portal/nrcs/detail/nj/home/?cid=nrcs141p2_018706

Sub-watersheds of the Lower Raritan River [Sakai]

<http://lowerraritanwatershed.org/subwatersheds/>

Models for historically informed environmental assessments:

R.W. Tiner and H.C. Bergquist. 2003. Historical Analysis of Wetlands and Their Functions for the Nanticoke River Watershed: A Comparison Between Pre-settlement and 1998 Conditions. U.S. Fish & Wildlife Service, National Wetlands Inventory (NWI) Program, Northeast Region, Hadley, MA. NWI technical report. Read methods and conclusions. <http://digitalmedia.fws.gov/cdm/ref/collection/document/id/1340> [Sakai]

Shawna Dark, Eric D. Stein, Danielle Bram, Joel Asuna, Joseph Monteferrante, Travis Longcore, Robin Grossinger, Erin Beller. 2011. Historical Ecology of the Ballona Creek Watershed. Southern California Coastal Water Research Project. Technical Report #671-2011. http://www.santamonicabay.org/wp-content/uploads/2015/11/Ballona-Historical-Ecology-Report-2011_sm.pdf [Sakai]

5.

The varied uses of environmental history (Session 1)

Raritan *project groups/partners meet*

P. Hamilton. 2002. The Greening of Nationalism: Nationalising Nature in Europe, *Environmental Politics* 11(2):27-48, read pages 27-34 only. [Sakai]

Dave Foreman. 2015. "The Anthropocene and Ozymandias." Pp. 50-58 in *After Preservation: Saving American Nature in the Age of Humans*, edited by Ben A. Minteer and Stephen J. Pyne. Chicago: University of Chicago Press. [Reader]

6.

Rutgers Libraries--Special Collections field trip

DUE: Turn in two questions for librarians

MEET at Alexander Library, PANE ROOM

<https://www.libraries.rutgers.edu/rul/libs/scua/scua.shtml>

7.

The varied uses of environmental history (Session 2)

Diachronic (change over time) and synchronic (comparative, same era) historical studies

Raritan project groups/partners meet

J. McGregor. 2003. The Victoria Falls 1900-1940: Landscape, Tourism and the Geographical Imagination, *Journal of Southern African Studies* 29(3):717-737. [Sakai]

Theories of history in brief, feminism: Catherine Nash. 2000. Environmental history, philosophy and difference, *Journal of Historical Geography* 26(1):23-27. [Sakai]

8.

"Big history"

DUE: Students report orally on strategies for Raritan search terms, sources

J. R. McNeill. 2012. "Global Environmental History: The First 150,000 Years." Pp. 1-17 in *A Companion to Global Environmental History*, edited by J. R. McNeill and Erin Stewart Mauldin: John Wiley & Sons, Ltd., pp. 1-17.

<http://onlinelibrary.wiley.com.proxy.libraries.rutgers.edu/book/10.1002/9781118279519;jsessionid=5AB0A110CE6E41241A18141B37DB6903.f04t03> [PDF on Sakai]

Christopher T. Fisher. 2009. "Abandoning the Garden: The Population/Land Degradation Fallacy as Applied to the Lake Pátzcuaro Basin in Mexico." Pp. 209-31 in *The Archaeology of Environmental Change: Socionatural Legacies of Degradation and Resilience*, edited by Christopher T. Fisher, J. Brett Hill, and Gary M. Feinman. Tucson,

AZ: University of Arizona Press. [References not copied, available from instructor]
[Reader]

Theories of history in brief, Marxism: Chris Williams. 2010. "Marxism and the environment: an excerpt from the new Ecology and Socialism." *International Socialist Review*, 72 (July) <http://isreview.org/issue/72/marxism-and-environment> [Sakai]

9.

Prehistoric hunting-gathering and other practices

Nick Branch, Matthew Canti, Peter Clark, and Chris Turney. 2005. *Environmental Archaeology: Theoretical and Practical Approaches*. London: Hodder Arnold, pp. 1-11.
[Reader]

Kristin D. Sobolik. 2008. *Nutritional Constraints and Mobility Patterns of Hunter-Gatherers in the Northern Chihuahuan Desert*. *Case Studies in Environmental Archaeology*, 2nd ed. Elizabeth J. Reitz, C. Margaret Scarry, and Sylvia J. Scudder (eds.). New York: Springer, pp. 211-233. [Reader]

10.

Recent hunting-gathering, horticultural, and other practices

Christine Padoch and Andrew P. Vayda. 1983. *Patterns of Resource Use and Human Settlement in Tropical Forests*. In *Tropical Rain Forest Ecosystems, Part A: Structure and Function*, F.B. Golley, (ed.) Amsterdam: Elsevier, pp. 301-313. [Reader]

James Fox. 1977. *Harvest of the Palm: Ecological Change in Eastern Indonesia*. Cambridge, MA: Harvard University Press, pp. 1-5, 23-29, 48-57 (notes 262-266).
[Reader]

11.

Recent pastoral practices

Exercise: what are key events in environmental history?

M. T. Hoffman, Rohde, R. F. 2007. From pastoralism to tourism: The historical impact of changing land use practices in Namaqualand, *Journal of Arid Environments* 70(4):641-658. [Sakai]

12.

Rise of agrarian practices and management of fields, forests, and ponds

DUE: Raritan project, oral reports on progress; each student shows log to Prof.

[REVIEW] Christopher T. Fisher. 2009. "Abandoning the Garden: The Population/Land Degradation Fallacy as Applied to the Lake Pátzcuaro Basin in Mexico." Pp. 209-31 in *The Archaeology of Environmental Change: Socionatural Legacies of Degradation and Resilience*, edited by Christopher T. Fisher, J. Brett Hill, and Gary M. Feinman. Tucson, AZ: University of Arizona Press. [References not copied, available from instructor]
[Reader]

Richard C. Hoffmann. 1996. Economic Development and Aquatic Ecosystems in Medieval Europe, *American Historical Review* Vol. 101, No. 3 (June), pp. 631-669. Read especially 631-632, 638-639, 643-646, 658-665. [Sakai]

13.

Micro-organisms and human history (Session 1)

Exam 1 review

William H. McNeill. 1998 [1976]. *Plagues and Peoples*. Garden City, NY: Anchor Press/Doubleday [Rutgers bookstore or Rutgers library course reserves ebook, link on Sakai—you can download PDF]

<http://quod.lib.umich.edu.proxy.libraries.rutgers.edu/cgi/t/text/text-idx?c=acls;idno=heb03218>

McNeill (1998): Concepts: pp. 9-10, 23-32
Civilization and diseases: 60-69, 78-83, 90-94

14.

Micro-organisms and human history (Session 2)

McNeill (1998): Plague in Europe: pp. 176-185, 192-196
Epidemics brought to the New World: 208-241

J. Sommerfeld. 2003. Plagues and peoples revisited, *EMBO Reports* 4(Suppl 1):S32-S34. [Sakai]

Theories of history in brief, deep ecology: Lynn White. 1967. The Historical Roots of Our Ecologic Crisis, *Science* 155(3767):1203-1207. [Sakai]

15. Exam 1

16.

Rise of modern agriculture (Session 1)

Verena Winiwarter. 2014. Environmental History of Soils. Pp. 79-119 in M. Agnoletti and S. Neri Serneri (eds.), *The Basic Environmental History*. Springer: Cham, Switzerland. [Reader]

Theories of history in brief, Thomas Robert Malthus: An Essay on the Principle of Population: Text, Sources, and Background Criticism. 1976 [1798], New York: W.W. Norton, pp. 15-21. [Reader]

17.

Rise of modern agriculture (Session 2)

Jack Ralph Kloppenburg, Jr. 2004. *First the Seed: The Political Economy of Plant Biotechnology*, 2nd edition. Madison, WI: University of Wisconsin Press, **Ch. 8, pp. 191-241**. [Rutgers library course reserves ebook—Ch. PDF on Sakai]

<http://quod.lib.umich.edu.proxy.libraries.rutgers.edu/cgi/t/text/text-idx?c=acls;cc=acls;idno=heb06255.0001.001;node=heb06255.0001.001%3A13;view=toc>

18.

Rise and ascendancy of modern states

Karl Appuhn. 2000. *Inventing Nature: Forests, Forestry, and State Power in Renaissance Venice*, *The Journal of Modern History* 72 (December):861-889, read only 861-874, 883-889. [Sakai].

Phil Clapham and Yulia Ivashchenko. 2009. *A Whale of a Deception*. *Marine Fisheries Review* 71(1):44-52. <http://spo.nmfs.noaa.gov/mfr711/mfr7114.pdf> [Sakai]

19.

Uncertainty, risk, and accumulated vulnerabilities (Session 1)

DUE: Raritan project findings so far; each student shows log to date

Sign up for project oral presentation

Laurie Garrett. 2000. Chapter 1: Filth and Decay: Pneumonic Plague Hits India and the World Ill Responds. In, *Betrayal of Trust: The Collapse of Global Public Health*. NY: Hyperion, pp. 15-49 (notes 588-591), read only 17-23, 42-49. [Reader]

20.

Uncertainty, risk, accumulated vulnerabilities, environmental justice (Session 2)

Exercise: Who writes history? Comparing versions of Three Mile Island events

Hooks, G. and C. L. Smith. 2004. The Treadmill of Destruction: National Sacrifice Areas and Native Americans. *American Sociological Review* 69:558-575. [Sakai]

Karen M. O'Neill. 2008. Broken Levees, Broken Lives, and a Broken Nation After Hurricane Katrina. *Southern Cultures* 14(2): 89-108, read only 90-93, 98-105. [Sakai]

21.

Colonial and contemporary environmental governance (Session 1)

RARITAN PROJECT PRESENTATIONS (tentative)

Elizabeth Lunstrum. 2011. "State Rationality, Development, and the Making of State Territory: From Colonial Extraction to Postcolonial Conservation in Southern Mozambique." Pp. 239-74 in *Cultivating the Colonies: Colonial States and Their Environmental Legacies*, edited by Christina Folke Ax, Niels Brimnes, Niklas Thode Jensen, and Karen Oslund. Athens, OH: Ohio University Press. [Reader]

Theories of history in brief, Adam Smith: Wealth of Nations, Ch. VI "Of the Component Parts of the Price of Commodities." [ebook EBSCO] [Sakai]

22.

Raritan Project work day

Students meet with Raritan project partners/groups

23.

Colonial and contemporary environmental governance (Session 2)

RARITAN PROJECT PRESENTATIONS (tentative)

John S. Akama. 1998. The Evolution of Wildlife Conservation Policies in Kenya. *Journal of Third World Studies* 15(2):103-17 Fall. [Sakai]
hoffm

Susan R. Schrepfer. 2005. Nature's Altars: Mountains, Gender, and American Environmentalism. Lawrence, KS: University Press of Kansas, pp. 1-13, 78-79 (notes 243-245, 262). [Reader]

24.

Capitalism, industrialization, and modernity

RARITAN PROJECT PRESENTATIONS (tentative)

Joan Marshall. 2009. Tides of Change on Grand Manan Island. Montreal: McGill-Queen's University Press, pp. 203-219, 225-226 [references not copied, available from instructor] [Reader]

Stephen Mosley. 2014. Environmental History of Air Pollution and Protection. Pp. 143-169 in M. Agnoletti and S. Neri Serneri (eds.), The Basic Environmental History. Springer: Cham, Switzerland. [Reader]

25.

Conservation and environmentalism (Session 1)

RARITAN PROJECT PRESENTATIONS (tentative)

Show work log to Prof.

L. Gari. 2006. A History of the H̄imā Conservation System, Environment and History 12(2):213-228. [Sakai]

26.

Conservation and environmentalism (Session 2)

VIDEO: "A Fierce Green Fire: Battle for a Living Planet," Act 4, global activism

José Augusto Pádua. 2012. "Environmentalism in Brazil: A Historical Perspective." Pp. 453-73 in A Companion to Global Environmental History, edited by J. R. McNeill and Erin Stewart Mauldin: John Wiley & Sons, Ltd., pp. 453-473. [online library course reserves, PDF on Sakai]

<http://onlinelibrary.wiley.com.proxy.libraries.rutgers.edu/book/10.1002/9781118279519;jsessionid=5AB0A110CE6E41241A18141B37DB6903.f04t03>

27.

Contemporary consuming, post-consuming?

RARITAN PROJECT PRESENTATIONS (tentative)

Excerpt from Thorstein Veblen. 1902. The Theory of the Leisure Class: An Economic Study of Institutions (New York: Macmillan), pp. 68-101

[Modern History Sourcebook: Thorstein Veblen: Conspicuous Consumption, 1902]
<http://www.fordham.edu/halsall/mod/1902veblen00.html> [Sakai]

Theories of history in brief, Amartya Sen: 1999. Development as Freedom. New York: Alfred A. Knopf, Introduction, pp. 3-11, 299-301. [Reader]

28. Using history to decide about actions today

DUE: Raritan watershed research work products. Must be posted to Sakai by 11:00 a.m.

Review for exam, exam questions handed out

O. Hoegh-Guldberg, L. Hughes, S. McIntyre, D. B. Lindenmayer, C. Parmesan, H. P. Possingham, C. D. Thomas. 2008. Assisted Colonization and Rapid Climate Change. Science 321, 18 JULY 2008. [Sakai]

EXAM 2. Exam covers material only since Exam 1, unless otherwise noted

STUDENT WELLNESS SERVICES

Just In Case Web App <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.