



Université d'Ottawa | University of Ottawa

Département d'histoire | Department of History

Faculté des arts / Faculty of Arts

HIS3304 – CANADIAN ENVIRONMENTAL HISTORY WINTER 2025

Professor: Dr. Daniel Rück (alternative spelling: Rueck)

Email: drueck@uottawa.ca

Office Hours: Tuesday 13h-14h, Friday 11h-12h

Office Location: Desmarais Building 9125

Class Location: CRX C040

Class Time: Tuesday 8h30-11h20

COURSE DESCRIPTION

Environmental history is the study of the historical relationships between humans and the non-human world. This course explores the vibrant and growing field of Canadian environmental history, including themes such as wilderness, war, agriculture, industry, hunting and fishing, pollution, animal history, forestry, environmentalism, and invasive species. An important focus will be Indigenous perspectives on human-nature relations, and the ways in which Indigenous peoples and points of view have been undermined, to the long-term detriment of all. Students will critically engage with recent scholarship using chronological, regional, and topical frameworks; and will conduct various field observations and an environmental history research project of their own.

OBJECTIVES

The course objectives are:

- to develop a strong basic knowledge of Canadian environmental history and of the scholarship in the field
- to reflect carefully and critically about how to decolonize our thinking on environmental history
- to reflect deeply on our own place in Canadian environmental history
- to strengthen intellectual and practical skills that can help us to live in good relationship with other creatures

EMAIL COMMUNICATION

It is very important that you regularly check your university email account for course-related announcements. You may email me or TAs with simple questions, but for anything requiring more than a one-sentence response, please ask one of us during office hours or after class. Please

check the syllabus to see if it contains answers before emailing. We are unlikely to respond if the answer to your question is in the syllabus, or if it requires a lengthy response. When you email, please give the name of this course. We try to answer emails within 24 hours but do not usually respond on weekends. If you need to speak with me or the TA in person but you cannot make the scheduled office hours, please email to schedule an alternative time.

ASSIGNMENT SUBMISSION

Written assignments must be uploaded to Brightspace as .docx files before the beginning of class on the date due. Late assignments will not be accepted.

LATE ASSIGNMENTS

No late reading response assignments will be accepted, since the point is that you have done your reading before class and can thus participate in discussion.

For other assignments, no extensions will be granted in advance. A penalty of 2% per working day will be deducted from late assignments. This penalty may be waived in the event of unforeseen emergencies such as a serious illness or disability (please note that work for other classes or paid employment does not qualify as an unforeseen emergency).

If your assignment is late and you believe you should not be penalized, please attach a note of explanation along with any supporting documentation you think appropriate. The late penalty will be waived, in part or in whole, if it appears justified.

DISPUTED GRADES

If you believe your grade for a particular assignment is incorrect you may resubmit the graded copy along with a written explanation for why you believe you should receive a different grade. I will re-assess it, and the newly-assessed grade will replace the original. The new grade may be higher, lower, or unchanged.

PLAGIARISM AND ACADEMIC INTEGRITY

Plagiarism is considered academic fraud, and will be sanctioned in accordance with related University of Ottawa regulations: <http://www.uottawa.ca/academic-regulations/academic-fraud.html>. In order to avoid academic fraud, please read the Student Guide on academic integrity: <http://web5.uottawa.ca/mcs-smc/academicintegrity/documents/2011/academic-integrity-students-guide.pdf>

RESOURCES FOR STUDENTS

Mentoring Centre - <http://www.arts.uottawa.ca/eng/mentoring/>

The goal of the Mentoring Centre is to help students with their academic and social well-being. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

Academic Writing Help Centre - <http://www.sass.uottawa.ca/writing/>

The AWHC is committed to helping students develop writing strategies and skills that will enable them to identify and correct their mistakes and help them to become better writers. It

offers individual writing appointments, in-class presentations and workshops, and online writing resources.

Counselling Service- <http://www.sass.uottawa.ca/personal/>

The Counselling Service offers personal counselling, career counselling and study skills counselling.

Access Service - <http://www.sass.uottawa.ca/acces/>

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

Mashkawazìwogamig-Indigenous Resource Centre <https://www.uottawa.ca/indigenous/about-us>

The IRC provides support and tools to meet the personal, professional, and academic needs of all First Nations, Métis, and Inuit students. Whether you are looking for a study space for midterms and exams, need access to a computer for your research paper, or are looking to meet other Indigenous students on campus, be sure to stop by the IRC throughout the academic year.

Helping Someone - <https://www2.uottawa.ca/campus-life/health-wellness/helping-someone>

Do you see any behaviour that may be out of character or unusual for someone? Visit this site to learn about early intervention in supporting mental health challenges.

POLICY ON CHILDREN IN CLASS

1. All exclusively breastfeeding babies are welcome in class as often as necessary
2. For older children, I understand that unforeseen disruptions in childcare could mean that parents are forced to miss class. Although this is not a long-term childcare solution, it is acceptable to bring your child to class occasionally in order to cover gaps in care.
3. I will rely on everyone to be flexible, and help create a welcoming, respectful environment for children and parents.
4. If you have your child with you in class, please sit close to the door to minimize disruption if you need to step outside.
5. As a parent myself I understand how difficult it may be to fulfill course requirements while taking care of children at home. While I maintain the same high expectations for all, regardless of parenting status, I will be glad to problem-solve with you to help you achieve your goals.

PRIVACY AND RESPECT

This course deals with sensitive topics, and this means that we need to take into consideration, and respect, the experiences and feelings of others. Some topics may seem abstract or distant for some while for others those topics may hit very close to home. Even when discussing things that happened long ago, these may still impact people deeply today. Please keep this in mind when you write your response assignments, and respond to other students' remarks. One important aspect of respectful interaction is to ask questions with an open mind and to foster your curiosity about the experience of others.

I encourage you to communicate with me any concerns you may have about the course content or how we discuss it. I want to ensure that our learning environment is as safe and welcoming as possible to everyone. We all come from different backgrounds, and we each bring our own interesting and unique experiences to this class. Class lectures may be audio-recorded but recordings will not be posted on Brightspace.

STATEMENT OF THE DEPARTMENT OF HISTORY ON RACISM

On April 29, 2021 the Departmental Assembly of the Department of History voted to endorse the following statement by a vote of 14 to 11.

As historians in the Department of History at the University of Ottawa, we oppose racism and forms of discrimination of any kind, interpersonal, institutional, and systemic, and we condemn the use of injurious racial terms in the classroom. We recognize that that various forms of discrimination often intersect with and amplify racism and vice versa. We are an intellectually diverse department. We may not agree on specific solutions to the issue of racism. Our views of its role in our own lives and experiences may differ. Nevertheless, we share a desire to build an equitable department and university where all faculty, staff, and students can be fully themselves and where all communities, including racialized communities, can thrive.

The defense of academic freedom goes hand-in-hand with attention to confronting racism and intersecting forms of discrimination. We recognize that students and instructors alike need and want university classrooms to be respectful spaces for intellectual curiosity, learning and dialogue.

En tant qu'historien.ne.s du département d'histoire à l'Université d'Ottawa, nous nous opposons au racisme et à toute autre forme de discrimination intersectionnelle, qu'elle soit interpersonnelle, institutionnelle, ou systémique, et nous condamnons l'utilisation de termes raciaux injurieux dans les salles de classe. Nous reconnaissons que plusieurs formes de discriminations s'entremêlent souvent et amplifient le racisme, et vice-versa. Nous sommes un département d'une grande diversité intellectuelle. Nous ne nous entendons pas forcément sur les solutions à apporter aux problèmes du racisme. Nos perceptions du rôle du racisme dans nos vies et à travers nos expériences ne sont pas forcément les mêmes. Néanmoins, nous partageons le désir de construire un département équitable et une université où les professeur.e.s, les employé.e.s et les étudiant.e.s puissent être complètement eux-mêmes, et où toutes les communautés, y compris les communautés racisées, peuvent s'épanouir.

La défense de la liberté académique va de pair avec la confrontation du racisme et avec d'autres formes intersectionnelles de discrimination. Nous reconnaissons que les étudiant.e.s tout comme les instructeurs.ices ont besoin et veulent que les salles de classe dans les universités soient des espaces propices à la curiosité intellectuelle, à l'apprentissage et au dialogue, et ceci de manière respectueuse.

COURSE BOOKS, READINGS, AND REQUIRED ACTIVITIES

The following book is required reading. I have reserved many copies at Perfect Books (258A Elgin St.) and recommend buying there.

- Coates, Colin and Graham Wynn, eds. *The Nature of Canada*. Vancouver: On Point Press - UBC Press, 2019.

The library provides online access to this book here: [The Nature of Canada](#). You must be signed in to our library in order to access it.

In addition to the readings from this book, you will read and listen to articles, book chapters, podcasts, etc. all of which will be made available online. Films and Videos will also be made available.

There will also be field trips that may require entrance fees. I will do my utmost to keep costs down for students.

EVALUATION

- 10% Leading Discussion (group, details below)
- 20% Participation (details below)
- 20% Reading Response Assignments (pass-fail; you must successfully complete 8 of the 11 possible assignments to get full credit; details below)
- 15% Environmental History of a Place 1 – Observation, Reflection, and Proposal (details below)
- 30% Environmental History of a Place 2 – Annotated Bibliography and Short History (details below)
- 5% Environmental History of a Place 3 – Presentations (pass-fail, details below)

COURSE OUTLINE

Date	Class Description	Pre-Class Readings	Submission Due
Jan 7	Introduction – In-class Reflection		
Jan 14	<p>The first 150,000 Years</p> <p>Discussion: What is Environmental History? What is Canada?</p>	<ul style="list-style-type: none"> • Kimmerer, Robin Wall. <i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants</i>. Minneapolis: Milkweed Editions, 2013 (pages 3-59) • Wynn, Graeme. "Nature and Nation." In <i>The Nature of Canada</i>, edited by Colin Coates and Graeme Wynn, 25-49. Vancouver: On Point Press - UBC Press, 2019. 	Due today: Reading Response 1 (respond to one of the readings)
Jan 21	<p>Meet for the first half of the class in MRT 308 (GSG Centre)</p> <p>Early Indigenous and Colonial Environments – Consequences of Settler Colonialism</p> <p>Discussion: Maps and Stories</p> <p>Guest Speakers: Librarians Jennifer Dekker and René Duplain</p>	<ul style="list-style-type: none"> • MacKinnon, J.B. "Appetite of Abundance: On the Benefits of Being Eaten," <i>Orion</i>, July 2013. • Cruikshank, Julie. "Listening for Different Stories." In <i>The Nature of Canada</i>, edited by Colin Coates and Graeme Wynn, 85-100. Vancouver: On Point Press - UBC Press, 2019. • Wynn, Graeme. "Painting the Map Red." In <i>The Nature of Canada</i>, edited by Colin Coates and Graeme Wynn, 51-84. Vancouver: On Point Press - UBC Press, 2019. 	Due today: Reading Response 2 (respond to one of the readings)

Jan 28	<p>The Kichi Sibi and the Algonquin Nation</p> <p>Discussion: Environmental and Indigenous History of the Ottawa Region</p>	<ul style="list-style-type: none"> • Listen: History of the Ottawa River Watershed, presentation by Peter Di Gangi (78 min) • Pilon, Jean-Luc, and Randy Boswell. "Below the Falls; An Ancient Cultural Landscape in the Centre of (Canada's National Capital Region) Gatineau." <i>Canadian Journal of Archaeology/Journal Canadien d'Archéology</i> 39, no. 2 (2015): 257-293. 	<p>Due today: Reading Response 3 (respond to one of the readings)</p>
Feb 4	Lumber and Fishing	<ul style="list-style-type: none"> • Hornsby, Stephen J., and Graeme Wynn. "Eldorado North?" In <i>The Nature of Canada</i>, edited by Colin Coates and Graeme Wynn, 101-122. Vancouver: On Point Press - UBC Press, 2019. • Boswell, Randy. "Cholera, the "Sawdust Menace," and the River Doctor: How Fear of an Epidemic Triggered Canada's First "Pollution" Controversy." <i>Histoire sociale/Social History</i> no. 100 (2016): 503-542. 	<p>Due today: Reading Response 4 (respond to one of the readings)</p> <p>Due today: Environmental History of a Place 1</p>
Feb 11	Wilderness	<ul style="list-style-type: none"> • Campbell, Claire E. "The Wealth of Wilderness." In <i>The Nature of Canada</i>, edited by Colin Coates and Graeme Wynn, 167-184. Vancouver: On Point Press - UBC Press, 2019. • Cronon, William. "The Trouble With Wilderness; or, Getting Back to the Wrong Nature." In <i>Uncommon Ground: Toward reinventing nature</i>, edited by William Cronon, 69-90. New York: W.W. Norton & Co., 1995. 	<p>Due today: Reading response 5 (respond to one of the readings)</p>
Feb 17-21	Reading Week – No Class		

Feb 25	Mining and Cities	<ul style="list-style-type: none"> • Keeling, Arn, and John Sandlos. "Never Just a Hole in the Ground." In <i>The Nature of Canada</i>, edited by Colin Coates and Graeme Wynn, 203-221. Vancouver: On Point Press - UBC Press, 2019. • Dagenais, Michèle. "Imagining the City." In <i>The Nature of Canada</i>, edited by Colin Coates and Graeme Wynn, 185-202. Vancouver: On Point Press - UBC Press, 2019. 	Due today: Reading response 6 (respond to one of the readings)
Mar 4	<p>Agriculture</p> <p>Visit to Canadian Museum of History</p> <p>Guest Speaker: Jean-François Lozier</p>	<ul style="list-style-type: none"> • Rotz, Sarah. "'They took our beads, it was a fair trade, get over it': Settler colonial logics, racial hierarchies and material dominance in Canadian agriculture." <i>Geoforum</i> 82, (2017): 158-169. • Coates, Colin. "Back to the Land." In <i>The Nature of Canada</i>, edited by Colin Coates and Graeme Wynn, 123-142. Vancouver: On Point Press - UBC Press, 2019. 	Due today: Reading response 7 (respond to one of the readings)
Mar 11	<p>Gender and War</p> <p>Guest Speaker: William Patterson</p>	<ul style="list-style-type: none"> • Dean, Joanna. "A Gendered Sense of Nature." In <i>The Nature of Canada</i>, edited by Colin Coates and Graeme Wynn, 281-297. Vancouver: On Point Press - UBC Press, 2019. • Lackenbauer, P. Whitney, and Matthew Farish. "The Cold War on Canadian Soil: Militarizing a northern environment." <i>Environmental History</i> 12, (2007): 920-950. 	Due today: Reading response 8 (respond to one of the readings)

Mar 18	<p>Climate Change and Science</p> <p>Visit to Canada Science and Technology Museum</p> <p>Guest Speaker: David Pantalony</p>	<ul style="list-style-type: none"> • Piper, Liza. "Climates of our Times." In <i>The Nature of Canada</i>, edited by Colin Coates and Graeme Wynn, 319-333. Vancouver: On Point Press - UBC Press, 2019. • Pantalony, David. "What Remains: The Enduring Value of Museum Collections in the Digital Age." <i>Journal of History of Science and Technology</i> 14, no. 1 (2020): 130-152. 	<p>Due today: Reading response 9 (respond to one of the readings)</p> <p>Due today: Environmental History of a Place 2</p>
Mar 25	<p>Power and Transportation</p> <p>Presentations – Part 1</p>	<ul style="list-style-type: none"> • Cruikshank, Ken. "Every Creeping Thing." In <i>The Nature of Canada</i>, edited by Colin Coates and Graeme Wynn, 223-242. Vancouver: On Point Press - UBC Press, 2019. • Penfold, Steve. "The Power of Canada." In <i>The Nature of Canada</i>, edited by Colin Coates and Graeme Wynn, 243-262. Vancouver: On Point Press - UBC Press, 2019. • Optional: Luby, Brittany. "From Milk-Medicine to Public (Re)Education Programs: An Examination of Anishinabek Mothers' Responses to Hydroelectric Flooding in the Treaty #3 District, 1900 - 1975." <i>Canadian Bulletin of Medical History/Bulletin canadien d'histoire de la médecine</i> 32, no. 2 (2015): 363-389. 	<p>Due today: Reading response 10 (respond to one of the readings)</p> <p>Due today: Environmental History of a Place 3 – Part 1</p>

Apr 1	<p>Conclusions</p> <p>Presentations Part 2</p>	<ul style="list-style-type: none"> • Wynn, Graeme, and Jennifer Bonnell. "Advocates and Activists." In <i>The Nature of Canada</i>, edited by Colin Coates and Graeme Wynn, 299-318. Vancouver: On Point Press - UBC Press, 2019. • Guha, Ramachandra. "Radical American Environmentalism and Wilderness Preservation: A Third World Critique." <i>Environmental ethics</i> 11, no. 1 (1989): 71-83. 	<p>Due today: Reading response 11 (respond to one of the readings)</p> <p>Environmental History of a Place 3 – Part 2</p>
-------	--	--	--

PARTICIPATION

Everyone is expected to have carefully read the assigned texts, be prepared to discuss them, and be involved in class. Attempting to participate in the discussion without having done the readings will not result in elevated participation grades and may have the opposite effect. If you are anxious about speaking up or if you have another reason for not engaging, please let me know as soon as possible so that we can find solutions. Those students who are comfortable speaking and debating also have a responsibility to allow space for less assertive students to be heard.

Notebooks: During most classes, students will participate in free-writes in provided notebooks.

General Participation will be evaluated according to the following criteria:

A – Student makes frequent verbal and written contributions that reveal critical understanding of, and engagement with, assigned texts; builds on the insights of others and draws connections between issues and texts. Student attends class regularly and arrives on time.

B – Student makes regular verbal and written contributions and sometimes draws important connections between issues and texts; often demonstrates an adequate understanding of readings and sometimes offers insights that have a positive impact on the discussion. Student attends most classes and rarely arrives late/leaves early.

C – Student sometimes makes verbal and written contributions that show familiarity with readings, but those that are offered do not often have a positive effect on the class discussion. Comments may be of a general or repetitive nature. Student may attend class irregularly and may arrive late/leave early.

D or F – Student rarely contributes to discussion and/or appears not to have completed the readings. Student may rarely or sporadically attend class and frequently arrives late/leaves early.

*If there are special circumstances in your life that I should be aware of when evaluating your participation, please alert me to these as soon as possible.

LEADING DISCUSSION

Once during the semester, you and some of your fellow students will lead class discussion of the readings. Be sure to meet in advance, outside of class time to prepare and coordinate. In preparation, you should read the required texts even more carefully than usual, come up with a set of strong discussion questions, and decide on an approach. You may plan any form of discussion-facilitation that you think will help open up a critical conversation on the readings.

Your group will be evaluated based on:

- preparedness (how prepared you are to lead discussion)
- how well you can respond to student comments about the readings
- organization (how well you have planned the way the discussion will go)

READING RESPONSE ASSIGNMENTS

Students should read all assigned texts (or listen, watch, as the case may be) and are required to submit eight reading responses over the course of the semester. Once you have done the readings, choose one reading for your reading response. Reading responses should show that you have read and understood the material in question, and that you have related it to material covered recently in class. Before the beginning of most classes you can submit reading responses on Brightspace as a .docx file. Material from any of these readings may be used for other assignments.

There are 11 reading response submission possibilities. You are required to submit 8 of 11. Submitting additional reading responses does not result in bonus grades. Grading is pass/fail, as described below.

Each entry should be written in full sentences, single spaced, and should include clear headings according the above specifications. Please ensure that everything you submit includes your name and the date submitted. Students are required to complete the reading response for the day the readings are assigned, and must submit them as a .docx file before class begins. No late reading responses will be accepted.

Reading Responses should be structured like the following example (please try to follow it as closely as you can, including Times New Roman 12 point font):

Bob Smith – Student Number 99999999

Today's Date

Reading Response Assignment #9

Wynn – Nature's Nation

Argument: A summary of author's argument (or main points) in your own words (50-100 words)

Personal Response: What do you think of this piece? Did you find it well-argued? compelling? convincing? If so, why? If not, why not? Your personal response can mention something that struck you, something you disagreed with, or a point that raised further questions. Your personal response should show that you have read and thought carefully about the piece, and should relate it to recent material covered in class. (200-300 words)

Grades for reading responses will be assigned as follows:

- *Complete:* understood the text, engaged with the material, and has related it to recent in-class material

- *Incomplete*: response submitted but does not adequately engage with the readings, or deviates far from the parameters of the assignment (too short, too long, off topic, missing sections, etc)
- *Not Submitted* (0)

IN-CLASS REFLECTIONS

Most classes will involve free-writes or another kind of writing or drawing exercise. Participating in these is part of your participation grade. The primary grading criteria for these reflections is whether or not you have read and engaged with the assigned texts.

RESEARCH PROJECT: ENVIRONMENTAL HISTORY OF A PLACE

Environmental historians tend to think carefully about places. That's why there are so many environmental historians of particular rivers, cities, national parks, forests, lakes, and oceans. This way of thinking that sees uniqueness and value in every place can be seen as counter-cultural or counter-intuitive in a world that often values places only for how they can be commodified and exploited. This assignment in three parts requires you to choose a place near you, visit it, research its environmental history, write a short history and substantial annotated bibliography, and present it in class.

Start with these three steps which will prepare you for the assignments. You don't need to follow them in order.

Step 1 *Choose a place* that is meaningful to you and appropriate for an environmental history research project. The place could be one that you already know well or one that you wish to get to know better. Be sure to choose a place you can physically visit.

Step 2 *Do some background research on your bioregion and watershed:* the Indigenous history and treaty relationships in your bioregion and watershed, the history, the ecology, and type of ecosystem it is; what plants and animals are there; what people are there and how people interact with the place.

- A. *Think carefully about how you define the place:* It will be important to choose an appropriate scale. How big is it? A place that is not too small and insignificant (ex. the swing set at my local park) will make it difficult for you to find any historical sources that can help you learn about it. A place that is too large and well-known (the city of Toronto) will have too much research material, and will make it difficult for you to do something interesting. What bioregion and watershed is it in? Think carefully about geographical and ecological factors: climate, soil, biodiversity, human history, etc. Examples of places you could choose: a park, river, hill, forest, building, development/infrastructure project, site of extraction, neighbourhood, lake,
- B. *Choose an appropriate chronological frame:* What time period will your research cover? Will it be a long or short period? Will it be the distant past or the recent past? To answer these questions you will need to do some preliminary research.
- C. *Think carefully about how you will do historical research on the place.* What is your relationship to the place? What does this relationship mean for what kind of research you can do. What kind of sources will be available to you? If you cannot find good sources you will need to choose a different place or change your scale/chronology.

Step 3 *Visit the place.* Stay for a while. Sit down. Walk around. Take notes about what you see and experience. Take photos. During your site visit, observe the space closely and reflect on what you see, hear, smell and the feelings that arise for you while you are there. What can you

learn about the environmental history of the place simply by paying attention? Depending on the season and weather conditions at the time of your visit, what can you learn? What kind of events do you think happened here in the past? What can your feelings about the place tell you about the site's history?

Now you're ready to complete the assignment **Environmental History of a Place 1 - Observation, Reflection, and Proposal** based on the place you have chosen. Here are the detailed instructions for each assignment:

ENVIRONMENTAL HISTORY OF A PLACE 1 OBSERVATION, REFLECTION, AND PROPOSAL

This assignment should have the following elements:

- **Name, Date, Assignment, Course**
- **Place, Date and time visited**
- **Photos:** Include one to five photos of the place you are writing about (at the end). These should be your photos and one of them should have you in it to show you were there. You should copy and paste the photos directly into your document. Please do not submit photos as separate files. You will not be evaluated on the artistic quality of your photos but they should be clear and relevant to your text.
- **Observation:** Describe the place as objectively as you can. Use words to draw a picture for someone who has never been there. This is not the place to talk about your feelings and experiences. (150-200 words)
- **Reflection:** A description of how I experienced the place when I visited. What did I feel? How did I feel? What did I see? Who did I talk to? What was it like? What did you think about while you were there? (150-200 words).
- **Proposal:** (400-800 words) Critically engage with the place, do some research to find work that tells you something about the environmental history of the place. Ask yourself questions like: How does this place relate to course materials and topics discussed in class? Is your research turning up adequate material to be able to write an environmental history? Your proposal should include the following elements:
 - Proposed geographical frame (where is the boundary of your place)
 - Proposed chronological frame (which dates will your project focus on)
 - Proposed sources you will use to do this research (example: primary sources, books, interviews, newspapers, etc)
 - Proposed historical narrative: Actors in your story, argument, narrative arc, etc
- **Bibliography:** this bibliography will serve as the starting point for the second assignment, and you will add to it. It should contain at least five good sources at this time.

General Guidelines:

- Your writing style should be formal (no contractions, slang, etc) but you may use the first person.

- Referencing should be done in Chicago Style

Follow the format of the following example. Please follow the form as closely as you can (margins, font, sections, word limits) and sections (what each section is for). See within the text for further instructions and guidelines:

Brenda Zahedi – Student Number 99999999
Date Submitted: September 21, 2024
Environmental History of a Place 1 – HIS3304

Place: Carlingwood Mall, Ottawa [give address or other info on location]
Date and Time Visited: September 4, 2024, 4pm-6pm

Photos (paste them into the document itself)

Observation: Grizzlethorp blimpo wex fleckandoodle chirp. Flunderblast snork beluggit quomp snarfling. Wrigglehatch mibbler clorbengrain wuzzlepot flibberlux. Sharnibo trinklewog zorp kinflematrix drindlefoo. Jorbleschmitz glorb quindlepot raskle squabbinhatch. Twopple grixibly snortledun frump wistajamble. Plaxorth quiddlebust splingleton frock gallivantish. Blorp smexibrinkle gabzorby harnickledash twinkum. Fritz barn zooch blanderfix harplesnitch. Vorflandish quaggly wozwizzle, grimblefroop sparzle. Crumfandor twibbery glaxifuzz florniple varpix. Trallumpet snogglewinx velberdang groppleshank ziggit. Spuzzlefit dorpline crantify whorbleglint sparknix. Zizzlepoof wrangliffle snorkibust grabblefrook fleb. Drabbick wartlenog splondorfruit glimfuzzle tarniplex.

Reflection: Grizzlethorp blimpo wex fleckandoodle chirp. Flunderblast snork beluggit quomp snarfling. Wrigglehatch mibbler clorbengrain wuzzlepot flibberlux. Sharnibo trinklewog zorp kinflematrix drindlefoo. Jorbleschmitz glorb quindlepot raskle squabbinhatch. Twopple grixibly snortledun frump wistajamble. Plaxorth quiddlebust splingleton frock gallivantish. Blorp smexibrinkle gabzorby harnickledash twinkum. Fritz barn zooch blanderfix harplesnitch. Vorflandish quaggly wozwizzle, grimblefroop sparzle. Crumfandor twibbery glaxifuzz florniple varpix. Trallumpet snogglewinx velberdang groppleshank ziggit. Spuzzlefit dorpline crantify whorbleglint sparknix. Zizzlepoof wrangliffle snorkibust grabblefrook fleb. Drabbick wartlenog splondorfruit glimfuzzle tarniplex.

Proposal: Grizzlethorp blimpo wex fleckandoodle chirp. Flunderblast snork beluggit quomp snarfling. Wrigglehatch mibbler clorbengrain wuzzlepot flibberlux. Sharnibo trinklewog zorp kinflematrix drindlefoo. Jorbleschmitz glorb quindlepot raskle squabbinhatch. Twopple grixibly snortledun frump wistajamble. Plaxorth quiddlebust splingleton frock gallivantish. Blorp smexibrinkle gabzorby harnickledash twinkum. Fritz barn zooch blanderfix harplesnitch. Vorflandish quaggly wozwizzle, grimblefroop sparzle. Crumfandor twibbery glaxifuzz florniple varpix. Trallumpet snogglewinx velberdang groppleshank ziggit. Spuzzlefit dorpline crantify

whorbleglint sparknix. Zizzlepoof wrangliffle snorkibust grabblefrook fleb. Drabbick wartlenog splondorfruit glimfuzzle tarniplex.

Bibliography

Bakunin, Mikhail Aleksandrovich. *God and the State*. New York: Dover Publications, 1970.

Rowe, William T. "Water Control and the Qing Political Process: The Fankou Dam Controversy, 1876-1883." *Modern China* 14, (1988): 353-387.

Scott, Colin H. "Science for the West, Myth for the Rest? The case of James Bay Cree knowledge construction." In *Naked Science: Anthropological inquiry into boundaries, power, and knowledge*, edited by L. Nader, 69-86. London: Routledge, 1996.

Sunseri, Thaddeus. "Exploiting the *Urwald*: German post-colonial forestry in Poland and Central Africa, 1900-1960." *Past and Present* 214, (2012): 305-342.

Trudel, Marcel. *Le régime seigneurial*. Ottawa: Société historique du Canada, 1956.

Grading Criteria: An excellent EHP 1 Assignment will be as follows:

- Headings and formatting are as indicated
- Photo(s) is/are clear, well-considered, and meaningful in relation to the text.
- Place: The chosen place and framing is appropriate for the assignment (geographic, chronological, theoretical framing)
- Observation: The place is well described. A person who has not seen the place can get a good idea of what it is like.
- Reflection: You have visited the place and have engaged with it experientially and through your research. The experience and feelings are well described.
- Proposal: The proposal lays out a realistic and compelling plan of research and writing. The proposal shows that the student has done enough preliminary reading and research to be able to confidently move forward to the next step.
- Bibliography: Contains at least five good sources for your topic, Chicago style.

ENVIRONMENTAL HISTORY OF A PLACE 2

ANNOTATED BIBLIOGRAPHY AND SHORT HISTORY

This assignment involves writing an **annotated bibliography** of the environmental history of your chosen place and a **short historiographical text** summarizing the environmental history of the place. The idea is that you are creating a text that will allow someone who knows nothing about the place to quickly understand the existing historical resources available and what they mean for the place.

Annotated Bibliography

You should have at least eight good sources in your bibliography. What a strong source means will vary depending on the project. These sources should generally include peer-reviewed sources but may also include primary sources (newspaper, archives, oral history, etc) and/or secondary sources (published books, local histories, government websites, etc). Since you might be using sources that aren't peer-reviewed I expect you to be discerning about the quality and use of each source you cite. Your text should include discussion of your sources.

Each entry should start with the bibliographic citation in Chicago Style and be followed by your annotation. Annotations should be one or two paragraphs each (around 200 words, but no longer than 500 words). An annotation should include two elements: descriptive and evaluative.

1. *Descriptive elements*: Summarize source. For example, you may:
 - a. Give the main argument
 - b. Summarize the author's methodology
 - c. Discuss the content covered by the text
2. *Evaluative elements*: Provide your perspective on each source. For example, you may:
 - a. Assess the strength of the author's argument
 - b. Evaluate the evidence presented and sources used by the author
 - c. Explain what this text contributes to the historiography

Here are some examples and resources for writing an annotated bibliography.

<https://www.trentu.ca/history/how-write-annotated-bibliography>

<https://history.ucla.edu/academics/undergraduate/history-writing-center/annotated-bibliographies>

<https://libguides.calstatela.edu/c.php?g=767310&p=5506768>

Short History

This is a short (approximately 1000 word) text that ties your annotated bibliography together; to help the reader to quickly make sense of it. The audience is an average Canadian person who googled your place looking for suggestions for what to read about it. The purpose is to summarize what is important about the topic and what the sources in your bibliography say (and do not say) about the topic.

Submission

Submit the entire project in one word document on Brightspace. Paragraphs and annotations should be single spaced. You do not need to provide footnotes. You may use in-text notes

(author, page) to refer to particular works if you wish. Don't forget to include a header that includes name of the place, your name, name of the course, today's date.

Grading Criteria: An excellent EHP 2 Assignment will be as follows:

- Includes title
- Place: The chosen place and framing is appropriate for the assignment (geographic, chronological, theoretical framing)
- There are at least eight sources and they are well chosen.
 - Sources are all relevant
 - You provide reader with the best sources on the history of the place
 - Sources are of high quality relative to the sources available for your place.
- Annotations are well-written, appropriate length
 - Author(s) are well introduced, if applicable
 - Source is well described
 - Source is well evaluated
- The Short History
 - makes appropriate and interesting connections with class materials, and applies relevant concepts.
 - relies on, and refers to, most or all of your sources
 - provides reader with an excellent overview of the environmental history of the place and the sources available
- Text is well-written and edited.
Bibliography: Contains at least five good sources for your topic, Chicago style.

ENVIRONMENTAL HISTORY OF A PLACE 3 PRESENTATION

Informal Research Presentation

At the end of the semester, each student will present their research. This will be an informal five-minute presentation that covers the main points of your research and findings. I will award full credit for doing it. Students who cannot attend the class for a valid reason can make arrangements with me in advance. Each presentation will be about 5 minutes in length, followed by a short period of question and answer. It is very important not to go overtime since you may not be allowed to finish.