

Department of History, University of California Santa Cruz, Winter 2021

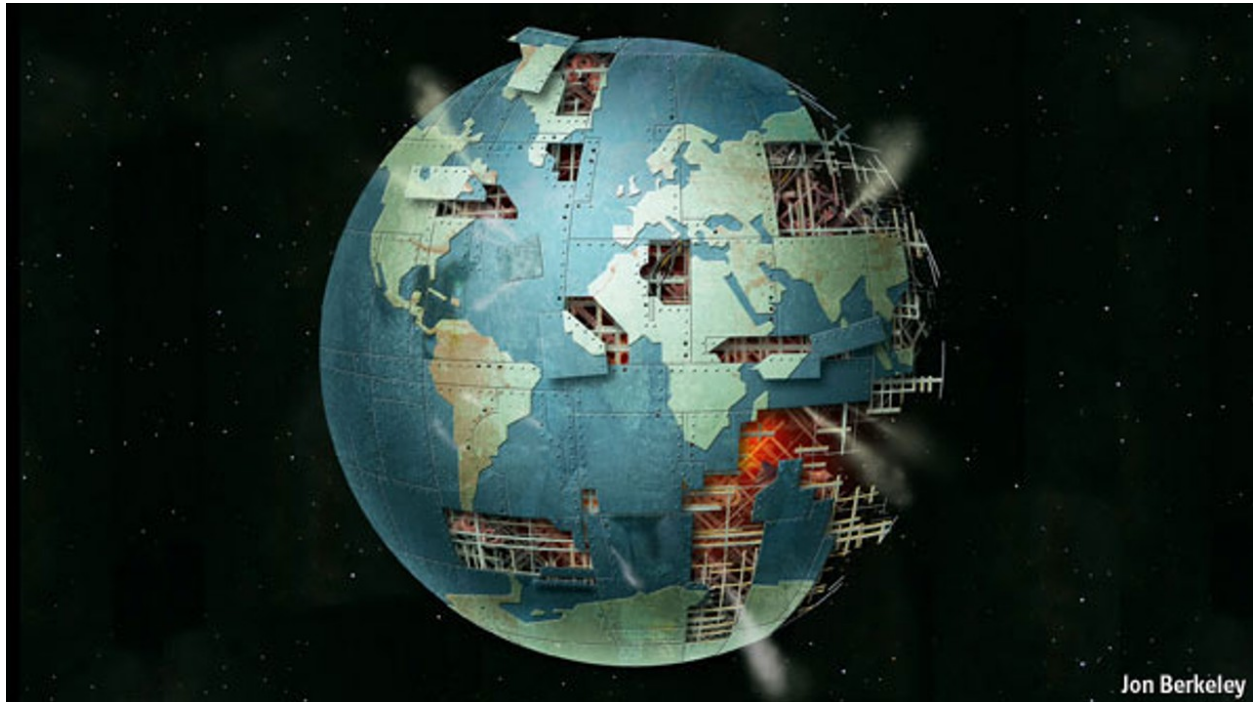
History 101F **Global Environmental History**

A newly developed, asynchronous online course

INSTRUCTOR: Minghui Hu [536 Humanities, mhu@ucsc.edu, 831-459-5270]

Teaching assistant: Audrey Ke Zhao [akzhao@ucsc.edu]

Synchronous Office Hours: TBA



Course Description:

Welcome to History 101F!

This course aims to provide a comprehensive overview of global environmental history from prehistoric times to the present. We will explore how Homo Sapiens became the dominant species on the planet, how some managed to grow food and domesticate animals, and how these agrarian or nomadic societies developed states or even empires. Why did some of them sustain over a long haul and turn into what we might call civilizations? Why did some of them learn to harvest energy differently to boost industrial productivity? How did climate change create a condition such that nearly the entire globe sank into wars, catastrophes, and environmental disasters? How did energy consumption become so pervasive that the global fossil industry has gradually and consistently modified the whole system of climate? At the end of this course, we will investigate a unique country called China with one-quarter of the human population and developed from a war-torn agrarian region into the world's factory. China will soon take over the USA as the largest economy in the world. What is the environmental payoff for everyone on this planet? Brazil, Russia, India, and China (BRIC) will create the largest

middle-class societies consuming an ever-greater share of this planet's natural resources. What is the future of our world?

Global Environmental History explores these pressing issues from a very long historical framework. There are fundamentally three approaches to study Global Environmental History. The first two approaches are the History of Science approach versus the Science of History approach. The History of Science approach is, for my purpose here, Yuval Noah Harari's *Sapiens: A Brief History of Humankind* (2011), which examines the role of knowledge in the long span of human history. The science of History approach is, on the other hand, Jared Diamond's *Guns, Germs, and Steel: The Fates of Human Societies* (1997), which investigates how human evolution interfaced with other non-biological factors. The third approach, dubbed energy and civilization, is concerned with the energy use historically in various human cultures. Fossil energy revolutionized our industrial productivity and created the technoscientific marvels of our modern world and its astonishing inequality. We will explore what many have called the Anthropocene Epoch in the evolution of the planet Earth.

I will also introduce three senses of time: geological, evolutionary, and historical. When measured against geological time, we are often in awe when we realize how short human existence is. However, most of what happened in geological time seem far away from us until we have to examine those only discernible in geological time, such as fossil records or climate patterns. We can say more or less the same to the evolutionary time while examining animal behavior, the evolution of marine plants, and perhaps the impact of climate change. More importantly, as many environmental historians have carefully investigated, the way humans exploited, used, and consumed energy has led to an alarming new climate reality dubbed the Anthropocene epoch. In this regard, historical time will be the ideal temporal framework to study civilizations and energy consumption.

Learning Outcome and Objectives:

Students will learn to think critically of human and environmental history in different time scales, both long and short. Students will also learn how to examine the past, the present, and future of our co-existence with the physical environment from humanist, biological, and physical perspectives. Therefore, students will understand history and science are inseparable and useful tools to understand environmental history.

Students will learn how to incorporate scientific concepts in historical analysis. Students will learn how to integrate evolutionary biology and energy into the historical research of civilizations. Students will learn significant historical phenomena in global environmental history, such as the seventeenth-century crisis and the Anthropocene. Students will learn about the rise of China and its immense impact on the planet.

Students will learn how environmental history is inherently global or regional. Most climate and ecological events recognize no national or civilizational boundaries. Therefore, it does not make much sense to speak of "American environmental history" or "European environmental history."

COURSE REQUIREMENTS:

1. Participation.
2. Reading of all required assignments.
3. Grade Distribution

Quizzes	30%
Social Annotation	40%
StoryMaps project	30%

Grade: Range:

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

Workload calculation:

Video lectures, 3 per week. Each video will be about 10 minutes. Students will watch the videos and review them. I assume the workload for all video lectures would be an hour per week.

Reading and Social annotation: 200 pages a week. Twenty pages per hour. 10 hours per week.

1 hour for quizzes.

Preparation and writing for the StoryMaps project; 3 hours per week.
The total workload for each student per week: 15 hours.

Asynchronous Online Course:

The course consists of ten modules. Each module has the readings, quizzes, and social annotation assignments for each week.

Quizzes:

In this course, you will take both video lecture quizzes and reading assignment quizzes. There are only a few video lecture quizzes in the first module. They are designed to keep you honest, and you will only have one attempt at answering the video lecture quizzes.

For the reading assignment quizzes, you will have **three** attempts. In each attempt, your quiz will draw 10 questions randomly from a quiz bank of 20 questions. You may repeat a few questions in your second and third attempts. You may exhaust all three attempts to earn a score of your satisfaction.

Each quiz will have ten questions, 10 points, and you will have 20 minutes to complete the quiz. Please take your time. You may also check the reading while you are taking the quiz. This is an open-book quiz.

We design our quiz questions to assess your comprehension of the assigned text. They are not there to trick you. And we also design our quiz questions with the ubiquitous search engine in mind. We hope that you will find these questions useful in assessing your reading comprehension.

Please do not panic if you flunk a few quizzes. At the end of the quarter, we will eliminate the two lowest scores.

Social Annotations:

In this course, we will use a Social Annotation tool called hypothes.is. This tool is already embedded in Canvas, so you do not need to install it.

Is there a text in our community? With Hypothes.is, I think we do. But we will most definitely approach the text differently. We are not in a composition class, so please do not focus on the text's writing styles and literary devices. We are not in a literature class, so please do not annotate the text if we read fiction or creative writing. Many examples from Hypothes.is are designed for composition or literature classes. So I would like to urge you to be aware of the difference between a literature and a history class.

We are in a history class. Please keep the following guidelines in mind when you annotate the assigned reading materials: What kinds of methodologies does the author deploy to analyze the long historical patterns or sociopolitical changes? What is the author's argumentation? How many components does the author use to build his argument? What kind of historical change

does the author try to show? What evidence does the author use? How convincing is the author's argument? Does the author use disciplinary language beyond your comprehension? How do you clarify the author's language to understand his arguments? How do these disciplinary languages or tools help you understand historical narratives in general?

According to the grading rubrics below, you should make at least 9 annotations (3 comments, 3 engagements, and 3 clarifications). In your engagement with the classmates in class, you should be courteous and sincere. An honest intellectual exchange could be meaningful and helpful at the same time. In your clarifications, please do not merely insert the dictionary definition. Instead, please explain why clarifying the term helps you understand the author's arguments better.

StoryMaps Project:

In this course, you will create a story maps term project. Think of it as writing a paper with fancy media options. There will be three StoryMaps assignments. In the first assignment, you will express your main idea and outline your project. It will be useful to create a timeline for your project as well. In the second assignment, you will develop your project into a near-finished shape. This will be your first draft, and we will provide you with detailed comments for you to improve. You will revise your story maps into the final draft in the final exam week and submit them before the deadline.

StoryMaps project is the term project for History 40A, which counts for 30% of your final grade. Please review [the StoryMaps orientation](#).

We will have three separate assignments to guide you step by step in developing your project. For now, please familiarize yourself with the platform itself.

Resources:

[University Library's Guide to StoryMaps](#)

[StoryMaps and the Digital Humanities](#)

LEARNING OUTCOME AND OBJECTIVES:

Students will learn about “early modern East Asia” as a historical period and regional system. This course is a lower-division undergraduate course. This course will introduce students to East Asian political organizations, economic activities, social formation, and cultural features in the early modern period.

Students will learn basic ways of historical analysis. Students will learn the differences between historical narratives and primary sources. Students will learn how to think historically and how to characterize structure and transformation in history. Students will learn how to think critically about a region that has recently emerged as a significant competition and rival of the U.S. on the world stage.

Students will learn multicultural understanding and sensitivity to the East Asian systems and heritage. Students will learn the fundamentals of the East Asian languages, cultures, and social formations. Students will learn to appreciate what many public commentators would call the “East Asian traditions,” an outcome of certain environmental constraints and internal dynamics of the region over a long haul.

REQUIRED READINGS:

The required readings for this course are listed below. All readings are available as PDF files in each module. No need to purchase any books for this course.

Diamond, Jared M. *Guns, Germs, and Steel : The Fates of Human Societies* 20th Anniversary edition. New York: Norton, 2017.

Harari, Yuval N. *Sapiens: A Brief History of Humankind* First U.S. edition. New York: Harper, 2015.



















McNeill, John Robert, and Engelke, Peter. *The Great Acceleration : An Environmental History of the Anthropocene Since 1945*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 2014.














Smil, Vaclav. *Energy and Civilization: A History*. Cambridge, Massachusetts; London, England: MIT Press, 2017.
















WEEKLY SCHEDULE, TOPICS, AND ASSIGNMENTS:

Week	Topics and Assignments
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1	<h3 style="text-align: center;">Week 1: How Does Environmental History Become Global?</h3> <ul style="list-style-type: none"> <div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid #ccc; padding: 5px 0;"> ⋮ Week 1: Overview View ✔ ⋮ </div> <div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid #ccc; padding: 5px 0;"> ⋮ WATCH: Course Introduction ✔ ⋮ </div> <div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid #ccc; padding: 5px 0;"> ⋮ Discuss: Introduce yourself ✔ ⋮ </div> <li style="background-color: #e6f2ff;"> <div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid #ccc; padding: 5px 0;"> ⋮ WATCH: Three Fundamental Approaches ✔ ⋮ </div> <div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid #ccc; padding: 5px 0;"> ⋮ READ and ANNOTATE: Guns, Germs, and Steel, 35-78 Sep 28 15 pts ✔ ⋮ </div> <div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid #ccc; padding: 5px 0;"> ⋮ QUIZ: Guns, Germs and Steel (35-78) Sep 29 10 pts ✔ ⋮ </div> <div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid #ccc; padding: 5px 0;"> ⋮ WATCH: History and Civilization ✔ ⋮ </div> <div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid #ccc; padding: 5px 0;"> ⋮ READ and ANNOTATE: Sapiens, 3-74 Sep 30 15 pts ✔ ⋮ </div> <div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid #ccc; padding: 5px 0;"> ⋮ QUIZ: Sapiens (3-74) Oct 1 10 pts ✔ ⋮ </div> <div style="display: flex; justify-content: space-between; align-items: center; padding: 5px 0;"> ⋮ Week 1: Wrap-up ✔ ⋮ </div>
2	<h3 style="text-align: center;">Week 2: Rise of Food Production</h3> <ul style="list-style-type: none"> <li style="background-color: #e6f2ff;"> <div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid #ccc; padding: 5px 0;"> ⋮ Week 2: The Rise of Food Production ✔ ⋮ </div> <div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid #ccc; padding: 5px 0;"> ⋮ READ and ANNOTATE: Guns, Germs, and Steel, 81-183 Oct 5 15 pts View ✔ ⋮ </div> <div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid #ccc; padding: 5px 0;"> ⋮ QUIZ: Guns, Germs and Steel (81-183) Oct 6 10 pts ✔ ⋮ </div> <div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid #ccc; padding: 5px 0;"> ⋮ READ and ANNOTATE: Guns, Germs, and Steel, 187-280 Oct 7 15 pts ✔ ⋮ </div> <div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid #ccc; padding: 5px 0;"> ⋮ QUIZ: Guns, Germs and Steel (187-280) Oct 8 10 pts ✔ ⋮ </div> <div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid #ccc; padding: 5px 0;"> ⋮ WATCH: Specter of Geographical Determinism ✔ ⋮ </div> <div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid #ccc; padding: 5px 0;"> ⋮ QUIZ: Specter of Geographical Determinism Oct 8 5 pts ✔ ⋮ </div> <div style="display: flex; justify-content: space-between; align-items: center; padding: 5px 0;"> ⋮ Week 2: Wrap-up ✔ ⋮ </div>

3	<h3>Week 3: Consequences of Food Production</h3> <ul style="list-style-type: none">  Week 4: Civilization and Its Discontent View ✓ ⋮  READ and ANNOTATE: Sapiens, 77-159 Oct 1 15 pts ✓ ⋮  QUIZ: Sapiens (77-159) Oct 1 10 pts ✓ ⋮  READ and ANNOTATE: Sapiens, 163-244 Oct 8 15 pts ✓ ⋮  QUIZ: Sapiens (163-244) Oct 8 10 pts ✓ ⋮  Week 4: Wrap-up ✓ ⋮
4	<h3>Week 4: Civilization and Its Discontent</h3> <ul style="list-style-type: none">  Week 3: Consequences of Food Production View ✓ ⋮  READ and ANNOTATE: Guns, Germs, and Steel, 283-407 Oct 12 15 pts ✓ ⋮  QUIZ: Guns, Germs and Steel (283-407) Oct 13 10 pts ✓ ⋮  READ and ANNOTATE: Energy and Civilization, 1-47 Oct 14 15 pts ✓ ⋮  QUIZ: Energy and Civilization (1-47) Oct 15 10 pts ✓ ⋮  Week 3: Wrap-up ✓ ⋮
5	<h3>Week 5: The Scientific Revolution</h3> <ul style="list-style-type: none">  Week 5: Overview View ✓ ⋮  READ and ANNOTATE: Sapiens, 247-333 Oct 15 15 pts ✓ ⋮  QUIZ: Sapiens (247-333) Oct 15 10 pts ✓ ⋮  READ and ANNOTATE: Sapiens, 334-416 Oct 20 15 pts ✓ ⋮  QUIZ: Sapiens (334-416) Oct 20 10 pts ✓ ⋮  Week 5: Wrap-up ✓ ⋮

<p>6</p>	<h3>Week 6: Energy and Civilizations</h3> <ul style="list-style-type: none">  Week 6: Overview ✓  WATCH: Studying History with Scientific Tools ✓  READ and ANNOTATE: Energy and Civilization, 49-126 Oct 27 15 pts ✓ <li style="background-color: #e0f0ff;">  QUIZ: Energy and Civilization (49-126) Oct 27 10 pts ✓  READ and ANNOTATE: Energy and Civilization, 127-177 Oct 29 15 pts ✓  QUIZ: Energy and Civilization (127-177) Oct 29 10 pts ✓  Week 6: Wrap-up ✓
<p>7</p>	<h3>Week 7: Energy and Industrialization</h3> <ul style="list-style-type: none"> <li style="background-color: #e0f0ff;">  Week 7: Overview ✓  READ and ANNOTATE: Energy and Civilization, 177-244 Nov 3 15 pts ✓  QUIZ: Energy and Civilization (177-244) Nov 3 10 pts ✓  READ and ANNOTATE: Energy and Civilization, 225-293 Nov 5 15 pts ✓  QUIZ: Energy and Civilization (225-293) Nov 5 10 pts ✓  Week 7: Wrap-up ✓

8	<p>Week 8: Energy and Our Contemporary World</p> <ul style="list-style-type: none">  Week 8: Overview View ✓ ⋮  READ and ANNOTATE: Energy and Civilization, 295-384 Nov 10 15 pts ✓ ⋮  QUIZ: Energy and Civilization (295-384) Nov 10 10 pts ✓ ⋮  WATCH: How to use StoryMaps ✓ ⋮  WATCH: How to Develop a Story Map Outline? ✓ ⋮  Project: Please submit an outline of your StoryMaps project Nov 20 15 pts ✓ ⋮  Week 8: Wrap-up ✓ ⋮
9	<p>Week 9: Great Acceleration</p> <ul style="list-style-type: none">  Week 9: Overview View ✓ ⋮  WATCH: A New Framework for Environmental Thinking ✓ ⋮  READ and ANNOTATE: The Great Acceleration, 1-62. Nov 17 15 pts ✓ ⋮  QUIZ: The Great Acceleration (1-62) Nov 17 10 pts ✓ ⋮  READ and ANNOTATE: The Great Acceleration, 63-154. Nov 19 15 pts ✓ ⋮  QUIZ: The Great Acceleration (63-154) Nov 19 10 pts ✓ ⋮  Week 9: Wrap-up ✓ ⋮
11	<p>Final Exam Week</p> <ul style="list-style-type: none">  Project: Final Draft of Your StoryMaps Dec 8 25 pts ✓ ⋮

Policies on Academic Conduct and Practice

Academic Integrity

Academic integrity encompasses the core values and basic principles of honesty and responsibility that govern our practices as scholars, researchers, and creative artists in the university. Unfortunately, academic dishonesty, especially plagiarism, have been increasing throughout colleges and universities in the United States. Plagiarism is the act, intentional or

unintentional, of using other people's words or ideas as your own. This trend results from the ready availability of papers, codes, and other resources on the internet. The university, college, department, and I expect you to do your work and provide full and accurate citations for any specific ideas or language—words, phrases, and sentences—that you take from outside sources, including the internet.

Inclusivity

Students from all backgrounds and with all perspectives should feel included and learn and achieve their goals in this course. The diversity that all students bring to this class is a resource, strength, and benefit to us all. I intend to get to class materials and activities that embrace diverse perspectives, experiences, and positions. Your suggestions for making this learning community as inclusive as possible are encouraged and appreciated. Please let me know if you identify ways to improve the course's effectiveness for you personally or for other students or student groups.

Student support resources:

[Slug Support](#)

If you face financial challenges, food, housing insecurity, or other concerns, and you are not sure how to find the help you need, contact Slug Support (831) 459-4446. You can also contact Slug Support if you are concerned about a friend or peer, and they will connect with that person to help them get access to the resources they need. I can also contact Slug Support on your behalf.

[CARE](#) (Campus Advocacy Resources and Education)

UC Santa Cruz is committed to providing a safe learning environment free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I must share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (even to all UCSC employees who are not designated as "confidential" employees, which is a special designation granted to counselors and CARE advocates).

Although I have to make that notification, you will control how your case will be handled, including whether you wish to pursue a formal complaint. The goal is to make sure that you know the range of options available to you and access the resources you need.

[Disability Resource Center \(DRC\)](#)

If you require accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of

the quarter. At this time, I would also like us to discuss ways to ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

[CAPS \(Counseling and Psychological Services\)](#)

Suppose you are in distress, managing heightened stress and anxiety, or want to get more support and a counselor's perspective. In that case, CAPS provides a variety of services for your needs—including immediate crisis support, scheduled individual appointments, group counseling, and workshops led by peer advisors.