

UW-Madison

HS-350

Fall 2012

Classroom: Sterling 3425

T 4:00-5:15

Th 4:00-5:15

Instructor: Toshihiro Higuchi

Office: Bradley 214

Office Hours:

W 10:00-11:00; 3:00-4:00

Also by appointment

International Relations and the Environment in the Twentieth Century

Course Description

The “environment,” or an interrelationship between humans and nature, has emerged as one of the major agendas in contemporary international politics. Global warming, pandemics, the trans-border air pollution, water conflicts, the loss of biodiversity, famine and natural disasters, overpopulation, and the struggle for energy and minerals are just some examples among many. Unprecedented as these themes might appear, each of them as an international policy question traces its historical roots back to the previous century.

In this course, we will explore major environmental issues in the twentieth-century international relations, one of the most ecologically and politically turbulent eras in human history. The goal is to understand the dynamic interactions of international activities in a globalizing world—diplomacy, war, commerce, migration, science, and communication—with the transnational medium of the natural environment. In asking why and how changes in the interrelationship between humans and nature have occurred over time, we will seek to apply historical insights to our understanding of contemporary affairs.

Course Structure

Each week, we meet twice. Each session continues for 75 minutes with no break. On Tuesday, the instructor will give a lecture albeit in an interactive mode. This lecture session aims to provide a broad overview of the subject. On Thursday, we will discuss the course materials of the week, often using posted blog entries as a kick-off. This discussion session will include various class activities, usually built around a specific topic and/or media (films, SF, songs, etc).

Course Requirements

Attendance (Mandatory – see Attendance Policy for detail)

Blog postings (2 point x 12 weeks = 24 points)

Blog comments (1 point x 12 weeks = 12 points)

2 written assignments: Mid-term–24 points; Final– 40 points.

The numerical equivalents of final grades (letter) are as follows: A=>93; A-=92-88; B+=87-83; B=83-79; B-=78-74; C+=73-69; C=68-64; C-=63-59; D+=58-54; D=53-49; F=<48

Attendance Policy

Attendance is mandatory for all students. Any scheduled absence during the semester due to, for example, religious holidays, extra-curriculum activities, GRE/GMAT/LSAT exams, job interviews or familial affairs, must be reported to your instructor by September 13 by email. Additional information regarding your requested leave may be asked for. Please note that this course is intended to be a discussion class for a small number of students. As such, no class can succeed without your active participation. For this reason, please refrain from taking the pre-Thanksgiving leave.

After September 13, no unreported absence is acceptable, except for the allowance of one (1) unscheduled absence. For every absence in addition to the one (1) allowable unscheduled absence will result in a loss of one-third of a letter grade (i.e. A- will be B+). This penalty can be avoided if such absences accompany the prompt submission of the Dean's letters or doctor's notes.

Blog postings

By 1 pm on the day of class every Thursday, except for the first and last classes and one week of your choice, you are asked to post your comment on the course materials of the week at Learn@UW (<https://learnuw.wisc.edu/>). The blog should relate to, but not be limited to, a set of questions that your instructor provides regarding the materials. Each entry, which should contain at least 250 words, will count as 2 point toward the final grade (2 points x 12 out of 15 weeks = 24 points).

Blog comments

The blog is an interactive media, so please make sure to post at least one comment on any blog entry of your colleagues/instructor each week, except for the first and last classes and one week of your choice. There is no minimum word length for your comment, but it should fully engage in the substance of the blog concerned (as opposed to simply expressing your feeling). Comments each week counts as 1 point (1 point x 12 weeks = 12 points).

Written Assignments

Mid-term paper—DUE October 16, 2012 (3:00 pm).

A 1,500-words review of the course materials of any week of your choice

Term paper—DUE December 20, 2012 (3:00 pm).

A 3,000-4,000-words research paper on a topic and region of your choice belonging to any of the following subject categories:

1) Wildlife, Endangered Species, and Biodiversity, 2) Infectious Pathogens, Pests, and Invasive Species, 3) Food, Famine Relief, and Plant Genetics, 4) Overpopulation and Limits to Growth, 5) War and National Security, 6) International Water, 7) Energy, 8) The Polar Regions, 9) The Oceans and Marine Resources, 10) Atmospheric Pollution, and 11) Space and Planet Earth

It is strongly encouraged to consult with your instructor during office hours, before and after class. Please note that the word limit excludes footnotes and bibliography.

The students are strongly encouraged to visit the writing resources center in order to develop an idea for the paper, polish writing skills, and ensure proper grammar and syntax. Please feel free to forward your draft, even in a rough form, to the instructor prior to submission for comments and suggestions.

A better research paper is question-driven. The question of “Why?” will help you stay focused throughout the course of your argument. To find such a question for your paper, explore your own curiosity in the chosen category/topic. It is also useful to pick one of the questions raised in assignments and/or class discussion.

The instructor will try to confirm your mastery of the class readings. Therefore, please use many class readings as your sources, an effective way to show your familiarity with the assignments. It is encouraged, but not required, to consult primary sources concerning your paper topic, e.g., government documents, personal papers, newspapers and magazines, oral histories, interviews, audio-visual materials, architectures and monuments. Please feel free to contact your instructor for additional recommended readings or primary sources on your paper topic.

For a history paper, the indication of sources is essential. You may use either footnotes or endnotes, but not a mixture. Use an Arabic numeric (not Roman) style for indication. Please ensure that your paper follows the *Chicago Manual of Style*. DO NOT use an in-text reference system. An incorrect format will result in a deduction of 2 out of the total 24 points for the mid-term paper, or 4 out of 40 for the term paper.

(Visit <http://www.libs.uga.edu/ref/chicago.html#docnote>, check “Documentary-Note Style.”)

The mid-term paper should be submitted at the beginning of class on October 16. The term paper should be placed in the envelope at the History of Science Department front desk by December 20 (3:00 pm). You need to receive a time stamp on your paper before putting it into the envelope. Only a hardcopy printed in paper will be accepted. In case of late submission, please ensure that your paper receives a time stamp from the History of Science Department front desk during its opening hours and is placed in my faculty mailbox. Please note that no electronic copy will be accepted.

Late Papers Policy

You are given two grace days. You may use them whenever necessary. You can turn in two assignments one day late or one assignment two days late without penalty. In case of the mid-term paper, you are asked to bring the paper to the History of Science Department front desk, receive a time stamp, and put it in my mailbox; or simply bring it to either my Wednesday office hours or Thursday class. For the term paper, late submission means either December 21 or 22 (by 3:00 pm). After the use of the grace days, 4 points will be deducted from the total 24 points for the mid-term paper, or 8 out of 40 for the term paper. If the paper is submitted later than a week from the due date (regardless of grace days), the points will be reduced by 50 percent unless there is a note from the Dean explaining the reasons you could not complete the work.

Academic Honesty and Plagiarism

It is your responsibility to review the Honor Code, to know the definition of plagiarism, and to know how to use proper attribution (including citations for internet sites, should you use them) in your written assignments. If you are uncertain about the limits of collaboration on assignments, please contact me at any time.

Academic honesty is not only a standard to which all of you have pledged yourselves, but is also the foundation of any intellectual exchange, and thus of any intellectual community such as a University. Academic honesty does not consist simply in the avoidance of outright cheating on exams, but more generally represents a set of standards all of us must follow in our academic work in order to protect the integrity and effectiveness of that work, and to preserve the ideals and essence of teaching, learning, and research. This implies, for instance, never submitting as our own scholarly work which we have not personally produced in its entirety, not collaborating with others on assignments and projects that are not specifically designed as collaborative efforts, and learning how to acknowledge properly all sources we may use in our written work. The latter includes not only proper documentation style for direct citations, but also references when we paraphrase sources and acknowledgements when we employ or

develop ideas we have found in the work of others. These practices apply to sources of any type, from books to newspapers, from lectures to materials available on the Internet, and so on.

Learn@UW

All students in the class are automatically registered for this course on Learn@UW. When you log on to Learn@UW and access the site for this course, you will find all course documents (including this syllabus and the course assignments). Please familiarize yourselves with the course site, and let me know if you encounter any problems accessing it or the materials.

Syllabus

The present syllabus may be revised in the middle of the semester.

Books for Purchase

1. McNeill, John R. *Something New under the Sun: An Environmental History of the Twentieth-Century World* (New York: W.W. Norton, 2001). 416 pages. Paperback.
ISBN-10: 0393321835 ISBN-13: 978-0393321838
2. Mitchell, Timothy. *Carbon Democracy: Political Power in the Age of Oil* (London: Verso, 2011). 288 pages. Hardcover.
ISBN-10: 1844677451 ISBN-13: 978-1844677450
3. Finley, Carmel. *All the Fish in the Sea: Maximum Sustainable Yield and the Failure of Fisheries Management* (Chicago: University of Chicago Press, 2011). 224 pages. Hardcover. **ISBN-10: 0226249662 ISBN-13: 978-0226249667**
4. Brunner, John. *Stand on Zanzibar* (Millennium Paperbacks, 1999; c. 1968). 650 page. Paperback.
ISBN-10: 1857988361 ISBN-13: 978-1857988369

All other course materials will be posted online.

Introduction

WEEK 1, September 4 and 6: Introduction: Ordering the natural and human worlds

McNeill, 3-17.

Dimitris Stevis, "The Globalizations of the Environment," *Globalizations* 2, no. 3 (2005): 323-333.

Class activities: Twentieth-century world history for dummies (map and knowledge quizzes)

SECTION I: The Environment on the Move

WEEK 2, September 11 and 13: Wildlife, Endangered Species, and Biodiversity

McNeill, 238-243, 252-264.

Kurkpatrick Dorsey, "Scientists, Citizens, and Statesmen: U.S.-Canadian Wildlife Protection Treaties in the Progressive Era," *Diplomatic History* 19, no. 3 (1995): 407-430.

Mark V. Barrow, Jr., "The Specter of Extinction: Taking a Long View of Species Loss," *Environmental History* 16, no. 3 (2011): 428-432.

Tim Low, *Feral Future: The Untold Story of Australia's Exotic Invaders* (Chicago: University of Chicago Press, 2002), xxv-xxxi (Introduction), 41-61, 144-149, 157-171.

Class activities: Whale wars—Science, activism, and media

Text, International Convention for the Regulation of Whaling (Read only the preface)
<http://www.iwcoffice.org/cache/downloads/1r2jdhu5xtuswws0ocw04wgcw/convention.pdf>

Excerpt from the book by Rex Weyler, *Greenpeace* (2004)

TV program, *South Park* episode (October 28, 2009)

(<http://www.southparkstudios.com/full-episodes/s13e11-whale-whores>)

WEEK 3, September 18 and 20: Infectious Pathogens and Pandemics

McNeill, 192-211.

Nancy Leys Stepan, *Eradication: Ridding the World of Diseases Forever?* (Ithaca, NY: Cornell University Press, 2011), 7-17, 141-183.

Class Activities: Malaria—Past and present as seen through two informercials

Film (3 mins) "DDT versus malaria: A successful experiment in malaria control by the Kenya Medical Department" (1946)

(<http://www.youtube.com/watch?v=cErfOopXlxE>)

Film (3 mins) "Can we really eradicate malaria?" (2009)

<http://www.youtube.com/watch?v=R73wR0JelvY&feature=relmfu>

WEEK 4, September 25 and 27: Overpopulation and Limits to Growth

McNeill, 269-295.

Matthew Connelly, "Seeing Beyond the State: Population Control and the Question of Sovereignty," *Past & Present* 193 (2006): 197-233.

Class activities: Imagining overpopulation through science fictions

John Brunner, *Stand on Zanzibar* (1968)

WEEK 5, October 2 and 4: Food for War, Food for Peace

McNeill, 22-26, 212-226.

Nick Cullather, "Miracles of Modernization: The Green Revolution and the Apotheosis of Technology," *Diplomatic History* 28, no. 2 (2004): 227-252.

Class activities: Politics of food aid—The US to the USSR in 1921

The documentary film, PBS American Experience, "The Great Famine" (2011) 52 mins

<http://www.pbs.org/wgbh/americalexperience/films/famine/player/>

SECTION II: Environmental geopolitics

WEEK 6, October 9 and 11: Energy I – Hydrocarbon Energy

McNeill, 296-324.

Mitchell, *Carbon Democracy*.

Class activities:

Discussion of the book

WEEK 7, October 16 and 18: Energy II – Atomic Energy (Week Readings/Film Review Due)

Joseph Masco, "Bad Weather: On Planetary Crisis," *Social Studies of Science* 40, no. 1 (2010): 7-40.

Class activities: Nuclear war – A global bioenvironmental catastrophe?

A set of U.S. policy memos regarding the bioenvironmental effects of a nuclear war

Excerpt from Herman Kahn, *On Thermonuclear War* (1960)

Excerpt from Jonathan Schell, *The Fate of the Earth* (1982)

The BBC film, *Threads* (1984): Segments from 41:00 to 110:00

(<http://www.youtube.com/watch?v=MCbTvoNrAg>)

WEEK 8, October 23 and 25: International Water

McNeill, 118-148.

Mark Cioc, *The Rhine: An Eco-Biography, 1815-2000* (Seattle: University of Washington Press, 2002), 21-45, 77-107

Thi Dieu Nguyen, *The Mekong River and the Struggle for Indochina: Water, War, and Peace* (Westport, CT: Praeger Publishers, 1999), 49-96, 199-235.

Class activities:

Tips for the term paper I: How to conceive a research question?

WEEK 9, Oct 30—Cancelled and November 1: Green-peace, Green-war

McNeill, 341-347.

David Zierler, *Invention of Ecocide* (Athens: University of Georgia Press, 2011), 48-88.

Frank Zelko, "Greenpeace and the Development of International Environmental Activism in the 1970s," in Ursula Lehmkuhl and Hermann Wellenreuther eds. *Historians and Nature: Comparative Approaches to Environmental History* (Oxford: Berg, 2007).

Section III: The Global Commons

WEEK 10, November 6 and 8: The Polar Regions

Christopher C. Joyner, *Eagle over the Ice: The U.S. in the Antarctic* (Hanover, NH: University Press of New England, 1997), 20-44, 161-187. [Law KWX467.5 U55 J69]

Paul Josephson, "Technology and the Conquest of the Soviet Arctic," *The Russian Review* 70 (July 2011): 419-439.

P. W. Lackenbauer and Matthew Farish, "The Cold War on Canadian Soil: Militarizing a Northern Environment," *Environmental History* 12:4 (2007).

Class activities:

Tips for the term paper II: How to do archival research? Visit Wisconsin Historical Society (e.g. the papers of Gaylord Nelson).

WEEK 11, November 13 and 15: The Oceans and Marine Resources

McNeill, 243-252.

Finley, *All the Fish in the Sea*.

Class activities:

Discussion of the book

WEEK 12, November 20: Atmosphere I

Watch the film, *The Great Global Warning Swindle* (UK: WagTV, 2007) 74 min.

WEEK 13, November 27 and 29: Atmosphere II

McNeill, 84-117.

John D. Wirth, "The Trail Smelter Dispute: Canadians and Americans Confront Transboundary Pollution, 1927-41," *Environmental History* (1996): 34-51.

Karen Litfin, "Framing Science: Precautionary Discourse and the Ozone Treaties," *Millennium: Journal of International Studies* 24, no. 2 (1995): 251-277.

Robert Falkner, "The Business of Ozone Layer Protection: Corporate Power in Regime Evolution," in David L. Levy and Peter J. Newell eds., *The Business of Global Environmental Governance* (Cambridge, MA: MIT Press, 2005), 105-134.

Class activities:

Tips for the term paper III: How to write a history research paper? Bring the outline of your paper for discussion.

WEEK 14, December 4 and 6: Space and Planet Earth

Peder Anker, "The Ecological Colonization of Space," *Environmental History* 10:2 (2005): 239-268.

Andrew Kirk, "Appropriating Technology: The Whole Earth Catalog and Counterculture Environmental Politics," *Environmental History* (2001): 374-94.

Sheila Jasanoff, "Image and Imagination: The Formation of Global Environmental Consciousness," in Karen T. Litfin ed., *The Greening of Sovereignty in World Politics* (Cambridge, MA: The MIT Press, 1998), 309-337.

Class activities: TBA

WEEK 15, December 11 and 13: Conclusion and consultation for the term paper

