Description and Learning Goals
History is often told as though everything is an outcome of human ideas and human actions. While we will still be deeply concerned with people in this course, we will focus on the crucial role of both animals and environments in the history of cities in general, and Seattle in particular. Together we will read and discuss a series of monographs and short primary sources in order to learn about the environmental history of Seattle and some of the sources available for writing Seattle histories. Individually students’ will conceptualize and produce their own history of a local place/animal/issue based on primary and secondary sources. Learning goals include: (1) developing a basic knowledge of environmental history in general and Seattle’s environmental history in particular; (2) refining discussion and presentation skills in a seminar setting; (3) developing archival and secondary research skills; (4) gaining experience in producing a “public” environmental history project.

Required Books
Matthew Klingle Emerald City, New Haven: Yale University Press, 2007
Jeffrey Sanders, Seattle and the Roots of Sustainability, Pittsburgh: University of Pittsburgh Press, 2010

Articles and book excerpts are available either through the UW library system or on the course Canvas site.

Requirements and Grading
Students are required to attend all class sessions and to participate in discussions. For those classes which have readings assigned, students are expected to do the readings in advance, take notes on them, and come prepared to raise some questions and issues about the readings.

Written assignments include:
(1) Discussion questions—where indicated, you should post 2-3 thoughtful discussion questions to Canvas no later than 6:00 pm on the Tuesday prior to discussion.
(2) Short Writing Assignments—these are described in more detail in the weeks for which they are assigned. These can be single spaced and should be uploaded to Canvas.
(3) Public History Project (including “Preliminary Topic Description,” and “Final Topic Description and annotated bibliography)—Students will complete a public history project on a Seattle topic/location of their choice. This project may take the form of a website, a guide for a short walking tour or a particular locale, a proposed exhibit (or revision to an existing historical
exhibit), or another form with the approval of the instructor. The “text” of the project should be approximately 2500-3500 words (equal to 10-14 double-spaced pages) in addition to several carefully selected images. The project must (i) address the environmental/animal history of Seattle; (ii) utilize both primary and secondary historical sources; (iii) incorporate the perspectives of at least two different human groups or two different species; (iv) incorporate carefully selected images (archival and contemporary). You will present the preliminary results of your research to the class in weeks 9 or 10.

The “Preliminary Topic Description” (up to 1 page single-spaced) is due Jan. 27. A final topic description with an annotated bibliography (~4 pages) is due Feb. 10. You have the option of turning in a rough draft for instructor comments; if you choose to do so, your rough draft is due March 2. Final projects are due March 11.

N.B. Written assignments should typically be uploaded to Canvas, but you are always welcome to turn in a hardcopy to the instructor instead. If you have problems uploading an assignment, please bring a hardcopy with you to class.

Class Discussions
Each week, one or two students will take responsibility for leading off the class discussion. Discussion leaders should take no more than ten minutes at the beginning of the class to provide any relevant background, frame the key issues, and offer up some questions for discussion. Class discussions are a vital part of this course and it is crucial that everyone participate. I have realized over the years that discussions are generally better when there are no laptops in the room. (If you have particular learning issues that make this rule a hardship, please come and talk to me about it.) You should, however, bring a copy of the readings to class each week. E-copies on (flat) tablets or e-readers are okay. If you do not want to buy the required books, there are multiple copies available through both the UW libraries and the Summit library system. If you have any problems accessing the required readings, please let me know ASAP.

Grades will be determined as follows:
   Class Participation (including discussion questions, leading of discussion): 35% (no credit with more than two unexcused absences)
   Short Assignments (3): 25%
   Final Project (including related assignments): 40%

Late discussion questions and short assignments will not be accepted. If the rough draft is late, a penalty of 0.2 points/day will be assigned to the final paper.

Library Website
Librarian Theresa Mudrock has created a website for this course, which pulls together relevant research resources in one location. The website is located at: http://guides.lib.washington.edu/hist498-env. In addition, Theresa is available for one-on-one research consultations. Email her at mudrock@u.
Schedule

Jan 6: Introduction

Jan 13: Environmental and Animal History

Readings
Tim Cresswell, *Place: A Short Introduction* (2004), excerpts (Canvas)

Written Assignment
Post discussion questions

Jan 20: Settlement

Readings
Bunting, *Pacific Raincoast*, ch 1-8 and epilogue
Ezra Meeker, *Pioneer Reminiscences* (1905), selections (Canvas)

Assignment
Post discussion questions

Jan 27: Geology

Readings
Williams, *Too High, Too Steep*

Written Assignments:
**Short Assignment #1**: Choose one of the locations that Williams discusses in his book to visit, explore, and photograph. (You may do this with a partner.) Describe in detail the sight as it exists today. What are the key environmental changes described by Williams, and what other important environmental/social/cultural changes have taken place there? (You should rely on assigned readings, your own knowledge and your best hypotheses; you do not need to do any outside research for this assignment.) Submit 2-3 photos (one must include you in it) and accompanying paragraphs. Be prepared to discuss in class. *Due by Tuesday night, Jan. 26 at 5 pm.*

**Preliminary Topic Description** (1/2 to 1 page, single-spaced).

Feb 3: Native Seattle

Reading:
Thrush, *Native Seattle*

**Written Assignment**

**Short Assignment #2** (500-800 words): How would you use a source like the Waterman article in research? What information does it provide? What are the absences in this source? What assumptions does Waterman bring to his work? (Use specific examples from the text in your response.)

**Feb 10: Animals**

**Reading**

Frederick Brown, “The City is More Than Human: An Animal History of Seattle,” ms. forthcoming from University of Washington Press, chapters TBA (Canvas)

Guest facilitator: Fred Brown, Ph.D.

**Written Assignments**

**Post discussion questions**

**Final topic description and annotated bibliography**

**Feb 17: Urban Improvement and Environmental Justice**

**Reading**

Klingel, *Emerald City*, chapters 3-8


**Written Assignment**

**Post discussion questions**

**Feb 24: Environmentalism and Sustainability**

**Reading**

Sanders, *Seattle and the Roots of Urban Sustainability*

**Written Assignment**

**Short Assignment #3** (500-800 words): Compare and contrast Sanders’ view of Seattleites’ environmental concerns with that presented by Klingel. What is your interpretation of the “ecotopian” impulse in Seattle?

**Mar 2**: Research Presentations

**Assignment**: Optional Rough Draft due to instructor

**Mar 9**: Research Presentations

**Mar 11** (Friday): Final Paper due by 5:00 pm
Plagiarism and Incompletes

Plagiarism
Plagiarism is defined as the use of creations, ideas or words of publicly available work without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like. Along with the University of Washington, the History Department takes plagiarism very seriously. Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before submitting coursework.

Incompletes
An incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student’s control.

Grading Procedures
Except in case of error, no instructor may change a grade that he or she has turned in to the Registrar. Grades cannot be changed after a degree has been granted.

Grade Appeal Procedure
A student who believes he or she has been improperly graded must first discuss the matter with the instructor. If the student is not satisfied with the instructor’s explanation, the student, no later than ten days after his or her discussion with the instructor, may submit a written appeal to the Chair of the History Department with a copy of the appeal also sent to the instructor. Within 10 calendar days, the Chair consults with the instructor to ensure that the evaluation of the student’s performance has not been arbitrary or capricious. Should the Chair believe the instructor’s conduct to be arbitrary or capricious and the instructor declines to revise the grade, the Chair, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of the History Department to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action. Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a History Department file.

Sexual Harassment
Sexual harassment is defined as the use of one’s authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal to engage in sexual acts. It is also defined as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature.

If you are being harassed, seek help—the earlier the better. You may speak with your instructor, your teaching assistant, History Undergraduate Advising, the Department’s Director of Academic Services (Smith 315A) or the Chair of the Department (Smith 308C). In addition, the Office of the Ombudsman for Sexual Harassment 543-6028 is a University resource for all students, faculty and staff.

Equal Opportunity
The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services.
Standards of Conduct and Academic Integrity: (see WAC 478-120-020)

The following abilities and behavioral expectations complement the UW Student Conduct Code. All students need to demonstrate the following behaviors and abilities: Communication: All students must communicate effectively with other students, faculty, staff, and other professionals within the Department of History. Students must attempt to express ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. All students must be able to reason, analyze, integrate, synthesize, and evaluate in the context of the class. Students must be able to evaluate and apply information and engage in critical thinking in the classroom and professional setting. Behavioral/Emotional: Students must demonstrate the emotional maturity required for the adequate utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in the class. Further, students must be able to maintain mature, sensitive, and effective relationships with students, faculty, staff, and other professionals while engaging in the class and within the History Department. Students must have the emotional stability to function effectively in the classroom. Students must be able and willing to examine and change behaviors when they interfere with productive individual or team relationships. Problematic behavior documented: Problematic behavior will be documented by the Department and if deemed appropriate forwarded on to Community Standards and Student Conduct. If a pattern of behavior or a single, serious lapse in the behavioral expectations becomes evident, the steps below will be followed so that the student is appraised of a warning indicating that the student’s continuation in the class and/or major is in jeopardy. The student’s instructor and/or appropriate program advisor or teaching assistant will document, either verbally or in writing, the concerning behavior and notify the student that they are receiving a warning. Notification of the warning will be forwarded on to the Chair of the Department and Student Conduct and Community Standards via email or in hard copy. The warning identifies what the concerning behavior was and that any further disruptions or concerning incidents will result in the student being asked to leave the class. When incidents occur that represent a significant impact to the program or its participants, students may be asked to leave immediately without prior warning.

Disability Accommodation

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation contact: Disability Resources for Students at (206) 543-8924/V, (206) 543-8925/TTY, or e-mail at uwdss@u.washington.edu

Safety and Evacuation

Evacuation routes are posted throughout the building. In case of a fire, please evacuate and go to the evacuation assembly point, locations of which are posted on building walls. In case of a power outage or earthquake, please stay where you are and, for the latter, protect your head and neck. Students with disabilities which could impair evacuation should notify the instructor early in the quarter so accommodations can be made.

Concerns about a course, an instructor, or a teaching assistant

Instructors

If you have any concerns about the course or the instructor in charge of the course, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, contact the History Department’s Director of Academic Services, Tracy Maschman Morrissey, in Smith 315A. If you are not satisfied with the response that you receive from Tracy, please make an appointment with the Administrator or Assistant to the Chair in Smith 308B to speak with the Chair.

TAs

If you have any concerns about the teaching assistant, please see her or him about these concerns as soon as possible. If you are not comfortable talking with the teaching assistant or not satisfied with the response that you receive, contact the instructor in charge of the course. If you are not satisfied with the response that you receive, you may follow the procedure previously outlined, or contact the Graduate School in G-1 Communications.

Rev. June 2015