

# **ENV-UA 9450.SY1 or HIST-UA 9750.SY1**

## **Australian Environmental History**

### **Spring 2020**

#### **Instructor Information**

- Dr. Adam Gall
- Consultation by appointment
- [amg24@nyu.edu](mailto:amg24@nyu.edu) (Please allow at least 24 hours for your instructor to respond to your emails)

#### **Course Information**

- Pre-Requisite: None
- Wednesday: 12:30 – 3:30pm
- Room 302, NYU Sydney Academic Centre. Science House: 157-161 Gloucester Street, The Rocks NSW 200

This course seeks to introduce students to the field of Australian environmental history and to advance their understanding of Australian history from an environmental or more-than-human perspective. Our questions include: what are the key environmental, social, technological and scientific issues in Australia's modern history and how should we interpret them? How are environments incorporated into the tool kit of historians? What counts as evidence when historical research approaches non-human subject matter? Topics include the significance of nature for citizenship and nationalism, floods, fire, food crops, maritime, rural and urban environments, acclimatisation and the introduction of plant and animal species, tourism and the Great Barrier Reef, Antarctica and climate change.

Classes will be conducted in a seminar format including short talks by the lecturer and guest experts, mixed with structured, reading-focused discussion, screenings, and source-based activities facilitated by the lecturer. In these sessions students will examine not only the events and actors in Australian environmental history, but also the major debates in the historical scholarship, and historiographic, epistemological and political issues raised by the topics under consideration. During each week's class, students will also be encouraged to share and explore the results of their own inquiry and preparation for assessments.

## Course Materials

### Required Textbooks & Materials

It is a course expectation that you have done the required reading and have prepared sufficiently to discuss them in class.

There is no required text, but students will be expected to complete the required readings each week. They are advised to attempt the recommended readings also (these are particularly useful for preparing essays). All readings will be posted on NYU Classes.

### Supplemental Textbooks & Materials

**(Not required to purchase; available in NYU SYDNEY Library)**

- Please see Appendix 1

## Course Overview and Goals

### Upon Completion of this Course, students will be able to:

- A general familiarity with Australia's environmental history, and a more detailed engagement with key aspects of that history;
- Awareness of the work of prominent scholars in the discipline, and of a number of the most significant debates shaping Environmental History in Australia;
- A degree of confidence using historiographic methods to inquire into environmental issues, including identifying, evaluating and working with primary sources;
- A critical perspective on claims made about environments past and present informed by a consciousness of the different human and non-human actors and forces involved; and
- Some insight into the problematic relationship between past events and narrative forms.

## Course Requirements

### Reading and research journal (9 pages approx.)

Six research journal entries will be required on course material/topics: two entries chosen from weeks 3, 4, 5; four entries chosen from weeks 8, 9, 10, 11, 13, and/or 14. For each entry, students will give a detailed response to *two of the following*: a) a required reading; b) a recommended reading; and/or c) an additional primary or secondary source related to that week's topic that they have located themselves. Each response will be approximately 1-2 pages and include a summary of its contents or argument, analysis and evaluation of the source, as well as critical questions emerging from your reading. Students will be given a mid-term grade for journaling (worth 10%) and a final grade for journaling (worth 20%).

### Short essay (5-6 pages)

Students will be required to refer to at least three relevant sources from the course materials or from those they have located weeks 3-5. Further instructions in Week 2.

### Long essay proposal (1-2 pages)

Students will prepare a proposal for their final essay, including a research question they intend to answer or problem they intend to address, a brief (paragraph length) statement of what they believe they will argue (based on preliminary research), and an annotated list of the resources from the course materials and their own research that they plan to refer to. These proposals will then be discussed with the lecturer in individual meetings. Guidance on this task will be offered in the classes leading up to submission.

### Long essay (12-14 pages)

Students will be required to refer to at least six relevant sources from the course materials or from those located during their own research. Detailed instructions given in Week 8.

Assignments/Activities	% of Final Grade	Due
Reading and Research Journal	30%	Ongoing
Short Essay	20%	11:55pm, Tue 10 Mar (Wk 6)
Long Essay Proposal	10%	11:55pm, Tue 21 Apr (Wk 12)
Long Essay	40%	11:55pm, Tue 12 May (Wk 15)

For this course, your total numerical score, calculated from the components listed above, is converted to a letter grade without rounding.

Extra credit: Site policy does not allow grading of work outside of the assignments included in the syllabus. The final grade will only be calculated from the assessment components listed here and no other work, whether additional or substituted, is permitted.

Failure to submit or fulfill any required course component results in failure of the class

## Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Explanation of Grade
A	Excellent performance showing a thorough knowledge and understanding of the topics of the course; all work includes clear, logical explanations, insight, and original thought and reasoning.

<b>Letter Grade</b>	<b>Explanation of Grade</b>
<b>B</b>	Good performance with general knowledge and understanding of the topics; all work includes general analysis and coherent explanations showing some independent reasoning, reading and research.
<b>C</b>	Satisfactory performance with some broad explanation and reasoning; the work will typically demonstrate an understanding of the course on a basic level.
<b>D</b>	Passable performance showing a general and superficial understanding of the course's topics; work lacks satisfactory insight, analysis or reasoned explanations.
<b>F</b>	Unsatisfactory performance in all assessed criteria. Work is unfinished or unsubmitted.

## Grade Conversions

For this course your total numerical score, calculated from the components listed above, correspond to the following letter grades:

<b>A</b>	94 to 100
<b>A-</b>	90 to < 94
<b>B+</b>	87 to < 90
<b>B</b>	84 to < 87
<b>B-</b>	80 to < 84
<b>C+</b>	77 to < 80
<b>C</b>	74 to < 77
<b>C-</b>	70 to < 74
<b>D+</b>	67 to < 70
<b>D</b>	65 to < 67
<b>F</b>	0 to < 65

# Course Schedule

## Week 1: 5-Feb-20

### Introduction to Australian Environmental History

This week students will consider the practice of environmental history and its relationship to narrative. They will discuss the specific historiographic issues raised by its subject matter and consider how the field as a whole is seen by its practitioners. They will also be introduced to some of the significant themes in Australian environmental history and how these have been understood and narrated by historians. Students will have an opportunity to discuss the conduct of classes, forthcoming assessment and the timetable and structure of the course.

#### Required Reading:

- Grace Karskens. "The settler evolution: space, place and memory in early colonial Australia". *JASAL: Journal of the Association for the Study of Australian Literature*. Vol 13 No 2, 2013, pp 1-21.
- Libby Robin. "Australia in Global Environmental History." *Companion to Global Environmental History*, Edited by J. R. McNeill and Erin Stewart Mauldin, pp. 182-195.
- Patrick Nunn & Nicholas Reid. "Aboriginal Memories of Inundation of the Australian Coast Dating from More than 7000 Years Ago". *Australian Geographer*, Vol 47 No 1, 2017, pp 11-47.

#### Recommended Reading:

- William Cronon. "A Place for Stories". *The Journal of American History*. March, 1992, pp 1347-1376.
- Libby Robin & Tom Griffiths. "Environmental History in Australasia". *Environment and History*. 10 (2004), pp 439-474.
- J Donald Hughes. "Defining Environmental History". *What is Environmental History?* (Second Edition), Cambridge: Polity, 2016, pp 1-16.

## Week 2: 12-Feb-20

### Nature, Wilderness and Country

This week we set out to investigate a set of keywords to aid us in our understanding of Australian environmental history. These are words whose definitions are complex because they represent areas of human experience that are subject to ongoing political and intellectual disputes. These words for the non-human environment—nature, wilderness and country—have historically shifting meanings as well as different values for different groups in Australia. We will examine where nature and wilderness fit within Australia's European intellectual heritage as well as how the Aboriginal concept of country contrasts with these ideas.

#### Required Reading:

- Raymond Williams, "Ideas of Nature". *Culture and Materialism: Selected Essays*. London: Verso, 2005: 67-85.
- Deborah Bird Rose, "Country" and "Dreaming Ecology". *Nourishing Terrains: Australian Aboriginal Views of Landscape and Wilderness*. Canberra: Australian Heritage Commission, 1996, pp 6-15; 47-61.

**Required field trip/excursion:** State Library of New South Wales, Macquarie Street

### **Week 3: 19-Feb-20**

#### **Settler Environments**

Australia emerged through a process of colonisation which can be fruitfully compared to histories of other countries such as the United States, South Africa and New Zealand. This week we will take a broader view of this history in order to bring into focus what is specific to the Australian context as well as what it shares with other settler societies. We will look at global narratives of ecological imperialism, and some ways in which those processes took specific shapes in Australia. These influential global histories—for example by Alfred Crosby and Jared Diamond—will be contrasted with those which adopt the perspectives of the changing Aboriginal landscapes of Australia to interrogate their assumptions about the past, the present and possible futures.

#### Required Reading:

- Excerpts from Alfred W Crosby. *Ecological Imperialism: the Biological Expansion of Europe, 900-1900*. Cambridge: Cambridge University Press, 1986.
- Richard Broome. "Changing Aboriginal Landscapes of Pastoral Victoria". *Studies in the History of Gardens & Designed Landscapes: An International Quarterly*. Vol 31, No 2, 2011, pp 88-96.

#### Recommended Reading:

- Donald Denoon. "New Lands". *Settler Capitalism*. Oxford: Oxford University Press, 1983, pp 17-42.
- Brett Bennett. "A Global History of Australian Trees". *Journal of the History of Biology*. Vol 44, no 1 (February 2011), pp 125-145.

### **Week 4: 26-Feb-20**

#### **Mining and Resource Extraction**

Mining is centrally important to Australia's environmental history, and the practice continues to dominate debates about land use and Australia's relationship with the rest of the world. Recently it has joined older forms of resource extraction—logging, whaling, sealing included—as among the more contentious human activities: it provokes activism and anxiety in Australia's public culture even as mining operations—for coal, iron ore, aluminium, gas and more—are conducted on ever larger scales. While Aboriginal people have mined ochre and other materials for thousands of years, it is only in the period since the 1850s gold rush that Australian landscapes have been profoundly transformed by the practice of mining. In the latter part of the twentieth

century it had become clear that Australian mines were major drivers of global warming, arguably threatening human life and the biosphere itself. This week we consider some of the history and landscapes—modern and contemporary—of resource extraction on the continent, and their broader significance to our collective future.

#### Required Reading:

- Warwick Frost. “The Environmental Impacts of the Victorian Gold Rushes.” *Australian Economic History Review*. Vol 53, No 1 (2013), pp 72-90.
- Benedict Scamary. “‘Government been mustering me...’ Historical Background.” *My Country, Mine Country: Indigenous People, Mining and Development Contestation in Remote Australia*. Canberra: Australian National University Press, 2013.

#### Recommended Reading:

- David Trigger. “Mining, Landscape and the Culture of Development Ideology in Australia”. *Ecumene*, Vol 4, No 2 (1997), pp 161-180.
- Geoffrey Blainey. “A Theory of Mineral Discovery: Australia in the Nineteenth Century”. *The Economic History Review*, Vol 23, No 2 (August 1970), pp 298-313.
- Fei Sheng. “Environmental Experiences of Chinese People in the Mid-Nineteenth Century Australian Gold Rushes”. *Global Environment*. Vol 7, No 8 (2011), pp 98-127.
- Erik Eklund. “Mining in Australia: An historical survey of industry–community relationships.” *Extractive Industries and Society*. Vol 2 (2015), pp 177-188.

## **Week 5: 4-Mar-20**

### **Food and Soil**

The qualities of Australian soil have been central to the possibility of substantial agricultural industries on the continent, and by extension to questions of appropriate levels of human population. This is against a set of globally circulating ideas about food, population and environment, as well as the insatiable demands of capital for profit. Imported agricultural ideas and practices have also been massively destructive to existing environments, and the problem of caring for soils in Australia has become interminable. This week we consider the relationship between land management (Aboriginal, European and East Asian), soil, agricultural productivity and population on the continent.

#### Required Reading:

- Cameron Muir. “Wheat”. *The Broken Promise of Agricultural Progress: An Environmental History*. New York: Routledge, 2014, pp 89-108.
- Rebecca Jones. “Uncertainty and the Emotional Landscape of Drought”. *International Review of Environmental History*, Vol 4 No 2, 2018, pp 13-26.
- Joanna Boileau. “Making a Living in New Gold Mountain”. *Chinese Market Gardening in Australia and New Zealand*, Palgrave Studies in the History of Science and Technology, 2017, pp 95-124.

### Recommended Reading:

- Cameron Muir. "Feeding the World". *Griffith Review*. No 7, 2010, 13 pages.
- Ted Henzell. "Grain Crops." *Australian Agriculture: Its History and Challenges*. Collingwood: CSIRO Publishing, 2007, pp 1-46.
- Bill Gammage. "Farms Without Fences". *The biggest estate on earth: how Aborigines made Australia*. Crows Nest: Allen & Unwin, 2011, 281-306.
- Bruce Pascoe. "Agriculture". *Dark Emu. Black Seeds: Agriculture or Accident?* Broome, WA: Magabala Books, 2014, pp 19-52.

## **Week 6: 11-Mar-20**

### **Environments, Citizens and the Nation**

The imagined community of the nation and the governmental project of the state (themselves possessing intertwined histories) use and interact with environments in numerous ways. To link such cultural and social work to the natural world is a powerful ideological tool, but the story does not end there: natural environments do shape us and our activities, as we seek to reshape them to make them meaningful or legible. This week we will consider some Australian histories of environmental perception and management, and look at how they connect to nationalism, citizenship and the state.

### Required Reading:

- Libby Robin. "Prologue" and "Desert Nationalism". *How A Continent Created a Nation*. Sydney: University of New South Wales Press, 2007, pp 1-10; 99-122.
- Janette-Susan Bailey. "Battlefields of the South-West Pacific: Australian Soil Erosion, Enemies, Graziers, and Traitors in "Dust Bowl" Imagery". *Dust Bowl: Depression America to World War Two Australia*. New York: Palgrave, 2016, pp 105-154.

### Recommended Reading:

- Benedict Taylor. "Trees of Gold and Men Made Good? Grand Visions and Early Experiments in Penal Forestry in New South Wales, 1913-1938". *Environment & History*. Vol 14, No 4, 2008, pp 545-562.
- Excerpts from Geoffrey Bolton. *Spoils and Spoilers: A History of Australians shaping their environment*. North Sydney: Allen & Unwin, 1981.
- James Scott. "Nature and Space". *Seeing Like A State*. New Haven: Yale University Press, 1998, pp 11-52
- Excerpts from J M Powell. *Environmental Management in Australia, 1788-1914*. Melbourne: Oxford University Press, 1976.

## **Week 7: 16 – 22 Mar**

### **SEMESTER BREAK – No Class**

## Week 8: 25-Mar-20

### Pests and useful creatures

With the arrival of Europeans in Australia, animals and humans encountered each other in new ways, many unanticipated. This week we will consider the paradigmatic example: when introduced species 'go feral', causing disruption for indigenous ecosystems and economically valued activities in the environment. We will look at the history of the deliberate introduction of species from beyond the seas by colonists and some of the unintended consequences of this project. But this phenomenon will also be examined as part of a broader discussion about what it means, historically, for an animal (or plant) to be identified as a 'problem', and some of the complexities of this sort of human-animal interaction in Australian history.

#### Required Reading:

- Harriet Ritvo, "Going Forth and Multiplying: Animal Acclimatization and Invasion," *Environmental History*, 17, 2012: 404–414.
- James Boyce. "Canine Revolution: The Social and Environmental Impact of the Introduction of the Dog to Tasmania". *Environmental History*, 11, 2006, pp 102-129.

#### Recommended Reading:

- Adam Gall. "On The Ant Frontier: Ontological Conflict with *Iridomyrmex Humilis* in Post-WWII Sydney" from Nancy Cushing and Jodi Frawley (eds.), *Animals Count: How Population Size Matters in Animal-Human Relations*. New York: Routledge, 2018, pp 41-55.
- Chapters 2, 3 and 10 from Eric C Rolls. *They All Ran Wild: The Story of Pests on the Land in Australia*. Sydney: Angus & Robertson, 1969.
- Catharina Landstrom. "Justifiable Bunnicide: Narrating the Recent Success of Australian Biological Control of Rabbits." *Science as Culture*. Vol 10, No 2, 2001, pp 141-161.

## Week 9: 1-Apr-20

### Troubling native beasts

Discussions of the history of invasive animal species often depend implicitly on the idea that the native is a stable point of reference, but historically this has not always been the case. This week we look at problem natives: animals who occupy an intermediate or undecidable position between what Australian environmental perspectives value, and what is understood to be threatening, hostile or dangerous. Apparently benign animals such as the emu (which figures on the national coat of arms), as well as ambiguously dangerous creatures such as the red-back spider, threaten to compromise not only human bodily safety or property, but also human categories such as indigenous/introduced, destructive/helpful, dangerous/harmless, and protected/proscribed. The reading materials include a bestiary of other threatened and/or troubling natives such noisy miners, koalas, venomous snakes, and dingoes.

### Required Reading:

- Tim Low, "Bad Birds" and "To Kill a Tree". *The New Nature: winners and loser in wild Australia*. Sydney: Penguin Books, 2017.
- Emily O’Gorman, "Belonging". *Environmental Humanities*, vol. 5, 2014, pp. 283-286
- Kevin Markwell & Nancy Cushing. "The "killer of the cane fields": The social construction of the Australian coastal taipan", *Journal of Australian Studies*, 40, 1, 2016, pp 74-91.

### Recommended Reading:

- Peter Hobbins. "Invasion Ontologies: Venom, Visibility and the Imagined Histories of Arthropods". Jodi Frawley & Iain McCalman (eds). *Rethinking Invasion Ecologies from the Environmental Humanities*. New York: Routledge, 2014, pp 181-195.
- Murray Johnson. "Feathered Foes’: Soldier settlers and Western Australia’s Emu War of 1932". *Journal of Australian Studies*, Vol 30, No 88, 2006, pp 147-157.
- Bradley Smith and Peter Savolainen, "The Origin and Ancestry of the Australian Dingo" Bradley Smith (ed.) *The Dingo Debate: Origins, Behaviour and Conservation*. Clayton South, Victoria: CSIRO Publishing, 2015, pp 55-80.

## **Week 10: 8-Apr-20**

### **Fire Histories**

Australia has a long history of catastrophic bushfire and thus, too, of fire-related controversy and ongoing public dispute over how best to approach this phenomenon (as well as to save lives). Yet even this assessment--that bushfire is catastrophic--is troubled by the question: are Australian environments made to burn? What role did Aboriginal land management practices have in producing a fire-prone environment (or indeed, one where regular burning was necessary to many species)? This week we will consider how new patterns of settlement, development and land use raise again these perennial questions about fire in Australia as well as generating some new ones.

### Required Reading:

- Stephen Pyne. "Wild Bush, Urban Bush", *Burning bush: a fire history of Australia*. New York: Holt, 1991, 364-387
- Ben Wilkie. "Continent of Smoke." *Meanjin*. 3 November, 2015. <https://meanjin.com.au/blog/this-continent-of-smoke/>, 8 pages
- Tom Griffiths. "The language of catastrophe: forgetting, blaming and bursting into colour". *Griffith Review*, No 35 (Autumn 2012): pp 51-67

### Recommended Reading:

- Susan Yell. "'Breakfast is Now Tea, Toast, and Tissues': Affect and the Media Coverage of Bushfires". *Media International Australia*. No. 137, November 2010, pp 109-119

## **Week 11: 15-Apr-20**

### **Water Histories**

As the driest continent on earth, water dominates environmental histories in Australia: the problem of both its lack in drought and overabundance in flood have preoccupied settler Australians. Partly as a consequence of this (and partly due to other geographical and historical factors) European and other settlers on this continent have often clung to the coast, joining and displacing Australia's Indigenous saltwater peoples. Even today, many Australians understand water in terms imported from other continents, so that even though native birds and other animals have adapted for local conditions, cyclical economic models derived from the Northern hemisphere have not. This week we consider different ways of living in Australian fresh and saltwater environments with a focus on rivers and river systems, particularly Australia's major river system--the Murray-Darling.

#### Required Reading:

- Ruth Morgan. "Ghosts of the Water Dreamers". *Griffith Review*. 47, <https://griffithreview.com/articles/ghosts-water-dreamers/>, 7 pages
- Emily O'Gorman. "Federation, engineering and a 'watershed' perspective, 1890-1956". *Flood Country: An Environmental History of the Murray-Darling Basin*. Collingwood: CSIRO Publishing, 2012, pp 119-134.
- Jodi Frawley. "'Dancing to the Billabong's Tune': Oral History in the Environmental Histories of Murray-Darling Basin Rivers." K. Holmes and H. Goodall (eds.), *Telling Environmental Histories*, Palgrave Macmillan, 2017, pp 51-79.

#### Recommended Reading:

- Tim Bonyhady. "The Flood in the Darling." *The Colonial Earth*. Carlton: Melbourne University Press, 2000, pp 281-308.
- Heather Goodall. "Riding the Tide: Indigenous knowledge, history and water in a changing Australia". *Environment and History*. 14 (3), 2008, pp 355-384.

**Required field trip/excursion:** Pyrmont/Ultimo/Darling Harbour Walking Tour

## **Week 12: 22-Apr-20**

### **Urban and Suburban Environments**

Much environmental thought (as well as policy and political activism) turns away from the most populous areas of the Australian continent towards the most agriculturally productive expanses, or indeed towards 'wilderness' and 'the outback'. This week we look more closely at places that most Australians call home: suburban and urban environments. These have continued to be biodiverse spaces with their own ecological qualities, flora and fauna. They have also been actively shaped as more-than-human environments through uncertain alliances between human and non-human actors, adding complexity to traditional concerns of urban history over social transformation of space.

#### Required Reading:

- Andrea Gaynor. "Into the suburbs...". *Harvest of the Suburbs*. Crawley: UWA Press, 2006, pp 1-19.
- Excerpts from Dan Huon Coward. *Out of Sight: Sydney's Environmental History, 1851-1981*. Canberra: Australian National University Press, 1988.

Recommended Reading:

- Caroline Ford. "Surfing in Sewage". *Sydney Beaches: A History*. Sydney: NewSouthBooks, 2014, pp 226-253.
- Graeme Davison. "Down the gurgler: Historical influences on Australian domestic water consumption." Patrick Troy (ed.) *Troubled Waters: Confronting the water crisis in Australian cities*. Canberra: ANU ePress, 2008, pp 37-66.
- Jodi Frawley. "Detouring to Grafton: the Sydney Botanic Gardens and the making of an Australian urban aesthetic". *Australian Humanities Review*, 49, 2010. <http://www.australianhumanitiesreview.org/archive/Issue-November-2010/frawley.html>, 12 pages

## **Week 13: 29-Apr-20**

### **Antarctica and the Limits of Australian Environmental History**

Given anthropogenic climate change, the fate of Antarctica is the fate of the world. Australia shares not only proximity but also political responsibility for the continent with other nations. This week we consider this 'Australian' environment as a way into thinking about Australian environmental history as an unavoidably international, transnational and even global affair. In aid of this, we will also consider questions of metageography and metahistory and ask: why do we 'think history' within certain imagined spatial limits? What has made Australian history so insular in the past? Is the Australian continent itself the best place to look to make sense of Australian history? What does history look like when viewed instead from the icy continent of Antarctica?

Required Reading:

- Tom Griffiths. "The Changeover" and "Green Crusaders" *Slicing the silence: voyaging to Antarctica*. Sydney: University of New South Wales Press, 2007, pp 246-296.
- Alessandro Antonello. "Finding Place in Antarctica". Peder Roberts, Lize-Marié van der Watt & Adrian Howkins (eds.). *Antarctica and the Humanities*. Palgrave Macmillan, 2016, pp 181-204.

Recommended Reading:

- Martin Lewis & Karen Wigen. "The Architecture of Continents". *The Myth of Continents: a critique of metageography*. Berkeley: University of California Press, 1997, pp 21-46.
- Alessandro Antonello. "Australia, the International Geophysical Year and the 1959 Antarctic Treaty". *Australian Journal of Politics and History*. Vol 59, No 4, 2013, pp 532-546.

## **Week 14: 6-May-20**

### **Histories of Tourism and Science on the Great Barrier Reef**

The world's largest coral reef system, the Great Barrier Reef, is seen as immensely important and valuable to Australians and people all over the world. Yet is also being destroyed by mining-related infrastructure projects, agricultural run-off, ocean acidification and global warming. The contemporary understanding of the reef as focal point for science and tourism itself has a history, and this week we will explore some of that history and consider changing conceptions of the reef and its significance for humans in parallel to the changing environment of the reef itself.

#### Required Reading:

- James Bowen & Margarita Bowen. "From Depression to War: Tourism, Conservation and Science, 1929-1939". *The Great Barrier Reef: History, Science, Heritage*. Cambridge: Cambridge University Press, 2002, pp 283-299.
- Iain McCalman. "A Poet, a Forester and an Artist Join Forces". *The Reef: A Passionate History*. Melbourne: Penguin Books, 2013, pp 276-301.

#### Recommended Reading:

- Ben Daley & Peter Griggs. "'Loved to Death': Coral Collecting in the Great Barrier Reef, Australia, 1770-1970". *Environment and History*, Vol. 14, No. 1 (February 2008), pp. 89-119
- Rohan Lloyd. "Through the Reef: Settler Politics, Science, and the Great Barrier Reef". *RCC Perspectives*, No. 2, VISIONS OF AUSTRALIA: Environments in History (2017), pp. 89-98.

## **Week 15: 13-May-20**

### **Climate Change and Environmental History**

By way of conclusion, we will consider the way that large-scale environmental problems such as climate change trouble the terms of our inquiry during this semester. We will consider Australian and world histories of climate knowledge, and what problems that climate change poses for the practice of history. We also ask a critical question of the field: can environmental history contribute anything to the political address of anthropogenic climate change?

#### Required Reading:

- Emily O’Gorman, James Beattie & Matthew Henry. "Histories of climate, science, and colonization in Australia and New Zealand, 1800–1945". *WIREs Climate Change* 2016, 7, pp 893–909.
- Tony Birch. "Climate Change, Mining and Traditional Indigenous Knowledge in Australia." *Social Inclusion*, Vol 4, No 1 (2016), pp 92-101.

### Recommended Reading:

- Ruth Morgan. "Histories for an Uncertain Future: Environmental History and Climate Change". *Australian Historical Studies*. Vol 44, No 3, 2013, pp 350-360.
- Dipesh Chakrabarty. "The Climate of History: Four Theses." *Critical Inquiry*. Vol 35, 2009, pp 197-222.

## **Course Policies**

### **Submission of Work**

Assignments (excluding in-class presentations and exams) must be submitted electronically via NYU Classes. It is the student's responsibility to confirm that the work has been successfully uploaded. In the unlikely event that a submission to Classes fails, students must immediately submit the work to their instructor as well as the Academic Programs Coordinator via email before the original submission deadline accompanied by an explanation of the issue. Please note that the work will not be graded until it is uploaded to NYU Classes. All in-class presentations and exams must be completed during the scheduled class time. An assessment component is considered completed when the student has met all the terms for that assessment component as outlined by the instructor.

All written assignments must be submitted at the due date and time outlined in the syllabus. An assessment component receives a penalty of 2 points on the 100-point scale (for the assignment) for each day the work is late (including weekend days) up to a maximum of 10 points. If the work is completed beyond five days after the due date, it receives a mark of zero, and the student is not entitled to feedback for that piece of work. Because failure to submit or fulfil any required assessment component will result in failure of the course, it is crucial for students to complete every assignment even when it will receive a mark of zero.

### **Extensions**

Any request for approval to submit an assignment after the due date must be received by the instructor, in writing, prior to the due date. The request must include evidence of work in progress before an extension is considered. If an extension is granted and the work is submitted by the agreed time, the late penalty will be waived. If an extension is granted and a student fails to submit within the agreed time, the late penalty will apply from the original due date of the assignment. Students will not be granted an extension because of workload commitments in other classes: assignment deadlines are available to students from the beginning of semester.

### **Plagiarism Policy**

The academic standards of New York University apply to all coursework at NYU Sydney. NYU Sydney policies are in accordance with New York University's plagiarism policy. The presentation of another person's words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

It is a serious academic offense to use the work of others (written, printed or in any other form) without acknowledgement. Cases of plagiarism are not dealt with by your instructor. They are referred to the Director, who will determine the appropriate penalty (up to and

including failure in the course as a whole) taking into account the codes of conduct and academic standards for NYU's various schools and colleges.

## **Attendance Policy**

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. Students are responsible for making up any work missed due to absence.

To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will affect students' semester grades. The class roster will be marked at the beginning of class and anyone who arrives after this time will be considered absent. Students are expected to be present for the duration of the session: anyone leaving class early will also be considered absent. This attendance policy also applies for classes involving a field trip or other off-campus visits. It is the student's responsibility to arrive at the agreed meeting point on time. If you are travelling on a weekend, or during the break, you must plan to return to Sydney the day prior to your next class. No excused absences will be given to students who miss class on the same day that they return from a trip, even when this is due to circumstances outside of the student's control (such as a delayed flight).

For courses that meet once a week, one unexcused absence will be penalised by a two percent deduction from the student's final course grade. For courses that meet two or more times a week, the same penalty will apply to two unexcused absences. Repeated absences in a course may result in failure.

Faculty cannot excuse an absence. Requests for absences to be excused must be directed to the Academic Programs Coordinator. Students must provide appropriate documentation for their absence. In the case of illness, students must contact the Academic Programs Coordinator on the day of absence. They must provide medical documentation to the Academic Programs Coordinator within three days of the absence in order to be medically excused. The note must be obtained from a medical professional licensed to practise in Australia. The note must include a medical judgement indicating that the student was unfit to attend class/work on the specific day or dates of the absence. Faculty will be informed of excused absences by the Academic Programs Staff.

## **Religious Observance**

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Academic Programs Coordinator in writing via email one week in advance before being absent for this purpose.

## **Classroom Expectations**

This is a seminar subject and requires the active participation of all students. It also requires engaged discussion, including listening to and respecting other points of view. Your

behaviour in class should respect your classmates' desire to learn. It is important for you to focus your full attention on the class, for the entire class period. In all classes we expect that students will follow the common classroom expectations outlined here in order to support constructive and effective classroom experience.

- Arrive to class on time.
- Once you are in class, you are expected to stay until class ends. Leaving to make or take phone calls, to meet with classmates, or to go to an interview, is not acceptable behaviour.
- Phones, digital music players, and any other communications or sound devices are not to be used during class. That means no phone calls, no texting, no social media, no email, and no internet browsing at any time during class.
- Laptop computers and tablets are not to be used during class except in rare instances for specific class-related activity expressly approved by your instructor.
- The only material you should be reading in class is material assigned for that class. Reading anything else, such as newspapers or magazines, or doing work from another class, is not acceptable.
- Class may not be recorded in any fashion – audio, video, or otherwise – without permission in writing from the instructor.
- Be mindful of the space you take up in class and make space for others.
- Listen actively and be engaged and present when others are speaking.
- Do not use profanities in class discussion (they may still occasionally appear in course readings and assignments where considered appropriate)
- Criticise ideas, not people (groups and individuals).
- Use 'I' statements when giving opinions. Don't try to speak for any group with which you identify.

You will be advised if there are additions to these common procedures for participation in this class.

## **Inclusion, Diversity, Belonging and Equity**

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, "...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities." At NYU Sydney we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

## **Provisions to Students with Disabilities**

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Centre for Students with Disabilities at (212) 998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu) as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

## **Instructor Bio**

Dr Adam Gall (Ph.D., University of Sydney) holds a Ph.D. in Gender & Cultural Studies from the University of Sydney. He is an interdisciplinary Australian Studies scholar who has taught in Cultural Studies, Human Geography, Indigenous Studies and Australian History contexts. Adam's research interests include narratives of attachment, twentieth and twenty-first century cultures of nationalism, representations of the colonial frontier and dispossession, as well as indigeneity and settler identity in Australian film, media and literature. His current research project looks at stories of human and non-human survival in southern settler-colonial cities (Sydney, Buenos Aires, Cape Town), as well as in North America. This research deals with the relationship between storytelling, ethics and politics in situations of immense social and environmental change.

## Appendix 1

### Supplemental Texts

There is a wide range of scholarly material on various aspects of Australian environmental history. Below is a selection of works that may be useful in preparing assessment tasks or in understanding the field and the course content more generally.

- Geoffrey Bolton. *Spoils and Spoilers: a history of Australians making their environment*. Sydney: Allen & Unwin, 1981.
- Tim Bonyhady. *The Colonial Earth*. Melbourne: Melbourne University Press, 2000.
- Tim Bonyhady & Tom Griffiths (eds). *Words for Country: Landscape and Language in Australia*. Sydney: University of New South Wales Press, 2001.
- Alfred W Crosby. *Ecological Imperialism: the Biological Expansion of Europe, 900-1900*. Cambridge: Cambridge University Press, 1986.
- Stephen Dovers (ed). *Australian Environmental History: Essays and Cases*. Melbourne: Oxford University Press, 1994.
- Jodi Frawley & Iain McCalman (eds). *Rethinking Invasion Ecologies from the Environmental Humanities*. New York: Routledge, 2014.
- Tim Flannery. *The Future Eaters*. Sydney: Reed Books Australia, 1994.
- Bill Gammage. *The Biggest Estate on Earth: How Aborigines Made Australia*. Sydney: Allen & Unwin, 2011.
- Andrea Gaynor. *Harvest of the Suburbs: An Environmental History of Growing Food in Australian Cities*. Crawley: University of Western Australia Press, 2006.
- Heather Goodall and Jane Cadzow. *Rivers and Resilience : Aboriginal people on Sydney's Georges River*, Sydney: UNSW Press, 2009.
- Tom Griffiths. *Hunters and Collectors: The Antiquarian Imagination in Australia*. Melbourne: Cambridge University Press, 1996.
- Tom Griffiths & Libby Robin (eds). *Ecology and Empire: Environmental History of Settler Societies*. Edinburgh: Keele University Press, 1997.
- Richard Grove. *Green Imperialism*. Cambridge: Cambridge University Press, 1995.
- Lesley Head. *Second Nature: the History and Implications of Australia as Aboriginal Landscape*. Syracuse: Syracuse University Press, 2000.
- J Donald Hughes. *What is Environmental History?* (Second Edition), Cambridge: Polity, 2016.
- Grace Karskens. *The Colony: A History of Early Sydney*, Sydney: Allen & Unwin, 2009.
- Cameron Muir. *The Broken Promise of Agricultural Progress: An Environmental History*. New York: Routledge, 2014.
- Emily O'Gorman. *Flood Country: An Environmental History of the Murray-Darling Basin*. Collingwood: CSIRO Publishing, 2012.
- J M Powell. *An Historical Geography of Modern Australia : the restive fringe*. Cambridge: Cambridge University Press, 1988.
- Libby Robin. *How a Continent Created a Nation*. Sydney: University of New South Wales Press, 2007.
- Eric Rolls. *They All Ran Wild*, Sydney: Angus & Robertson, 1969

- Tim Sherrat, Tom Griffiths and Libby Robin (eds.), *A Change in the Weather: climate and culture in Australia*, Canberra : National Museum of Australia Press, 2004.
- Donald Worster. *Nature's Economy: A History of Ecological Ideas*. Cambridge: Cambridge University Press, 1992.