INSTRUCTOR:    Dr. R.A. Rajala  
                Office: Clearihue B226  
                Office Hours:  Wed. 1:00-2:15; Thurs. 2:30-3:15 and after class  
                Email: rrajala@uvic.ca for serious matters and to arrange meetings  
                Phone: 721-7394  

TIME:  Thurs. 3:30-6:30  

COURSE DESCRIPTION  
This course involves multi-disciplinary analysis of the human relationship to North American forests. Each week we will meet to discuss readings which investigate topics ranging from pre-contact Aboriginal resource management to current environmental conflicts, devoting particular attention to the ecological impacts of settlement and resource capitalism, modes of production, social relations, and the role of the state. Rather than a history of forestry, then, the course considers forests in terms of the way that they have shaped human behaviour, and in turn been shaped by changing cultural perceptions and economies.  

Forests are central to North American narratives of colonialism, exploitation of people, places and their resources, consumption, and state regulation of economic life. Our central task will be to track these histories through rigorous analysis and discussion of recent scholarship and primary sources.  

READINGS  
Three copies of each reading will be on 2-hour reserve in the library. Three or four additional copies will be available in the History Department’s Reading Room file cabinet, and most of the articles are available online.
COURSE REQUIREMENTS

Written Assignments:

1. **Short Essay**: Drawing on the writing of Timothy Silver, Harry Watson and the readings set for discussion on **29 January**, write a 1,000-1,500 word essay analyzing the social, cultural, ecological, and political dimensions of forest use in the American Southeast from the 18th to the early 20th century.
   **Due Date**: 12 Feb.

2. **Major Research Paper**: This assignment, your major written submission, should draw your immediate attention. Students should develop a topic of your own choice, in consultation with the instructor, or work with the list below. Use of primary sources is strongly encouraged in researching your 3,500-5,000 word essay. Some topics will no doubt involve the use of inter-library loans.
   **Due Date**: To Be Discussed.

   **Some Possible Subject Areas**
   - Aboriginal Use of Fire
   - The Forest and Early European Settlement
   - Cutting the Great Lakes Forest
   - George Perkins Marsh and Early Conservationism
   - Progressive-Era Forest Conservation in the United States (or Canada)
   - The Fight Against Fire (many options)
   - National Parks in the Canadian Context
   - Industry, Forestry and the State in Late 19th, Early 20th Century Central Canada
   - Race, Class, and Unionization in the American South
   - The Conflicting Visions of Gifford Pinchot and John Muir
   - The Rise and Fall of the Industrial Workers of the World
   - Hydro-Electric Projects and Canadian First Nations
   - Nature and Gender: Boy Scouts and Girl Guides
   - The Urban Forest: City Parks
   - Creation of the American National Park System
   - Tourism, the Automobile, and the Forest
   - Wildlife Management in North American Parks
   - The Sierra Club and the Fight for the Redwoods
   - Aldo Leopold, Robert Marshall, and Wilderness
   - Tree Planting and Climate on the Prairies
   - Mechanization and Woods Labour
   - The Depression-Era Fight for Logging Practice Regulation
   - D.D.T., Rachel Carson, and Environmentalism
   - FDR’s Civilian Conservation Corps
   - The Rise of Environmentalism
The Sagebrush Rebellion in the American West
The Old-Growth Debate in the Pacific Northwest and/or British Columbia
The Policy and Practice of Sustained-Yield Forestry
The New Forestry and Ecosystem Management
Flexible Production and the Post-Fordist Workplace
Reintroducing Fire to Forest Management
The Yellowstone Fire of 1988

3. Participation: Students are expected to attend all classes, prepared to contribute meaningfully to discussion. The reading load is subject to discussion on a week-by-week basis.

Evaluation:

Your grade will be calculated as follows:

- Short Paper: 20%
- Major Research Paper: 40%
- Participation: 40%

Note: All assignments must be completed to pass the course. A passing grade in Participation is also required to pass the course. Penalty for late assignments: 4 percent per day.

SCHEDULE

8 Jan. Introduction

22 Jan. The Early 19th Century Northeastern Forest

29 Jan. Race, Class, Gender and the Southeastern Forest

5 Feb. The Great Lakes
- Melissa L. Meyer, “‘We Can Not Get a Living as We Used To’: Dispossession and the White Earth Anishinaabeg, 1889-1920,” American Historical Review 96 (Apr. 1991), 368-94.

12 Feb. The Far West

16-20 Feb. Reading Break

26 Feb. The Early Conservationist Impulse

5 Mar. Progressive-Era Conservation
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<tr>
<th>Date</th>
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<pre><code>                  |                                   | Alan MacEachern, “Rationality and Rationalization in Canadian National Parks Predator Policy,” in *Consuming Canada: Readings in Environmental History* eds. Chad Gaffield and Pam Gaffield (Toronto: Copp Clark, 1995), 197-212. |
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<p>| 26 Mar.    | Presentations                       |                                                                               |
| 2 Apr.     | Presentations                       |                                                                               |</p>