

## Term Information

Effective Term Autumn 2020  
*Previous Value* Summer 2012

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Online teaching approval

What is the rationale for the proposed change(s)?

We have worked with ASC tech to gain online approval for this course

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area History  
Fiscal Unit/Academic Org History - D0557  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2704  
Course Title Water: A Human History  
Transcript Abbreviation Water History  
Course Description History of human use and understandings of water from ancient to modern times, with case studies taken from different geographic locations. Sometimes this course is offered in a distance-only format.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* Yes, Greater or equal to 50% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Recitation, Lecture  
Grade Roster Component Recitation  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

## Course Details

**Course goals or learning objectives/outcomes**      • An understanding of how water has impacted the course of human development

*Previous Value*

**Content Topic List**

- Water as sacred substance
- Water as power
- Irrigation
- Water for waste and sanitation
- Drinking water and disease
- Floods and droughts
- Fishing
- Travel and discovery
- Scientific study of water
- Water pollution and conservation
- Dam building and tearing down
- Water wars and diplomacy
- Rivers
- Lakes
- Ice and glaciers

**Sought Concurrence**      No

**Attachments**

- DL History 2704 syllabus.docx: Syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*
- Hist 2704.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)*
- OLD assessment plan.doc: Old assessment plan  
*(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)*
- History 2704 Syllabus--Water A Human History--Autumn 2018--FINAL.docx: In person syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	07/16/2020 04:48 PM	Submitted for Approval
Approved	Elmore,Bartow J	07/16/2020 09:44 PM	Unit Approval
Approved	Heysel,Garett Robert	07/17/2020 07:42 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	07/17/2020 07:42 AM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

# **SYLLABUS: HISTORY 2704**

## **WATER: A HUMAN HISTORY**

### **AU 2019**

## **Course overview**

### **Instructor**

Instructor: Dr. Jim Harris  
Email address: [harris.1631@osu.edu](mailto:harris.1631@osu.edu)  
Office hours: MW 1:00PM-2:00PM  
Office Location: CarmenZoom

### **Course Coordinator**

### **Course description**

Water is a miraculous molecule: it is the only molecule that occurs naturally in all three states of matter (solid, liquid, gas). The human body is, on average, 65% water. About 71% of the Earth's surface is covered in water. Without water on our "blue planet" life as we understand it could not exist. Water shapes life from the molecular and biological level to the national and even the geopolitical level, yet far too often we take this marvelous substance for granted. In this course, we will dispel this false assumption.

Taking a thematic approach that environmental history so usefully affords us, in this course we will examine the human use and understanding of water from the ancient past to the present day, using a series of case studies from around the globe. We will examine how water has been used in irrigation and the development of civilization and how humans have sought to manipulate (control) water as a source of power. We will examine the how water is essential to the development of cities, and how cities have faced the infrastructural challenge of ensuring access to clean drinking water. We will study how water is a carrier of disease and pollution. We will study how water has become a commodity and a vital component part of modern economic systems, especially food systems. We will look at

oceans, which are often ignored in traditional geographically-bound histories. We will explore the various ways in which water has distinct cultural meanings around the world. Finally, we will examine how global climate change is impacting the human relationship with water today.

As this course is **entirely online**, students have the ability to complete weekly course materials asynchronously with weekly assignments units due by 11:59 pm on Sunday nights. Note: because this is an online course, the reading load for this course is significant to compensate for the relatively short mini-lectures.

## Course learning outcomes

Objectives and goals of this course include the following:

- To help students acquire a perspective on history and an understanding of the factors that shape human activity
- To have students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding
- To give students a firm understanding of the difference between primary and secondary sources and of the manner in which each type of source is employed in the analysis of past events
- To allow students to develop the skills to read critically and make an historical argument using evidence selected from historical texts
- To help students recognize how past events are studied and how they influence today's society and the human condition
- To develop an understanding of the patterns of the human history of water, and how these patterns inform present-day society, politics, culture and the economy around the world.

## GE Course Information

### *Historical Study:*

#### **Goals:**

Recognize how past events are studied and how they influence today's society and the human condition.

#### **Expected Learning Outcomes:**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

## Course materials

Nicholas Breyfogle and Mark Sokolsky, ed., *Water History: Readings and Sources*.

Additional Readings on Carmen

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

### Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.

- Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

## Grading and faculty response

### Grades

Assignment or category	Points
Weekly Discussion Posts	30%
Unit Quizzes	20%
Blue Gold Response Paper	20%
Final Essay	30%
<b>Total</b>	<b>100</b>

*See course schedule, below, for due dates*

### Assignment information

**Weekly Discussion Posts (30%):** Students will be responsible for contributing to course discussion forums as “participation” in this online class **ten** times during the semester. The discussion posts in the course ask you to make an original post based on the lessons of the week and also to respond to one or more previous posts in the discussion. Discussion posts will be graded based on your answer to the question(s) being posed to you, the degree to which you incorporate one or more specific examples from the readings or the lectures as appropriate, and demonstrate thoughtful engagement with the course. When you draw on course materials in your response papers be sure to cite it (author, page number) is fine for these short exercises. Most importantly, however, remember to be respectful and thoughtful when engaging with your peers, such that we can maintain a supportive learning community where everyone feels safe and where people can disagree amicably.

**Unit Quizzes (20%):** Over the course of the semester there will be **five** non-cumulative, timed, open-note quizzes that test your comprehension of the material from each unit of the course. *Students will only be allowed one attempt at each quiz, but I will drop your lowest*

*quiz score.*

**Blue Gold Response Paper (20%):** Students will write one short (3-4 pages) response paper in response to the documentary film we will watch in this course, *Blue Gold* (2010), which examines the role of corporations and commodification of water in our increasing water crisis. A detailed prompt will be posted on Carmen.

**Final Essay (30%):** You will be given a choice of several prompts at least **three weeks** before the deadline. You will write a 5-7 page essay that will ask you to synthesize course material and frame an argument about a major theme in the course in lieu of a final exam.

## Late assignments

**On Make-Up Assignments:** Students will be allowed to make up major assignments without penalty only in the event of a documented family or medical emergency. In accordance with departmental policy, the student must present documentation of the reason he/she had failed to submit the assignment in a timely manner and documentation must be given to the instructor no more than a week after the scheduled assignment. Late assignments will otherwise be penalized 10% per day late. Students should not wait until the last minute to complete the quizzes, response papers and discussion posts.

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.



## E-mail

I will reply to e-mails within **24 hours on school days**.

## Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:**  
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**  
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Student academic services

Student academic services offered on the OSU main campus  
<http://advising.osu.edu/welcome.shtml>.

### Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

### Academic integrity policy

#### Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have

attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

### **Ohio State's academic integrity policy**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### **Copyright disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### **Statement on title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 20-25	<p>Lesson 1: Introduction to the Course</p> <p>Lesson 2: Water: The Marvelous Molecule</p>
2	Aug 26-Sept 1	<p>Lesson 3: Hydraulic Civilizations in the Fertile Crescent Reading: Edmund Burke III, "The Transformation of the Middle Eastern Environment, 1500 BCE - 2000 CE"</p> <p>Lesson 4: Egypt: The Gift of the Nile Reading: Jason Thompson, "The Gift of the Nile," in A History of Egypt: From Earliest Times to the Present</p> <p>Discussion 1: How did particular ecological and hydrological conditions shape the emergence of early civilizations? What major similarities and differences do you see?</p>
3	Sept 2-Sept 8	<p>Lesson 4: China: The Yellow and the Yangtze Rivers Reading: Philip Ball, "Channels of Power: How China's Waterways Shaped its Political landscape"</p> <p>Lesson 5: Water in the American West Reading: John Opie "Finding the Water: Boom and Bust, 1870-1940"</p> <p>Discussion 2: How does the American West compare to the hydraulic societies of the ancient world?</p> <p>Quiz 1: Water, Irrigation and Civilization</p>
4	Sept 9-Sept 15	<p>Lesson 6: Engineering Rivers and Wetlands Reading: Mark Cioc, "The Rhine as a World River"</p> <p>Lesson 7: Water Power: From Water Wheels to Steam Power Reading: Christopher J. Manganiello, "Hitching the New South to 'White Coal': Water and Power 1890-1933"</p> <p>Discussion 3: Cioc calls the Rhine a "world river," what does he mean by this? According to Cioc, what changes do we see</p>

		over the last 200 or so years in the human uses of the Rhine, the geological and hydrological structures of the river, and the river's species and water quality?
<b>5</b>	<b>Sept 16-Sept 22</b>	<p>Lesson 8: Hydroelectricity: A History  Reading: Rohan D'Souza, "Framing India's Hydraulic Crises: The Politics of the Modern Large Dam"</p> <p>Discussion 4: Will new technologies solve the world's water problems? Why/why not? What can past experience teach us about this question?</p> <p>Quiz 2: Water, Technology and Power</p>
<b>6</b>	<b>Sept 23-Sept 29</b>	<p>Lesson 9: Water, Health and Cities in the Ancient Past  Reading: None</p> <p>Lesson 10: The Industrial (Water) Revolution  Reading: Leslie Tomory, "The Roots of a New Water Industry"</p> <p>Discussion 5: London was in many ways crucial to the development of modern urban sanitation. According to Tomory, how and why did water management develop in early modern London? What was the relation between public (government) and private (business) actors in the provisioning of water to a growing city?</p>
<b>7</b>	<b>Sept 30-Oct 6</b>	<p>Lesson 11: Water in Columbus  Reading: Mansel Blackford, <i>Columbus, OH: Two Centuries of Business and Environmental Change</i> (Columbus: The Ohio State University Press, 2016), 49-115. (On Carmen)</p> <p>Lesson 12: Water Pollution  Reading: Nancy Langston, "Iron Mines, Toxicity, and Indigenous Communities in the Lake Superior Basin"</p> <p>Discussion 6: How does Columbus exemplify (or not) the way environmental forces shape the development of cities? And in turn how does Columbus show how cities can have a major ecological footprint? In particular think about the development of the Columbus sanitary system and whether Blackford sees it as a "success" or not.</p>

		Quiz 3: Sanitation Pollution and Disease
<b>8/9</b>	<b>Oct 7-Oct 16</b>	<p>Lesson 13: Bottling Water Reading: Peter Gleick, “The War on Tap Water” and “Fear of the Tap”</p> <p>Lesson 14: Film: <i>Blue Gold</i></p> <p><b>Blue Gold Response Paper Due: October 16</b></p> <p><b>Fall Break: October 17-18</b></p>
<b>10</b>	<b>Oct 20-Oct 27</b>	<p>Lesson 15: Swimming Pools Reading: Jeff Wiltse, “The Black-White Swimming Disparity in America: A Deadly Legacy of Swimming Pool Discrimination”</p> <p>Lesson 16: Sea Shores Reading: John R. Gillis, “The Second Discovery of the Sea”</p> <p>Discussion 7: How do cultural values shape our attitudes toward water-based leisure today? In what ways are ethnic, economic, political, and/or social divisions reflected in leisure activities?</p>
<b>11</b>	<b>Oct 28-Nov 5</b>	<p>Lesson 17: Shipping</p> <p>Lesson 18: Whaling Reading: Micah Muscolino, “Fishing and Whaling” in <i>A Companion to Global Environmental History</i>, ed. J.R. McNeill and Erin Stewart Mauldin (West Sussex: Wiley Blackwell, 2012), 279-296. (Carmen)</p> <p>Discussion 8: In lieu of a discussion post this week, I'd like you to go out and find a modern <i>major</i> newspaper article on any issue related to water (published in 2019). As a post, I'd like you to provide a 250-word summary of the article you've found and also include a link to the article.</p> <p>Quiz 4: Leisure and Oceans</p>
<b>12</b>	<b>Nov 4-Nov 10</b>	Lesson 19: Water as a Weapon

		<p>Reading: Kathryn Edgerton-Tarpley, “Between War and Water: Farmer, City, and State in China’s Yellow River Flood of 1938-1947”</p> <p>Lesson 20: Water Diplomacy Reading: Mark Dohrmann and Robert Hatem, “The Impact of Hydro-Politics on the Relations of Turkey, Iraq, and Syria”</p> <p>Discussion 9: What approaches or practices have been amenable to peaceful sharing of water resources? Can past experiences help us address future water conflicts, given that demands on the world’s waterways are likely to increase in the near future? Why/why not?</p>
<b>13</b>	<b>Nov 11-Nov 17</b>	<p>Lesson 21: Changes in the Hydrological Cycle Reading: Mike Davis, <i>Late Victorian Holocausts : El Niño Famines and the Making of the Third World</i> (London: Verso, 2001), 239-276. (Carmen)</p> <p>Lesson 22: Droughts and Floods Reading: Nicholas Breyfogle, “Dry Days Down Under: Australia and the World War Crisis” (<a href="http://origins.osu.edu/article/dry-days-down-under-australia-and-world-water-crisis">http://origins.osu.edu/article/dry-days-down-under-australia-and-world-water-crisis</a>)</p> <p>Discussion 10: In this final discussion response, I would like for you to step back for a moment and think about everything you've learned in our course. Based on this, in a thoughtful post of explain what you see as the importance of studying the history of water. Why does this history matter in your eyes?</p> <p>Quiz 5: War and Climate</p>
<b>14</b>	<b>Nov 24-Nov 26</b>	<p>Lesson 23: Water and Religion Reading: Francesca de Châtel, “Baptized in the Jordan: Restoring a Holy River” (<a href="http://origins.osu.edu/article/baptized-jordan-restoring-holy-river">http://origins.osu.edu/article/baptized-jordan-restoring-holy-river</a>)</p>
<b>15</b>	<b>Dec 1-Dec 6</b>	<b>Work on Final Essays</b>



		Professor Harris and the TAs will be available for appointments throughout the week.
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Final Essay due Dec 6th



# History 2704

## Water: A Human History

### Autumn 2018

Lecture MW 11:30 AM – 12:25 PM  
Journalism Bldg, Room 300  
Class # 32946  
(Discussion sections on Fridays)

#### Professor Nick Breyfogle

**Office hours:** Wednesday 1-3 (and happily at other times by appointment)

Office: 159 Dulles Hall. Phone: 292-3560

E-mail: [breyfogle.1@osu.edu](mailto:breyfogle.1@osu.edu) [the best way to reach me]

Discussion Section Leader (DSL):  
Kathryn Lang  
([lang.280@buckeyemail.osu.edu](mailto:lang.280@buckeyemail.osu.edu))

Discussion Sections:  
F 10:20-11:15 (Enarson Classroom Bldg 206)  
F 11:30-12:25 (Enarson 206)  
F 12:40-1:35 (Enarson 312)

*Life is animated water*  
— Vladimir Vernadsky

*No man ever steps in the same river twice, for it's not the same river and he's not the same man.*  
— Heraclitus

*When the well is dry, we learn the worth of water.*  
— Benjamin Franklin, *Poor Richard's Almanac*

*If the wars of this [20<sup>th</sup>] century were fought over oil, the wars of the next century will be fought over water – unless we change our approach to managing this precious and vital resource.*  
— Ismail Serageldin, World Bank

### General Information

*Welcome to the wonderful world of water history!*

Across human history and throughout this very diverse planet, water has defined every aspect of human life: from the molecular, biological, and ecological to the cultural, religious,

economic, and political. We live on the “blue planet.” Our bodies are made up primarily of water. Without water, life as we understand it could not exist. Indeed, water stands at the foundation of most of what we do as humans: in irrigation and agriculture; waste and sanitation; drinking and disease; floods and droughts; fishing and other food supply; travel and discovery; scientific study; water pollution and conservation; dam building; in the setting of boundaries and borders; and wars and diplomacy. Water lies at the very heart of almost all world religions (albeit in very different ways). The control of water is at the foundation of the rise and fall of civilizations, with drought and flood perpetual challenges to human life. Water serves as a source of power (mills, hydro-electric dams), and access to water often defines (or is defined by) social and political power hierarchies. Water plays an important symbolic role in the creation of works of literature, art, music, and architecture, and it serves as a source of human beauty and spiritual tranquility. Thus, to begin to understand ourselves as humans—our bodies, minds, and souls; our societies, politics, economies; our past and present—we must contemplate our relationship to water.

At the same time, water resources—the need for clean and accessible water supplies for drinking, agriculture, and power production—will likely represent one of the most complicated dilemmas of the twenty-first century. The World Water Forum, for instance, reported recently that one in three people across the planet will not have sufficient access to safe water by 2030. As population grows, glaciers melt, hydrological systems change, and underground aquifers are depleted, many analysts now think that the world will fight over water more than any other resource in the coming decades. The moral and logistical question of how to ration water (who gets access and for what purposes) will be a foundational ethical question of the twenty-first century.

In this class, we will examine a selection of historical moments and themes to explore the relationship between people and water over time and place. The format of the course will be a combination of lectures, class discussions, and other forms of direct student participation. Students are expected to attend classes faithfully, participate actively, and complete the reading assignments before attending lecture and section ([more on this below](#)). Come to class on time so that you do not cause unnecessary disruption of your fellow classmates and do not leave class before time. Please feel free to ask questions during class. Students will be responsible for materials covered in lecture, discussion sections, and in all the readings.

Throughout the course, students will learn skills that will be necessary for them both as history students and in most of life’s endeavors: critical and analytical thinking, clear and thoughtful writing, investigative reading, close listening, note-taking, working in groups, and public speaking.

## Objectives/Learning Outcomes

History courses develop students' knowledge of how past events influence today's society and help them understand how human beings view themselves. By fulfilling the requirements for this History course (completing the reading assignments, attending lectures, actively participating in the discussions, and completing the written and oral assignments), students will:

1. Acquire a perspective on history and an understanding of the factors that shape human activity, especially an understanding of the relationship between water and human life.
2. Display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
4. Improve their research, analytical, and writing skills; develop independent, critical thinking; and enhance communications skills through the written assignments and in-class discussions.

## Important Information

Students are **very** welcome to come and talk with me about any aspect of the course and the wonders of history. My office hours and location are listed above. I can also be reached by e-mail ([breyfogle.1@osu.edu](mailto:breyfogle.1@osu.edu)).

Enrollment: In accordance with departmental policy, all students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

OSU Statement on Sexual Harassment and Gender Discrimination: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

OSU statement on the value of Diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based

upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Ave.

## General Education, Minor, and Major Information

**This is a GE course.** This course fulfills the following GE requirements:

- 1) “Historical Study,”
- 2) “Culture & Ideas or Historical Study,”
- 3) Open Option, and
- 4) “Diversity-Global Studies”

### — Historical Study GE:

**Goals:** Students develop knowledge of how past events influence today’s society and help them understand how humans view themselves.

### Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

### — Diversity-Global Studies GE:

**Goals:** this course serves “to foster an understanding of the pluralistic nature of institutions, society, and culture across the world in order to help the student become an educated, productive, and principled citizen.”

### Expected Learning Outcomes

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

**History Minor:** History 2704 counts toward the history minor, which typically requires only four courses to complete and may overlap up to six hours with general education requirements.

**History Major:** this course fulfills the following Geographic, Chronological, and Thematic requirements: the Comparative/transnational/transregional/Global requirement, post-1750, ETS, and PCS

## Readings

*All books have been put on reserve at Thompson library.*

***Other readings are available as PDFs online via CARMEN***

***\*\* [Be sure to bring a copy of the readings to each discussion section as you will refer to the readings regularly during discussion] \*\****

### Required Readings

1. Richard White, The Organic Machine: The Remaking of the Columbia River. Hill and Wang, 1996. ISBN: 978-0809015832
2. Mary Lynn Rampolla, A Pocket Guide to Writing in History. 9<sup>th</sup> edition, 2015. Bedford/St. Martin's. ISBN 978-1457690884
3. Nicholas Breyfogle and Mark Sokolsky, eds., Water History: Readings and Sources. Cognella Custom, 2018.

***\*\* Required Readings 1 and 2*** are available for purchase at the Ohio State/Barnes and Noble Bookstore (and of course through many online bookstores). Purchase your course materials at Barnes & Noble - The OSU Bookstore here: <https://tinyurl.com/HISTORY-2704-32946>

***\*\* Required Reading 3*** is most cheaply purchased directly from Cognella Custom. Here are the instructions that Cognella gives for how to access the course book.

*Purchase your course material here: <https://store.cognella.com/18009>*

*When you purchase directly from Cognella, you'll receive the lowest price, as well as immediate access to your materials so you can start reading and studying right away.*

*This course material includes information that we will reference and use in class regularly, so you should be sure to purchase your own copy. Please keep in mind that our institution is strict about copyright law and course material should never be copied or duplicated in any manner.*

*If you need any help with ordering from Cognella, feel free to email [orders@cognella.com](mailto:orders@cognella.com) or call (800) 200-3908 x503.*

## Assignments and Grading

Requirements for this course include (detailed information is below and on Carmen):

a. Discussion section participation	30%
b. Short Writings	20%
i. <i>Watermark</i> response paper (250-300 words) [5%]	
ii. <i>Origins</i> water essays summary (250-300 words) [5%]	
iii. <i>Organic Machine</i> book review (500-750 words) [10%]	
c. River or Lake Eco-Biography (1500-1750 words)	25%
d. Take-home final essays (1500-2000 words)	25%
Total	100%
e. Extra credit work [up to an extra 5%, see explanation below]	

Grades will be computed on the following standard scale:

A: 93% and above	B+: 87% to 89.9%	C+: 77% to 79.9%	D+: 67% to 69.9%
A-: 90% to 92.9%	B: 83% to 86.9%	C: 73% to 76.9%	D: 60% to 66.9%
	B-: 80% to 82.9%	C-: 70% to 72.9%	E: 59.9% and below

### Four special comments:

- 1) Since the University does not record D- grades, a student earning a course average below 60 will receive an E in this course.
- 2) In order to pass the course, you must pass the Final Exam with at least a 60.
- 3) The DSL and I reserve the right to consider improvement when determining final grades.
- 4) I reserve the right to amend/change the syllabus as necessary during the course.

### **I. Discussion Section**

Participation and attendance at discussion section are worth 30% of your final grade. You are required to attend each discussion section, participate actively, and come to section prepared to discuss your ideas about the readings and listen to those of your colleagues. Active section participation and informed discussion (in the form of questions and comments) necessitates that you have completed the reading assignment prior to section and have taken the time to think about what you have read. Be sure to bring a copy of the readings to each discussion section as you will refer to the readings regularly during discussion.



Your attendance at discussion sections is **mandatory**. If you are unable to attend section for a valid and verifiable reason, you **must contact** your discussion section leader **in advance** of the section you will miss.

“Unexcused absences:” As you have seen above, section attendance comprises part of your grade for this course. Any student who misses more than **one (1) section** without an appropriate excuse will have his/her grade for “attendance and participation” reduced by one full letter grade for each additional section meeting that s/he misses. What this means is that if you miss five or more sections during the semester without a valid excuse, you will automatically receive zero (0) out of 30% for your “attendance and participation.” A pattern of lateness will also result in a poor section participation grade.

## **II. Writing Assignments**

Like any physical or mental skill, the development of written communication skills is best done by writing and revising regularly. This class offers the opportunity to improve writing skills through regular writing opportunities and feedback.

Warning! I expect a great deal from your papers and writings. It is one of the tasks of these projects to write clearly and concisely, saying a lot in a small amount of space. You will need to write and re-write these essays many times in order to fit an insightful, intelligent, and in-depth discussion into the space allotted. As with all work in this class, these assignments must be typed and double-spaced in 12-point font. Correct grammar and spelling and your writing style will be used to determine your grade.

Any time you refer to an idea or quote from any of the books and readings from the class—and you will do this often in your essays, often a few times per paragraph, in order to provide necessary evidence—you **must** reference the quotation or information by placing the page number in square brackets beside the quotation/information drawn from the text. For example: [White, p. 27].

If you reference other readings or sources of information, proper footnotes and bibliography must be included.

**\*\*\* See the “Writing Tips and Guidelines” handout and Rampolla for helpful guidelines for writing papers and exams, and correct citation of sources \*\*\***

Please note the due dates (listed below) in advance and be sure to free up your calendar then to ensure sufficient time to work on the exam.

A. Short Writing Assignments

Students will complete three short writings assignments. Detailed instructions are available on Carmen and handed out to students. Submission dates are listed below.

- i. *Watermark* response paper (250-300 words) [5%]
- ii. *Origins* water essays summary (250-300 words) [5%]
- iii. *Organic Machine* book review (500-750 words) [10%]

B. River or Lake Eco-Biography [25%]

Students will write an eco-biography of a River or Lake of their choosing (1500-1750 words). Detailed instructions are available on Carmen and handed out to students. The eco-biography will be completed in stages. Please see the dates marked below in the syllabus. The stages are:

- i. Choose River or Lake for eco-biography
- ii. Compile bibliography of sources to be used for eco-biography [10%]
- iii. Complete rough draft and submit it for peer writing workshop [30%]
- iv. Complete and submit final draft based upon suggested revisions of your peers in the Writing Workshop and comments from your DSL. [60%]

C. Final Take-Home Essays [25%]

The final essays will be take-home. The essays will synthesize the ideas and information from across the entire course to allow students to integrate and analyze what they have learned about the broad patterns of the human relationship with water. On November 26, students will be given a list of six possible final essay questions and detailed instructions. Students will write **detailed, analytic, and exciting** essays on **TWO (2)** of the six essay questions. Each essay will be 750-1000 words in length, for a total of 1500-2000 words for the exam. Final essays will be due December 12.

D. Extra Credit [up to 5%] [Due before 5 pm on December 5 via Carmen]

Students interested in obtaining extra credit, up to an additional 5%, can write a 500-word book review of one of the following three water history books. The book reviews should follow the format outline in Rampolla, pp. 42-43 (and the format used for the *Organic Machine* book review). The three books are:

1. Jeff Wiltse, *Contested Water: A Social History of Swimming Pools in America*
2. Nancy Langston, *Sustaining Lake Superior: An Extraordinary Lake in a Changing World*
3. Micah Muscolino, *The Ecology of War in China: Henan Province, the Yellow River, and Beyond, 1938-1950*

## General Paper Information

### Grading Your Exams and Papers:

Most of your grade in this course will be based on how well you communicate in writing what you have learned. You should refer to my handout, “Tips and Guidelines,” and Rampolla, pp. 52-82. In addition, I furnish below brief descriptions of how you will earn your essay grades:

- "C" essays will include: an introductory paragraph that contains your thesis; a body of several paragraphs in which you offer evidence from the readings, lectures, and discussions to support your thesis; and a conclusion that reiterates your basic argument.
- "B" essays will include: all of the above requirements for a "C" essay plus more relevant data and analyses than is found in an average essay.
- "A" essays will include: all of the above requirements for a "B" essay plus more data and some indication of independent or extended thought.
- As for "D" and "E" essays: usually, these essays do not include a viable thesis and/or they do not include very much information from the course.

### Late Paper Assignments and Make-Up Exams

Students must take exams and submit papers at the scheduled times. Extensions for papers and exams are granted at the discretion of the DSL to those students presenting valid and verifiable excuses (you will be expected to provide written documentation). Students who are unable to fulfill assignments as scheduled for family, religious, legal, or medical reasons must contact their DSL **before** the due date of the assignment. Papers that are received late without just cause or without a previously approved excuse will be graded down by a full letter per day late.

The pressures of other course work, employment, and extra-curricular activities do not constitute valid excuses for late assignments. Note due dates on the syllabus and plan ahead. If your DSL is not available to approve excuses, leave a message on his/her e-mail or office voice mail (failing that, you may leave a message for the professor on his e-mail or voice mail). There is no provision in this course for additional papers to substitute for requirements.

### Submission of Assignments

All assignments are mandatory. If you do not submit one assignment, your final grade will be reduced by one full letter grade in addition to giving you zero for that assignment. If you do not submit two or more assignments, you will automatically fail the course.

### **Grade Reconsideration**

A student who wishes reconsideration of his/her grade on an examination or paper should resubmit the assignment in its entirety to their DSL. The exam/paper should be accompanied by a written exposition explaining why the grade is not an accurate appraisal of the work. Appeals must be initiated within ten days after the paper/exams were returned to the class. In reviewing a paper or exam on appeal, the DSL reserves the right either to raise, confirm, or lower the grade.

Students who have questions about their grades, or who wish grade reconsideration, must contact their DSL first before contacting the professor.

### **Plagiarism, Cheating, and Academic Misconduct**

Plagiarism, cheating, or other academic misconduct will not be tolerated and will be reported to the Committee on Academic Misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Plagiarism is theft. Please read the attached definition of plagiarism (Appendix B from University Survey: A Guidebook and Readings for New Students) and Rampolla, pp. 104-111.

**If you do not understand what plagiarism entails as it is described in this excerpt from the student handbook and/or Rampolla, you must see me before beginning any of these assignments.**

# PLAGIARISM DEFINITION

## The Ohio State University

The following statement is adapted from the definition of plagiarism as understood by the Department of English. This statement was developed to apply specifically to courses in first-year English composition; it is referred to widely in cases involving charges of plagiarism throughout the University. **Every student is responsible for reading and understanding this statement.**

Because the purpose of University writing assignments is to improve your ability to express yourself in writing, your themes and exercises must be your own work. To submit to your instructor a paper that is not truly the product of your own mind and skill is to commit plagiarism. To put it bluntly, plagiarism is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic misconduct which can incur severe penalties. It is important, therefore, that you understand what it consists of, so that you will not unwittingly jeopardize your college career.

Plagiarism can take several forms. The most obvious form is a word-for-word copying of someone else's work, in whole or in part, without acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition not your own. Any such verbatim use of another's work must be acknowledged by (1) enclosing all such copied portions in quotation marks and by (2) giving the original source either in the body of your essay or in a footnote. As a general rule, you should make very little use of quoted matter in your themes, essays, or other written work.

A second form of plagiarism is the

unacknowledged paraphrasing of the structure and language of another person's work. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition and therefore can be given no credit. If such borrowing or paraphrase is ever necessary, the source must be scrupulously indicated by footnotes.

Still another form of plagiarism is more difficult to define. It consists of writing a theme based solely on the ideas of another. Even though the language is not the same, if the thinking is clearly not your own, then you have committed plagiarism. If, for example, in writing a theme you reproduce the structure and progression of ideas in an essay you have read, or a speech you have heard, you are not engaging your own mind and experience enough to claim credit for writing your own composition.

How then, you may ask, can I be original? Am I to learn nothing from others? There are several answers to such questions.

Of course you have come to the University to learn, and this means acquiring ideas and exchanging opinions with others. But no idea is ever genuinely learned by copying it down in the phrasing of somebody else. Only when you have thought through an idea in terms of your own experience can you be said to have learned; and when you have done that, you can develop it on paper as the product of your own mind. It is your mind we are trying to train and evaluate. When, therefore, you are given a writing assignment, do not merely consult books or articles or friends' themes in search of something to say. If an assignment baffles you, discuss it with your instructor. And if you are

directed to use printed sources, in English or in other courses, consult your instructor about how to proceed. There is an art to taking notes for research; careless notetaking can lead to plagiarism.

Why be so concerned about plagiarism? Because it defeats the ends of education. If a student were given credit for work that is not his or her own, then those course grades would be meaningless.

That student's college degree would become a mere sheet of paper and the integrity of the University would be undermined. To protect the conscientious student, therefore, and to guarantee the quality of an Ohio State education, the University assesses heavy penalties against those who plagiarize. By

Faculty Rules, penalties for plagiarism range from an "E" grade in the course to dismissal from the University. If these penalties seem severe, remember that your integrity and the integrity of the University itself are at stake.

Finally, the University cannot prevent a student from plagiarizing, but it can make sure that every student knows what plagiarism is, what the penalties for it are, and in what jeopardy it places his or her future career. Hence this statement. Read it carefully. If you do not understand it fully, consult your instructor.

**AND IF YOU HAVE ANY DOUBTS  
ABOUT THE ORIGINALITY OF A PAPER  
YOU HAVE WRITTEN, SEE YOUR  
INSTRUCTOR BEFORE YOU TURN IT  
IN.**

## Topics and Readings

### I. Introduction to Water History

#### Week 1

August 22 Welcome to Water History

August 24 Discussion Section: *Introduction*

#### Week 2

August 27 What is Water History? What is the History of Water?  
Reading: *Water History*, pp. i-iv. (Nicholas Breyfogle and Mark Sokolsky, “Introduction to Water History”)

August 29 Day Zero? Global Water Crises Today and the Lessons of History

August 31 Discussion Section: *Discussion of movie Watermark*. You can watch the documentary streaming through the library. Use this link (which requires library log in): <https://digitalcampus-swankmp-net.proxy.lib.ohio-state.edu/osu339411/#/play/54653>.

\*\*\* Short Writing #1 due via Carmen before section \*\*\*

### II. Water and Civilization, Irrigation and State-Building

#### Week 3

September 3 Labor Day: No Class

September 5 Water, Irrigation, and Civilization I: Ancient Civilizations & Mesopotamia  
Reading: *Water History*, pp. 1-40 (Edmund Burke III, “The Transformation of the Middle Eastern Environment, 1500 BCE - 2000 CE,” in *The Environment and World History*, ed. Edmund Burke III and Kenneth Pomeranz (2009)

September 7      Discussion Section: please read the following four articles from the online magazine: *Origins: Current Events in Historical Perspective* ([origins.osu.edu](http://origins.osu.edu)), which explore four different aspects of the history and current events of the human-water relationship. Click here to read them.

1. [The West without Water: What Can Past Droughts Tell Us About Tomorrow?](#)
2. [Baptized in the Jordan: Restoring a Holy River](#)
3. [Dry Days Down Under: Australia and the World Water Crisis](#)
4. [Who Owns the Nile? Egypt, Sudan, and Ethiopia's History-Changing Dam](#)

**\*\*\* Short Writing #2 due via Carmen before section \*\*\***

#### Week 4

September 10      **No Class:** Rosh Hashanah

September 12      Water, Irrigation, and Civilization II: Egypt and Indus Valley  
Reading: *Water History*, pp. 41-50 (Jason Thompson, “The Gift of the Nile,” in *A History of Egypt: From Earliest Times to the Present* (American University in Cairo Press))

September 14      Discussion Section: *Writing, Reading, and Evidence Workshop.* Please read Rampolla: pp. 1-29, 52-82. And review *Water History*, pp. 1-50 (read for Sept 7 and 12)

#### Week 5

September 17      Water, Irrigation, and Civilization III: China and Mayans  
Reading: *Water History*, pp. 51-74 (Philip Ball, “Out of the Water: The Myths and Origins of Ancient China,” *The Water Kingdom: A Secret History of China* (University of Chicago Press, 2017))

September 19:      No Class: Yom Kippur

September 21      Discussion Section: *Organic Machine chapters 1 and 2*

#### Week 6

September 24      Water, Irrigation, and Civilization IV: the U.S. West  
Reading: *Water History*, pp. 75-84 (Norman K Johnson and Charles T. DuMars “A Survey of the Evolution of Western Water



Law in Response to Changing Economic and Public Interest Demands,” *Natural Resources Journal*, 29 (Spring 1989)

### III. Hydraulic Engineering, Socio-Environmental Transformations

September 26            Hydraulic Engineering I: Water, Machines, and Power

*September 28            Discussion Section: Organic Machine chapters 3 and 4*

**\*\*\* Short Writing #3 due via Carmen before section \*\*\***

#### Week 7

October 1                Hydraulic Engineering II: from Tenochtitlan to Mexico City

October 3                Hydraulic Engineering III: Netherlands and the drainage of northern Europe

*October 5                Discussion Section: Water History, pp. 85-164 (Brian Fagan, “The Power of the Waters,” in *Elixir: A History of Water and Humankind* (Bloomsbury, 2011) and Paul Benoit and Josephine Rouillard, “Medieval Hydraulics in France,” in *Working with Water in Medieval Europe*, ed. Paolo Squatriti (Brill, 2000))*

**\*\*\* Students need to choose a River or Lake for their Eco-Biography by the end of this week at the latest. This choice must be approved by the Discussion Section Leader \*\*\***

#### Week 8

October 8                **No Class:** Please forge ahead on research for your Eco-Biography

October 10                Hydraulic Engineering IV: Reconstructing rivers and wetlands; Disappearing Lakes  
*Reading:* Water History, pp. 165-190 (Mark Cioc, “The Rhine as a World River,” in *The Environment and World History*, ed. Edmund Burke III and Kenneth Pomeranz (University of California Press, 2009))

*October 12                Discussion Section: No Discussion Section, Autumn Break*

## Week 9

October 15            Hydraulic Engineering V: Dams and hydroelectricity, the United States  
Reading: *Water History*, pp. 229-282 (Paul Josephson, “Pyramids of Concrete,” in *Industrialized Nature: Brute Force Technology and the Transformation of the Natural World* (Island Press, 2002))

**\*\*\* Bibliography of sources for River/Lake Eco-Biography due today by 5 pm via Carmen \*\*\***

October 17            Hydraulic Engineering VI: Dams and hydroelectricity, the world  
Reading: *Water History*, pp. 191-228 (David Gilmartin, “Science, the State, and the Environment” in *Blood and Water: The Indus River Basin in Modern History* (University of California Press, 2015))

*October 19            Discussion Section: Discussion of the readings for October 10, 15 and 17 (Cioc, Josephson, and Gilmartin) on hydraulic engineering.*

## IV. Drinking Water, Sanitation, Health/Disease, Cities

### Week 10

October 22            Water, Health, Cities in the Ancient World: the Indus Valley and Rome  
Reading: *Water History*, pp. 283-300 (M. Jansen, “Water Supply and Sewage Disposal at Mohenjo-Daro,” *World Archaeology*, Vol. 21, No. 2, *The Archaeology of Public Health* (Oct., 1989))

October 24            Water Infrastructure and the Industrial Era

*October 26            Discussion Section: *Water History*, pp. 301-368 (Mansel Blackford, “The Role of Water in Shaping Columbus” and “Water and the Development of Columbus,” from *Columbus, Ohio: Two Centuries of Business and Environmental Change*)*

### Week 11

October 29            The Sanitary Revolution: Water, public health, and the city.

October 31            Toxic Waters: Water Pollution and Water Protection

November 2

Discussion Section:

- 1) Water History, pp. 369-382 (Peter Gleick, “The War on Tap Water,” in *Bottled and Sold: The Story Behind Our Obsession with Bottled Water* (Island Press, 2011))
- 2) Bart Elmore, “Tap Water: Packaging Public Water for Private Profit,” in *Citizen Coke* [PDF on Carmen]

## V. Holy Waters

### Week 12

November 5 Water and Religion

November 7 Water and Religion

November 9 Discussion Section: *Writing Workshop II: Rivers and Lakes Biographies*

**\*\*\* Rough Draft of essay for River/Lake Eco-Biography due 24 hours before section via Carmen. \*\*\***

## VI. Climate and Water

### Week 13

November 12 **No Class:** Veterans Day

November 14 Climate and Water: When the rains don't come, Drought

November 16 Discussion Section: *The Religion and Culture of Water*

- 1) “Sacred Waters” readings [PDFs on Carmen]
- 2) Children’s Water Stories from Around the World. *We’ll read a few stories from this book, which can be found at either of these two websites:*

[https://issuu.com/tulikabooks/docs/water\\_stories](https://issuu.com/tulikabooks/docs/water_stories)

<https://www.scribd.com/doc/39093880/Water-Stories-from-around-the-world>

### Week 14

November 19 Climate and Water: When the rains come, Floods

**\*\*\* Final Version of River/Lake Eco-Biography due by 10 pm today via Carmen \*\*\***

November 21 No Class: Thanksgiving

*November 23 No Class: Thanksgiving*

**Week 15**

November 26 Climate and Water: When the world warms: Glaciers

**\*\*\*\* Final Essay Questions Handed Out in Class \*\*\*\***

**VII. Water Wars**

November 28 Water, Wars, and Peace

*November 30 Discussion Section:* Water History, pp. 383-479 (Peter H. Gleick and Matthew Heberger, “Water Conflict Chronology,” in *The World's Water Volume 8: The Biennial Report on Freshwater Resources*, ed. Peter H. Gleick, Pacific Institute, and Newsha Ajami (Island Press, 2013); Kathryn Edgerton-Tarpley, “Between War and Water: Farmer, City, and State in China’s Yellow River Flood of 1938-1947,” *Agricultural History* 90, no. 1 (Winter 2016); and Sneddon, Christopher, “‘A Reclamation Program to Lead Them’: The Bureau Goes Global” in *Concrete Revolution: Large Dams, Cold War Geopolitics, and the US Bureau of Reclamation* (University of Chicago Press))

**Week 16**

December 3 Water as Weapon of War

December 5 Fishing

\*\*\*

**Take-Home Final due**  
**Wednesday December 12 before 5 pm**  
**Please submit via Carmen**

\*\*\*

## MEMORANDUM

**TO: Arts and Sciences Committee on Curriculum and Instruction**

**FROM: Nicholas Breyfogle, Associate Professor and Calendar Conversion  
Coordinator, Department of History**

**RE: Assessment Plan for proposed GEC courses: Historical Study Category, Social  
Diversity in the U.S., and Diversity: International Issues**

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### **Assessment Goals and Objectives**

1. Both the GEC and course-specific learning objectives for all History courses might be summarized as follows:

#### **Historical Study GE Requirements:**

##### **Goals:**

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

##### **Expected Learning Outcomes:**

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

##### *Goals of the courses that fulfill the GE Learning Outcomes:*

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. access and critically examine ethnically or nationally framed movements in a wider socio-cultural context
4. carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, or nationalist mobilization or social movements and their effects

2. Both the GEC and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

**Social Diversity GE Requirements:**

**Goals:**

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

**Expected Learning Outcomes:**

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

3. Both the GEC and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

**International Issues GE Requirements:**

**Goals:**

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

**Expected Learning Outcomes:**

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues such as health and healing in Africa, or pandemics such as HIV-AIDS reshaped debates world-wide, etc. and help students understand and analyze the

relationships between historical debates and practices about international issues such as health and healing.

2. describe theories of international issues on exams and written assignments.

## **II. Methods**

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

### **Summary of Data:**

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed

courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.



## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: History 2704**

**Instructor: Jim Harris**

**Summary: Water: A Human History**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• CarmenWiki</li> <li>• Carmen Message Boards</li> <li>• Zoom</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			OSU accessibility policy is included
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy on obtaining these materials is included
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 6/16/20
- Reviewed by: Ian Anderson

**Notes: Good to go!**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.