

HIS 350L

GLOBAL ENVIRONMENTAL HISTORY

38255 • Fall 2019

TTH 11:00-12:15 • [BUR](#) 128

Instructor: Dr. Megan Raby
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Office Hours: [GAR 0.114](#)
1:00-2:00 and by appointment



Course Description:

Global Environmental History explores how human societies and natural environments have shaped each other in world history. This semester, the course will focus on the theme of **climate change**:

The planet is currently warming at a rate unprecedented in human history. How can historical perspectives help us face this present-day problem? This course will examine how a variety of human cultures have understood and responded to changing climates in the recent and deep past. By exploring topics from the “Little Ice Age” to melting Andean glaciers, we will consider how both natural and anthropogenic climate variability has historically shaped migration, colonialism, conflict, technology, perceptions of nature, and cultural values. We will also analyze how historical shifts in practices of land use, industrialization, and capitalism have led to the global warming we are experiencing today. Finally, we will trace how researchers have pieced together our contemporary understanding of climate science and how politics and culture have shaped societies’ responses.

This course is an upper-division, reading- and writing-intensive discussion-based seminar. It acts as an introduction to the growing field of environmental history, as well as to a variety of approaches to understanding history at a scale beyond the nation-state.

Objectives:

- Examine how different human cultures have understood, shaped, and been shaped by the environment through history.
- Understand how historians use evidence to construct arguments, including how historical approaches differ from other disciplinary approaches to studying humans and the environment.
- Improve your historical research, writing, and argumentative skills.
- Reflect on how historical perspectives can inform our responses to present-day climate change.

This course also carries the following Flag designations:

- [Global Cultures Flag](#) courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group.
- [Independent Inquiry Flag](#) courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.
- [Writing Flag](#) courses are designed to give students experience with writing in an academic discipline—in

this case, history. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you will be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Readings:

The following books are available for purchase at the UT Co-op Bookstore. They are also on [reserve](#) at PCL:

- Fagan, Brian M. *The Great Warming: Climate Change and the Rise and Fall of Civilizations*. New York: Bloomsbury Press, 2008.
- Oreskes, Naomi, and Erik M. Conway. *The Collapse of Western Civilization: A View From the Future*. New York: Columbia University Press, 2014.
- Howe, Joshua P. *Making Climate Change History: Documents From Global Warming's Past*. Seattle: University of Washington Press, 2017. (Recommended but not required.)

Links to all additional required primary and secondary source readings listed in the schedule below will be posted on our course's Canvas site (<http://canvas.utexas.edu>).

Assignments and Evaluation:

See Canvas for rubrics and a more detailed breakdown of the grading structure.

<i>Participation (includes attendance and leading discussion)</i>	20%
<i>Reflections & Discussion Questions</i>	20%
<i>Unit Projects</i>	60%

Participation

Participation means **active involvement** in class discussion and activities. Come to class prepared to discuss course readings: Read actively, take notes on texts and discussions, and bring the day's texts and your notes to class. Speak up to ask and answer questions during class, and use evidence to support your contributions. Actively listen to your classmates and be open to hearing diverse perspectives.

Participation also includes **leading 2 class discussions**. You and at least one partner will make a 10-minute presentation at the beginning of class in order to start our conversation off on the right foot. This presentation will (briefly!) state the core argument of each reading, identify cross-cutting themes, and offer 5-7 key discussion questions for the class. You are encouraged to show relevant images or maps that support the discussion. To prepare, you will also submit a Reflection essay (see below) 24 hours in advance.

To participate, you must of course attend class. It is your responsibility to **sign the attendance sheet** when you enter the classroom. UT Austin policy requires you to notify me of your pending absence at least 14 days prior to the date of observance of a religious holy day. If you must miss a class or assignment in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time. An official UT extracurricular activity, documented illness, or emergency may qualify as an excused absence—discuss this with me as soon as possible. If you miss a class discussion, borrow notes from a classmate.

Reflections & Discussion Questions

For each date on which there are assigned readings, you will craft a question for class discussion based around a specific quotation, chart, or image from at least one of the assigned readings. The best questions will help us think critically and deeply about one of the readings and/or hone in on key connections across the readings. You will submit this question at least 1 hour before the class meeting on that day's Canvas Discussion Board.

For each of the 2 dates on which you are signed up to be a discussion leader, you will submit a 600-900 word Reflection essay. In this essay you will:

- Concisely (1-3 sentences) summarize the main argument and major types of evidence each author uses.
- Reflect on how the readings intersect. (I.e. Do the authors disagree? What issues are at stake?)
- Reflect on their relevance to the Unit's guiding questions.

This essay, along with your partners', should serve as a jumping-off point for initiating the discussion. You will submit it on the day's Canvas Discussion Board 24 hours in advance of class.

Once during the semester on a date of your choice (you do not need to sign up in advance), you will submit an additional Reflection. For this essay, you will select a text, image, or other media that relates to the day's readings. Your selection may be a news article, a piece of art, a primary source, etc. You have quite free range in your selection—the only restrictions are that it clearly be relevant to the day's topic and that, if it is a news item, it must be from a reputable source (see resources in this Canvas Assignment). In a 600-900 word essay, explain your selection and reflect on how it connects to the day's readings. Share your essay and a link to your selection on the day's Canvas Discussion Board at least 1 hour before the class meeting.

Any additional graded in-class writing will count under this heading in calculating your final grade.

Unit Projects

You will create 3 hybrid essays/online exhibits (using [Google MyMaps](#) and [ArcGIS StoryMaps](#)) to address the course's central guiding question: How can history help us confront climate change?

For the first short project (400-600 words) the class will use course materials from Unit 2 to explore what we might learn from human responses to climate changes in the deep past. The second project, due at the end of Unit 3, is the major course project (1,800-2,200 words), requiring you to synthesize course material and outside research. You will choose a primary source or event relevant to the history of anthropogenic warming and make an argument about why its history matters for confronting climate change today. Finally, during Unit 4, you will write an imagined "environmental history of the future" as a short end-of-course project (600-1000 words).

All 3 projects will involve peer review and revision. Detailed assignments TBA.

Grading System

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100% to 94%	< 94% to 90%	< 90% to 87%	< 87% to 84%	< 84% to 80%	< 80% to 77%	< 77% to 74%	< 74% to 70%	< 70% to 67%	< 67% to 64%	< 64% to 60%	< 60%

Course Schedule

This syllabus represents my current plans. As we go through the semester, these plans may be adjusted to enhance class learning. I will communicate any such changes in class and through Canvas. You will also use Canvas to communicate and collaborate online, check grades, and submit assignments. Readings should be completed before class, for discussion on the date where they are listed below. The reading load for this course generally ranges from 120-150 pages per week; budget your time accordingly.

Unit 1: Environmental History & Climate Change

Guiding Questions: *What is environmental history? What is climate change?
How can history help us confront climate change?*

Week 1: Introductions

Aug. 29 Read the syllabus.

Week 2: Environmental History & Climate Science Primer

Sept. 3 Washington, Haydn, and John Cook. "Climate Science." In *Climate Change Denial: Heads in the Sand*, 17-42. London: Earthscan, 2010.

"Facts." NASA Global Climate Change. <https://climate.nasa.gov/evidence/>. (Browse content under the headings Evidence, Causes, Effects, Scientific Consensus, Vital Signs, Questions/FAQ.)

McKibben, Bill. *The End of Nature* (1989). In Howe, 277-281.

"What is Your Ecological Footprint?" Global Footprint Network. <http://www.footprintcalculator.org>. (Use the interactive to calculate your ecological footprint. This should only take 5-10 minutes.)

Sept. 5 Hulme, Mike. "Reducing the Future to Climate: A Story of Climate Determinism and Reductionism." *Osiris* 26, no. 1 (2011): 245-66.

Cronon, William. "The Uses of Environmental History." *Environmental History Review* 17, no. 3 (1993): 1-22.

Glassberg, David. "Place, Memory, and Climate Change." *The Public Historian* 36, no. 3 (2014): 17-30.

Love, Shayla. "Some Compelling Reasons Not to Give Up on Solving Climate Change." *Vice*, June 11, 2019. https://www.vice.com/en_us/article/nea93d/actually-humans-probably-will-survive-the-climate-crisis.

Unit 2: Climate and Deep History

Guiding Questions: *What kinds of evidence do historians and scientists use to piece together climate histories?
How have human cultures around the world understood and responded to changing climates in the past?
What has made some societies more or less resilient to environmental change? What has made some social groups more or less vulnerable?*

Week 3: Scales and Methods

Sept. 10 Munroe, Randall. "Earth Temperature Timeline." *xkcd*. 12 September 2016. <https://xkcd.com/1732>.

McNeill, John. "The First Hundred Thousand Years." In *The Turning Points of Environmental History*, edited by Frank Uekötter, 13–28. Pittsburgh, PA: University of Pittsburgh Press, 2010.

Pfister, Christian, Sam White, and Franz Mauelshagen. "General Introduction: Weather, Climate, and Human History." In *The Palgrave Handbook of Climate History*, edited by Sam White, Christian Pfister, and Franz Mauelshagen, 1–17. London: Palgrave Macmillan UK, 2018.

Harper, Kyle. "The Environmental Fall of the Roman Empire." *Daedalus* 145, no. 2 (2016): 101–11.

Gibbons, Ann. "Why 536 Was 'the Worst Year to be Alive.'" *Science* 362, no. 6416 (2018): 733–34.

Sept. 12 Fagan 2008, ix-86 (Preface-Ch.4)

Week 4: The Medieval Warm Period

Sept. 17 Fagan 2008, 87-172 (Ch.5-9)

Sept. 19 Fagan 2008, 173-242 (Ch.10-13)

Week 5: The Little Ice Age

Sept. 24 Parker, Geoffrey. "Chapter 1: The Little Ice Age" and "Chapter 2: The 'General Crisis.'" In *Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century*, 1-25 and 26–54. London: Yale University Press, 2017.

White, Sam. "The Little Ice Age Crisis of the Ottoman Empire: A Conjunction in Middle East Environmental History." In *Water on Sand: Environmental Histories of the Middle East and North Africa*, edited by Alan Mikhail, 71–90. Oxford University Press New York, 2013.

Degroot, Dagomar. "Lessons for Today From Little Ice Age." *Washington Post*, February 20, 2018.

Rose, Christopher, and Sam White. "Episode 44: Climate Change and World History." *15 Minute History*. February 26, 2014. Podcast. <https://15minutehistory.org/2014/02/26/episode-44-climate-change-and-world-history>.

Sept. 26 Degroot, Dagomar. "Tracing and Painting the Little Ice Age." In *The Frigid Golden Age: Climate Change, the Little Ice Age, and the Dutch Republic, 1560-1720*, 253–76. Cambridge: Cambridge University Press, 2018.

Cruikshank, Julie. "Glaciers and Climate Change: Perspectives From Oral Tradition." *Arctic* (2001): 377–93.

Carey, Mark. "The History of Ice: How Glaciers Became an Endangered Species." *Environmental History* 12, no. 3 (2007): 497–527.

Week 6: The Little Ice Age, Continued / Taking the Long View

Oct. 1 **Due: Unit 2 Project** (final revised version)

Kupperman, Karen Ordahl. "The Puzzle of the American Climate in the Early Colonial Period." *The American Historical Review* 87, no. 5 (1982): 1262–89.

Zilberstein, Anya. "A Considerable Change of Climate: Glacial Retreat and British Policy in the Early-Nineteenth-century Arctic." In *Governing the Environment in the Early Modern World*, 134–52. Routledge, 2017.

Degroot, Dagomar. "Did Colonialism Cause Global Cooling? Revisiting an Old Controversy." *Historical Climatology* (blog), February 22, 2019. <https://www.historicalclimatology.com/blog/did-colonialism-cause-global-cooling-revisiting-an-old-controversy>. (Also follow some of the links in the article.)

Oct. 3 McNeill, J. R. "Can History Help Us With Global Warming?" In *Climatic Cataclysm: The Foreign Policy and National Security Implications of Climate Change*, edited by Kurt M. Campbell, 26–48. Brookings Institution Press, 2008.

Izdebski, Adam, Lee Mordechai, and Sam White. "The Social Burden of Resilience: A Historical Perspective." *Human Ecology* 46, no. 3 (2018): 291–303.

Ghosh, Amitav. "The Coming Climate Crisis: The Little Ice Age Could Offer a Glimpse of Our Tumultuous Future." *Foreign Policy* 231 (2019): 44.

Read the class's Unit 2 map (link *TBA*).

Unit 3: The Age of Anthropogenic Warming

Guiding Questions: *How and why did (some) humans begin to change the composition of the atmosphere at a planetary scale? How did scientists come to understand global warming and how did they communicate what they understood? How have societies responded to climate change science?*

Week 7: Narrating the Anthropocene

Oct. 8 Crutzen, Paul J., and Eugene F. Stoermer. "The Anthropocene" (2000). In Howe, 282-286.

Howkins, Adrian. "Experiments in the Anthropocene: Climate Change and History in the McMurdo Dry Valleys, Antarctica." In "Forum: Climate Change and Environmental History." *Environmental History* 19, no. 2 (2014): 294-302.

Wardropper, Chloe, Eric Nost and Erika Marín-Spiotta. "Measuring the Anthropocene." *Edge Effects*, June 16, 2015. <http://edgeeffects.net/measuring-the-anthropocene/>.

Nixon, Rob, "The Anthropocene: The Promise and Pitfalls of an Epochal Idea." *Edge Effects*, November 6, 2014. <http://edgeeffects.net/anthropocene-promise-and-pitfalls/>.

Oct. 10 **Due: Unit 3 Project Proposal**

Locher, Fabien, and Jean-Baptiste Fressoz. "Modernity's Frail Climate: A Climate History of Environmental Reflexivity." *Critical Inquiry* 38, no. 3 (2012): 579–98.

Cushman, Gregory T. "Humboldtian Science, Creole Meteorology, and the Discovery of Human-Caused Climate Change in South America." *Osiris* 26, no. 1 (2011): 19–44.

Week 8: Energy Transitions, Capitalism, and Colonialism

Oct. 15 Penna, Anthony N. "Chapter 9: Fossil Fuels and Wind, Water, Nuclear, and Solar Energy." In *The Human Footprint: A Global Environmental History*, 269-310. Chichester: John Wiley & Sons, 2015.

Bonneuil, Christophe, and Jean-Baptiste Fressoz. "Thermocene: A Political History of CO₂." In *The Shock of the Anthropocene: The Earth, History and Us*, 99-121. Translated by David Fernbach. London: Verso, 2016.

- Oct. 17 Malm, Andreas. "The Origins of Fossil Capital: From Water to Steam in the British Cotton Industry." *Historical Materialism* 21, no. 1 (2013): 15–68.
- Ghosh, Amitav. "Part II: History." In *The Great Derangement: Climate Change and the Unthinkable*, 85-115. Chicago: The University of Chicago Press, 2016.

Week 9: Knowing Global Climate

- Oct. 22 Weart, Spencer. "Introduction and Summary," "The Carbon Dioxide Greenhouse Effect," and *one other chapter of your choice*. The Discovery of Global Warming. <https://history.aip.org/climate>.
"Foreword," "Introduction," and "Part 1: The Scientific 'Prehistory' of Global Warming" (including selections from Fourier, Tyndall, Arrhenius, and Callendar). In Howe, xi-xiv, 21-45.
- Oct. 24 Weart, Spencer. "Money for Keeling: Monitoring CO2 Levels." The Discovery of Global Warming. <https://history.aip.org/climate/Kfunds.htm>.
Howe, "Historicizing Data," HD1-HD19.
"History of atmospheric carbon dioxide from 800,000 years ago until January, 2016." NOAA Earth System Research Laboratory. <https://www.esrl.noaa.gov/gmd/ccgg/trends/history.html>.
"A Year In The Life Of Earth's CO2." NASA Goddard Media Studios. November 17, 2014. <https://svs.gsfc.nasa.gov/cgi-bin/details.cgi?aid=11719>.
Edwards, Paul N. "Representing the Global Atmosphere: Computer Models, Data, and Knowledge About Climate Change." *Changing the atmosphere: Expert knowledge and environmental governance* 31 (2001): 31–65.

Week 10: Petrocultures, Denial, and Environmentalisms

- Oct. 29 Oreskes, Naomi, et al. "The Denial of Global Warming." In *The Palgrave Handbook of Climate History*, edited by Sam White, Christian Pfister, and Franz Mauelshagen, 149–71. London: Palgrave Macmillan UK, 2018.
- Banerjee, Neela, Lisa Song, and David Hasemyer. "Exxon's Own Research Confirmed Fossil Fuels' Role in Global Warming Decades Ago." Exxon: The Road Not Taken. *Inside Climate News*, September 16, 2015. <https://insideclimatenews.org/news/15092015/Exxons-own-research-confirmed-fossil-fuels-role-in-global-warming>. (Also browse the rest of the Exxon: The Road Not Taken project site.)
- Supran, Geoffrey, and Naomi Oreskes. "Assessing ExxonMobil's Climate Change Communications (1977-2014)." *Environmental Research Letters* 12, no. 8 (2017): 084019.
- "Yale Climate Opinion Maps 2018." Yale Program on Climate Change Communication. August 7, 2018. <http://climatecommunication.yale.edu/visualizations-data/ycom-us-2018/?est=happening&type=value&geo=county>.
- Adams, Paul. "Field Notes: Something's Happening to the Weather." Planet Texas 2050. *Medium*, June 4, 2019. <https://medium.com/planetexas2050/field-notes-somethings-happening-to-the-weather-bd39ee12e8de>.

- Oct. 31 LeMenager, Stephanie. "Origins, Spills." In *Living Oil: Petroleum Culture in the American Century*, 20–65. New York: Oxford University Press, 2014.
- Steyn, Phia. "Oil, Ethnic Minority Groups and Environmental Struggles Against Multinational Oil Companies and the Federal Government in the Nigerian Niger Delta Since the 1990s." In *A History of Environmentalism: Local Struggles, Global Histories*, edited by Marco Armiero, and Lise Sedrez, 57–82. Bloomsbury Publishing, 2014.
- Wilson, Robert. "The Necessity of Activism." *Solutions* 3, no. 4 (2012): 75–79.

Week 11: Politics as Usual?

Nov. 5 **Due: Unit 3 Project Draft**

Election Day. Meeting for first half of session only. (Begin the readings for Thursday.)

- Nov. 7 Sabin, Paul. "'The Ultimate Environmental Dilemma': Making a Place for Historians in the Climate Change and Energy Debates." *Environmental History* 15, no. 1 (2010): 76–93.
- Rich, Nathaniel. "Losing Earth: The Decade We Almost Stopped Climate Change." *New York Times Magazine*, August 1, 2018. <https://www.nytimes.com/interactive/2018/08/01/magazine/climate-change-losing-earth.html>.
- Klein, Naomi. "Capitalism Killed Our Climate Momentum, Not 'Human Nature.'" *The Intercept*, August 3, 2018. <https://theintercept.com/2018/08/03/climate-change-new-york-times-magazine>.
- TBA

Week 12: Project Presentations

Nov. 12 **Due: Unit 3 Project**

TBA

Nov. 14 TBA

Unit 4: Future Histories

Guiding Questions: *Can history inform efforts to mitigate or adapt to the impacts of climate change?*
How can history help us envision the future?

Week 13: Envisioning Futures

- Nov. 19 Munroe, Randall. "4.5 Degrees." xkcd. June 9, 2014. <https://xkcd.com/1379>.
- Crumb, Robert. "A Short History of America" and "Epilogue." *Co-Evolution Quarterly*, 1979 and 1980.
- Oreskes and Conway 2014, ix-79 (entire book).
- "Climate Reconstruction and Projection Tools." Historical Climatology. <https://www.historicalclimatology.com/tools.html>. (Instructions TBA.)
- Nov. 21 Gill, Jacquelyn and Ramesh Laungani. "Voices of the Future: Hope for Climate, Science and Climate Science." *Warm Regards Podcast*. September 3, 2018. <https://soundcloud.com/warmregardspodcast/voices-of-the-future-hope-for-climate-science-and-climate-science>.
- TBA

Week 14

Nov. 26 No class meeting. (Work on project.)

Nov. 28 Thanksgiving Holiday. No class meeting.

Week 15: Stories for the Future

Dec. 3 **Due: Unit 4 Project**

Deaton, Jeremy. "The Problem With the Climate Movement? Too Much Science." Nexus Media. *Medium*, December 14, 2017. <https://nexusmedianews.com/the-problem-with-the-climate-movement-too-much-science-33e03bc2f4e4>.

Keller, Richard C. "Europe's Killer Heat Waves are a New Norm. The Death Rates Shouldn't be." *Washington Post*, July 26, 2019. <https://www.washingtonpost.com/outlook/2019/07/26/europes-killer-heat-waves-are-new-norm-death-rates-shouldnt-be/>.

Fleming, James R. "The Climate Engineers." *The Wilson Quarterly* 31, no. 2 (2007): 46-60.

Langston, Nancy. "Paradise Lost: Climate Change, Boreal Forests, and Environmental History." *Environmental History* 14, no. 4 (2009): 641-50.

Dec. 5 TBA

All final project revisions due Dec. 9, 5:00pm.

Student Support and Policies:

Office Hours

I encourage you to meet with me to discuss course material, any concerns you may have about your progress in this class, or strategies for effective studying and writing. If you wish to dispute a grade, be aware that re-grading may result in a lower score.

Writing Center

I strongly encourage you to use the services offered by the University Writing Center. The UWC offers 45-minute, one-on-one consultations with UT students on any piece of writing. You may visit up to three times per assignment. The consultants are well trained, and the cost of the service is covered in your tuition. Make an appointment through the UWC website: uwc.utexas.edu/appointments-new.

Services for Students with Disabilities

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) ASAP to request an official letter outlining authorized accommodations. For more information, visit <http://ddce.utexas.edu/disability/about>.

Electronic Devices

To be fully attentive in class and avoid distracting your classmates, put away your phone (turn off or set to silent) and other electronic devices unless their use is an explicit part of a class activity. Using a laptop (with wifi disabled) or e-reader (not a phone) is permitted only to take notes and view assigned pdfs for this class—no multi-tasking. In fact, I strongly encourage you to make the investment in printing the readings and taking notes by hand—this is much more effective for long-term retention. If you abuse your privilege to use electronic devices you will no longer be permitted to use them in our classroom. Audio or video recording in class is not permitted without an SSD accommodation and prior approval.

Weapons

No weapons may be brought into the classroom, with the exception of licensed concealed handguns. Course participants with a license to carry a handgun must keep it concealed and on their person at all times. If you see a gun, or any other weapon, you should leave the classroom and call 911.

Handguns may not be brought to the classroom in backpacks, bags, or purses. Course participants may be called upon at unpredictable times to move about the room to participate in group work or presentations, causing them to be separated from their belongings. University policy and the law would be violated by the separation of the gun owner from their weapon that would result from these required classroom activities.

My office is a gun free space. UT-Austin policy (HOP 8-1060, VII-C) requires me to give oral notice of my prohibition on concealed handguns in my office. Course participants will be given oral notice excluding handguns from my office and will sign a statement acknowledging this notification. Note, my door remains closed during office hours so that I can provide notice to other visitors before they enter. Nevertheless, please know that I welcome you into my office for free and open discussion; set aside any weapons in preparation. If you have concerns, comments, or questions about UT's effort to comply with S. B. 11, I encourage you to email those in charge of implementation: campuscarry.utexas.edu (bottom-right of page).

Behavior Concerns Advice Line

If you have concerns about the behavior or well-being of another member of the campus community, call [BCAL](http://bc.al) at 512-232-5050.

Academic Integrity

Using the words and ideas of others without giving credit with an appropriate citation is plagiarism and a violation of the University of Texas Honor Code. Whether accidental or intentional, plagiarism will result in a failure of the assignment and could lead to further disciplinary action. To understand what plagiarism is, its consequences, and how to avoid it, see resources provided by the [History Department](http://history.utexas.edu) and the [Dean of Students](http://deanofstudents.utexas.edu).