

# University of British Columbia

## HIST 106 (201) 2020W Global Environmental History PANDEMIC VERSION

<b>Instructor:</b>  Prof. Tina Loo E-mail: <a href="mailto:tina.loo@ubc.ca">tina.loo@ubc.ca</a> Office hours: Tuesdays, 1030-1130AM by Zoom	<b>Teaching Assistants:</b>  Mr. Aaron Molnar: E-Mail: <a href="mailto:aaron.molnar@alumni.ubc.ca">aaron.molnar@alumni.ubc.ca</a>  Ms. Mercedes Peters: E-mail: <a href="mailto:mercmep@mail.ubc.ca">mercmep@mail.ubc.ca</a>
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### Description

Think globally and act locally has been a staple of environmentalism since the early 1970s. What does it mean to think globally, and historically, about the environment? How have global historical processes like industrialization, urbanization, and the agricultural revolution affected local environments? Local and individual actions have long played out in a global context. We will focus in particular on interrelated developments in climate, agriculture, energy, and cities.

Through readings, writing, research, and discussion, we will examine the connection of global and local environments. Case studies will include historical responses to climate change in Europe and North America, the transformation of indigenous foodways and the urban development of Vancouver. By the end of the course, students will have an understanding of the dynamic and complex place of the environment in world history, of interdisciplinary approaches to historical thinking, and of the ways in which their own lives are embedded in the history we will be exploring.

### Learning Objectives

Students should:

- Gain an understanding of the dynamic and complex place of the environment in world history, of interdisciplinary approaches to historical thinking, and of the ways in which their own lives are embedded in that history.
- Learn to situate local experience, perception, and causes of environmental change within a global context. In other words, be able to identify the global forces at play in local concerns, but also the role that local action has in constituting global environmental systems.

- Learn how global historical processes like industrialization, urbanization, and the agricultural revolution have affected local environments.
- Learn to apply particular environmental historical concepts to both historical and contemporary environmental issues. Concepts include environmental determinism/agency, urban metabolism, social construction of nature, social ecology, environmental justice, geographies of risk, and many others.
- Hone their humanities writing skills through the development of an argument and the use of evidence with proper citations.

### Logistics

Because of COVID-19, we won't be meeting face-to-face. Instead, the class will be a mix of "live" (also known as "synchronous") and "offline" (also known as "asynchronous") components during our scheduled times (T 930-11AM and various Friday discussion/tutorial groups). The synchronous sessions (including office hours) will be held via Zoom. The links and passcodes will be available on the Canvas course website.

*What you need to do asynchronously/on your own every week:*

BEFORE WE MEET TUESDAYS, listen to and take notes on the pre-recorded lectures and discuss the assigned podcasts/films on Canvas BEFORE we meet Tuesday. It will pay off in the end, not least because in our Tuesday sessions, I'll be doing some low-stakes review using Top Hat, a class room response tool. See the next section for how to sign up for a free Top Hat account.

BY FRIDAYS AT 900AM, read the assigned article(s), write a reading response, and submit the response on Canvas.

*What you need to do synchronously/live every week (total time 65 minutes):*

ATTEND THE LECTURE EVERY TUESDAY FOR 40 MINUTES, from 930-1010AM. I am NOT lecturing during this time. Instead, I will use this time to do interactive review using Top Hat and, as appropriate, go over assignments. Details on signing up for Top Hat are available on p. 10 of the syllabus. The Zoom link and passcode will be available on Canvas.

ATTEND A TUTORIAL/DISCUSSION EVERY FRIDAY (unless otherwise indicated). We will divide the discussion groups in half and you will meet for 25 minutes of your scheduled time. You'll discuss the weekly reading with your Teaching Assistant in these sessions. The Zoom link and passcode will be available on Canvas.

IF YOU CANNOT ATTEND THE "LIVE" SESSIONS BECAUSE OF THE TIME ZONE YOU'RE IN, OR FOR OTHER REASONS, PLEASE CONTACT ME IMMEDIATELY SO WE CAN EXPLORE OPTIONS.

### Signing Up for a Top Hat Account

1. Go to <https://tophat.com/>
2. Click on Login if you have an existing account or Sign-up > Student sign-up.
3. Follow the prompts.

4. When you are met with the join code field, enter 916590.
5. If, for some reason, you get a message that the course can't be found, try searching by educational institution; that seems to work. Again, the course join code is 916590.

### The Grade Breakdown

Synchronous participation via Top Hat	5 per cent
Tutorial participation (9)	15 per cent
Asynchronous discussions (7)	10 per cent
Reading responses (9)	15 per cent
Essay 1	20 per cent
“Essay” 2	15 per cent
Final exam	20 per cent

All assignments (discussions, reading responses, essays, and the exam) must be submitted on Canvas. The essays and the final exam must also be submitted to Turn-It-In. See pp. 11-13 for more details.

### Late Policy

You are expected to turn in your work on time. That means submitting a comment to the discussion board Tuesdays by 930AM and submitting reading responses by 9AM each Friday. No late ones will be accepted unless otherwise arranged in advance.

Late essays will be penalized 5 per cent per day, including weekends. If you think that you won't be able to meet a deadline, please let your TA know ahead of time: we're available to discuss extensions.

If you're struggling with the course – for whatever reason – please see your TA or me. Don't suffer in silence: let us try to direct you to resources that might help.

### Academic Concession

If you are an Arts student and think you may need an in-term concession because you've missed a major assignment, exam, or deadline (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0#26592>) contact Arts Advising right away. Please review their website (<https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>) for concession criteria as well as process to follow.

Students in other Faculties should contact their Faculty advising office for direction.

### Academic Integrity and Plagiarism

You are expected to submit work that is your own. That is the key to academic integrity. Of course, you will be basing the writing you do in this course on material you read. That is fine, but you have to explicitly credit those sources properly when you do so.

Plagiarism means claiming someone else's work (arguments, evidence, or words) as your own, without crediting him or her.

Plagiarism can include:

- Pasting material from the internet or another essay into your work, without any attribution,
- Citing a source in your footnotes, but retaining the original author's sentences outside of quotation marks (or changing only a word or two of their original writing), or
- Using another scholar's specific arguments or historical evidence, in your own words, but without acknowledging your source in the footnotes.

You can face severe penalties from the university if you are found to have plagiarized. See <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>. If you have questions about when and how to ascribe information or ideas to others, please see your TA or me so that we can discuss appropriate citation techniques. When in doubt, cite!

You might find the following resources useful on the subject of proper citation, academic integrity, and plagiarism:

<http://www.history.ubc.ca/content/common-questions-about-citations> (If this link doesn't work, cut and paste it into your browser).

<http://learningcommons.ubc.ca/academic-integrity/> (If this link doesn't work, cut and paste it into your browser).

### Respectful Environment

We ask that all students and instructors work together to maintain a respectful environment for all. Harassment of any kind is unacceptable. Concerns can be brought to your TA, me, and the Head of the History Department), or the Ombudsperson for Students ([ombuds.office@ubc.ca](mailto:ombuds.office@ubc.ca)). Your concerns will remain confidential.

### E-mail Policy

I will try to answer e-mails within a business day and within usual business hours. If you have a question that requires more than a simple "yes" or "no" answer it's best if you come and speak with me and/or your TA during a Zoom office hour. If you can't make that time, an e-mail and we'll set up an alternative time to meet.

The following section is mandated by the UBC Senate Policy V-130, section 7J:

Please note the contents of the syllabus may change. The most up to date information on course contents is on Canvas! The course requirements will NOT change.

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available at: <https://senate.ubc.ca/policies-resources-support-student-success>

### Course Schedule

#### WEEK 1

12 JANUARY: Introduction to the Course

15 JANUARY TUTORIAL – NO TUTORIALS THIS WEEK

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## CLIMATE

#### WEEK 2

ON YOUR OWN, BEFORE 19 JANUARY

- Watch the lecture, “Discovering Global Warming”
- Listen and discuss: Nicola Davison, “The Anthropocene epoch: have we entered a new phase of planetary history?,” *The Guardian*, 30 May 2019  
<https://www.theguardian.com/environment/2019/may/30/anthropocene-epoch-have-we-entered-a-new-phase-of-planetary-history> . The text is on *The Guardian* Longreads, at <https://www.theguardian.com/news/audio/2019/dec/30/best-audio-long-reads-of-2019-the-anthropocene-epoch>
  - Discussion question: Why has “the Anthropocene” been so controversial as a concept?

19 JANUARY: REVIEW SESSION

22 JANUARY: TUTORIAL – What’s in a name?

Heather Davis and Zoe Todd, “On the Importance of a Date, or Decolonizing the Anthropocene,” *ACME: An International Journal for Critical Geographies* 16, 4 (2017): 761-780.  
<https://www.acme-journal.org/index.php/acme/article/view/1539/1303>

- Reading response question: According to Heather Davis and Zoe Todd, what’s wrong with how the Anthropocene has been defined?

### WEEK 3

#### ON YOUR OWN, BEFORE 26 JANUARY

- Watch the lecture, “Climate Change and Crisis”
- Watch and discuss the film *Attutauniujuk Nunami/Lament for the Land* (2014), dir. Ashlee Cunsolo at <https://youtu.be/yi7QTyHERjY>
  - Discussion question: What does the film tell you about how the Labrador Inuit are experiencing climate change?

#### 26 JANUARY: Review Session

29 JANUARY: Tutorial – What role did climate change play in the disappearance of the Norse from Greenland?

Jared Diamond, “Norse Greenland’s Flowering” and “Norse Greenland’s End,” Chapters 7 and 8 of his *Collapse: How Societies Choose to Fail or Succeed* (New York: Viking Penguin, 2005), 211-276.

- Reading response question: According to Diamond, what role did climate change play in the collapse of Norse society in Greenland?

### WEEK 4

#### ON YOUR OWN, BEFORE 2 FEBRUARY

- Watch the lecture, “Climate Change: Adaptation and Resilience”

#### 2 FEBRUARY: REVIEW SESSION

#### 5 FEBRUARY: TUTORIAL – Adapting to climate change

For the purposes of discussion, your tutorial will be divided into two groups, one will read about Japan and the other will read about Peru. Do the admission ticket that corresponds to your reading. PLEASE NOTE that you will have to do BOTH readings in order to write your first paper!

Geoffrey Parker, “Getting it Right: Early Tokugawa Japan,” in his *Global Crisis: War, Climate Change, and Catastrophe in the Seventeenth Century* (New Haven: Yale University Press, 2013), 484-506, 766-769.

Brian Fagan, “The Lords of Chimor,” in his *The Great Warming: Climate Change and the Rise and Fall of Civilizations* (New York: Bloomsbury Press, 2008), 155-172.

- Reading response question: What explains the success of the Tokugawa regime in Japan in avoiding the climate change-triggered upheavals of the Little Ice Age? OR
- Reading response question: What explains the success of the Chimú in Peru in avoiding the climate change-triggered upheavals of the Medieval Warm Period and El Niño?

## AGRICULTURE

WEEK 5:

ON YOUR OWN, BEFORE 9 FEBRUARY

- Watch the lecture, “Farmers Rule: Agriculture and Power”

9 FEBRUARY: REVIEW SESSION

FRIDAY, 12 FEBRUARY: NO TUTORIALS – YOUR PAPERS ARE DUE!

Using the examples from the lectures and tutorial readings, write an essay making an argument in answer to the following question: *how were societies in the past affected by climate change and what were the keys to adapting to it?* NB: You **must** draw from both the lectures and the tutorial readings in your essay. You are not expected to do any additional research or reading for this assignment.

See p. 11 of this syllabus for more details.

WEEK SIX

ON YOUR OWN, BEFORE 23 FEBRUARY

- Watch the lecture on “Industrial Agriculture”
- Watch and discuss *King Corn* (2007). It is available to rent on iTunes Canada for 99 cents. You may be able to find it elsewhere.
  - Discussion question: What does the film tell you about the impacts of industrial agriculture?

23 FEBRUARY: REVIEW SESSION

26 FEBRUARY: TUTORIAL – The Chicken of Tomorrow

Andrew Lawler, “The Chicken of Tomorrow,” *Aeon*, 5 November 2014.

<https://aeon.co/essays/how-the-backyard-bird-became-a-wonder-of-science-and-commerce>

- Reading response question: What does the chicken of tomorrow reveal about the impacts of industrial agriculture?

WEEK SEVEN

ON YOUR OWN, BEFORE 2 MARCH

- Watch the lecture on “ALT-Ag: the Organic Movement”
- Watch and discuss the film *Seed: the Untold Story* (2016)
  - Discussion question: How does saving seeds counter the effects of industrial agriculture?

2 MARCH: REVIEW SESSION

## 5 MARCH: TUTORIAL – Who really feeds the world?

Vandana Shiva, “Introduction” to her *Who Really Feeds the World? The Failures of Agribusiness and the Promise of Agroecology* (Berkeley, CA: North Atlantic Books, 2016), ix-xxii.

- Reading response question: Vandana Shiva asks “who really feeds the world.” What’s her answer?

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# ENERGY

## WEEK 8

### ON YOUR OWN, BEFORE 9 MARCH

- Watch the lecture on “Premodern Energy Regimes”
- Watch and discuss “Bang Goes the Theory: Human Power Station” (2009) <https://vimeo.com/96637576>.
  - Discussion question: What's the most memorable thing you learned from this show? Are there any lessons here for how we might change our energy consumption?

## 9 MARCH: REVIEW SESSION

## 12 MARCH: TUTORIAL – Muscle Power

Joanna Dean and Lucas Wilson, “Horse Power in the Modern City,” in R.W. Sandwell, ed., *Powering Up Canada: a History of Power, Fuel, and Energy from 1600* (Montreal and Kingston: McGill-Queen’s University Press, 2016), 99-128.

- Reading response question: Dean and Wilson see animal power as a distinct kind of power. How so, and why and how does that distinctiveness matter?

## WEEK 9

### ON YOUR OWN, BEFORE 16 MARCH

- Watch the lecture on “The Regime of Steam and Coal.”

## 16 MARCH: REVIEW SESSION

## 19 MARCH: TUTORIAL – The Nature of Work

Thomas G. Andrews, “Dying with their boots on,” Chapter 4 of his book, *Killing for Coal: America’s Deadliest Labor War* (Cambridge, MA: Harvard University Press, 2008), 122-156.

You’re reading a chapter of Thomas G. Andrews’ book. *Killing for Coal* deals with the southern Colorado coal strike of 1913-1914 and the “Ludlow Massacre,” the attack on 1200 striking



miners and their families by the Colorado National Guard and the coal company's guards that left about twenty-five men, women, and children dead. This chapter deals with the conditions that led miners to strike: Andrews argues that the strike can be traced directly to the violence inflicted upon miners underground.

One of his key points is that coalminers' experience, identity, and politics stemmed from their "workscape." He defines a workscape as "a constellation of unruly and ever unfolding relationships ... as well as the language people use to understand the world, and the lens of culture through which they make sense of and act on their surroundings." (125)

Take that quotation apart: What kinds of relationships did miners have and with whom / with what? What specialized language did they use to understand the world they worked in? What examples does he give of how culture shaped how they made sense of and acted on their surroundings?

- Reading response question: What was the "nature" that Andrews says shaped the lives of coalminers and how did it do so?

## WEEK 10

### ON YOUR OWN, BEFORE 23 MARCH

- Watch the lecture, "The Age of Oil and ICE"
- Watch and discuss the film *Oil Sands Karaoke* (2013), dir. Charles Wilkinson. It's available for free on Knowledge Network, but you may have to sign up for an account. <https://www.knowledge.ca/program/oil-sands-karaoke>
  - Discussion question: This film is about more than the karaoke. What do you learn from these five people that complicates the debate over the economic and environmental costs of tar sands extraction?

### 23 MARCH: REVIEW SESSION

### 26 MARCH: TUTORIAL – The Costs of Fossil Fuel Dependence

Leslie Iwerks, Dir. *Downstream: the Documentary* (2009). It is available through Vimeo's video-on-demand for \$7.49 USD. <https://vimeo.com/ondemand/keystonexl/118151863>

Judith Lavoie, "'Nowhere else to turn': First Nations inundated by oil sands projects face impossible choices," *The Narwhal* 30 June 2018. <https://thenarwhal.ca/nowhere-else-turn-first-nations-inundated-oilsands-face-impossible-choices/>

David Thurton, "Indigenous communities grapple with new relationship with oil sands industry," WATCH THE VIDEO AS WELL AS READING THE ARTICLE. CBC News, 2 November 2018. <https://www.cbc.ca/news/canada/edmonton/indigenous-communities-grapple-oilsands-development-1.4888470>

- Reading response question: *Downstream: the Documentary* was made in 2009. What has happened to the community since? Who and/or what is responsible for the

situation in Fort Chip and Fort McMurray and the “choices” the people who live and work there have?

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## CITIES

### WEEK 11

#### ON YOUR OWN, BEFORE 30 MARCH

- Watch the lecture, “The Nature of Cities”
- Listen to the podcast from *99% Invisible*, “Reversal of Fortune,” 8 August 2013. <https://99percentinvisible.org/episode/episode-86-reversal-of-fortune/>. There’s no discussion for this, but I will be asking you about it in our review session.

#### 30 MARCH: REVIEW SESSION

#### 2 APRIL – GOOD FRIDAY, NO TUTORIALS OR READING RESPONSES

### WEEK 12

#### ON YOUR OWN, BEFORE 6 APRIL

- Watch the lecture, “Cities and Environmentalism”
- Watch and discuss the documentary, *There’s Something in the Water* (2019) dir. Elliot Page and Ian Daniel. Available on Netflix, Amazon Prime, and Apple TV.
  - Discussion question: The film ends with the narrator saying “what affects one of us affects us all. You have the power of life. Use it.” How are you affected by environmental racism?

#### 6 APRIL: REVIEW SESSION

#### 9 APRIL: TUTORIAL – Why should Malibu burn?

Mike Davis, “The Case for Letting Malibu Burn,” In his *Ecology of Fear: Los Angeles and the Imagination of Disaster* (New York: Metropolitan Books, Henry Holt and Company, 1998) 93-147, 434-438.

- Reading response question: Is there a case for letting Malibu burn? What is it?

### WEEK 13

#### ON YOUR OWN, BEFORE 13 APRIL

- Watch the lecture, “Futureville: the Search for the Ideal City”

#### 13 APRIL: REVIEW SESSION

#### 16 APRIL: NO TUTORIALS – YOUR SECOND ESSAY, A CREATIVE ASSIGNMENT, IS DUE

See pp. 11-12 of this syllabus for details.

### Details, Details

#### **TOP HAT**

Top Hat is a classroom response application that works on laptops and smart phones. We won't be in a classroom together, but Top Hat will still let me ask the entire class questions and lets you respond to those questions. I'll use Top Hat to review the course material every week. Top Hat participation will be counted towards your grade – it's an easy 5 marks to get so be sure to sign up for a free account before our first lecture. Here's how:

1. Go to <https://tophat.com/>
2. Click on Login if you have an existing account or Sign-up > Student sign-up.
3. Follow the prompts.
4. When you are met with the join code field, enter 916590.
5. If, for some reason, you get a message that the course can't be found, try searching by educational institution; that seems to work. Again, the course join code is 916590.

#### **ASYNCHRONOUS DISCUSSIONS**

I am using the "Discussion" feature on Canvas to collect your responses to one podcast and a number of films that bear on the themes we cover in the class. There are 7 discussions in all. These should be brief responses to the posted question, 75-100 words (and no more) please!

#### **READING RESPONSES**

Everyone is expected to do the weekly reading and submit a reading response on Canvas by 9AM Friday.

Reading responses should be **approximately 150-to-200-words and address the reading response question directly**. PLEASE KEEP A COPY FOR YOUR RECORDS. Unless otherwise arranged in advance, we will not accept late reading responses.

I do *not* expect you to produce a weekly research paper in miniature. I am looking for responses that answer the question/prompt and demonstrate your understanding of the readings' central themes; that engage with authors' evidence or examples; that make an argument of some kind; are on topic; adhere to the word count; and are free of grammatical and structural errors.

They will not be marked up extensively: you'll get a grade of A (excellent), B (good), C (average), D (pass), or F (fail).

#### **THE FIRST ESSAY – DUE 12 FEBRUARY**

The first essay deals with climate and history. Using the examples from the lectures and tutorial readings, write an essay making an argument in answer to the following question:

*How were societies in the past affected by climate change and what were the keys to adapting to it? NB: You **must** draw from both the lectures and the tutorial readings in your essay. You are not expected to do any additional research or reading for this assignment.*

- Your essay must have an argument or thesis statement that directly addresses the question, above, in the introduction.
- Your argument must be supported by (1) specific evidence/examples drawn from the lectures and readings, and (2) by the way it is structured/organized.
- Your essay should be written in a way that someone who hasn't taken this class will understand it.
- Your essay should
  - Be 1000-1250 words in length, not counting citations or bibliography. Include a word count.
  - Be double-spaced, in 12-point font, and have the pages numbered.
  - Use Chicago or Turabian-style citation (footnotes) and bibliography.
  - Be submitted to Canvas and Turn-It-In.

#### **THE SECOND ESSAY – DUE 16 APRIL**

We started the course by discussing “the Anthropocene,” the Age of Humans. It’s a term coined by atmospheric chemist Paul Crutzen and ecologist Eugene Stoermer in 2000 to mark the time we live in. Human beings have shaped the Earth so profoundly that we have left our imprint in the geological record.

Calling attention to that power is meant to push us to think about the future as well as the past, to think about what we are going to do in light of what we have already done.

**Your final “essay” is a creative project.** It asks you to reflect on what we’ve already done in a very specific sense. Over the past thirteen weeks, you have learned about how humans have shaped the environment and it them, whether through extracting and burning fossil fuels, inventing agriculture and scaling it up with industrial methods, or designing healthy cities.

**With this in mind, I’d like you to help build a museum of the Anthropocene, a place where future generations can gain some understanding of what the “Age of Humans” was.**

Here’s what you need to do:

You need to choose an object from everyday life NOW that wasn't discussed in the lectures or tutorial readings and which exemplifies some aspect of the Anthropocene. This is the object that you'll display in our museum. Because our museum is a virtual one, you will take a photograph of that object, produce your own drawing of it, or find an image of it (suggestions of where to look are given below).

You will use this image to illustrate your ESSAY, which will consist of 750-1000 words (not counting footnotes or bibliography) explaining what your object is and what, specifically, it illustrates about the Anthropocene.

You will also write a short, 200-250 word SUMMARY of your essay to use as exhibition text for the museum. It should identify your object and summarize how and why it exemplifies the Anthropocene. I'll post this text along with the image of your object on a separate HIST 106 Museum website.

**You will submit your essay, summary, and image on Friday, 16 April here, on Canvas. Also submit the essay (not the summary) to Turn-It-In.**

I will then create a website that will house our virtual museum and will send you all the link.

### **Finding images:**

You can do a [Google Images \(Links to an external site.\)](#) search.

You can search on a photo-sharing site like [Flickr \(Links to an external site.\)](#) for images. Limit the search to images with a Creative Commons license or no known copyright restrictions.

You can take a photo of your object with your phone, or draw it and take a photo of your drawing.

Regardless of whether you generate your image yourself or find it elsewhere, please remember to cite the source – even if it's you! That is, please note where you found it. You will notice that I do that for the images I use in my lectures. If it's online give the website name and URL. If it's from Flickr or another photo sharing website, give the photographer's name and the URL. If it's from a book, give the author, title, and publication information for the book and the page on which the image appears.

### **TURN-IT-IN**

This course uses Turn-It-In for the research proposal and essay. These papers should be submitted by the relevant deadlines both electronically to Turn-It-In and to Canvas. I don't expect to find plagiarism, but I use Turn-It-In to protect students by keeping the marking fair.

**The class ID at turnitin.com is 27538858 and the enrolment key is anthropocene**

UBC advises students to create anonymous Turn-It-In aliases, otherwise your personal data is kept in the United States. You will find instructions for doing so at <http://lthub.ubc.ca/guides/turnitin/>

So that I know who is who, **please provide your alias, along with your real name on the title page of the e-mailed copy of your paper (but do not provide this version of the title page to Turn It In; remove your personal data from your paper first).**

If you do not already have an alias, please create one according to the following principle: your course number + last name backward. So, for example, I would be 106Ool.