History 584: Energy and Environment
Spring 2016  Schedule #: 21748

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Email: selkind@mail.sdsu.edu

Course description and policies:
For course description, learning outcomes and policies regarding late assignments, absences, academic honesty, see Syllabus folder on Blackboard. Registering for this class implies that you understand and accept all the policies posted there.

Required Readings:
• (BB) Blackboard: Most required readings (or links to readings) are posted in Blackboard - Assigned Readings folder. Assigned Readings Folder is organized by week number.
• Each Research Team will find and read additional scholarly articles. Some of these will be shared with the whole class via the Blackboard – Assigned Readings folder.

Assignments and Grading
Blackboard’s averages and totals are NOT accurate for this class. Do NOT use them to evaluate your progress in the class or to estimate your grade. Graduate Students must complete extra assignments, including leading a Research Team, and writing a synthesis or historiography of their team’s research.

10% Participation: Grade based on attendance during group discussion, and answers to questions when I call your name. Grade includes contributions during Research Team meetings.

20% Weekly Reading worksheets: Forms posted on Blackboard. Questions will be announced in class and/or posted in Blackboard-Assigned Readings Folder.

20% Midterm Essay: A formal essay, 3-5 pages long.

40% Research Team Project, including final paper.
  5% Presentation of background for readings
  5% Annotated Bibliography of research topic
  30% Term paper: 7-10 pages, written based on research project and weekly worksheets.

10% Final Presentation
You must achieve 100% on the plagiarism quiz (see Blackboard - Assignments) in order to pass this course. 1 point extra credit if you complete this by 2/2

Semester schedule week by week

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/21</td>
<td>Introduction to course</td>
<td>Whales to Wind podcast</td>
<td>Submit assignments on Blackboard unless labeled “hard copy.”</td>
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| 2    | 1/26-28    | Types of Energy              | Williams 1987 on forests
Milan 1998 on gas light
Jones 2010 on coal | 1/25: Worksheet – Was technology the most important thing determining which type of energy people used? |
<p>| 3    | 2/2-4      | Types of Energy              | Greenberg 1982 on industrial                                                             | 2/2 = Add/drop deadline                                |</p>
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<tbody>
<tr>
<td>4</td>
<td>2/9-11</td>
<td>Uses of Energy</td>
<td>Rose 1984 on power infrastructure Podcast on oil OR Black on oil</td>
<td>2/2: Worksheet – Do changes in energy regime have a greater impact on politics, social organization, or economics</td>
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<tr>
<td>7</td>
<td>3/1-3</td>
<td>Research Teams:</td>
<td>Due Tuesdays. Find readings in Blackboard – Assigned Readings</td>
<td><strong>Due 3/1: Midterm Essay</strong> If you miss class I will assign you to a Team. No worksheet this week</td>
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<td>8</td>
<td>3/8-10</td>
<td>Team conferences</td>
<td></td>
<td><strong>RT: preliminary bibliography due</strong> No Worksheet this week</td>
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<tr>
<td>9</td>
<td>3/15-17</td>
<td>BB: TBA team 1 &amp; 2</td>
<td>Due 3/17: Annotated Bibliography 3/15: Worksheet (see Blackboard – Assigned Readings)</td>
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<td>10</td>
<td>3/22-24</td>
<td>BB: TBA team 3 &amp; 4</td>
<td>3/22: Worksheet (see Blackboard – Assigned Readings)</td>
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<td>Spring Break</td>
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<td>Spring Break</td>
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<tr>
<td>11</td>
<td>4/5-7</td>
<td>BB: TBA team 5 &amp; 6</td>
<td>4/5: Worksheet (see Blackboard – Assigned Readings)</td>
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<td>12</td>
<td>4/12-14</td>
<td>Team conferences in</td>
<td>BB: TBA team 1 &amp; 2</td>
<td>4/12: Worksheet (see Blackboard – Assigned Readings)</td>
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<tr>
<td>13</td>
<td>4/19-21</td>
<td>BB: TBA team 3 &amp; 4</td>
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<td>4/19: Worksheet (see Blackboard – Assigned Readings)</td>
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<tr>
<td>Week</td>
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<tr>
<td>14</td>
<td>4/26-28</td>
<td>Individual conferences – no class</td>
<td>No readings this week</td>
<td>No worksheet this week</td>
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<tr>
<td>15</td>
<td>5/3-5</td>
<td>BB: TBA team 5 &amp; 6</td>
<td>5/3: Worksheet (see Blackboard – Assigned Readings)</td>
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<td>final</td>
<td>5/10</td>
<td>Research Presentations</td>
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<td>5/10 at 5:00pm Final Papers Due</td>
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Research Team Projects

Groups of students, led by seniors and grad students, will identify an area of research for the second half of the semester. Each team will find readings for class, present background material to contextualize these readings, and will direct our study of their subjects. Team members are encouraged to specialize in a particular sub-area, and to use class presentations and other Team assignments as a basis for their term papers. Grades for Research Team Projects are based on individual work, but team members are encouraged to help each other out. Graduate students’ assignments are slightly different.

The Research Team project accounts for 40% of your semester grade:
- 5% Presentation of background for readings in class
- 5% Annotated Bibliography of research topic (due 3/17)
- 30% Term paper (due 5/10 at 5pm)

Presentation of Background for Readings In Class:
Each member of each research team will be responsible for presenting background information or leading discussion on the readings relevant to their research topic. Team members may partner to present this material. Your presentation can be formal (like a lecture) or informal. You will be graded based on your own, individual performance. Grading criteria: Did your presentation actually provide useful information that put readings into context? Were you prepared? Did you speak clearly? Were any visual materials (not required) clear and legible?

Annotated Bibliography (due 3/17):
Your annotated bibliography is a preliminary list of the secondary sources you plan to use for your research paper. Research teams can help each other develop these bibliographies. There can be some repetition amongst the research team, but you should also include some sources that reflect the specific spin you expect your research paper to take. Bibliography entries should be listed alphabetically, in Chicago Manual of Style bibliography form. Annotations should consist of 2 – 3 sentences describing why you’ve chosen this source, and whether the class should read it. I will use these bibliographies to assemble the readings for the class for weeks 9-15. Grading criteria: Are these good sources for your topic? Is your bibliography correctly formatted? Are your annotations present, complete and thoughtful?

Term paper (Due 5/10):
Your term paper is the culmination of your semester’s research and thinking on the history of energy. Write a 7-10 page paper that argues something about the history of energy, using any and all materials in the class, plus your own research. We’ll develop specific research topics as over the course of the semester. Grading criteria: Do you argue something? Is your thesis and argument clear and original? Do you have enough evidence to prove your argument? Does your paper conform to standard essay format? Did you include properly formatted footnotes and bibliography? Did you use appropriate sources? You will turn your term paper in on Blackboard through Turnitin.
Bibliography of Readings

Week 1:

Week 2: Was technology the most important thing determining which type of energy people used?

Week 3: Do changes in energy regime (a combination of types of energy used and the ways they are used) have a greater impact on politics, social organization, or economics?

Week 4: Which was the most critical decade in energy history: 1910s (Wells), 1940s (Pearson) or 1960s (Parr) and why?

Week 5:

Week 6: Pick any three:

All readings from Week 8 to the end of term will be selected in consultation with the class. Discussion questions and Worksheet questions (along with the readings themselves) will be posted on Blackboard – Assigned Readings.