

Western University
Department of History
HISTORY 2198B Profit, Power and Conflict: A Global History of Oil
Location and Time: Winter 2016, AHB-1B02, Fridays 10:30 AM-01:30 PM
Office Hours and Location: TBA

To say that oil has powered up our civilization in a multifaceted way is simply an understatement. In surveying how oil has been shaping our lives and lifestyle as an indispensable lifeline for a century and a half, in this course, students take on the many actors and events that have shaped the global history of oil. Our in-class and multi-media powered historical exploration covers vast and diverse topics on oil as a lighting commodity in the 1870s, as the strategic fuel for the most advanced and destructive warfare in struggle for world mastery between the Nazi-led Axis and the Allies, as the vital force of auto-consumerism and global aviation (suburbia, expressways, shopping malls, Hollywood and the Grand Prix and Formula One), and last but not least, as the fundamental ingredient of our plastic conveniences (from *Tupperware* to smart-phones). The class will thus interactively engage with the lives and times of all those who have contributed to the **Ruins and Riches** of our petro-civilization: from the great corporations of world capitalism to global warming, i.e., from the greatest of American rubber barons, chiefly John D. Rockefeller and his Standard Oil, to the leaders of the Organization of Petroleum Exporting Countries (OPEC), who used the “Arab Oil Weapon” in the Arab-Israeli Conflict, to the initiators of the extremes of the climate change, i.e., the “Blue-eyed Sheiks of Alberta.”

Evaluation

10% Attendance

15% 3 Short-Answer Quizzes (Meetings 4, 8, 13)

35% Mid-Term: Take-Home Assignment Due at Meeting 9, 10 March 2017

40% Final Exam: Essay questions and identifications

Requirements

- Students are not expected to have a background in the history of any specific part of the world and/or the covered themes.
- Three hours of weekly lectures
- **Read:** Daniel Yergin, *The Prize: The Epic Quest for Oil, Money and Power*. NY, London: Free Press, 2008; and/ or **Watch:** *The Prize*, PBS Documentary (based on the above source by Yegin), 1992, Narrated by Donald Sutherland, available at: <http://topdocumentaryfilms.com/prize-epic-quest-oil-money-power/> , or at <https://www.youtube.com/watch?v=Qspu35JG59Q>.
- Russell Gold, *The Boom. How Fracking Ignited the American Energy Revolution and Changed the World*. NY: Simon and Schuster, 2015.

Learning outcomes and transferrable skills

Students will develop the following learning objectives and transferrable skills:

1. Develop practical knowledge on collaborative learning through online activities (blogging on student pages and games) and in-class interactions.
2. Develop a firm foundational knowledge of the history of major multinational corporations, major world powers and their quest for oil, and major oil producing states
3. Develop critical skills by applying oil as an **analytical framework** to various diplomatic, entrepreneurial, and military dynamics that have shaped modern post-industrial world.
4. Develop foundational skills **to assess primary sources from declassified governmental documents**
5. Develop foundational analytical knowledge useful for future professional pursuits in fields such as foreign policy, military, law, journalism, banking, finance, environmental studies, and international investment risk assessment.

Course Structure and Organization

Guide: Read Yergin/Read Gold: Read the Main Textbooks for the Course; Material Available on OWL: @OWL

Topic 1. North American Discoveries, the Age of Colonial Empires and the First Multinationals

6 Jan. Meeting 1.	North American Discoveries: From Petrolia (Ontario) to Pennsylvanian Oil Read Yergin 3-39. The Business of Oil: The Booming Beginnings Gary May, "Chapter Seven: This Business of Oil," in <i>Hard Oiler! The Story of Canadians' Quest for Oil at Home and Abroad</i> (Toronto, Oxford: Dundurn Press, 1998), 107-117. @OWL
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Topic 2. Oil: Global Techno-Cultural Revolution 1880-1945

13 Jan. Meeting 2.	Transportation Revolutions Rudi Volti, "Chapter Two: The Automobile's Adolescence, 1905-1914," in <i>Car and Culture</i> . Westport, CT: Greenwood Press, 2004. 21-58.@OWL Regina Lee Blaszczyk, "Chapter Six: Designing the Automobile Age," in <i>American Consumer Society 1905-2005: From Hearth to HDTV</i> . Wheeling, Illinois: Harland Davidson Inc., 2009. 159-178.@OWL
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Topic 3. Profit, Power and Conflict 1914-1925

20 Jan. Meeting 3.	Anglo-Persian Oil Company Fuels British Imperial Warfare Read Yergin 134-147. Royal Dutch Shell Enters the Stage Jonker and van Zanden, "Chapter 3: Surviving the Crucible 1914-1919," in <i>From Challenger to Joint Industry Leader, 1890-1939: A History of Royal Dutch Shell</i> (Oxford: Oxford University Press, 2007), 150-196.@OWL
Meeting 4. Quiz - 27 Jan.	The Multinationals and Imperialism: Concessions and Colonialism Mexico Read Yergin 168-188, 263-286.

Topic 4. Inter-War Boom, Bust and the Second World War

3 Feb. Meeting 5.	Inter-War Challenges and World War II: Multinationals' Rivalries and Boom Read Yergin 227-262; 289-370.
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Topic 5. Post-War Boom and The Jet Revolution 1945-1970s

Meeting 6. 10 Feb.	Blasting to and from Suburban Auto-Communities Regina Lee Blaszczyk, "Chapter 7: Destination Suburbia," in <i>American Consumer Society 1905-2005: From Hearth to HDTV</i> . Wheeling, Illinois: Harland Davidson Inc. 2009. 198-214.@OWL Alastair Gordon, "Chapter 5: Jet-Land 1957-1975," and "Chapter 6: The Sterile Concourse: 1975-2000," in <i>Naked Airport: A Cultural History of the World Airports</i> . New York, NY: H. Holt, 2004. 190-217 and 235-255.@OWL
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Topic 6. The Cold War: End of Colonialism, Multinationals, and Oil Nationalism

17 Feb. Meeting 7.	Oil Nationalism, OPEC and the Cold War: Quiz Read Yergin 432-461, 501-523; 545-600.
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READING WEEK MONDAY 20-24 FEBRUARY

Topic 7. OPEC's Imperium, End of the Cold War and Energy Security

Meeting 8. Quiz- 3 Mar.	<p>America and OPEC's Love and Hate Affair: From OPEC to Kuwait War Read Yergin 616-762.</p>
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Topic 8. New Sources and Environment

Meeting 9. Take-Home Assignment due- 10 Mar.	<p>"I am the Sheik of Calgary": OPEC's gift to Alberta: Read Gold 1-85.</p> <p>John Richards and Larry Pratt, "Chapter 9: Empire Alberta: The Province as Entrepreneur," in <i>Prairie Capitalism: Power and Influence in the New West</i> (Toronto: The Canadian Publishers, 1979), 215-249.@OWL</p> <p>Peter Foster, "Chapter 17: Peter Lougheed, the Bucks Stop Here," and "Chapter 18: The Empire Builders," in <i>The Blue-Eyed Sheiks: The Canadian Oil Establishment</i> (Toronto: Collins, 1979) 244-264, 265-277.@OWL</p>
Meeting 10. 17 Mar.	<p>The Oil Sands Read Gold 86-114.</p> <p>David, Crane, "Chapter 7: The Sands," in <i>Controlling the Interest: The Canadian Gas and Oil Stakes</i> (Toronto, The Canadian Publishers, 1982), 206-225.@OWL</p>
Meeting 11. 24 Mar.	<p>The Emerging Environmental Crisis Read Gold 115-186.</p> <p>Benjamin K. Sovacool, "The costs of failure: A preliminary assessment of major energy accidents, 1907–2007," <i>Energy Policy</i>, Vol. 36, Issue 5, May 2008, 1802–1820.@OWL</p>
Meeting 12. 31 Mar.	<p>Environment and Warfare Read Gold 187-238.</p> <p>R. Sen Gupta, S. P. Fondekar, and R. Alagarsamy, "State of Oil Pollution in the Northern Arabian Sea after the 1991 Gulf Oil Spill," <i>Marine Pollution Bulletin</i>, Volume 27, 1993, 85-91.@OWL</p>
Meeting 13. Quiz 7 April	<p>Fracking and 21st Century Environmental Crisis: Quiz Read Gold 239-310.</p> <p>Gramling, Robert, and William R. Freudenburg. "The Exxon Valdez oil spill in the context of US petroleum politics," <i>Organization & Environment</i>, Vol. 6, No. 3, 1992, 175-196.@OWL</p>

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Medical Issues:

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. This site provides links the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to [Mental Health@Western](mailto:MentalHealth@Western), <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca