

Cover Sheet: Request 11646

WOH3XXX Global Hist of Energy

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Nina Caputo ncaputo@ufl.edu
Created	4/24/2017 4:18:52 PM
Updated	11/27/2017 5:00:37 PM
Description of request	Examines several questions involving the relationship of human society to energy. The subject of this class is global in size and scope, meaning that we will cover a large swath of human history on several continents.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - History 011612000	Nina Caputo		4/24/2017
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Nina Caputo	. The CLAS Curriculum Committee asks for the following changes: (1) rewrite course description using catalog style (suggestion: Examination of several questions involving the relationship of human society to energy, covering a large swath of human history on several continents), (2) Rewrite course objectives using the frame "Students who successfully complete the course will be able to...", (3) Ask students to "silence" rather than "turn off" cell phones, (4) rework participation/attendance portion of grade. What does it mean to lower the 10% participation grade "by a full letter", or do you mean the overall grade? Does the penalty start with the fourth unexcused absence? How does attendance relate to participation? Please clarify. (5) fix formatting on grade calculation and grading scale, which are misaligned on the page.	9/25/2017
No document changes					
Department	Approved	CLAS - History 011612000	Nina Caputo		10/4/2017
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Nina Caputo		11/27/2017
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/27/2017
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 11646

Info

Request: WOH3XXX Global Hist of Energy

Description of request: Examines several questions involving the relationship of human society to energy. The subject of this class is global in size and scope, meaning that we will cover a large swath of human history on several continents.

Submitter: Nina Caputo ncaputo@ufl.edu

Created: 12/6/2017 4:08:16 PM

Form version: 4

Responses

Recommended PrefixWOH

Course Level 3

Number XXX

Category of Instruction Intermediate

Lab Code None

Course TitleGlobal History of Energy

Transcript TitleGlobal Hist of Energy

Degree TypeBaccalaureate

Delivery Method(s)4136On-Campus

Co-ListingNo

Effective Term Earliest Available

Effective YearEarliest Available

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

If variable, # min 3

If variable, # max3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description An examination of several questions involving the relationship of human society to energy. The subject of this class is global in size and scope, meaning that we will cover a large swath of human history on several continents.

Prerequisites 3 credits in AFH, or AMH, or ASH, or EUH, or HIS, or LAH OR WOH.

Co-requisites None.

Rationale and Placement in Curriculum This course adds an important dimension to our offerings in business history, history of science, and world history by providing students with a broad survey of how human society harnesses and deploys energy.

Course Objectives Students who successfully complete this course will be able to explain how the human demand for and consumption of energy around the world evolved from the preindustrial age to the present.

Students who successfully complete this course will be able to explain the relationship between political, economic, and social institutions and energy in settings ranging from Europe, Asia, North and South America, and Africa.

Students who successfully complete this course will also hone verbal and written arguments that use both primary and secondary sources in order to address complex historical questions regarding the interaction of humans and energy through time.

Course Textbook(s) and/or Other Assigned Reading Alfred W. Crosby, Children of the Sun: A History of Humanity's Unappeasable Appetite for Energy. New York: W. W. Norton, 2006. ISBN 0393931536

Rolf Peter Sieferle, The Subterranean Forest: Energy Systems and the Industrial Revolution.

Cambridge, UK: White Horse Press, 2001. ISBN 1874267537

Thomas G. Andrews, *Killing for Coal: America's Deadliest Labor War*. Cambridge, MA: Harvard University Press, 2010. ISBN 0674046919

Timothy Mitchell, *Carbon Democracy. Political Power in the Age of Oil*. New York: Verso, 2013. ISBN 1781681163

Toby Craig Jones, *Desert Kingdom: How Oil and Water Forged Modern Saudi Arabia*. Cambridge, MA: Harvard University Press, 2010. ISBN 0674049853 (hardcover)

Jonathan Fetter-Vorm, *Trinity: A Graphic History of the First Atomic Bomb*. New York: Hill and Wang, 2012. ISBN 0809093553

Weekly Schedule of Topics Week One: Course Introduction

January 6 Course Introduction

January 8 Why a Global History of Energy?

Section 1: Organic to Mineral Energy

Week Two: Origins

January 11 Measuring and Defining Energy

Readings: Crosby, *Children of the Sun*, pp. 1-6;

January 13 The Quest for Fire: Prehistoric Energy

Readings: Crosby, *Children of the Sun*, pp. 7-24; Siefert, *The Subterranean Forest*, pp. 1-14

January 15 Energy in Pre-Industrial Agriculture

Readings: Crosby, *Children of the Sun*, pp. 25-44; Siefert, *The Subterranean Forest*, pp. 14-46.

Week Three: Muscles and Calories

January 18 Martin Luther King Holiday—No Lecture

January 20 The Domestication of Animals

Readings: Crosby, *Children of the Sun*, pp. 45-58;

January 22 The Human Body and Energy

First Brief Assignment Due

Week Four: Organic Regimes in Crisis

January 25 The Origins of Coal in the United Kingdom

Readings: Siefert, *The Subterranean Forest*, pp. 78-133

January 27 Steam

Readings: Crosby, *Children of the Sun*, pp. 59-84

January 29 The First Energy Crisis in Western Europe

Readings: Siefert, *The Subterranean Forest*, pp. 138-176

Week Five: Energy Transitions I: Wood to Coal

February 1 Home Heating and Energy

Readings: Adams, "How Mineral Heat Came to American Cities," from *Home Fires: How Americans Kept Warm in the 19th Century*, pp. 39-64 (e-learning)

February 3 Coal and the Industrial Revolution

Readings: Andrews, *Killing for Coal*, pp. 1-86

February 5 Energy and Transport in the 19th Century

Second Brief Assignment Due

Week Six: The Hazards of the 19th Century Energy Economy

February 8 Leviathan: The Whale and Energy

Readings: Philbrick, "Knockdown" and "First Blood," In *The Heart of the Sea: The Tragedy of the Whaleship Essex*, pp. 28-61 (e-learning)

February 10 The Miner's World

Readings: Andrews, *Killing for Coal*, pp. 87-196

February 12 Energy Security: The Drive for Coal Mining Stations

Section 2: The Rise of Oil

Week Seven: King Coal

February 15 Power in the Coalfields

Readings: Andrews, *Killing for Coal*, pp. 197-291

February 17 First Major Exam
February 19 Horses in the Industrial City

Week Eight: Urban Energies
February 22 Banishing Night: Illumination
February 24 Smoky Cities, Humming Economies?
Readings: Mitchell, Carbon Democracy, pp. 12-42
February 26 Oil and Electricity Remake the City
Readings: Crosby, Children of the Sun, pp. 85-116.

Spring Break

Week Nine: Why Petroleum?
March 7 American Oil
Readings: Black, "Pitohole: Boomtowns and the 'Drawing Board City,' in Petrolia: The Landscape of America's First Oil Boom, pp. 140-171 (e-learning)
March 9 The Origins of the Prize
Readings: Mitchell, Carbon Democracy, pp. 43-143
March 11 Automobiles and the Demand for Petroleum
Readings: Wells, "Fueling the Boom," in Car Country: An Environmental History, pp. 173-199 (e-learning)
Third Brief Assignment Due

Week Ten: Oil Reshapes the Globe
March 14 Oil and War
March 16 Energy Flows in the Petroleum Age
Readings: Mitchell, Carbon Democracy, pp. 144-172
March 18 The Kingdom
Readings: Jones, Desert Kingdom, pp. 1-53

Week Eleven: The Resource Curse
March 21 Case Study: Iran
March 23 Case Study: Mexico
March 25 Case Study: Nigeria
Readings: Jones, Desert Kingdom, pp. 54-244

Section 3: Crisis in the Era of Energy Abundance

Week Twelve: Oil and Water
March 28 Icebergs in the Desert?
March 30 Second Major Exam
April 1 OPEC and the Cartelization of Oil

Week Thirteen: Finite Energy
April 4 The Energy Crisis of the 1970s
Readings: Mitchell, Carbon Democracy, pp. 173-200
April 6 Peak Oil and the "Dutch Disease"
Readings: Siefert, The Subterranean Forest, pp. 181-205
April 8 Energy and the Gulf War(s)
Readings: Mitchell, Carbon Democracy, pp. 200-254
Fourth Brief Assignment Due

Week Fourteen: Unhealthy Alternatives?
April 11 Hydroelectric Power in Canada, Egypt, and China
April 13 Atoms for Peace
Readings: Fetter-Vorm, Trinity (entire book)
April 15 The Rise (and Fall) of Nuclear Energy
Readings: Crosby, Children of the Sun, pp. 117-158

Week Fifteen: Looking Forward
April 18 Resource Curse II: Uranium and Hydroelectric Power in Africa?
Readings: Gabrielle Hecht, "Africa and the Nuclear World: Labor, Occupational Health, and the Transnational Production of Uranium," Comparative Studies in Society and History 51 (2009): 896-926

(e-learning)

April 20 The Future of Fossil Fuels: Methane Hydrate

Readings: Charles C. Mann, "What if We Never Run Out of Oil?" The Atlantic May 2013) (e-learning)
Fifth Brief Assignment Due

Final Exam Period: 12:30-2:30 p.m., Thursday 28 April 2016

Links and Policies Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drp/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Plagiarism will not be tolerated in this class, as it constitutes intellectual theft and academic dishonesty. If you turn in the work of others and try to pass it off as your own, you will fail that assignment and risk expulsion from the University of Florida. I will give you the guidelines, expectations, and other information regarding the written work in this course, so you really have no reason to cheat. I take these matters very seriously and will prosecute vigorously if provoked. Any possible rewards derived from plagiarism simply don't justify the risk! All students must conform to UF's honesty policy regarding cheating, plagiarism, and the use of copyrighted materials, which you can find at <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>.

Your major assignments will be monitored with the Turnitin Anti-Plagiarism Service, so please keep in mind that cheating on the assignments in this course will be much more difficult than actually doing the work.

Regular attendance in this course is not optional, but mandatory. After two (2) unexcused absences, any additional unexcused absences will result in a reduction of the attendance grade by 10 points per class. More than nine (9) absences will result in a failing grade for the course. Please be respectful to your fellow students by silencing cell phones and tablets, arriving on time, and please avoid making excessive noise. You may use a computer to take notes, but any distracting web surfing, game playing, texting or other behavior will not be tolerated. Students who do not abide by these simple rules of courtesy will be asked to leave.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Grading Scheme There will be five (5) brief essay assignments of roughly 500-750 words each, with the option of dropping the two (2) lowest grades. There will also be three (3) longer, mandatory essays of 1,500-2,000 word length due at the end of each major unit. All written work in this class will be evaluated with three major assessment tools in mind. First, the clarity and coherence of an argument made in the essay, with the clear use of supporting evidence will be required of all successful papers. Second, a logical and clear organization, in which the case study materials are marshaled in support of the essay's argument, is a necessary component of a successful paper. Finally, proper grammar, punctuation, citation methods, and other elements of clear writing are an important part of this evaluation. All evaluated materials will be returned with qualitative feedback from the instructor, as well as a quantitative grade, within two (2) weeks of being handed in for evaluation. Please contact the instructor to receive your final essay following the conclusion of the semester.

Your final grade will be calculated on the following basis:

First Essay Exam: 20%
Second Essay Exam: 25%
Brief Assignments: 20%
Attendance 10%
Final Essay Exam 25%

Grade Scale and (Value)

100-93=A (4.0)
92-90=A- (3.67)
89-87=B+ (3.33)
86-82=B (3.00)
81-80=B- (2.67)
79-76=C+ (2.33)
75-72=C (2.00)
71-69=C- (1.67)
68-66=D+ (1.33)
65-62=D (1.00)
61-60=D- (0.67)
59-0=E (0.00)

Instructor(s) Sean Adams