



HIST 5332  
Environmental History:  
Oil in the Modern Age  
Winter 2018/2019 VC01

Wayland Baptist University  
School of Behavioral and Social Sciences  
Virtual Campus

**WBU MISSION STATEMENT:**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

**COURSE TITLE, NUMBER, AND SECTION:**

HIST 5333 VC01 Oil in the Modern Age

**TERM:**

Winter 2018

**INSTRUCTOR:**

Doctor Jim Powell

**OFFICE PHONE NUMBER & WBU EMAIL ADDRESS:**

806-352-5207(WBU Amarillo Campus) by pre-set appointment since in the Virtual World, Adjunct Faculty have no "office." [james.powell@wayland.wbu.edu](mailto:james.powell@wayland.wbu.edu)

**OFFICE HOURS AND LOCATION:**

DR. Powell checks the Bb Course E-Mail daily and will respond to any E-mail within 48-72 hours. Phone calls are only accepted at pre-arranged appointments since these must be pre-arranged at the Amarillo WBU Campus at the convenience of the Professor, Student, and the Campus open hours. Other virtual contact means can also be arranged by appointment such as Virtual Chat or Skype which may be better suited for student and Professor whose time zones and work hours make synchronizing times difficult.

Preferred Email for Course Communication:

The Bb Course E-Mail Tab is located on the Left-Hand Menu/Toolbar

ALL Course related communication between Student and Professor MUST take place within the **Course Homepage E-mail TAB on the Left-Hand Toolbar within Blackboard**, NOT via the Hotmail system, because the standard Hotmail programs can/do filter out messages as Spam despite having a correct Heading or address. This could lead to a student's attempt to contact the Professor disappearing into the void. More importantly, the Blackboard Program contains the REQUIRED SafeAssign system through which all written assignments must be submitted, so always use it. It also keeps a permanent record of our conversations, thus protecting both the Professor and Student if there is any question. Finally, given the huge volume of e-mails that we all receive each day, and with the Filtering system used, it is highly likely that your effort to contact the Professor may never be seen, or not viewed until it is too late to help you with whatever

problem you wrote about in the first place. So please take this seriously and write only via the Course Homepage E-mail system on Bb to guarantee a response from the Professor.

Contact Time Frame:

Ordinarily, Doctor Powell will respond to any E-mail within 48-72 hours. If you need immediate assistance, or do not receive a response within 3 days, send a follow-up E-mail. Be sure to check your Course Homepage and its E-mail often for messages from the Professor. Please do check the Course Announcements TAB often as well.

**CLASS MEETING TIME AND LOCATION (NECESSARY LOG-ON AND MEETING TIMES):**

Students should purchase textbooks and receive them **prior** to the first day of class. In addition, students need to log-in, on or before, the first day of class through the [WBU Virtual Campus \(http://virtualcampus.wbu.edu/\)](http://virtualcampus.wbu.edu/). This process will activate their Account within Blackboard in preparation for the First Day of Class. This course is conducted completely online and does **NOT** require proctors for exams. All Quizzes and Assignments are submitted online through the course website. (See more details under "Attendance" requirements.)

Log-on and Meeting Times:

Students should purchase textbooks and receive them prior to the first day of class. In addition, students need to log-in to the Blackboard's Home Page on or before the first day of class through the [WBU Virtual Campus \(https://wbu.blackboard.com/webapps/login/\)](https://wbu.blackboard.com/webapps/login/) as noted above. (See more details under "Attendance" requirements.) Wayland Baptist University, like many across the nation, now requires "proof" that each student is actually participating regularly in every course in which they are enrolled. This mandate requires each Professor to use some type of regular communication method as evidence that students are indeed active on a weekly basis. The normal workload of the course will take care of most posts, since you will need to write me for approval about topics that you wish to submit, or anytime you have a question about preparing for Exams and so on. Using both the Research Paper and the Discussion Board, which appear only in Part II of the course, meets the new WBU course obligations to the best of my knowledge. Please feel free to write me with anything you need explained--or if you would like me to open a separate Discussion Board (no grading) that allows for you to ask/engage me or your colleagues regarding anything we are studying in this course. The two books by Daniel Yergin seem quite daunting when you see the size of them, but understand that the key to reading at this level is to break-down the effort into steps. Never try to read books like these as you would a novel. Instead, look at what is assigned for a period, then begin reading for an hour or so, using highlighters, making notes in the margins or on note cards, etc., then leave the material for some time. Take a break and focus on some other issue until you feel energized again, diving back into the reading when you are ready. Just as important is the skill of what we called "gutting" the book. This occurs **PRIOR** to reading the assignments, and you might consider doing it very early in the term. This process starts by looking at the chapter titles which are chosen for a reason and give you clues about what to watch for in the narrative. Once in the chapter, look for the paragraph headers which are also like roadmaps and help you to know what you are looking for in the reading. Never skip the captions for photos or maps since they are often filled with clues about the topic. Make notes at the top/bottom of a page summarizing the key players or themes---so later when you are in a hurry and need to skim through quickly you have those shortcuts to help you. Think "Big Picture" or "Context" when reading works like these and it will make the break-down much easier. Here is one chapter from *The Prize* that serves as an example to follow:

Chapter 8; The Fateful Plunge immediately tells you that a key moment in the story of oil has arrived, so begin with that in your mind as you skim through the pages, reading only the paragraph headings. One header tells you about the "God-father of Oil" while the next two are essential in understanding how oil burst onto the global stage. "Made in Germany" discusses the rise of the new type of oil-fired warship, followed by "Enter Churchill" who as First Lord of the Admiralty in Great Britain makes vital decisions in conjunction with Admiral Fisher that literally backs Great Britain into a corner by ordering the construction of oil-fired ships, which means the nation that has no oil wells (oops) now must act decisively in the Middle East to secure a constant supply of petroleum in order to keep pace with the newest naval threat they faced---Germany. So right there, in just a

few pages you already know most of the story---the rise of a naval challenger (Germany) to Great Britain (once the supreme naval power)--and how that danger was addressed by the actions of two men (Churchill and Fisher). By the time you get to the middle of that chapter you are seeing headers about the Royal Dutch Shell Company and Anglo-Persia oil, both of which are part of the larger context of Yergin's story of how modern oil came to be what he called "The Prize." See how that works? Then, once you have the basic theme in your mind return and skim read each paragraph using a highlighter to note key names or events that shaped the larger canvas that Yergin was trying to get you to see. Note how the last header is named "A Victory for Oil" which tells you what must have occurred during the earlier reading. This book will end with *Operation Desert Storm* and the close of the 20th Century's battle for supremacy over oil supplies for national security. Next is Yergin's sequel book, *The Quest* which carries the story from the late 1990s to the present-day and you should use the same technique with that work. But keep in mind that the United States and many in the Western world do not want to continue this dependence on oil from a region where both religious and cultural clashes remain constants. So, the focus of our class moves to, *The Boom*, which describes the attempt by an unusual oilman from Houston who read about an obscure technique for getting oil from what some believed were depleted wells or those deemed not cost-effective. It was known as Hydraulic Fracturing, and so little was known about it, that the only mention most could find was a footnote in a 1990s era textbook used in the geology department at Texas A & M University. Imagine that---just 30-years ago there was virtually no "fracking" as it came to be called occurring anywhere in the USA, and it is now the primary source of petroleum and natural gas in the nation. So, when we move to this book at the end of the term, it should be clear what the focus will be---especially since there are really only two men (one from Houston and the money guy from Oklahoma City) involved in the beginning. Today so-called "fracking" wells are about the only ones you see in the USA. But, look at the cost both financially and environmentally which will be what we use for the Discussion portion of the course when we get there. I hope this helps relief any fear the size of the reading may have provoked. It really is not that hard to skim these huge works and see the key people and themes.

#### **CATALOG DESCRIPTION:**

Examination of environmentalism, conservation, and related issues; may be repeated for credit when the topic changes.

#### **COURSE DESCRIPTION:**

This course will explore the rise of oil from its transition into a fuel to drive warships on the eve of World War I, and how nations (for national security reasons), and later multi-national corporations (for profit) battled to control oil rich areas of the planet leading to a backlash against the use of carbon-based fuels and their potential environmental harm, from destruction of the ozone layer, to earthquakes, polluted water, human diseases, and the constant danger of yet more conflicts between those who have petroleum and those who are determined not be denied it's uses. The final section of the class addresses Hydraulic Fracturing mainly here in the United States, along with the issues of so-called renewable energy sources such as the giant wind farms many of us are familiar with, to other schemes that might replace oil in driving mankind's energy needs. Behind it all, of course, is also the enormous complications of another transition in the primary energy source---which is where we begin the course---and will end with where mankind may go next. Those very same difficulties facing Industrial countries in the last part of the 19th Century now confront them again in the early 21st Century. The foundation of this course is built upon the understanding of how petroleum shifted from an odd curiosity and patent medicine ingredient, to the "Black Gold" fueling the rise of modernity, superpowers, and now what to do about petroleum's declining significance due to shortages and increasing challenges from alternative sources of energy.

Relying heavily upon the work of the most respected scholar in this field, Dr. Daniel Yergin, we will investigate major elements of oil, from its impact on business and wealth creation, to how it became the cornerstone of the Second Industrial Revolution, prompted the so-called "Scramble for Empire in the late-19th Century and thus triggered two World Wars, which then shaped the larger context of the Cold War as the Super Powers struggled to guarantee themselves reliable supplies of what came to be known as "The Prize." The pursuit of that prize lead directly to the rise of Islamic nationalism and non-state actors such as OPEC, the Muslim Brotherhood, al Qaeda and now ISIS as the Cold War faded into history and yet a new conflict over energy is

explored in Yergin's, *The Quest* while the demand for less dependence upon overseas sources of petroleum led to a gamble on something known as Hydraulic Fracturing as we read about in *The Boom*, and the course end with discussions about cleaner energy sources from wind to solar and beyond.

This is perhaps the most important issue of modern times and the need to understand why it came to be so vital and what the consequences are--and may be--justifies an in-depth exploration into this subject. I will guide you in how to use reading techniques that can ease the workload and help prepare you for the major assignments that comprise your course grade. In the end, however, it is your own willingness to read and then ask me questions or stimulate discussions with your classmates that will make the course easier to manage and I will be here with you each step of the way as we examine this complex issue.

**PREREQUISITE:**

There are no prerequisites for this course.

**REQUIRED TEXTBOOKS:**

Gold, Russell. *The Boom: How Fracking Ignited the American Energy Revolution and Changed the World*, 2015, Simon & Schuster. ISBN: 9781451692297

Yergin, Daniel. *The Prize: The Epic Quest for Oil, Money & Power*, 2008, 2<sup>nd</sup> ed., Free Press. ISBN: 9781439110126.

Yergin, Daniel. *The Quest: The Energy, Security & the Remaking of the Modern World*, 2012, Penguin Books. ISBN: 9780143121947.

**STRONGLY SUGGESTED TEXTBOOK:**

Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8<sup>th</sup> edition, University of Chicago Press: 2013. ISBN: 9780226816388

Where to Purchase Textbooks:

Students are STRONGLY encouraged to purchase the textbooks from WBU Virtual campus where the books are in stock. Internet bookstores and other places may claim have these books but they are often on backorder which can cause a significant delay of up to 3-4 weeks. This delay is unacceptable in a University using the quarter system because it places students too far behind to realistically keep up in the class.

**COURSE OUTCOME COMPETENCIES:**

Upon completion of this course, students will be able to demonstrate an understanding of:

- the impact geographical factors have on shaping political, social, economic, religious and intellectual history and events
- Changing concepts of the natural environment and common critiques of man's interaction with nature
- Major developers of environmental philosophy
- Important legislation affecting the environment
- Major environmental catastrophes
- Cultural diffusion

**WBU VIRTUAL CAMPUS ATTENDANCE POLICY:**

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor.

Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

#### Participation:

Students need to log into the Course Homepage regularly, at minimum of every 24-hours and check the Announcements Page for updates or alterations. This requirement is based upon the student's need to be informed on many issues that arise, including changes in their course, any WBU announcement posted for the entire class, and in order to stay in contact with their Professor, who may feel that important information is not being understood by the students enrolled in the Virtual Campus, or WBU. Experience has demonstrated the important role played by the Professor’s postings in assisting students in successfully completing the class. So, remember to check the Homepage regularly.

It is the responsibility of each student to keep track of their assignments. Students must have daily access to a computer and a reliable Internet connection to enroll in, and to succeed in this course. Technical problems with a Student’s computer or Internet provider are not valid excuses to miss Assignments, Exams, or other Due Dates. Students should plan ahead to have access to a back-up computer at a family member's home, friend's location, local school, or local city library. If a technical problem does occur, students should immediately send an e-mail to the Virtual Campus Help Desk, where specialists in this technology can provide assistance. You must also send a note to your Professor via the Course Homepage explaining the difficulty and the Date, Time and Steps taken to solve the issue. Should the problem not be addressed by the Help Desk, they will provide the Professor with a detailed report of ALL actions taken and the Professor will then decide if the Student can be allowed to complete the work in another fashion. If you cannot use e-mail, telephone your Professor as a last resort to explain the problem. Remember, however, that this is an Online course, and traditional telephone messages are not an option. I have no office---no telephone allowance---and have students scattered across the globe. But I do check the Course Homepage for your E-Mails to me several times each day. Expect an E-Mail response back from me within 24-hours unless something major has occurred in my life.

**NOTE:** Contact the Professor immediately if you have a family emergency such as an unexpected major illness or family death, are on Active Duty serving in a war zone and must be offline temporarily or have any other justifiable reason why you are unable to meet the Due Dates. However, change of military assignments or TDYs, changing work schedules, or other occurrences caused by a busy life are not acceptable excuses for missing the assignments. Plan ahead.

#### **STATEMENT ON PLAGIARISM AND ACADEMIC DISHONESTY:**

Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported, and second offenses will result in suspension from the university.

#### **INSTRUCTOR’S POLICY ON ACADEMIC DISHONESTY:**

Occasionally a few students will attempt to cheat or plagiarize. Students caught will receive a grade of F (0 points) for that assignment. Additionally, such students may receive a grade of F for the Course and may be suspended from the College (penalties which become a permanent part of a penalized student’s record and cannot be eliminated by the repeat-option). If you are unsure about the definition of plagiarism, see the links available to Students or visit with your Professor.

Plagiarism includes, but is not limited to:

- downloading a free or purchased paper that is used for any purpose at all
- copying an article from the web or electronic database
- translating a foreign web article into English
- copy a paper from a local source
- cobbling -- cutting and pasting to create a paper from several sources (including web sites) even if properly cited
- excessive quoting (more than 20% even if properly cited)
- quoting less than all the words from a quote---there is a way to legally use part of a sentence or paragraph and if you need that information then just ask me and I will gladly demonstrate the process
- changing some words but copying whole phrases
- paraphrasing without attribution
- summarizing without attribution
- faking a citation
- recycling your own work from a previous or current course, or another student's work even with their permission.

Review the WBU Plagiarism Policy and Plagiarism Handout located on the "Course Information" TAB on the Course Webpage.

#### Choosing Good Sources for Historical Research:

Students often search for additional information about historical events to supplement their understanding of the material in preparation for essays, discussions, and even quizzes. To correctly interpret historical issues, students must have accurate knowledge of the facts. Students can also consult secondary sources such as the work of other historians. Students are, however, STRONGLY cautioned to choose these extra sources, particularly internet sites, with care. Websites, such as Wikipedia, Yahoo, Encyclopedias, Dictionaries or even general websites like History.com DO NOT necessarily contain reliable facts, documentation, or interpretations, and therefore, should not be used in a college course. Websites like Wikipedia even post disclaimers informing users that their material may or may not be valid

(<http://en.wikipedia.org/wiki/Wikipedia:Disclaimers>). Students should, instead, choose sources from the WBU Virtual Library such as a History Cooperative, JSTOR, or other refereed journals. For websites, learners should select sites where the author can be identified as a scholar, historian, or other knowledgeable person. Such examples would include websites ending in .edu or .org. Websites helpful to students in this course already examined by the professor are available via the "Web Resources" link through the course. This is Graduate School, so **Use of Wikipedia, Yahoo, any type of Encyclopedias or Dictionaries, general History websites (like History.com) or other such websites mentioned above will incur point deductions if used. Once again, using as "sources" such non-academic web sites like Wikipedia, Yahoo, Encyclopedias, Dictionaries, or even general History websites (like History.com) among others with similar designs and intent will result in a reduction in points appropriate to the infraction on submitted the Assignment. Use solid academic sources, and if in doubt, ask the Professor to be certain that you avoid penalties.**

#### **DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

#### **COURSE REQUIREMENTS & GRADING CRITERIA**

##### Student Assignments:

The course is based on reading from the books listed in the required textbook section as well as any readings either provided by DR J or selected by the student for their Multimedia submission.

The Mid-Term Exam and the Last Exam--are each worth 25% of a student's grade--being split into two sections, with Part I of an Exam comprising two Short Answer questions, scored at 25% each and normally answered with roughly 500-words or so for each topic. These are followed by a single Essay, worth 50% and designed as an open-ended chance for the student to reveal what they have learned about the subject of the question and may be as long as time allows. The Mid-Term will rely upon the material found in the First Block of reading listed on the "Course Schedule" while the Last Exam obviously comes from Part II of the assigned material as we shift from the pre-1991 era to what followed Operation Desert Storm, including the rise of Russian, the emergence of al Qaeda, the September 11 attacks and the conflicts across the Middle East as a group known as ISIS seeks to create a modern Caliphate to rule the planet. There are peripheral battles in Southern Russia (the former Soviet states) with its devoutly Muslim populations who sit upon petroleum rich areas of the former Soviet Republics. The need to build lengthy pipeline to move petroleum products to energy starved Europe also play a role, as does the political ambitions of Russian President Putin whose career in the KGB ended with the collapse of the USSR, but who now seeks to re-establish that once great Superpower as a major player on the global stage. Oil is at the heart of his methods. Closing our examination is the rise of both Hydraulic Fracturing and the renewable energy industries, which are not only technically challenging but also politically volatile. The Third part of a student's average will involve a Research Paper roughly 1,500 words in-length (6-8 pages of text)--and worth 30% of the course average. Students may select the topic for their Research submission from any portion of our study, but it **MUST** be pre-approved by DR Powell. The reason for this is to help assure me sufficient resources exist for a Graduate-Level assignment like this, since in general---but not always, Professors are more familiar with the current scholarship on subject in their field and can make life much easier by approving a subject that has such support available while guiding students to it. The rule-of-thumb for all Graduate-level work is to use rely upon roughly 1/3rd of your sources from Primary documents etc. while the remaining 2/3rds will come from the best Secondary material available, and these may blend maps, images or whatever into the research to enhance the presentation. The use of the usual formal scholarly formats, such as the Cover Sheet, a Thesis Statement, footnotes or endnotes in the Turabian style, and a Conclusion along with an Annotated Bibliography are required. If any student has not taken the Historical Methods courses and are unsure of how to find research material, cite in the Turabian form, or faces any other challenge they are unfamiliar with then please do not hesitate to write me using the Course E-Mail tool so that I can help you. The last 20% of a Candidate's grade comes from the previously mentioned **Discussion Post** which is now mandated by the WBU Attendance Policy defined above and is available via an in-course link. Remember, these posts must be done in the same writing style as any work---including the use of the Turabian form. The foundation for this assignment will be Russell Gold's, *The Boom* and will deal with the controversial issue of Hydraulic Fracturing or other similar issues. All submitted material EXCEPT the **Discussion Posts** must be submitted via the infamous SafeAssign Tool.

Whatever Research topic a student chooses and gets approved, it should include a Cover Sheet which lists the Course Title and Number, the Title of the Paper, my Title and Name (i.e., Dr. Jim Powell---not the nickname DR J we use for everyday contact), your Title and Name (i.e., I often have serving military personnel or faculty from other Departments or even other Universities who are earning, a second graduate degree so the use of a Title is appropriate for them) and the Due Date of the assignments--even if you send it in early. After gaining my approval for your Research Paper, you should begin the assignment by defining the exact Theme of your project using a Thesis Statement, then dig out relevant sources and documents, compile a Bibliography (which you will later Annotate prior to submission) and eloquently develop your argument in narrative form supported with footnote/endnotes cited using the Turabian format, and then summarize your argument in the Conclusion. You must also include an **Annotated Bibliography** for the Paper and attach it to your submission. PLEASE Be Careful and DO NOT send these as separate documents (i.e., a Cover Sheet and then your Narrative Paper, and finally the Annotated Bib.)--- since it ALL needs to come as one complete package through the SafeAssign Tool. Examples of what an Annotated Bibliography should look like are found under the Course Content TAB, on the left-hand toolbar. Remember, that in History **All** work must be cited using the Turabian style, which is based upon the more in-depth *Chicago Manual of Style*. The reason for this requirement is that over a century ago the major Professional organizations for Historians such as the American Historical Association (AHA) and the Organization of American Historians (OAH) selected the Chicago Manual format as the most useful for scholars and history still



uses it or the more accessible Turabian version today. So, if you intend on remaining in the historical profession and to get published you should master it as soon as possible. Kate Turabian, by the way, was the Graduate Secretary for the University of Chicago History Department for several decades and chose to create a less complicated manual for use by graduate students but it incorporates all the major features of the Chicago Manual without the excess verbiage and is the one preferred by scholars everywhere. Thank you, Kate, we all appreciate your effort.

Please remember that according to WBU rules---all Assignments and Exams **MUST** be submitted and checked by SafeAssign for plagiarism. **This course requires a SafeAssign score of 20% or less for any Assignment.** A rating of 40% or greater means blatant plagiarism since students relied upon someone else for almost one-half of their work. **BE FOREWARNED!!!** The current version of SafeAssign will only accept .doc, .docx, .ppt, .pptx, .odt, .txt, .rtf, .pdf, .html file formats and generally in sizes of 10 MB or less. **ANOTHER CAUTION!!!** The SafeAssign Link allows only **ONE upload attempt, so your Exam should be ONE complete document (including the Cover Sheet, the Exam, your Footnotes and the separate Bibliography. So Please be sure that you are uploading the correct version that you want me to grade using the SafeAssign Link!** Students needing assistance saving or uploading their Exam on the SafeAssign Links should contact the Help Desk **PRIOR** to making their **ONE** attempt with the provided link on the left-hand menu on the Course Webpage.

Now just an FYI here---it is very common for your SafeAssign score to read abnormally high due to the program flagging your sources as Plagiarism. It would show each book or web site you use as being Plagiarized when it was obviously not---so if you know what you did was not plagiarized and yet you get a score in the 40s or 50s the odds are it is due to your sources being flagged---and trust me I carefully check each person's work to assure the SafeAssign score is accurately reflecting something that is true plagiarism and not just a "flaw" in the program. Do not worry about such high scores when you know that you did not cheat. Anyone needing assistance in saving or uploading their Assignments into the SafeAssign Link should contact the Help Desk **PRIOR** to making their **ONE** attempt with the provided link on the left-hand menu on the Course Webpage.

**NOTE:** Students are responsible for ensuring that all Assignments including the Research Paper, and Exams upload correctly in whatever is the appropriate format chosen---with (Cover Sheet, Quiz, & Bibliography as ONE complete document). **REMEMBER**, once you hit that "Submit" button to upload and send your Exam or Research Paper, there is no going back -- so please, please double-check yourself and be certain you have selected the correct file and are using one of the accepted formats! Any Submission which cannot be scanned by SafeAssign or opened by SafeAssign and/or Bb will NOT be accepted for a grade since this is a Virtual course and I cannot grade anything not on the computer and in Blackboard according to University rules.

<b>Penalties Applied to Assignments (Based on a 100-point Grade)</b>	
<b>Project/Quiz Not Submitted on SafeAssign Link</b>	<b>Will Not be accepted for grading.</b>
<b>For Late Submissions on the Research Paper---every 24 hours Past the Due Date</b>	<b>A letter Grade Deduction (Usually 10 Points)</b>
The Following is Assuming a True Case of Plagiarism	
<b>SafeAssign Plagiarism Score of 21-40%</b>	<b>A 2-letter Grade Deduction (Usually 20 Points)</b>
<b>SafeAssign Plagiarism Score of 41% or more.</b>	<b>Will not be Accepted ZERO</b>

The **Discussion Boards** should be viewed as a chance for everyone to engage with me and your fellow students regarding not only key topics we are exploring in the course, but also to help each other with research, to debate the issues being raised by the readings and any current events. Students will need to use citations in they **MUST**



be in the Turabian style and should include the usual elements of Cover Sheet and footnotes, but an Annotated Bibliography is NOT necessary---just a standard one that lists all sources which helped you understand the subject is fine. Think of this requirement as a reflection of the old adage that we all "fight like we train" and the more often you do something the better you are at it. When I was in Grad School we had regular backyard BBQ meetings or indoor parties (Lexington gets 50+ inches of rain each year---so---indoors was always a backup) that allowed the spouses to share their woes with others who felt like Grad School widows/widowers too, while those in the Program spent hours debating/arguing topics, scholars, books, interpretations and so on. Think of the Discussion Board as a similar experience--but one held in the Virtual World. I will share as much as you want me to, and you may feel free to express anything that is on your mind just as we did in the traditional Grad School environment. The rule is, however, that we are not on a Talk Radio show---where everyone has an opinion. Instead this is scholarly work that must be supported by use of sources and citations that help "prove" your theme or argument. Your Long Answer post grade will be combined with your TWO (2) "Commentaries" regarding two of your classmate's Long Answer Post for a total of 20% or roughly 15% for your Long Post and 5% for the Commentary--but these numbers are not exact. The location for each of the three (3) Discussion posts and where you should make your entries is the "**Discussion Board**" **TAB** in the left-hand menu of the Course Webpage.

### Additional Course Requirements:

- **Skipping is a self-inflicted punishment.** Exams and Due Dates missed may NOT be made up and will result in a zero (0) for the assignment. All written assignments must be turned in on time. Any and all late assignments will be penalized a full letter grade for each 24-hour period they are past due.
- **Computer failures are not excused.** There is a broad window in which you may choose to take your two Tests, but students suffering any technology failure not caused by either Wayland Baptist University or by a system-wide crash such as found in a thunderstorm are not excused---so have a backup site in the event you suffer such a failure---and hit the "Save" button every few minutes while doing your work to be able to salvage most of it in case of disaster. Think of us "old codgers" who had early model computers---and no kidding I kept my physical documents in our Dryer while traveling to try to save them in case of a storm or fire. But way back then---these documents were hard to get---and cost 0.25 cents per page---and I had literally over one-thousand pages of material that are still kept in plastic containers in my attic. So please be sure you continually back-up your assignments, whether it is one of the Exams or your Paper as you work, so that if a failure occurs you can take a Flash-Drive or whatever with you to your fallback site. Remember, too that the two Exams and the Research Paper must be submitted electronically through the SafeAssign tool per WBU regulations.
- **Student Responsibilities and Conduct:** "The work you will do in this course is subject to the Student Honor Code. The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Wayland Baptist University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements." The full text of the Student Code of Honor can be found at [http://www.wbu.edu/student\\_life/student\\_handbook/](http://www.wbu.edu/student_life/student_handbook/). All violations of this code will be punished with all the severity permitted by the Code of Student Rights and Responsibilities. Students caught cheating or plagiarizing will be at the very least failed for the entire course.
- Students **MUST** submit all Assignments electronically through the SafeAssign link per the Instructions on the Course Website and no Assignment will be accepted in any other form as mandated by University and Course Syllabus rules.

### **GRADING CRITERIA:**

Your success in this or any Graduate class depends largely on your involvement with both the material and Doctor Powell. It is especially imperative that you turn in all assignments on time since the "All-Seeing" computer reports the exact time to the second that any posting is made. Late submissions of any assignment will result in a reduction of one letter grade for every 24-hour period they are Past Due. This is motivational, not punitive, because your research material is being built layer upon layer and in order to fully evaluate your work, sufficient time needs to be granted for your work to be read and assessed. Here is the basic outline of assignments as they will be submitted:

Midterm (Exam 1)	25%
Last Exam (Exam 2)	25%
Research Paper	30%
Participation (Discussion Board)	20%

Graded assignments will be assessed as follows:

- The quality of your tests will be evaluated by your ability to answer questions critically by formulating an argument and supporting it with all the necessary evidence. It is also imperative to explain the historical significance of your subject--or to put it another way--for you to place your answer in Context. Just listing "facts" strung together without any Theme/Context is not "history" and you must learn that one key element that separates us from, say journalists, is that they do not normally place facts in a long-term context that explains why something happened or why a decision was made, or not made, and so on. But that is exactly what historical scholars do each time we write and is the essence of our profession. We take the raw data, in the form of documents, memoirs, books about something or someone, and then we place them together in such a way that the reader will comprehend the role of people, why an event occurred and so on.
- The papers will be graded according to the quality of the writing, the richness and depth of analysis (context) and of the sources used. The rule-of-thumb in Graduate work is to have 1/3rd of your sources be Primary and the rest Secondary. The formulation of a clear Thesis that is supported with all the necessary evidence is at the heart of historical scholarship and these skills are being honed in these papers.
- The quality of your Annotated Bibliographies will be measured by their overall accuracy, the breadth and depth of your analysis of the sources, and your ability to conform to the Chicago/Turabian Style. Take your assessments of each source seriously---I do---and others will as well.

#### **THE UNIVERSITY HAS A STANDARD GRADE SCALE:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a Micro-Term to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the "I" will be converted to an F.

#### **STUDENT GRADE APPEALS:**

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

#### **COURSE SCHEDULE (See Details Below):**

Weeks 1-4 will cover the rise of the Petroleum Industry from the late 1800s through Operation Desert Storm. The key themes are the technological breakthroughs that made oil king---followed by other new technologies in naval power, along with the emergence of major challengers to the once mighty British Empire whose Royal

Navy ruled the waves. Pay special attention to the key individuals involved in each step, along with the events that transpired because of oil. The two World Wars, followed by the Cold War, and the anti-colonial movements of the post-WWII era combined with America's reliance upon imported oil changed the landscape by the later-half of the 20th Century, so keep the "big-picture" in-mind as you read and prepare for the Mid-Term and your choice of topic for the Research Paper. You may, of course, select a subject from Part II for your Research Paper if you prefer so look ahead at those readings when contemplating that assignment.

Daniel Yergin's sequel, *The Quest* will be the foundation for much of Part II of the course (weeks 5-10), leading us from the post Desert Storm period into the early 21st Century with the re-emergence of Russia under the former KGB agent Vladimir Putin, the horror of the 9/11 attacks, the rise of post al Qaeda groups like ISIS whose intent is the establishment of a modern Caliphate and the destruction of the Western societies that are so dependent on petroleum. To complement Yergin's sweeping study is Russell Gold's, *The Boom* which explores the birth of the Hydraulic Fracturing industry within the larger search for and production of petroleum. His work reveals how so-called "fracking" reinvigorated American domestic oil drilling and production, but also created serious environmental and political clashes that have yet to be solved. Alongside the rise of "fracking" there is the renewable energy movement such as the vast wind generator "farms" that sprawl over huge areas of the Western USA, and even off-shore and the interest in a variety of alternative renewable energy sources that will test the best minds in Universities everywhere. *The Boom* will serve as the primary basis for the Discussion Board submissions that---along with our Last Exam close out the class. Each student will write/post a Long Answer to a question posed by DR J, and then post two much shorter "Commentaries" regarding the Long Posts made by two of their classmates on the Discussion Board. These submissions can include YouTube links to news stories that will enhance the experience, which I will point you toward when the time comes. I want to be clear that an assignment of this type is required by WBU, and I opted to approach it in this manner. I will pose some options regarding topics for that assignment as we get closer to the end of the term. Exams and other Assignment Dates are listed in detail on the **Course Schedule** below.

#### **ADDITIONAL INFORMATION:**

##### Etiquette:

The study of history is important and deserves respect from both the Professor and from Students. Everyone has an obligation to cultivate an environment for learning that enhances the ability to pursue the shared interest in history. Respect for one another and for the ideas and values of others are essential for a strong environment for learning history. Respectful students bring a strong work ethic to the course. They are expected to log-on to the class regularly, be prepared for class, and be attentive to discussions and online chats. A shared respect for one another is essential to the academic integrity and a comfortable learning environment. Everyone must do their part to maintain an environment of openness and civility that encourages and honors the intellectual achievement. If you need to review the standard Net Etiquette rules, see the [Netiquette Rules](#) for more information.

Go to the Course Webpage on WBU Virtual Campus and select the "Course Information" TAB:

--Print out and keep a copy of the Course Syllabus for the Quarter handy.

--Print out the Course Schedule on the "Course Schedule" TAB and post somewhere prominent.

--Review and be familiar with ALL Course Policies located including the SafeAssign, Wikipedia and Plagiarism Handouts.

**\*\*Changes or adjustments in Course Material, Course Schedule, or other parts of this Course Syllabus may be made during the semester if circumstances warrant.**

##### Teaching & Learning Strategy:

The class is approached as an on-line instruction tool to learn about the oil, "The Prize," in the modern world. The course is designed to be completed during a regular 11-week quarter. A student should expect to schedule, on average, approximately 10-15 hours per week to accomplish the assignments required in this

course and reading material of 150-200 pages per week. It is recommended for the student to block out time in your day planner three times a week for completing reading, reviewing Internet sources, and course work, just as you would do if you were on campus. Remember, it is Graduate School, and without a face-to-face environment, you shoulder a heavier burden. But, I am always here to help.

This course stresses interaction between the students emphasizing their ability to teach themselves in a form known as the Socratic Method. The class is designed with textbook readings and supportive readings and primary documents on Internet sites to support the historical material. Students should view and/or print off the class syllabus and calendar regularly to keep track of assignments. In addition, students should regularly check their course e-mail for notices about any changes in the course or content materials. Participation in this course is crucial to success.

Since this course is offered as an online class, individualized learning is the key. Your ability to read the assigned material and learn on your own to identify major theses and link material together into a comprehensive understanding of oil, "The Prize," in the global context is crucial. Doctor Powell is available by email, and chat room to discuss in-depth any material you do not understand or struggle with, but the burden of learning falls primarily upon the individual student.

#### Copyright of Course:

Courses and course presentations/materials shall not be reproduced, distributed, re-used, or revised without prior knowledge and consent of the professor. Copyright of courses and course presentations are owned by the professor just as in the case of traditional course materials such as books or articles.

#### Exams:

No proctor is necessary as all Exams are completed Online. Tests are scheduled on the calendar to begin at 1200/12:00 p.m. Noon on the date listed (usually Friday) and ending at 2355/11:55 p.m. Midnight (usually Monday) per the calendar. Some general thoughts on taking these Online Exams are in order. First, read the Instructions carefully. I have had students who overlooked the requirement to submit TWO (2) Short Answer responses on the Exams and thus damaged their grade. Next, you must treat this as if it was being taken in a classroom setting, with no outside support being used. I do not mind if you refer to the textbooks or any of your notes or research but avoid trying to "look-up" the answers and especially steer clear of plagiarizing what you are reading from the books as you take an exam. That is really easy to do, so take your time, think through the question, glance at anything you need to refresh in your memory, and then calmly sit down and type a response that addresses each item that is mentioned in the original question. Let the questions guide your answers is another way to think of it. NEVER, try to take an Exam if Thunderstorms/Snowstorms are in the area or if you are expecting company or might have any other distraction enter into the "quiet zone" you have set up for this Exam. For your own sake, I would not answer your door, turn off all telephones, banish your spouse, children or significant others while testing, and focus entirely upon the Exam so that you will submit your best work. Do not---as a certain Professor did a few years ago while working on the computer in another room---and leave the Television on nearby broadcasting a certain NCAA Basketball Championship Final Four game in which his alma-mater, and former employer were playing!! To say that this unnamed Professor was constantly distracted is an understatement and his team lost to a team from a place where they make Cheese anyway! Focus is the key.

Students **MUST** submit ALL Assignments and Quizzes electronically per the appropriate Instructions on the Course Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

#### **COURSE SCHEDULE:**

# HIST 5332 -- Course Schedule -- Winter 2018

**Assignments/Quizzes:** Unless otherwise noted, all assignments are due before 2355 or 11:55 p.m. (just prior to Midnight) Central Time (CT) on the final date listed. All dates refer to the 2018/2019 Calendar Year and all Times refer to the appropriate seasonal CT (Central Time).

**Discussion Board:** Unless otherwise noted, all discussions are due before 11:55 p.m. (just prior to Midnight) Central Time (CT) on the date listed. For rules governing late postings, see the Discussion Rules and/or FAQs.

**Writing Assignment:** Writing Assignments (including Exams) MUST be submitted via the SafeAssign link ONLY and will not be accepted in any other form as mandated by University rules. The SafeAssign Link allows only ONE upload attempt, so your Project should be ONE complete document (Cover Slide, Body & Bibliography Slides) and ensure you are uploading the correct version! **REMEMBER**, once you hit that "submit" button for the final time to upload and send your Essay, there is no going back -- so please, please double-check yourself and be certain you have selected the correct file! SafeAssign accepts the following types of files: Acceptable File Formats: .zip, .doc, .docx, .ppt, .pptx, .odt, .txt, .pdf, .rtf and .html. Students are responsible for ensuring that their Project uploads correctly without a virus, in an accepted format that can open in Bb to receive a grade. Any Project submission which cannot be scanned or opened Bb will NOT be accepted for a grade.

**NOTE:** Students **MUST** submit all Assignments and Graded Quizzes electronically per the appropriate Instructions on the Course Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

**Computer Problems and Assignments:** Students must have regular access to a computer and a reliable Internet connection to enroll in this course. I repeat, these are minimum requirements for all students in every Online course. Technical problems are not an excuse to miss a posted Quiz or other Due Date. Students should plan ahead to have all work submitted earlier than the last Due Date in the event of a computer malfunction. Students should then have access to a back-up computer at a family member's home, friend's location, local school, or local city library so they may still meet all assignment dates. This is one of the trade-offs for the convenience of a Virtual class. When technical problems occur, students need to send an e-mail to the Help Desk explaining the difficulty and copy the Professor as well--but understand that Professors are not computer experts and do not have access to the Programs or Servers to repair any technical problems that may arise. Any message to me about a technical crisis is for Information Purposes only and not for me to attempt any repair. If you cannot use e-mail, call the Help Line and not your Professor to explain the difficulty.

Date	Week	Reading Assignments	Quiz(zes)	Discussion Assignments	Writing Assignments
11/12/18	Week 1 (Introduction/General Information)	Purchase Book. Familiarize yourself with the Course Syllabus, Course Policies, "Course Information" TAB, and other areas of the Course Web Page. Begin Reading Immediately.	Graded Quizzes will be made Available on the "Assignments" TAB	Information on Discussions are found on the Course Syllabus.  Locate Questions & Post Entries on the "Discussion Forum" TAB	Information on Assignments are found on the Course Syllabus. Turabian and Writing Assistance is found on the "Course Content" TAB.
11/12	Week 1	<i>The Prize</i> ; All <b>NOTE--do not be intimidated by the amount of reading. Dr.</b>		Introduction Discussion Due SUNDAY 18 November	

	<p>Specific weekly reading assignments have been discarded in favor of allowing Graduate-level students the freedom to read at their own pace. The main issue is to read so that you have enough time prior to the Mid-Term and Last Exam to ask DR J any questions that may arise from the books that are assigned. So, pace yourself, but if you encounter material that needs clarification, then write to DR J via the Course Homepage, and ask for any help. Remember, all the assigned reading up to the date of the particular Exam will be considered fair game on the Mid-Term or Last Exam respectively, but I am always here to help if you ask. I hope this more flexible approach will benefit those of you who felt constrained by reading only what was listed on the Calendar of Assignments for any given Week.</p>	<p><b>J provided a brief explanation on how to accomplish what is known as "gutting" a book, which allows us all to master the reading in such a short time period!</b></p> <p>Begin Part I of the class with Daniel Yergin's, <i>The Prize</i>, by reading all of it at your own pace for the Mid-Term. I will simply use the term <i>Ibid.</i> for the following weeks to the Mid-Term so you can set your own pace for the readings. You can and should make notes in the margins and use note cards or whatever, since experience shows that writing some type of summary immediately after reading material in preparation for an Exam helps with retention and provides a fuller understanding of the story. All of the Mid-Term Exam will come from reading <i>The Prize</i>, but you may still need some of the material for your Research Paper depending upon the subject chosen.</p>		<p>2018 by 2355, 11:55 pm Central Standard Time</p>	
11/19 - 25	Break	Thanksgiving Break			
11/26	Week 2	<i>Ibid.</i>			<p>Requests for Paper Topic Approvals are DUE by Course Homepage E-mail Only to DR J <b>NO LATER than Monday 3 Dec.</b> 2018 by 2355, 11:55pm CST. NO Attachments.</p>

12/2	Week 3	Ibid.			Approval by DR J of all Paper Topics will be returned by Wednesday 12/12 but likely much sooner.
12/9	Week 4	Ibid.	<p>Mid-Exam (First Exam)            Due anytime between:            Saturday 15 Dec. 2018 -            Wednesday 19 Dec. 2018 but            NO LATER than            Wednesday 19 Dec. 2018:</p> <p>Due NO LATER than 2355 or            11:55 pm            Central Standard Time            on 19 December 2018</p>		
12/20 - 1/2	Break	Holiday Break			
1/3/2019	Week 5	<p>Begin Part II of the Course with <i>The Quest</i> in preparation for the Last (Final) Exam. Remember you are building upon what you read in Part I, but now the focus is upon events that many of you will have lived through. Key issues are the end of the Cold War, but the rise of the clash between the Islamic world and the Western powers, largely due to the presence of Westerners in the oil-rich areas of not only the Middle East, but post-Soviet Russia with its vast Muslim population. Do not forget about how key figures such as Mikhail Gorbachev in the beginning shifted to current leaders like Vladimir Putin, along</p>			



		with the emergence of ISIS and the wars on the periphery of the oil regions such as in Syria.			
1/6	Week 6	<p><i>The Quest</i> provides the large framework (context) for understanding the reason why the acceptance of Hydraulic Fracturing and the domestic political wars over issues like the Kyoto Climate Accords etc. have occurred. Begin reading, <i>The Boom</i> when you are ready, and I suggest that you shift back-and-forth between the two works to give yourself a break from such an avalanche of writing by the same author. Your Discussion Posts will rely heavily upon, <i>The Boom</i> since it is such a relevant current event, and you can expect me to direct you to focus upon something such as the battle between the citizens of Denton, Texas and the State legislature along with the oil industry. The dramatic increase in earthquakes occurring in Oklahoma, the tragedy of the Deepwater Horizon accident, or the sprouting of wind generators across the prairie-landscape like mushrooms may be other issues we can examine in the Discussions. I will ask for your input/preference as we get closer.</p>			
1/13	Week 7	Ibid.			
1/20	Week 8	Ibid.			<p>Your Research Papers are <b>DUE: Tuesday 22 Jan. 2019 NO LATER</b> than 2355 or 11:55 p.m.</p>

					Central Standard Time. Be Sure to Upload via the appropriate SafeAssign Link on the "Exam/Essay" TAB
1/27	Week 9	Ibid.			
<b>2/1</b>	<b>Last Day to Drop</b>	Ibid.			
2/3	Week 10	Ibid.	<p>Last Exam (Final) Due anytime between: Friday 8 Feb. 2019 - Monday 11 Feb. 2019 but NO LATER than Monday 11 February 2019 before 2355 or 11:55 p.m. Central Standard Time.</p>	<p>Individual Discussion Board Long Answer Posts Due NO LATER than Sunday 3 February 2019 by 2355 or 11:55 pm Central Standard Time</p> <p>Two (2) Individual Commentaries on Colleague Long Posts DUE Wednesday 6 February 2019 NO LATER than 2359 or 11: 59 pm Central Standard Time.</p>	
2/10	Week 11	You have completed the course. Congratulations!			