Overview

This course will examine the 1970s energy crises in their national, transnational and international dimensions. Focusing on select countries (mainly the United States, but also European countries and Canada) it will address how different societies faced the energy challenges of the 1970s and how globalization and an international energy market as well as the Cold War interconnected these societies and actors. Based on an understanding that the 1970s saw several energy crises – the 1973/74 and 1979 oil price crisis, natural gas crisis and electricity crisis – as well as a number of social, economic and political crises it will reconstruct the impact that these developments had in select countries highlighting the uniquely national trajectories of energy mixes and energy cultures but also the interconnectedness of high-energy societies. Thus, we will both look at domestic and international developments. In addition, we will situate the 1970s within 20th-century historiography and engage with broader discussions on economic, environmental and diplomatic history. Finally, we will determine the historical constructedness of ‘energy crisis.’

Goals

This course aims to provide students with a thorough knowledge and critical understanding of the role of energy in (international) history. Using a variety of academic literature, and encouraging deep engagement with primary sources, the course provides students with a thorough understanding of the major themes in energy history, different approaches to studying and various interpretations of energy history. Engaging with recent scholarship and historiographical debates it will encourage students to critically engage with historical events and their meanings as well as shape students’ awareness of the complexities of historical inquiry. It will enhance students’ ability to critically evaluate core literature in the field and use evidence from a wide array of historical sources.

Evaluation

<table>
<thead>
<tr>
<th>Participation</th>
<th>10%</th>
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<tbody>
<tr>
<td>(throughout the course)</td>
<td></td>
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<tr>
<td>Oral Presentation</td>
<td>25%</td>
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<tr>
<td>(based on one monograph for one of the thematic sessions)</td>
<td></td>
</tr>
<tr>
<td>Bibliography</td>
<td>5%</td>
</tr>
<tr>
<td>Essay Proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Research Essay</td>
<td>50%</td>
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</tbody>
</table>

Required Texts

All of the essential readings (mainly peer-reviewed academic articles and e-books) will be available online from the electronic databases of the U of C Library; students are expected to retrieve e-journal articles or e-books themselves. More material will be offered through D2L.

Recommended Texts

“The History Student’s Handbook: A Short Guide to Writing History Essays,” available at hist.ucalgary.ca

Deadlines

10 February 2016
Bibliography

9 March 2015
Essay Proposal

13 April 2016
Research Essay
Course Format and Requirements

This seminar-style class will be conducted in an interactive discussion format. Classes will be predominantly student-led, and it is crucial that students do the readings (both primary and secondary sources) ahead of time and attend class regularly. If you cannot attend all of the class meetings and carefully read all the assigned material, do not take this course.

Part of the course grade, as detailed above, will depend upon regular class participation. Students will be required to write a 15-20 page essay (of about 5,000 words) on a topic related to the course, due on 13 April. This paper will count for 50 per cent of the final grade. One oral presentation is expected and will count for 25 per cent of the final grade. This oral presentation will include two parts. First, it will be based on one additional reading (1 book) on the topic. Second, students who are doing the oral presentation are expected to prepare questions for the seminar discussion based on the required readings.

Assignment Descriptions

Participation:

Part of the course grade, as detailed above, will depend upon regular class participation. Students are expected to have read all essential readings before class and to engage in the class discussion on these readings. Please note that attendance is not participation.

Oral Presentation:

Students will have to discuss and present the arguments of one of the additional monographs listed for that session (only those readings with an asterisk). A written summary of that presentation (1-2 pages) will have to be submitted electronically on D2L (via dropbox) after the class. This presentation, which should not be longer than 20 minutes, should address the following aspects: summary of the book’s thesis and author’s arguments; discussion of sources, methods and theories employed; discussion of shortcomings, omissions and criticism of the book; placement in historiography, i.e. how does the book fit the other assigned readings for the session? In addition to this presentation, students will also have to prepare questions for the session based on the required readings.

Bibliography:

Students are expected to prepare a bibliography for their chosen research essay topic. Bibliographies must be properly formatted and should include at least 20 sources. Both books and journal articles should be among those sources. Internet sites, such as Wikipedia should not be used, but journal articles that were accessed via the internet, using databases such as JSTOR, Historical Abstracts, and Project Muse that are available on the library’s website, are encouraged. More specific guidelines will be made available on D2L. Please submit electronically on D2L (via dropbox).

Essay Proposal:

An essay proposal of 1-2 pages will be required for this course. It should include the essay question (what?), discuss its relevance (why?), and explain how the essay will answer that question (how?). More specific guidelines will be made available on D2L. Please submit electronically on D2L (via dropbox).

Research Essay:

An essay of approximately 15-20 pages (4,000-4,500 words) will be required for this course. The topic, which students choose themselves, has to relate to any of the thematic sessions and students are encouraged to discuss these with the course instructor. Please submit electronically on D2L (via dropbox).
Course Plagiarism Policy

I expect all students to be familiar with the plagiarism policy of this university, which is described in the section on academic misconduct in the University calendar. Please ask me if you have any questions or concerns. There is absolutely no excuse for not knowing what plagiarism is at the university level, and all cases of plagiarism will be referred to the Associate Dean of the Faculty of Arts.

Important Note on Using Internet Sources

The Internet is full of misleading and historically inaccurate information. You may not cite web sites in your papers for this course. You may use scholarly journal articles and books that are published in paper form but are available online. Cite the paper version without the URL. For more information, please refer to the links under "How To Evaluate A Web Site" at http://www.llrx.com/features/webeval.htm and A. Harnack & E. Kleppinger, E. Online!: A Reference Guide to Using Internet Sources (New York, 1998) at http://www.bedfordstmartins.com/online/.

D2L

The D2L site for this course will deliver some of the documents to be discussed in class. The instructor will also be posting outlines of the lectures, course handouts, and most of the announcements made in class. Students are encouraged to check D2L regularly.

Course Policies

- Deadlines are firm. Two percentage points will be deducted from your paper grade for every day your paper is late.
- Assignments should be submitted electronically in a word document format.

Classroom Policies

- Audio or video recording of lectures is not permitted without the written permission of the instructor. Students violating this policy are subject to discipline under the University of Calgary’s Non-Academic Misconduct policy.
- Students are expected to arrive in class prepared to learn and discuss material when appropriate. If you have a question about lecture material, or simply need to have a point clarified, please do not hesitate to ask.
- Please set all cell phones/wireless devices to silent mode when attending lectures.
- Demonstrate respect for your colleagues’ learning environment by refraining from engaging in private conversations during lectures or using laptop/notebook computers for any other purpose than taking notes.
- If you must leave the class during the lecture for whatever reason, please do so quickly and quietly to minimize the distraction to other students.
Weekly Topics and Reading Assignments

Week 1 (13 January): Introduction

**Required Readings**


**Primary Source**

James E. Akins, “The Oil Crisis: This Time the Wolf Is Here,” *Foreign Affairs* 51, no. 3 (1973): 462-490

**Further Readings**


Week 2 (20 January): The Geopolitics of Energy

Topics: oil weapon, North-South, East-West, and consumer-producer relations

**Required Readings**


**Primary Source**


**Further Readings**


Hanns W. Maull, *Oil and Influence: The Oil Weapon Examined* (London: IISS, 1975) available at library as ebook
*Fiona Venn, The Oil Crisis* (London: Longman, 2002)
Raymond Vernon (ed.), *The Oil Crisis* (New York: W.W. Norton, 1976)
Steven A. Yetiv, *Crude Awakenings: Global Oil Security and American Foreign Policy* (Cornell University Press, 2004) available at library as ebook

**Week 3 (27 January): Crisis in the West?**

Topics: transatlantic cooperation and conflict, IEA, OECD, EEC, NATO

**Required Readings**


**Primary Source**

Address given by Henry A. Kissinger (New York, 23 April 1973)
http://www.cvce.eu/content/publication/2002/9/30/dec472e3-9dff-4c06-ad8d-d3fab7e13f9f/publishable_en.pdf

**Further Readings**


**Week 4 (3 February): Political Economy of the 1970s**

Topics: Nixon shocks, end of Bretton Woods regime, inflation, price controls

**Required Readings**


**Primary Source**


**Further Readings**


**Week 5 (10 February): Consumption and Car Culture**

Topics: car cultures, consumer-based cultures, energy cultures

**Required Readings**


**Primary Sources**

The Time Magazine, 31 December 1973: 20-29 and cover (http://content.time.com/time/covers/0,16641,19731231,00.html)

VW beetle advertisements and commercials from the 1970s and early 1980s


**Further Readings**


*Film*


17 February: no classes (reading week)

**Week 6 (24 February): Environmental Challenges**

Topics: Earth Day, St Barbara oil spill, Silent Spring, Clean Air Act of 1970

*Required Readings*


*Primary Sources*


*Further Readings*


**Week 7 (2 March): Nuclear Alternatives?**

Topics: nuclear policies, civil and military use of atomic energy in the 1970s, anti-nuclear movement

**Required Readings**


**Primary Sources**


**Further Readings**


Week 8 (9 March): Limits to Growth and Peak Oil Discussions

Topics: Malthusian approaches to energy and growth, Club of Rome, Hubbert's peak oil theory, abundance vs scarcity, economic vs geological approaches to energy production

Required Readings


Primary Sources

The Limits to Growth
http://issuu.com/dartmouth_college_library/docs/the_limits_to_growth?e=1347206/1573272s
Limits to Growth graph, http://thumbs.media.smithsonianmag.com//filer/Futurism-Got-Corn-graph-631.jpg__800x600_q85_crop.jpg

Further Readings

International Studies Quarterly 21, no. 4: Special Issue on International Politics of Scarcity (1977)
Francis Sandbach, “The Rise and Fall of the Limits to Growth Debate,” Social Studies of Science 8, no. 4 (1978): 495-520
Selected Topics in History: The 1970s Energy Crises


*Website*

http://www.peakoil.net/publications

**Week 9 (16 March): United States**

Topics: US responses to the energy crisis, energy and foreign policy

*Required Readings*


*Primary Sources*


*Further Readings*


**Week 10 (23 March): Western Europe and Japan**

*Required Readings*


*Primary Sources:*

tbc (please check on D2L)

*Further Readings*

*Duco Hellema, Cees Wiebes, and Toby Witte, The Netherlands and the Oil Crisis: Business as Usual* (Amsterdam: Amsterdam University Press, 2004) available at library as ebook


**Week 11 (30 March): Soviet Union and Eastern Europe**

*Required Readings*

André Steiner, “‘Common Sense is Necessary:’ East German Reactions to the Oil Crises of the 1970s,” *Historical Social Research* 39, no. 4 (2014): 231-250


*Primary Sources:*

tbc (please check on D2L)

*Further Readings*

*Per Högsléius, Red Gas: Russia and the Origins of European Energy Dependence* (Basingstoke: Macmillan, 2013)
Selected Topics in History: The 1970s Energy Crises


**Week 12 (6 April): Canada**

Topics: Canada’s response to the energy crises, Canada-U.S. energy relations, Canada and international resource governance, prelude to NEP?

**Required Readings**

Paul Chastko, *Developing Alberta’s Oil Sands: From Karl Clark to Kyoto* (Calgary: University of Calgary Press, 2004), chapter 6, available at library as ebook


**Primary Sources:**

tbc (please check on D2L)

**Further Readings**


*John Erik Fossum, *Oil, the State and Federalism: The Rise and Demise of Petro-Canada as a Statist Impulse, 2nd rev ed. (Toronto: University of Toronto Press, 1997)


**Week 13 (13 April): Defining a Decade**

Topics: global crisis and the 1970s, does energy define the decade? national vs international context

**Required Readings**


Further Readings


Thomas Raithel, Andreas Wirsching, and Andreas Rödder (eds.), Auf dem Weg in eine neue Moderne? Die Bundesrepublik Deutschland in den siebziger und achtziger Jahren (München: Oldenbourg, 2009)


Important Departmental, Faculty, and University Information

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email artsads@ucalgary.ca. You can also visit the Faculty of Arts website at http://arts.ucalgary.ca/undergraduate which has detailed information on common academic concerns.

For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit http://arts.ucalgary.ca/advising.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Need help coming up with a thesis statement? Confused about the proper way to use footnotes? Just want to ask someone about your written assignment for this or any other history class? The Department of History offers small-group and individual writing support for all students registered in a History class from some of our top graduate students. Check with your instructor for the scheduled weekly drop-in times, sign-up for one of the writing workshops, or arrange to meet with our writing tutors individually. More information about this program will be posted on the Department of History web site: http://hist.ucalgary.ca.

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print coursepack from the University of Calgary bookstore or that you will have to consult books in the library reserve room. For more information on the University of Calgary’s copyright policy, see http://library.ucalgary.ca/copyright.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.
Departmental Grading System

<table>
<thead>
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<th>Percentage</th>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Description</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>4.00</td>
<td>Outstanding</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>4.00</td>
<td>Excellent – superior performance showing comprehensive understanding of subject matter.</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>3.70</td>
<td></td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>3.30</td>
<td></td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
<td>3.00</td>
<td>Good – clearly above average performance with knowledge of subject matter generally complete.</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td>2.70</td>
<td></td>
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<tr>
<td>67-69</td>
<td>C+</td>
<td>2.30</td>
<td></td>
</tr>
<tr>
<td>63-66</td>
<td>C</td>
<td>2.00</td>
<td>Satisfactory – basic understanding of the subject matter.</td>
</tr>
<tr>
<td>60-62</td>
<td>C-</td>
<td>1.70</td>
<td>Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.</td>
</tr>
<tr>
<td>56-59</td>
<td>D+</td>
<td>1.30</td>
<td>Minimal pass – marginal performance; generally insufficient preparation for subsequent courses in the same subject.</td>
</tr>
<tr>
<td>50-55</td>
<td>D</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>0-49</td>
<td>F</td>
<td>0</td>
<td>Fail – unsatisfactory performance or failure to meet course requirements.</td>
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Plagiarism:

Plagiarism occurs when one submits or presents one’s work in a course, or ideas and/or passages in a written piece of work, as if it were one’s own work done expressly for that particular course, when, in fact, it is not. As noted in The History Student’s Handbook, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author’s language and ideas as one’s own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts’ associate deans of students who will apply the penalties specified in the University of Calgary Calendar.
Universal Student Ratings of Instruction:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI Surveys.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

Other Useful Information:

Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

Please also familiarize yourself about the following topics by consulting the information at these links:

Freedom of Information: http://www.ucalgary.ca/secretariat/privacy
Emergency Evacuation Assembly Points: http://www.ucalgary.ca/emergencyplan/assemblypoints
Safewalk: http://www.ucalgary.ca/security/safewalk
Student Union Information: http://www.su.ucalgary.ca/
Graduate Student Association: http://www.ucalgary.ca/gsa/
Student Ombudsman Office: http://www.ucalgary.ca/provost/students/ombuds