

# HIUS 137

## Mining and American History

### Fall 2018

**Professor Mark Hendrickson**

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**Office Hours:** Thursday 9:30 to 11:30 and by appointment

“Our civilization . . . is founded on coal, more completely than one realizes until one stops to think about it. The machines that keep us alive, and the machines that make machines, are all directly or indirectly dependent upon coal. In the metabolism of the Western world the coal-miner is second in importance only to the man who ploughs the soil. He is a sort of” pillar “upon whose shoulders nearly everything that is not grimy is supported. For this reason the actual process by which coal is extracted is well worth watching, if you get the chance and are willing to take the trouble.”

George Orwell, “Down the Mine” (1937)

Taking a nod from Orwell, this course examines the critical role extractive industries played in the economic, political and social history of the United States since the late 1800s. Topics discussed in the course will include labor movements, science and industry, foreign policy and natural resource dependence.

#### **Grading**

I-clicker “Red” Questions	5%
I-Clicker “Green” Questions	5%
Discussion	20%
Written in-Class Quizzes (3 quizzes at 10% each)	30%
Presentation	15%
Draft and Final Paper	25%
(Paper due at 11:00 AM on Tuesday, December 11 <sup>th</sup> )	

#### **Student Learning Outcomes<sup>1</sup>**

1. Students will develop communication skills through oral and written exercises, and develop analytical skills by critically interpreting historical events.
2. Students will analyze how local, national, and international policies and practices developed in the past continue to impact their contemporary lives.

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<sup>1</sup> Adapted from Santa Ana College

3. Students will critically analyze and interpret primary documents and secondary sources, and will be able to interpret qualitative and quantitative data in order to evaluate historical events.

### Course Format and Requirements

#### Required Texts and Technology

Thomas Andrews, *Killing for Coal*

All other readings will be posted on TritonED

**i>clicker** – to be purchased from the UCSD Bookstore in the Price Center. This will enable you to join in class discussions and earn course points on quizzes and lecture participation. I will explain in class how to register your i>clicker. Clicking in for someone else constitutes academic misconduct and will be reported immediately to the Academic Integrity Office.

#### Classroom Technology Etiquette

Let's talk.

#### Issues to consider

1. **Deadlines:** Deadlines for the papers and other assignments are strict and will be enforced (including penalties).
2. **Principles of Academic Integrity:** "Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind."
3. **Maintaining Academic Integrity and the i>clicker**—Clicking in for someone else constitutes academic misconduct and will be reported immediately to the Academic Integrity Office.
4. **Grading:** All appeals must be made in writing within **two weeks** of receiving the initial grade. Your grade may go up, go down, or remain the same, depending upon the merits of the case.
5. **The UC San Diego *Teaching and Learning Commons Writing and Critical Expression Hub*** offers tutoring on the writing process and writing skills. To sign-up for a one-on-one appointment go to <https://commons.ucsd.edu/students/writing/index.html>.

### **Schedule**

Readings are numbered. With the exception of Andrews, *Killing for Coal*, I will post all readings on TritonED

#### **Meeting #1: “If you can’t grow it, you have to mine it:” An Introduction (9/27)**

##### ***Part I: Energy and the Making of Modern America***

#### **Meeting #2: Coal and the emergence of Mass Democracy in the late nineteenth and early twentieth century (10/2)**

1. Timothy Mitchell, “Carbon Democracy” (Part I)
2. Vaclav Smil, *Energies*, 133-138

#### **Meeting #3: Mining in Industrializing America: The Case of Colorado and West Virginia Coal (10/4)**

3. Andrews, *Killing For Coal* (See Handout)

#### **Meeting #4: Mining in Industrializing America: The Case of Colorado and West Virginia Coal (10/9)**

4. In class, open book and open note quiz on Andrews, *Killing for Coal*, Chapters Three and Four, 87-156.

#### **Meeting #5: Mining in Industrializing America: The Case of Colorado and West Virginia Coal (10/11)**

5. “Miner John Brophy Learns his Trade”
6. Andrews, *Killing for Coal* (See Handout)

#### **Meeting #6: From Coal to Oil (10/16)**

7. Mitchell, “Carbon Democracy” Part II
8. Excerpt from Nils-Gustave Lundgren, “Bulk Trade and Maritime Transport Costs: The Evolution of Global Markets” *Resources Policy* (1996)

##### ***Part II: The Resource Curse?***

#### **Meeting #7: The Resource Curse and economic development? (10/18)**

9. John E. Tilton and Juan Ignacio Guzman, *Mineral Economics and Policy* (New York: Resources for the Future, 2016), 193-200.
10. Gavin Wright and Jesse Czelussta, “The Myth of the Resource Curse” *Challenge*, March-April 2004, 6-12.

**Meeting #8: An anti-democratic resource curse? The Case of oil and the 1967-74 Reorganization of the industry (10/23)**

11. Mitchell, “Carbon Democracy” Part III

***Part III: American Foreign Policy and Foreign Direct Investment***

**Meeting #9: American Capital and Expertise/ Chilean Labor and Copper (10/25)**

12. In class, open book and open note quiz on excerpt from Thomas Miller Klubock, *Contested Communities: Class, Gender, and Politics in Chile's El Teniente Copper Mine, 1904-1951*

**Meeting #10: Elements in Times of War (11/1)**

13. Kean, “Elements in Times of War” from *The Disappearing Spoon*
14. Ronald Limbaugh, “Tungsten in World War I”

**Meeting #11: Chilean Copper and Nationalization (10/30)**

15. Theodore H. Moran, *Multinational Corporations and the Politics of Dependence: Copper in Chile*, (see handout)

***Part IV: Extractive Industries and the Environment***

**Meeting #12: Oil: Drilling in the Gulf and Deepwater Horizon Disaster (11/6)**

16. Linda R. Berg, et. al. “Environmental Impacts of Oil and Natural Gas,” in *Visualizing Environmental Science* third edition (Wiley 2011), 426-428.
17. Excerpt from Michael Watts, “A Tale of Two Gulfs: Life, Death, Dispossession along Two Oil Frontiers” *American Quarterly* (September 2012), 456-464

**Meeting #13: Mining: The Case of Deer Lodge Valley (11/8)**

18. In class, open book and open note quiz on Linda R. Berg, et. al. “Environmental Implications of Mineral Use,” in *Visualizing Environmental Science* third edition (Wiley 2011), 304-306
19. In class, open book and open note quiz on Kent A. Curtis, “The Ecology of Ore Processing: Pollution and the Law in the Deer Valley Lodge,” from *Gambling On Ore: The Nature of Metal Mining in the United States, 1869-1910* (Boulder: University Press of Colorado, 2013)

**Meeting #14: Critical Materials and Modern Technology (11/13)**

20. Readings TBD

**Meeting #15: Group Meetings with Professor Hendrickson (11/15)**

**Meeting #16: Groups meet to work on presentation (11/20)**

**Meeting #17: Groups meet to work on presentation (11/27)**

**Meeting #18: Presentations and draft of paper due (11/29)**

**Meeting #19: Presentations and draft of paper due (11/4)**

**Meeting #20: Wrap up lecture and discussion (11/6)**

### **Academic Integrity**

Students are expected to complete the course in compliance with the instructor's standards. No student shall engage in any activity that involves attempting to receive a grade by means other than honest effort; for example:

- No student shall knowingly procure, provide, or accept any unauthorized material that contains questions or answers to any examination or assignment to be given at a subsequent time.
- No student shall complete, in part or in total, any examination or assignment for another person.
- No student shall knowingly allow any examination or assignment to be completed, in part or in total, for himself or herself by another person.
- No student shall plagiarize or copy the work of another person and submit it as his or her own work.
- No student shall employ aids excluded by the instructor in undertaking course work or in completing any exam or assignment.
- No student shall alter graded class assignments or examinations and then resubmit them for regrading.
- No student shall submit substantially the same material in more than one course without prior authorization.

For more information, please consult the UCSD Policy on Integrity of Scholarship (<http://www-senate.ucsd.edu/manual/Appendices/app2.htm>).

### UCSD Principles of Community

To foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the university and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We reject acts of discrimination based on race, ethnicity, gender, age, disability, sexual orientation, religion, and political beliefs, and we will confront and appropriately respond to such acts.

- We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.

For more the full list of UCSD Principles of Community, please visit

<http://www.ucsd.edu/principles/>