INR4054_Fall12_Marien_OW_59 (90042)

University of Central Florida

INR4054 Global Politics of Energy

Fall 2012

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Course Information

Dr. Daniel Marien
INR4054_Fa11_Marien_OW_59 (90471)

OFFICE HOURS	OFFICE LOCATION	OFFICE PHONE NUMBER
Mondays 3:00 p.m. to 5:30 p.m.	UCF Cocoa; BCC bldg 3, room 223	321-433-7912
Tuesdays 3:00 p.m. to 4:30 p.m	UCF Orlando; Philips Hall, room. 313	407-823-0113
Wednesdays 3:00 p.m. to 5:30 p.m.	UCF Cocoa; BCC bldg 3, room 223	321-433-7912
Thursdays 3:00 p.m. to 4:30 p.m	UCF Orlando; Philips Hall, room. 313	407-823-0113

You **must** regularly visit your UCF Knights email account, including the "spam box".

Instructor email contact: danielmarien@yahoo.com
It is best to avoid course email to contact the instructor. Use the yahoo address given above, instead.
Use the discussion board titled Group Management to contact your respective group members.
Use course email to contact specific class mates.

Course Contents

Energy and human flourishing will intersect more powerfully in the 21st century than ever before. This course examines the main characteristics of the global energy system, the risks and opportunities associated with it, and the momentous choices faced by governments, citizens, business, and consumers across the globe.

The core long-term political challenge to the global system of energy can be stated thus: the world needs more energy, but it can hardly afford more fossil fuel emissions. Man-made climate change and other threats to human health demand a gradual reduction in emissions of greenhouses gases and other noxious substances (sulfur dioxide, organic volatile compounds, mercury) and a rapid expansion of environment-friendly energies.

Other issues include the politics and policies of energy in various regions of the world, the new frontier in fossil fuels extraction (tar sands, deep sea and Arctic sea drilling, “hydro-fracking” of oil and natural gas, etc.), the reliability and affordability of energy sources, the “oil curse” (the surprising notion that oil-rich states experience economic and political handicaps because of their oil endowments), corporate accountability, popular protest movements about energy, the conditions and struggles of indigenous populations in energy producing regions, the challenges of overcoming energy scarcity in the Third World, and the challenges of producing international agreements to mitigate climate change.

Course Structure

Overview

During the First Period (weeks 1-8), all course participants discuss the same materials in small groups of four or five students. Assessments include quizzes, answering discussion questions and producing summaries of group answers.

During the Second Period (weeks 9-13), students individually research a specialized topic related to their respective group’s theme and publish their research report on an electronic platform (course wiki), thus making it available to all other class participants. Research reports assemble text, images and video clips to explore a specific topic related to the group’s broad theme. The key goal here is to present interesting information that is new to the rest of the class and adds breadth to our knowledge of the global politics of energy.

A selection of the best research reports (as determined by group members and the instructor) are assigned as subject matters for the final exam. Only one report per group will be assigned to the final exam.

In this manner, each course participant has an opportunity to share his or her research results with all class members. Each participant also further enlarges his or her knowledge of the global politics of energy -- a very broad subject – with a minimum of readings in a short period of time.

A brief Third Period is set aside for class participants to become familiar with the reports assigned to examination. The Fourth Period (December 6th and 7th) is reserved for taking the final exam.

First Period: General Introduction

During the first 8 weeks of the semester, the course introduces all students to key concepts and ideas through a common set of documentary films, readings, quizzes and group discussions. All students read and discuss the same material within their respective group during this period.

During each week of the first period, **every** student takes the quiz **and** answers the questions formulated by the instructor. Students post their respective answers in their respective group Discussion Board in Webcourses@UCF. The quiz and the group-specific Discussion Boards are available from Monday mornings until Wednesday evenings. Quiz taking and answer posting **must** be completed by Wednesday evenings at 11:59 P.M.

Once the time window for posting individual answers is closed, one group secretary reviews all the group's answers, composes a summary and posts it in the SUMMARIES Discussion Board (available Thursday mornings until Friday evenings). The group receives a collective grade on this summary. Group members take turn in fulfilling the secretarial task of putting together the group discussion summary.

Note that students join a group on the first day of the first week on the basis of the specialized research they wish to explore during the Second Period of the course.

Students select to join a theme/group from this list:

Group 1: Energy Politics and Policy in the United States

Group 2: Energy Politics and Policy in Asia

Group 3: Energy Politics and Policy in Russia and the Caspian Sea Region

Group 4: Energy Politics and Policy in the Third World

Group 5: Energy Politics and Policy in Oil Exporting Countries of the Middle East and North Africa

Group 6: Energy Politics and Policy in Europe

Group 7: The New Frontier in Fossil Fuels Extraction

Group 8: Indigenous Populations and Energy Production

Group 9: Corporate Accountability

Group 10: Protest Movements

Group 11: International Diplomacy and Climate Change Policy

Group 12: Individual Consumers' Choice and Experience

Second Period: Specialized Research and Publication

During weeks # 9 to # 13 each group member individually researches a specific topic related to his or her group's broad theme and prepares a research report to be published to all other class members on an electronic platform (course wiki).

Group members pursue an individual research project issuing in an individual research report and earning an individual grade. However, group members coordinate their respective research topic with one another, striving to offer a set of reports covering a wide range of specialized topics under the group's broad theme while avoiding substantial overlap between individual reports.

Taken together, the individual reports discussing a single broad theme are referred to as the group report. In other words, the group report is an assemblage of individual research reports discussing different but related topics.

A selection of the best individual research reports are assigned as subject-matter for the final exam by group members and by the instructor.

In this manner, each course participant has an opportunity to share his or her research results with all class members. Each participant also further enlarges his or her knowledge of the global politics of energy -- a very broad subject – with a minimum of readings in a short period of time.

Students submit a brief Interim Research Description weekly during this period. (This is not an outline or an advanced draft; more on this later.)

After having read their respective group mates' reports, students also submit a vote (supported with arguments) expressing their choice of one report from their group they wish to see assigned for final examination. The Group Editor and the Instructor finalize the choice.

Third Period: Studying for the Final Exam

The group report must be assembled on the course wiki by the Group Editor by Tuesday November 27.

Students prepare to take the final exam by reading the selected individual research reports assigned for examination.

Fourth Period: Taking the Final Exam

The final exam is available on Thursday and Friday December 6 and 7.

Course Goals and Objectives

- ### Course Goals

1. Understand the arguments for and against the idea according to which the United States could and should play a leading role in greening the global energy system.
2. Understanding in some depth a specialized topic related to the global politics of energy.
3. Understanding the "oil curse" afflicting many energy exporting nations.
4. Understanding the challenge to economic development created by energy poverty in much of the Third World.
5. Develop the research, analytical, evaluative and writing skills of participants.
6. Develop students' ability to work productively in small groups, thereby developing valuable skills for professional and administrative work roles.

- ### Course Objectives

During this course, the students will learn:

1. To state the pros and cons of the United States taking a leading role in the transition to green energy.
2. To describe in some depth a specialized topic related to the global politics of energy.
3. To describe how to what extent, and under what conditions rich natural endowments in oil can negatively impact a nation's political life and economic development.
4. To describe the challenges and opportunities for bringing more energy to the Third World.

5. To find relevant and empirically valid information, to analyze and evaluate this information and to summarize it in a coherent and engaging way.
6. To divide group tasks in clear and functional ways, to communicate ideas effectively, to pay close attention to other students' ideas and viewpoints, to demonstrate responsible behavior toward the group, to meet deadlines, and to integrate one's ideas in a larger ensemble.

Course Materials

You will need to have access to the following:

Netflix

The first trial month is advertized as free. You will need access to this service only during the first 4 weeks of the course. Afterwards, the documentaries assigned for viewing are legally available for free on the web (from pbs.org).

Note that the PBS server will not support many simultaneous viewers. If you wait at the last minute to view the PBS documentary, you might not be able to access it. The instructor will not accept complaint for documentary inaccessibility at the last minute.

Tom Friedman
Hot, Flat and Crowded Release 2.0: Why We Need a Green Revolution and How It Can Renew America.
New York: Farrar, Strauss and Giroux, **Expanded and updated edition only**, 2009, ISBN: 978-0312428921. **(Absolutely avoid the 2008 edition.)**

This book is available in paper and in electronic format from Amazon Kindle (and possibly other providers). This book is available at the UCF Bookstore (Orlando) and elsewhere.

Jean Marie Chevalier (editor)
The New Energy Crisis: Climate, Economics and Geopolitics.
Palgrave Macmillan, 2009, ISBN: 978-0-230-57739-8.

This expansive book is available at the UCF Bookstore, and from the UCF library in electronic format. The UCF library format will support simultaneous readers. (You need to log in the library website to access it from off-campus locations.) For most students, using the electronic UCF library copy will suffice.

UCF Library Reserve for:

Terry Tamminen, *Lives per Gallon*, chapters 1 and 2. (Available at the library reserve in paper only.)

Jeff Goodell, *Big Coal*, chapter 6. (Available at the library reserve in paper only.)

Judith Layzer, "Cold Front: How the Recession Stalled Obama's Clean-Energy Agenda," in T. Skocpol and L. Jacobs, *Reaching for a New Deal*, Russell Sage Foundation, 2011. (Available at the library reserve, both in paper and electronically.)

Note for those who cannot visit the UCF Library: The Tamminen and Goodell books are also available in electronic formats by commercial vendors at very affordable prices.

Assessments

WHAT	WHEN	WORTH
Statement of Group/Theme Preferences	Monday August 20th	Not graded but compulsory
Quizzes	Weekly (weeks #1-8)	20%
Group Discussion Postings and Summaries	Weekly (weeks #1-8)	30%
Interim Research Descriptions	Fridays (weeks #9-13)	Not graded but compulsory
Individual Research Report	November 20	30%
Submission of Vote Expressing Choice for Final Exam Assignment	November 26	Not graded but compulsory
Group Editors Assemble Group Reports on Course Wiki	November 27	A maximum of three bonus points for volunteers. One editor per group.
Final Exam	December 6-7	20%

NOTE 1: The “not graded but compulsory” exercises are important to the course’s progress. They are brief and will not take much time to perform. Failure to submit these in time will automatically bring a penalty of one course point. No exception. The Interim Research Description will be explained later. It is **not** a draft or outline of the final research report, merely a short description of the research tasks completed during the week.

NOTE 2: The timely submission of an individual research report is compulsory. Students failing to submit a research report will not pass the course regardless of their scores for other assessments. No exception.

Grading Scale

Number- Letter Conversion Scale for the Final Course Grade	
94-100 %	A
90-93 %	A-
87-89 %	B+
84-86 %	B
80-83 %	B-
77-79 %	C+
74-76 %	C
70-73 %	C-
67-69 %	D+
64-66 %	D
60-63 %	D-
0 – 59 %	F

Course Schedule

Week #1, August 20-24: Oil’s Many Uses and Its Impending (?) Scarcity

- On Monday, students read the Course Outline to familiarize themselves with the course’s goals, content and structure.

- On Monday, students also select a broad theme they would like to research during the weeks # 9-13 and report on to their classmates.
- On Monday, students communicate to the instructor their preferred choices of theme/group before 11:59 PM. The instructor will form Discussion Groups on the basis of this choice.
    - State your full name and a first, second and third preference. Post your preferences in Webcourses → Assignments → Group Preferences. The instructor will assign you to a group on Tuesday morning.
    - The instructor will strive to respect your preferences but also to equalize the distribution of students across groups (avoiding overly large and overly small groups). An ideal group has four or five students. First come, first served.

- **View:** the documentary film *A Crude Awakening: The Oil Crash*
    - Available for online steaming at Netflix.
- **Read** Friedman, Preface and chapters 1-3.

- **NOTE: It is strongly recommended that you start each week by viewing the assigned documentary before plunging into the reading.**

- **Take the Quiz** (before Wednesday evening at 11:59 P.M.) covering the viewing and reading materials assigned for the week.
- **Participate** in your Group's Discussion Board (before Wednesday evenings at 11:59 P.M.) by answering the instructor's questions for this week. The instructor announces in due time the questions in the Announcement function of Webcourses@UCF and via email (from a list drawn from myucf. Make sure you email address in myucf is working and is regularly consulted).
- **The Group Secretary** (a rotating position) summarizes the group's answers and posts his/her text **in the relevant SUMMARIES Discussion Board** by Friday evening under this title:
    - Group Name_Summary: **EX.: "Asia_Summary."**
    - The Secretary may use copy and paste functions for this task. Do not re-invent the wheel in composing this summary. Start by reading all answers, then choose and assemble your group mates' paragraphs that articulate the most complete and accurate answers to the Reading Comprehension Questions. For the Evaluation Questions, the secretary's summary reproduces all the substantive viewpoints.
    - Do this carefully: groups are randomly graded on these summaries.

Week #2, August 27-31: Fossil Fuels and Climate Change

- **View** the documentary film *Heat* (120 minutes), available at:
    - http://www.pbs.org/wgbh/pages/frontline/heat/view/

- **Read** Friedman, chapters 4, 5, and 7.
- **Read** Chevalier, Foreword + Introduction, chapter 1, pp. 6-19 only.

- **Take the Quiz**
- **Participate** in your Group's Discussion by Wednesday 11:59 PM.
- **The Group Secretary** (a rotating position) summarizes the group's answers and posts them **in the SUMMARIES Discussion Board** by Friday11:59 P.M.

Week #3, September 3-7: Fossil Fuels' Toxicity beyond Climate Change

- **View** the documentary film *Crude: The Real Price of Oil* (104 minutes)
  - Available at Netflix for online streaming.
- **Read** two newspaper articles following up on the trial described in the documentary *Crude*:

New York Times, February 2, 2011, Chevron's RICO Lawsuit in Pollution Case Part of Wider Legal Strategy, **By LAWRENCE HURLEY**
http://www.nytimes.com/gwire/2011/02/02/02greenwire-chevrons-rico-lawsuit-in-pollution-case-part-o-68778.html?scp=2&sq=Chevron%20Ecuador%20law%20suit&st=cse

New York Times, February 14, 2011, Ecuador Judge Orders Chevron to Pay $9 Billion
By SIMON ROMERO and CLIFFORD KRAUSS

http://www.nytimes.com/2011/02/15/world/americas/15ecuador.html?scp=4&sq=Chevron%20Ecuador%20law%20suit&st=cse

- **Read:** http://green.blogs.nytimes.com/2012/07/10/preventable-errors-led-to-pipeline-spill-inquiry-finds/
  New York Times, July 10, 2012, 5:16 pm

  Preventable Errors Led to Pipeline Spill, Inquiry Finds
  By ADESHINA EMMANUEL

- **Read**: Terry Tamminen, *Lives per Gallon*, chapter 1 and 2 (UCF Library Reserve.)
- **Read:** Jeff Goodell, *Big Coal*, chapter 6 (UCF Library Reserve).

Week #4, September 10-14: Petro-Dictators and Energy Poverty

- **View** the documentary film *The Hugo Chavez Show* (90 minutes), available at: http://www.pbs.org/wgbh/pages/frontline/hugochavez/view/

- **Read** Friedman, chapters 6 and 9.
- **Read** Chevalier, chapter 1, pp. 19-32 only.

- **Take the Quiz**
- **Participate** in your Group's Discussion.
- **The Group Secretary** (a rotating position) summarizes the group's answers and posts them **in the SUMMARIES Discussion Board** by Friday11:59 P.M.

Week #5, September 17-21: Challenge and Opportunity

- **View** the documentary film *Car of the Future,* (53 minutes), available at:
  - http://www.pbs.org/wgbh/nova/car/program.html
- **Read** Friedman, chapters 10-11.
- **Read** Chevalier, chapter 1, pp. 32-57.

- **Take the Quiz.**
- **Participate** in your Group Discussion Board.
- **The Group Secretary** (a rotating position) posts summary of group Discussion on Class Wide Discussion Board.

Week #6, September 24-28: Energy Politics in California

- **View** the documentary film *The Big Energy Gamble* (53 minutes)
  - Available at: http://www.pbs.org/wgbh/nova/tech/big-energy-gamble.html
- **Read:** the related newspaper article at: http://www.nytimes.com/cwire/2010/11/03/03climatewire-voters-reject-2-sided-assault-on-climate-law-13439.html?pagewanted=all

- **Read** Friedman, chapters 12-13.
- **Read:** Chevalier, chapter 6 (note: this chapter was written in early 2009).

- **Take the Quiz.**
- **Participate** in your Group Discussion Board.
- **The Group Secretary** (a rotating position) posts summary of group Discussion on Class Wide Discussion Board.

Week #7, October 1-5: Energy Politics in Washington

- **View** the documentary film *Hot Politics* by Frontline (PBS)
  - Available at: http://www.pbs.org/wgbh/pages/frontline/video/flv/main.html?pkg=2510&seg=1&mod=1
- **Read** Friedman, chapters 14 and 16.
- **Read:** three *New York Times* articles (total: 3,400 words):
  - John Broder, June 27, 2009, "House Passes Bill to Address Threat of Climate Change," June 27, 2009. At: http://www.nytimes.com/2009/06/27/us/politics/27climate.html
  - John Broder, "White House Official Resigns After G.O.P. Criticism," September 7, 2009. At: http://www.nytimes.com/2009/09/07/us/politics/07vanjones.html
  - John Broder, "Climate Change Doubt Is Tea Party Article of Faith," October 20, 2010.At: http://www.nytimes.com/2010/10/21/us/politics/21climate.html
- **Read** Ryan Lizza, "As the World Burns: How the Senate and the White House Missed their Best Chance to Deal with Climate Change," in *The New Yorker*, October 11, 2010. (9,700 words).
  - Available at: http://www.newyorker.com/reporting/2010/10/11/101011fa_fact_lizza

- **Take the Quiz.**
- **Participate** in your Group Discussion Board.
- **The Group Secretary** (a rotating position) posts summary of group Discussion on Class Wide Discussion Board.

Week #8, October 8-12: China for a Day?

- **View** the documentary film *Young and Restless in China*, Frontline, PBS, (120 minutes) at:
  - http://www.pbs.org/wgbh/pages/frontline/youngchina/view/#more

- **Read** Friedman, chapter 17-19.
- **Read** Chevalier, chapter 9.

- **Take the Quiz.**
- **Participate** in your Group Discussion Board.
- **The Group Secretary** (a rotating position) posts summary of group Discussion on Class Wide Discussion Board.

Week #9, October 15-19: Research

- Students now begin their research project.
- Coordinate your choice of topic with your group to avoid substantial overlap. Use the Group Management Discussion Board in Webcourses@ucf.edu for this purpose.
- If your group's theme is discussed in one of Chevalier's regional chapters, you **must** start your research by reading that chapter. It will provide you with a good foundation. This applies to groups focusing on: Asia; Russia; Europe; North Africa and Middle East; and the Third World (chapter 4).
- Submit your First Interim Research Description by Friday evening. See description for format and method of submission.

Week #10, October 22-26: Research

- Students continue to research their topics.
- Submit your Second Interim Research Description by Friday evening. Use the same format and method of submission as last week.

Week 11, October 29 to November 2: Research

- Students continue to research their topics.
- Submit your Third Interim Research Description by Friday evening. Use the same format and method of submission as last week.

Week 12, November 5-9: Research

- Students continue to research their topics.
- Submit your Fourth Interim Research Description by Friday evening. Use the same format and method of submission as last week.

Week #13, November 12-16: Research

- Students continue to research their topics.
- Submit your Fifth Interim Research Description by Friday evening. Use the same format and method of submission as last week.

Week #14, Tuesday November 20: Submission of Final Research Report

- Your final research report must be submitted **as an attachment** to:
  - The instructor, in the Assignment Dropbox in Webcourses@ucf.edu
  - Your group editor (use course email).
  - All your other group mates (use course email).
- **Deadline: Tuesday Nov. 20 at 11:59 PM.**
  - Late submission will be penalized by point subtraction.
- Follow the format for submission indicated by the instructor.
- Then, read all the other reports from your group mates to form your opinion on which single one should be selected for assignment to the Final Exam. The selected report should be well-researched, well-written and should bring interesting new information to the course materials. Vote for the best report. This may be, but is not necessarily, yours.

Week #15 and beyond, Nov. 26 to Dec. 5: Assembly on the Course Wiki and Study Period

- Monday November 26th: Every student submits his/her vote (with arguments) expressing his/her choice for which of the individual research report from his/her group should be assigned for the Final Exam.
  - Follow the format for submission indicated by the instructor.

- **Group Editors:**
  - You must complete the assembly of your group report on the course wiki by Tuesday November 27 at 11:59 PM
  - Follow the format indicated by the instructor.

- Study Period: students prepare for the final exam by reading the individual contribution to Group Reports that have been selected for exam.

Week #16, FINAL EXAM on December 6 and 7

- **The Final Exam window will open on Thursday December 6 at 9:00 AM and close on Friday December 7 at 11:59 PM. Do not miss it!**

Grade Dissemination

Grades will be posted on Webcourses@UCF.

Course Policies

Late Work Policy:
There are no make-ups for missing RAT quizzes or class graded group discussion.

Grades of Incomplete

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Course Policies: Technology and Media

Email: Use my email to communicate with me: danielmarien@yahoo.com. Allow up to 48 hours for a response. Repeat message if you haven't received a response within 48 hours.

Course Policies: Student Expectations

Disability Access:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Academic Conduct Policy:

Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a failing grade for the entire course and can also result in expulsion from the University.

Turinitin.com:

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com. Essays are due at turnitin.com the same day as in class.