University of Central Florida

INR4054 Global Politics of Energy

Summer 2014

Dr. Daniel Marien

Course Information

Office Hours:	Online consultation nearly 24/7 at: Daniel.Marien@ucf.edu or via course email.
Alternative Email Address:	danielmarien@yahoo.com

Course Contents

Energy has historically made an immense contribution to the development of civilization and the development of human powers and faculties. Yet, it has also soiled the land, air and water on which humans rely for a healthy and fulfilling life. Energy and human well-being will intersect even more powerfully in the 21st century than before.

This course examines the main characteristics of the global energy system and the momentous pressures and choices faced by governments, citizens, business, and consumers across the globe.

The long-term political challenge to the global energy system can be summarized thus: a fast growing human population needs more energy to maintain satisfactory standards of living in the rich countries and to conquer crushing want and underdevelopment in the poor countries. But humankind can hardly afford more of the various kinds of environmental contaminations and risks associated with fossil fuels. Air and water pollution as well as man-made climate change demand a gradual reduction in emissions of greenhouses gases and other noxious substances (sulfur dioxide, organic volatile compounds, mercury, etc.) linked to the production and combustion of oil, gas and coal.

The global energy system thus seems poised at a crossroads between further expanding traditional energy sources at the expense of environmental integrity and human health and well-being and a technologically, economically and politically difficult transition towards environmentally friendly energies.

Other issues further compound this core challenge: (1) inter-state competition for advantage in the global economy and for access to affordable and reliable sources of energy; (2) the counter-intuitive but all too real economic and political handicaps

afflicting energy-rich states (the “oil curse”), and: (3) the widely feared, but uncertain, depletion of cheap and easily accessible sources of oil (“Peak Oil Theory”).

Tempting solutions to this last problem argue for large scale development of new methods for extracting traditional fuels in the form of tar sand oil, hydraulic fracturing (“fracking”) of oil and natural gas, drilling under deep sea beds and in inhospitable Arctic regions, and “retreat mining” of coal. However, these new frontiers of fossil fuel production seem to sharpen the core tension between the need for more energy and the need for lesser environmental impacts.

Course Goals and Objectives

- ### Course Goals

1. Understanding the historical connections between energy transitions and hegemonic transitions in the world system.
2. 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.
3. Understanding the arguments for and against developing new methods for extracting fossil fuels.
4. Understanding the “oil curse” afflicting many energy exporting nations.
5. Understanding the challenge to economic development created by energy poverty in much of the Third World.
6. To demonstrate abilities in critical thinking, effective communication and writing, attentive reading, and responsibility toward the group, thereby developing skills and attitudes valuable for future professional and managerial work roles.
7.

Course Materials

You will need to have access to the following:

Thomas 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.

> **(Avoid the first, 2008, edition. You have the wrong book if the title page does NOT say “Release 2.0 Updated and Expanded.”)**

Bruce Podobnik

Global Energy Shifts: Fostering Sustainability in a Turbulent Age
Philadelphia: Temple University Press, 2006, ISBN: 9781592132942.

Other required or suggested materials (if any) will be made available in electronic form in the library reserve.

Detailed Assessment Description

Weekly Quizzes: 40 points

Each quiz will count from 10 to 20 multiple choice questions. You will be allotted one minute per question. The quiz opens on Friday mornings around 9:00 A.M. and closes on Monday mornings at 11:00 A.M.

Answers to Discussion Questions: 40 points

Each week every student must post their own answers to discussion questions in their respective Group Discussion Board in Webcourses. The Boards open on Friday mornings and close on Monday mornings at 11:00 A.M. This sequence repeats from Week 1 to Week 8 inclusively.

You will be assigned to a group at random. Group Issue Management Boards will be created to discuss any issues that might arise within the group; members are listed in the banner of these Group Discussion Boards.

Discussion questions are communicated in the weekly Module, available in Webcourses under Module, one week ahead of the submission deadline. For example, questions with a submission deadline of May 19 are circulated in the Module section no later than May 12.

Discussion questions will be of three kinds: reading comprehension; application, evaluation.

Reading comprehension questions tests your understanding of the assigned readings.

Application question challenges you to apply a concept defined in the readings in a different context or to a different example than the one referred to in the readings. This is also a way of verifying that you understand the concept.

Evaluation questions solicit your thoughtful opinion about an issue, idea or concept. Develop an argument grounded in reasons and data. Avoid merely making assertions.

Each weekly posting by an individual student must be written in good academic English (avoid imprecise or familiar language) and add up to a minimum of 800 original words for all your answers.

Each student starts the semester with 40 points “in the bank” for this exercise. Points are subtracted from this amount if and when the student fails to post answers for a given week (-5 points) or post an inadequate answer (the penalty can vary from -1 to -5, depending on the degree of inadequacy).

Posting a Weekly Summary (penalty for non-submission)

Group members take turns to post summaries of their respective group’s answers to weekly questions in a SUMMARIES discussion board.

For explanation and pedagogical justification, see the document *Weekly Summary: How and Why?* located in Webcourses under Files.

Students are assigned to compose their group summary by alphabetical order of last name. Normally, every student will have to post two weekly summaries during the semester. Some students might have to compose a third one if their respective group has less than four members.

Failure to submit a weekly summary when it is your turn will be penalized by point subtraction (-4). Submission of inadequate summary will also be penalized by point subtraction (by a varying amount from -1 to -4). The penalty is recorded in the Grade Book column recording your posting of Discussion Questions.

Other group members are NOT penalized if and when a given member failed to post a summary when it is his or her turn. The course is designed to foster personal accountability in collaborative endeavors. Free loaders will be penalized. Collective punishment is ruled out by design.

Engaging Class Participants: Extra Credit Opportunity

This is an optional exercise that can earn you extra-credit. See the related document in Webcourses under Files for details about how to do this.

Recapitulating Exam: 20 Points

The exam will be similar in format to the weekly quiz. It will cover all the reading materials assigned from the start of the semester. It will be time-limited.

The exam will open Friday July 11 in the morning and close Saturday evening at 11.30 P.M.

Summary Assessment Table

WHAT	WHEN	WORTH
Weekly Quizzes	Weeks #1-8 All Participants by Monday mornings 11:00 A.M.	40%
Weekly Posting of Answers to Discussion by All Group Members	Weeks #1-8 All Participants by Monday mornings 11:00 A.M.	40%
Weekly Posting of Summary by one group member. **All participants must do this at least twice during the semester.**	Weeks #2-9. Selected Participants (i.e. when it is your turn) by Wednesday evenings 11:59 P.M.	Penalty (-4 pts) for non-performance or inadequate performance (-1 to -4 pts)
Engage your class mates and/or the instructor with respectful and well thought out criticism.	Weeks 1-8. In the **Engaging Class Participants** Discussion Board in Webcourses	**Extra Credit** One point per contribution. A maximum of 5 bonus points for contributions meeting the standards. See the Engaging Standards document under Webcourses → Files.
Recapitulating Exam	All Participants July 11 – 12	20%

Course Schedule

Week #1, May 12-19: Energy Panics: Then and Now

- **On Monday, May 12 students read the Course Outline to familiarize themselves with the course's goals, content and structure.**

- **You will observe that Monday morning May 12 starts or "opens" Week 1.**
- **You will also observe that Monday morning May 19 ends or "closes" Week 1 and starts or "opens" Week 2. This sequence is repeated throughout the semester.**

- **The instructor will assign you to a discussion group at random.** Four members per group. Groups are identified by numbers. Group members' names are listed in the banners to the Group Issue Management Discussion Boards.

- The weekly quizzes and discussion questions cover the **assigned readings as described in the weekly Module**. Always read the weekly Module.
- The weekly quizzes and discussion questions also cover the **assigned** Weekly Instructor's Remarks and/or the Weekly Press Dossier **IF ANY**. The Module of the Week indicates whether there are Instructor's Remarks and/or a Press Dossier assigned on any specific week.
- **This course assigns documentary films**. These films provide a different and more "sensual" (i.e. appealing to the senses) way of introducing the subject. **These films are subject to quiz questions and discussion questions**. It is suggested that you watch them early in the week (so as to introduce the subject matter in a visual form), but later during the day (when you are perhaps tired and more in need of relaxation). It is a good idea to share the viewing with a friend and later discuss and compare your reaction to the film's information.

- **Readings** marked as **suggested** and located under Files are **not** subject to quiz or discussion questions. However, they are meant to help the students with reflecting deeper on a given issue and could prove useful in writing a better set of answers to evaluation questions or to develop a theme in Engaging Class Participants for extra-credit.

- You must **take the quiz** for Week 1 no later than **Monday, May 19** at 11:00 A.M.
    - A similar schedule is repeated throughout the semester.

- You must **post your individual answers** to the discussion questions in the Individual Answers Group Discussion Box in Canvas appropriate to your group no later than **Monday, May 19** at 11:00 A.M.
    - A similar schedule is repeated throughout the semester.
    - **The questions** you must answer **are posted** a week ahead of the posting deadline **in Webcourses under Modules.**

- The **group's summary** composer of the week (a rotating position assigned by the alphabetical order of last name) will compose a summary of the group's answers and post it **by Wednesday evening** (11:59 P.M.) following the closing Monday in the Group SUMMARIES Discussion Box.
    - This process is repeated throughout the semester.
    - Example of summary order composition for a fictitious group:
        - Week 1 Summary: Jane **D**oe
        - Week 2 Summary: John **H**artling
        - Week 3 Summary: Jeremy **M**alinowski
        - Week 4 Summary: Adam **S**mith

        - Week 5 Summary: Jane **D**oe
        - Week 6 Summary: John **H**artling
        - Week 7 Summary: Jeremy **M**alinowski
        - Week 8 Summary: Adam **S**mith

        - Note that the Week 1 Summary is due on the Wednesday of Week 2; the Week 2 Summary is due on the Wednesday of Week 3, etc.
    - **Take care in composing the group summary. The instructor provides feedback to your group on the basis of these summaries.**
    - Failure to compose a group summary when it is your turn will be sanctioned by the subtraction of 4 course points (also a varying number of points can be subtracted for inadequate summary).
    - Every student must normally compose at least two group summaries during the semester, perhaps more if the group counts less than 4 members. .
    - How and why you must compose a group summary is explained in the document titled *Group Summaries: the How and Why* in Webcourses under Files. Read it!

Week 1 Assignments

- **View** the documentary film *A Crude Awakening: The Oil Crash* (90 minutes)
    - Available at: http://www.youtube.com/watch?v=7qGM9ypR-UI

- **Read** the Instructor's Remarks and the Weekly Press Dossier (if any); available in Webcourses, under Files under Week 1 Readings. The Module of the Week indicates whether there are Instructor's Remarks and/or a Press Dossier to read this week.
- **Read** Daniel Yergin, *The Quest*, chapter 11: Is the World Running out of Oil? (in library reserve).
- **Read** Yergin, *The Prize,* Prologue (in library reserve)
- **Read** Podobnik, chapter 1.
- **Read** Friedman, Preface and chapters 1-3.

- **Take the Quiz** (before Monday morning, May 19 at 11:00 A.M.) covering the materials assigned for the week.

- **Participate** in your Group's Discussion Board (before Monday Morning, May 19 at 11:00 A.M.) by answering the instructor's questions for this week. The instructor announces the discussion questions a week ahead of the submission deadline in the Module function of Webcourses.

- **The Group's Weekly Summary Composer** (a rotating position) synthesize the group's answers and posts his/her text **in the relevant SUMMARIES Discussion Board** by Wednesday evenings under this title:
    - Group Number_Summary: **EX.: "Group 1 Summary."**
    - **See *Group Summary: The How and the Why* in Webcourses under Files for guidance on this task.**
    - **Do this carefully: groups received feedback on these summaries and you may lose points for non-performance or inadequate performance.**

Week #2, May 19-26: Fossil Fuels and Traditional Forms of Pollution

- **View two documentary films:**

    - *Crude: the Real Price of Oil*. Directed by Joe Berlinger (104 minutes) http://www.youtube.com/watch?v=h_SDbXriass

    - *Burning the Future: Coal in America*. Directed by David Novack, 89 minutes. Rent for $2.99 from:
    - http://www.amazon.com/Burning-Future-America-Maria-Gunnoe/dp/B002PLXZWW/ref=sr_1_1?s=instant-video&ie=UTF8&qid=1399749703&sr=1-1&keywords=burning+the+future+coal+in+america

- **Read** the Instructor's Remarks and the Weekly Press Dossier (if any); available in Webcourses, under Files under Week 2 Readings. The Module of the Week indicates whether there are Instructor's Remarks and/or a Press Dossier to read this week.
- **Read** Terry Tamminen, *Lives per Gallon*, chapters 1 and 2. (In library reserve)
- **Read:** Jeff Goodell, *Big Coal*, chapter 6. (In library reserve)
- **Read:** Podobnik, chapter 2.

- **Take the Quiz**
- **Participate in your Group's Discussion Board.**
    - **One group member composes the weekly summary.**

Week #3, May 26 – June 2: Fossil Fuels and Climate Change

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

- **Read** the Instructor's Remarks and the Weekly Press Dossier (if any); available in Webcourses, under Files under Week 3 Readings. The Module of the Week indicates whether there are Instructor's Remarks and/or a Press Dossier to read this week.
- **Read** Friedman, chapters 4-5 and 7.
- **Read** Podobnik, chapter 3.
- **Read** the brief Press Dossier assembled by the instructor (In library reserve)

- **Take the Quiz**
- **Participate in your Group's Discussion Board.**
    - **One group member composes the weekly summary.**

Week #4, June 2-9: New Frontiers for Old Energy

- **View** these documentary films:
- *To the Last Drop, Part 1 and Part 2* (about 50 minutes)
    - http://www.youtube.com/watch?v=DDDb1iTw6pQ
    - http://www.youtube.com/watch?v=nQrWZzBOCoc
- *Gasland* (about 90 minutes)
    - http://www.youtube.com/watch?v=96AEzQYangE

- **Read** the Instructor's Remarks and the Weekly Press Dossier (if any); available in Webcourses, under Files under Week 4 Readings. The Module of the Week indicates whether there are Instructor's Remarks and/or a Press Dossier to read this week.
- **Read** Daniel Yergin, *The Quest*, chapter 12 Unconventional (under Files).
- **Read** the Press Dossier (In library reserve)
- **Read** Podobnik, chapter 4.

- **Take the Quiz**
- **Participate** in your Group's Discussion Board.
    - **One group member composes the weekly summary.**

Week #5, June 9-16: Petro-Dictators and Energy Poverty

- **View** the documentary film:
- *The Prize, Part 5: Crude Diplomacy*
    - http://www.youtube.com/watch?v=IIJxBrHcSUo

- **Read** the Instructor's Remarks and the Weekly Press Dossier (if any); available in Webcourses, under Files under Week 5 Readings. The Module of the Week indicates whether there are Instructor's Remarks and/or a Press Dossier to read this week.
- **Read** Friedman, chapters 6 and 9
- **Read** Podobnik chapter 5

- **Take the Quiz**
- **Participate** in your Group's Discussion Board.
    - **One group member composes the weekly summary.**

Week #6, June 16-23: Fear of the New

- **View** the documentary films *Saved by the Sun* and *Car of the Future* (110 minutes total running time), available at:
    - *Car of the Future,* (53 minutes), available at: http://www.pbs.org/wgbh/nova/car/program.html
    - *Saved by the Sun*, (53 minutes): http://www.pbs.org/wgbh/nova/tech/saved-by-the-sun.html

- **Read** the Instructor's Remarks and the Weekly Press Dossier (if any); available in Webcourses, under Files under Week 6 Readings. The Module of

the Week indicates whether there are Instructor's Remarks and/or a Press Dossier to read this week.

- **Read**: Yergin, *The Prize*, Chapter 1 (In library reserve)
- **Read:** Podobnik, chapter 6.
- **Read:** The Press Dossier assembled by the instructor on this topic. (In library reserve)

- **Take the Quiz**
- **Participate** in your Group's Discussion Board.
    - **One group member composes the weekly summary.**

Week #7, June 23-30: Entrenched Interests versus Struggle for Hegemony I

- **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 Instructor's Remarks and the Weekly Press Dossier (if any); available in Webcourses, under Files under Week 7 Readings. The Module of the Week indicates whether there are Instructor's Remarks and/or a Press Dossier to read this week.
- **Read** Podobnik, chapter 7.
- **Read** Friedman, chapter 11-12.
- **Read:** The Press Dossier assembled by the instructor on this topic. (Available electronically at the library reserve.)

- **Take the Quiz**
- **Participate** in your Group's Discussion Board.
    - **One group member composes the weekly summary.**

Week #8, June 30-July7: Entrenched Interests versus Struggle for Hegemony II

- **View** the documentary film *Climate of Doubt* (55 minutes). Available at: http://www.pbs.org/wgbh/pages/frontline/climate-of-doubt/

- **Read** the Instructor's Remarks and the Weekly Press Dossier (if any); available in Webcourses, under Files under Week 8 Readings. The Module of the Week indicates whether there are Instructor's Remarks and/or a Press Dossier to read this week.
- **Read**: Judith Layzer, "Cold Front: How the Recession Stalled Obama's Clean Energy Agenda" (In library reserve)**.**
- **Read:** Friedman, chapters 11-12 and 17.

- **Read:** Podobnik, chapter 7.
- **Read:** Joshua Kurlantzik, “The Asian Century? Not Quite Yet” (In library reserve)

  - **Take the Quiz**
  - **Participate** in your Group’s Discussion Board.
    - **One group member composes the weekly summary.**

Week #9, July 7-11: FINAL EXAM on July 10-11

- **The Final Exam window will open on Thursday July 11 at 9:00 A.M. and close at 11:59 P.M. on Friday July 12. Do not miss it!**

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

Grade Dissemination

Grades will be posted on Canvas.

Course Policies

Late Work Policy:
There are no make-ups for missing weekly 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, the instructor reserves the right to utilize turnitin.com to verify that students did not plagiarize their answers to the discussion questions or any other text submitted for the purposes of earning academic credit in this course.