INR4054_Fall14_Marien_OW_59

University of Central Florida

INR4054 Global Politics of Energy

Fall 2014
Dr. Daniel Marien

Course Information

Dr. Daniel Marien
INR4054_Fa14_Marien_OW_59

OFFICE HOURS	OFFICE LOCATION	OFFICE PHONE NUMBER
Tuesdays 3:00 p.m. to 5:00 p.m.	UCF Orlando Philips Hall, room 302N	407-823-0012
Wednesdays 11:30 a.m. to 1:00 p.m.	UCF Cocoa: Bldg. 3, room 223	321-433-7952
Thursdays 3:00 p.m. to 5:00 p.m.	UCF Orlando, Philips Hall, room 302N	407-823-0012

Instructor email contact: Daniel.Marien@ucf.edu or course email. Expect an answer within 24 hours.

If you plan to visit me during the office hours, it is suggested (not required, simply suggested) that you email your intention ahead of time. Advanced notice helps me selecting who I see first.

Phoning during office hours can also be an effective way to deal with various issues. Phoning outside of office hours will not be effective.

Use the discussion board titled Group Management to contact your respective group members and discuss group management issues. Use course email to contact specific class mates.

Course Contents

Energy has 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 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 related issues of interest include:

1. The politics and policies of energy in various regions of the world.
2. International competition for secure energy resources (particularly in the Middle East, the Caspian Sea region, Africa, and the Arctic).
3. The new frontier in fossil fuels extraction (tar sands, deep sea and Arctic sea drilling, “hydro-fracking” of oil and natural gas, etc.).
4. The reliability and affordability of energy sources.
5. The “oil curse” (the counter-intuitive notion that oil-rich states experience economic and political handicaps because of their oil endowments).
6. Corporate accountability, particularly in cases of spills and other accidents.
7. Popular protest movements related to energy issues.
8. The condition and struggles of indigenous populations in energy producing regions.
9. The challenges of overcoming energy scarcity in the Third World.
10. The challenges of producing international agreements to mitigate climate change.
11. The range of options opened to individual energy consumers to mitigate energy damage to the environment and human health.

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. Understand the main contours of the historical development of the global energy system.
3. Understanding in some depth a specialized topic related to the global politics of energy.
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. Develop the research, analytical, evaluative and writing skills of participants.
7. Develop students’ ability to work productively in small groups, thereby developing valuable skills for professional and managerial 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 detail the major events and trends that have marked the development of the global energy system.
3. To describe in some depth a specialized topic related to the global politics of energy.
4. 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.
5. To describe the challenges and opportunities for bringing more energy to the Third World.
6. To find relevant and empirically valid information, to analyze and evaluate this information and to summarize it in a coherent and engaging way.
7. 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:

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 first (2008) edition.** This book is available in paper and in electronic format from Amazon Kindle (and possibly other providers).

Bruce Podobnik, *Global Energy Shifts*, Temple University Press, 2006. AVAILABLE IN PRINT ONLY, ISBN: 978-1592132942.

These two books have been ordered at both UCF Bookstores (Orlando and Cocoa).

Other required materials will be found in electronic form at the UCF Library or under Files in Webcourses.

Assessments

WHAT	WHEN	WORTH
Statement of Group/Theme Preferences for research later in the semester. State three preferences in declining order.	Friday August 22 at 11:00 AM In specially marked assignment.	Not graded but compulsory. Penalty (-3 points) for non-submission. **(Note: you financial aid also depends on it...)**
Quizzes	Monday Mornings 11:00 AM (weeks #1-10)	30%
Answers to Discussion Questions (posted in your group's Discussion Board).	Monday Mornings 11:00 AM (weeks #1-10)	30%
Engage your class mates and/or the instructor with respectful and well thought out criticism of their statements in Weekly Discussion Boards, etc.	Weeks 2-11 only. 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. Only one submission per week. See the Engaging Standards document under Webcourses → Files.

Interim Research Descriptions	Monday Mornings (weeks #11-14)	Not graded but compulsory, point penalties (-3) applied for non-submission.
Individual Research Report 2,500 words minimum. Other standards apply (TBA).	Friday. Nov. 28	30%
Submission of Vote Expressing Choice for Final Exam Selection	Monday Dec. 1	Not graded but compulsory, point penalties (-3) applied for non-submission.
Group Editors Assemble Group Reports on Course Wiki	Monday Dec. 1 at 11:00 AM	A maximum of three bonus points for volunteers. Only one editor per group.
Final Exam (covering only the research reports selected by the groups)	Monday Dec. 8 From 8:00 AM to 11:59 PM	10%

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 several course points per occurrence. 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 and an opportunity to signal research problems to the instructor. It is a useful instrument to keep you focused on your research and to help the instructor assist students encountering research problems.

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-

Number- Letter Conversion Scale for the Final Course Grade	
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 Structure

Overview

During the first phase or period (weeks 1-10), all course participants discuss the same materials in small groups of three to five students. Weekly assessments include quizzes and the postings of answers to discussion questions.

During the second phase or period (weeks 11-14), students individually research a specialized topic related to their respective group's theme and publish their research report on an electronic platform (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 are assigned as subject matters for the final exam. Only one report per group will be assigned to the final exam. (The instructor reserves a veto right on this selection. It is used only if the student selected a report containing important factual errors or is poorly written. This veto right is very rarely used.)

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 phase or period is set aside for class participants to become familiar with the reports assigned to examination. The fourth phase or period (Monday December 8) is reserved for taking the (short) final exam covering only the selected research reports.

First Phase: Additional Information

During the first 10 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 every student** answers the same 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 to Monday mornings (11:00 AM). **To avoid being suspected of plagiarism and risk a F grade in the course, post your answers all at once in you group discussion board. Re-posting an answer will invite suspicion of plagiarism on your part.**

Note that students are assigned to a group on the first Friday of the semester on the basis of the specialized research they wish to explore during the second phase of the course.

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

Group 1: Energy Politics and Policy in the United States

Both federal and state levels politics and policy are of interest here. California is ahead of the curve.

Group 2: Energy Politics and Policy in Asia (and great power competition for oil in Africa or the Middle East)

China and India are of particular interest. Also, students wishing to study great powers competition to secure energy resources in Africa should select this group since Chinese businesses and government are particularly active in this area. This is a good theme choice for students interested in diplomacy and international relations.

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

Russia is the largest oil exporter in the world today, ahead of Saudi Arabia. (Saudi Arabia still has the largest reserves of conventional oil and is still well located to influence oil prices on short notice.)

Students wishing to study great powers competition to secure energy resources in the Arctic and the Caspian Sea regions should select this group. The Caspian Sea region is the theater of competition between Western European powers, Russia, China and the U.S. The Arctic theater of competition implies Russia, Canada, the United States, Denmark (Greenland) and Norway. This is a good theme choice for students interested in diplomacy and international relations.

Group 4: Energy Politics and Policy in the Third World

Brazil and other emerging countries are of particular interest. So is the challenge of mitigating energy poverty in Africa, Latin America and Asia.

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

The “oil curse” – the counter-intuitive claim that countries largely dependent on oil and gas exports for income suffer economic disadvantages and political distortions -- stands out as the obvious issue. There are others.

Group 6: Energy Politics and Policy in Europe

Europe is heavily dependent on oil and natural gas imports, particularly from Russia and the Middle East. Energy prices are generally much higher than in North America. Because the European Union plays only a secondary role here, the main locus of the continent’s energy policy is to be found in national capitals. National energy policies vary considerably. Coal reserves and actual usage also vary considerably by country. Germany, Sweden and Denmark are of particular interest for this class since they have been engaged for a number of years in sustained policy efforts to shift their energy systems to more environmentally friendly sources. The content of these policies, their concrete impacts so far and their political status (i.e. their popularity or unpopularity) provide interesting subjects. France is currently contemplating similar policy efforts toward greening its energy portfolio. Poland is dreaming of emancipating itself from Russian imports through “fracking.”

Group 7: The New Frontier in Fossil Fuels Extraction

There is a vast store of oil and gas to be extracted at higher economic costs and higher environmental risks and harms in unusual places or through novel methods. Of particular interest are issues related to tar sand oil, oil and natural gas “fracking,” deep sea drilling, and Arctic drilling. The Canadian tar sand development looms very large here. Canada has now become the main source of foreign oil for the United States, in good part because of tar sand oil extraction. Some like to point out that Canada’s oil reserve nearly equals that of Saudi Arabia if the tar sands are included in the estimation. The U.S. is currently experiencing a large increase in natural gas extraction through the controversial methods of “fracking”. But fracking is also used in many other places, notably the Netherlands and Poland. One normative question well worth studying: it is wise to develop these new sources now? Or should societal efforts (R&D funds, human expertise, infrastructure investments, etc.) be rather put in the development of greener energies?

Group 8: Nuclear Energy

The recent accident in Fukushima, Japan, the electrification of France through nuclear energy and the status of nuclear electricity in the United States are of particular interest. Nuclear energy generates no or little greenhouse gases. However, toxic radioactive wastes live on for thousands of years. Is nuclear energy part of the solution or part of the problem?

Group 9: Indigenous Populations and Energy Production

Indigenous populations living near oil and gas extraction sites are oftentimes exposed to awful toxics. Their health is sometimes gravely undermined. For instance, inordinate numbers of young people are killed prematurely by cancers and other serious illnesses. Ironically, these populations generally draw no or little benefits from modern energy sources. Politically marginalized, indigenous peoples occasionally fight back. Their condition and struggles are largely overlooked by urban oil and gas consumers from the core countries (i.e. people like you and me).

Group 10: Corporate Accountability

Energy corporations consistently promise the safe development of oil, gas and nukes. They also promise to remedy all consequences of accidents. But how do these generous promises compare with actual behavior? Any significant accident could be of interest here, from the famous 1989 Exxon Valdez spill in Alaska to this summer’s horrible crude-carrying train derailment killing 47 people in Quebec. (This train was carrying large quantities of tar sand crude extracted from the Bakken formation in North Dakota to a refinery in New Brunswick when it derailed in the middle of small town and ignited a fireball visible from space. For

more details on this last one, search the web with these key words: "*Montreal, Maine and Atlantic Railway*" and "*Lac Megantic*.")

Group 11: Protest Movements Related to Energy Issues

Environmental movements are an obvious topic, but so are movements to increase the benefits of energy resource extraction for the local or national population. The latter are sometime derogatorily dubbed "resource nationalism" by conservative academics from energy importing countries such as Daniel Yergin.

Group 12: International Diplomacy and Climate Change Policy

This theme centers on the international diplomacy within the Conference of Parties of the United Nations Framework Convention on Climate Change (1992), especially the Kyoto protocol (1997) and recent efforts to replace it. The efforts to adopt binding limitations on greenhouse gas emissions have been distressingly unsuccessful so far. Recounting the history of these negotiations, analyzing the reasons for their failure and exploring avenues for negotiation successes in the future provide this group's focus. This is a good theme choice for students interested in diplomacy and international relations.

Group 13: Individual Consumers' Choice and Experience

The U.S. federal political system appears deadlocked on energy policy for the near future. But what can Jane Doe do on her own now to mitigate energy pollution issues? What are the options in the areas of transportation, residential dwelling, and small business activities opened to individuals and the small businesses in the present context? What has been the concrete experience of people who have tried to *"be the change they hope to see happen in the world"* as the expression goes? Clearly a transition to green energy will not happen merely as the result of voluntary choices made by individuals and businesses without the prodding of policy incentives and restraints. Still, some progress may perhaps be achieved through voluntarism and the options for, and concrete experience of, green energy volunteers may be well worth describing.

Second Period: Specialized Research and Publication

During weeks # 12 to # 14 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).

The week-end of November 1 and 2 is the time to change group/theme is you so wish. Notify the instructor and members from both the old and new group via course email.

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 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. The instructor will accept the group' choice unless the chosen report contains important factual errors or is poorly written.

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, indeed! – with a minimum of readings in a short period of time.

Students submit brief Interim Research Descriptions 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 Saturday November 29 at the latest.

The Group Editors assemble their respective members' report on the course wiki by Sunday December 1st.

Students then 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 Monday December 8.

Course Schedule

This schedule of readings and viewings is subject to (marginal) change. Change, if any, will be announced in the weekly Modules. Always consult the weekly Module for updates, instructor's Remarks, etc.

Week #1, August 18-25: Energy Panics: Then and Now

- **On Monday, August 18 students read the Course Outline to familiarize themselves with the course's goals, content and structure. This course has an unusual configuration. Understanding the course outline is the first key to do well in this course.**

- **You will observe that Monday morning August 18 starts or "opens" Week 1.**
- **You will also observe that Monday morning August 25 ends or "closes" Week 1 and starts or "opens" Week 2. This sequence is repeated throughout the semester.**
- As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please submit your statement of group/theme preferences by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 27. Failure to do so will result in a delay in the disbursement of your financial aid.
- **SUBMIT YOUR STATEMENT OF PREFERENCES FOR GROUP/THEME BEFORE FRIDAY AUGUST 22 AT 11:00 AM.**

- The weekly quizzes and discussion questions cover the **assigned readings as described in the weekly Module (which may vary slightly form the reading schedule contained in the course outline)**.
- 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 visual 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 more engaging format), 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** (occasional) 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 or a research paper at the end of the semester.

- You must **take the quiz** for Week 1 no later than **Monday, August 25** 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, August 25** 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.**

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** Daniel Yergin, *The Quest*, chapter 11: Is the World Running out of Oil? (in Webcourses under Files, under Week 1 Assigned Readings).
- **Read** Podobnik, chapter 1.
- **Read** Friedman, Preface and chapters 1-3.

- **Take the Quiz** (before Monday morning, August 25 at 11:00 A.M.) covering the materials assigned for the week.

- **Participate** in your Group's Discussion Board (before Monday Morning, August 25 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.

Week #2, Aug. 25-Sept. 1: Fossil Fuels and Traditional Forms of Pollution

- **View ONE of 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** Terry Tamminen, *Lives per Gallon*, chapters 1 and 2. (Under Files)
- **Read:** Jeff Goodell, *Big Coal*, chapter 6. (Under Files)
- **Read:** Podobnik, chapter 2.

- **Take the Quiz**
- **Participate in your Group's Discussion Board.**

Week #3, Sept. 1-8: 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** Podobnik, chapter 3.
- **Read** the brief Press Dossier (if any) assembled by the instructor (under Files)

- **Take the Quiz**
- **Participate in your Group's Discussion Board.**

Week #4, Sept. 8-15: New Frontiers for Old Energy

- **View ONE of** these two 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** Daniel Yergin, *The Quest*, chapter 12 Unconventional (under Files).
- **Read** the Press Dossier if any (under Files)
- **Read** Podobnik, chapter 4.

- **Take the Quiz**
- **Participate** in your Group's Discussion Board.

Week #5, Sept. 15-22: 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.

Week #6, Sept. 22-29: Fear of the New

- **View ONE** of these two the documentary films:
  - *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 (Under Files)
- **Read:** Podobnik, chapter 6.

- **Read:** The Press Dossier (if any) assembled by the instructor on this topic. (Under Files)

- **Take the Quiz**
- **Participate** in your Group's Discussion Board.

Week #7, Sept. 29-Oct. 6: 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.

Week #8, October 6-13: 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" (under Files).
- **Read:** Friedman, chapter 17.
- **Read:** Joshua Kurlantzik, "The Asian Century? Not Quite Yet" (under Files)

- **Take the Quiz**
- **Participate** in your Group's Discussion Board.

Week #9, October 13-20: The Struggle to Define an International Climate Protection Regime

- Read: Steve Vanderheiden, "The Politics of Climate Change Mitigation."
- Read: TBA

Week #10, October 20-27: Consumer Options for a Saner Energy System

- Read: TBA

Week # 11, Oct. 27 to Nov. 3: Research Week I

- Students now begin their research project. Consult the guidelines (TBA).
- Coordinate your choice of specific topic with your group to avoid substantial overlap. Use the Group Management Discussion Board in Webcourses@UCF.edu for this purpose.
- **Submit your First Interim Research Description** by Monday morning. See description for format and method of submission (TBA). The Interim Research Report is **not** a draft of the paper. It is a simple description of research tasks executed during the closing week. This is useful to keep you focused on the research. It also allows the instructor to provide helpful feedback during the research when students need help. This procedure builds better research reports and leads to better grades. Weekly submission of Interim Research Descriptions by Monday morning is compulsory for Weeks 11, 12, 13 and 14 inclusively. Each weekly non-submission will be penalized with the subtraction of one course point. Non-submission also sets you up for a weak research report, and this, of course, will negatively impact your final grade.

Theme/Group Swap Weekend: November 1-2

- This is the time to change theme/group if you are so inclined. You must inform the instructor, members from the group you are leaving and members from the group you are joining. Use course email for this purpose. You must coordinate your specific research topic with members of the group you joined. Use the Group Management discussion board for this purpose.

Week #12, Nov. 4-8: Research Week II

Week #13, Nov. 12-16: Research Week III

Week #14, Tuesday Nov. 20: Research Week IV

Week #15: Wednesday Nov. 27: All Students Submit their Research Report

- Wednesday November 27th: Every student submits his/her report to the instructor and to the member of his/her group. Follow the instructions TBA.

Sunday December 1: Report Assembly on Course Wiki

- **Group Editors:**
    - You must complete the assembly of your group's reports on the course wiki by Sunday December 1 at 11:59 PM. Follow the format indicated by the instructor (TBA).
- **All Group members:** submit your vote to your respective Group Editor and to the instructor (use course email) expressing your choice for which of the individual research reports from your group should be assigned for the Final

Exam. Justify your vote with arguments comparing the respective merits of you group mates' reports. Your justification must demonstrate familiarity with all the reports from your group and a thoughtful selection.

Week #16, FINAL EXAM on Friday December 6

- **The Final Exam window will open on December 6 at 8:00 AM and close on the same day at 11:59 PM. Do not miss it!** It will be short and have multiple choice questions covering exclusively the research reports selected for examination. It is **not** an exam reviewing the materials read during weeks 1 to 10.

Grade Dissemination

Grades will be posted on Webcourses@UCF.

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 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.