University of Central Florida

INR 4054 Global Politics of Energy

Summer D 2015

Instructor: Dr. Daniel Marien

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Course Information

Office Hours:	Online consultation nearly 24/7 at: Daniel.Marien@ucf.edu or via course email.
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Basic Expectations

Students are expected to: (1) always have a working connection to the internet; (2) to promptly procure the textbooks; (3) to regularly log-on to the course's website in Webcourses; (4) to take quizzes and submit postings in due time; (5) to regularly consult the Announcements function in Webcourses (for general updates on course progress); and (6) to regularly consult their Knights email (for personal messages).

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 with a particular emphasis on the United States.

The basic political challenge of the global energy system can be summarized thus. A fast growing human population needs more energy, particularly in low and middle income countries where accessing modern living standards can only happen through the consumption of more energy inputs. At the same time, humankind can hardly afford more of the various kinds of environmental contaminations and risks associated with traditional fossil fuels.

Air and water pollution as well as man-made climate change demand a rapid 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 challenging transition towards more environmentally friendly energies.

This historical moment of decision is marked by the emergence of a "new frontier in fossil fuels" dramatically sharpening the predicament we face. New methods for extracting traditional fuels are quickly emerging in the form of tar sand oil, hydraulic fracturing of oil and natural gas, deep sea and Arctic drilling, and retreat mining of coal. These new technologies promise a renewed abundance of fossil fuels but at the cost of higher environmental risks and damage. In effect, the new sources of fossil fuels exacerbate the basic dilemma of the global energy system.

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, and attentive reading, thereby developing skills and attitudes valuable for future professional and managerial work roles.

Course Materials

You will need to purchase the works listed below. All three are available both in paper and in electronic formats for an affordable price. Later in the semester, you may have to disburse a small fee to rent online documentaries. (Most documentaries are likely to available for free, however.)

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

> **(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.

John Cushman
Keystone and Beyond: Tar Sands and the National Interest in the Era of Climate Change. Climate News, 2014, ISBN: 0692271414.

Other required or suggested materials will be made available in electronic form in Webcourses under Files.

Assessment Description

Before/After Knowledge

Before Knowledge: take 400 to 600 words to express what you already know or think about the global energy system before taking the course. Simply answer the broad questions in the Assignment Box by attaching a Word file. There is no right or wrong answer here. Two points are attached to this submission. **Deadline: May 25 at 11:59pm**

After Knowledge: at the end of the semester you will review your initial answers to these questions and explain how the course changed your views on energy issues (or not). Three points are attached to this submission. **Deadline: July 17 at 11:59pm.**

Weekly Quizzes on Assigned Materials: 35 points

Each quiz will count from 10 to 20 multiple choice questions. Time will be limited. You have access to the book. The quiz opens on Mondays at 9:00 A.M. and closes that Monday evening at 11:59 P.M.

Answers to Discussion Questions: 30 points

Each week students must post their answers to discussion questions in the general Weekly Discussion Board in Webcourses. The general Weekly Boards close on Monday evenings at 11:59 A.M.

Discussion questions are communicated in the weekly module, available in Webcourses under Modules, one week ahead of the submission deadline. For example, questions with a submission deadline of May 25 are circulated in the WEEK 1 Module available under Files starting May 18.

Discussion questions will be of three kinds: reading comprehension; application, evaluation. **Reading comprehension questions** test your understanding of the assigned readings. **Application questions** challenge 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 reading. **Evaluation questions** solicit your considerate judgment on an issue, idea or concept. Develop an argument grounded in reasons and data. Avoid making unsupported 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 600 original words (all answers taken together).

Engaging Class Participants: 20 points (5 extra credit points possible)

You are expected to engage classmates on their answers to evaluation questions related to the assigned material four times throughout the semester.

Each thoughtful post of 300 words or more earns 5 points for a total of 20 points. Two additional postings can earn you up to extra-credit 5 points at the rate of 2.5 per posting.

> **How?** Find a class mate's answer to an evaluation question in the previous week's Discussion Boards you wish to comment on, add to, disagree with, or somehow enlarge on. Write a post in the ECP Discussion Board (300 words minimum) engaging this student.
>
> Start your post by identifying the student by name and the posting's week by number, then very briefly summarize or quote the passage you wish to engage, finally articulate a comment, an objection or develop a question challenging the student's assertion, etc.

Inform the students via course mail that his/her answer has been challenged. The student can respond to your challenge by his/her own post (300 words minimum) and also thus earn credit for one post (provided that the response contains new material, argument or data.

When? The ECP Discussion Boards lag over the Discussion Board. They will open on May 25 (start of WEEK 2) and close on July 17 (last day of class).

The Energy News Room

Each week (WEEKs 1 to 8) students will post the URL, title and source of one newspaper article related to energy issues in the United States or abroad. Underneath the URL, title and source, students will also summarize the article's content in 3 to 5 lines and explains how it relates to the course's themes.

Post in the Weekly News Room Discussion Boards.

Each properly done posting of a relevant article will earn 1.2 points for a total of 10.

Note that the information from these articles (those you posted yourself or those posted by a class mates) can be used (with proper citation) to make a point in your postings in the Weekly Discussion Board or in the ECP Discussion Boards.

The *New York Times* is one good source of news on global energy issues but there are many others.

Follow this example:

http://www.nytimes.com/2015/05/12/us/white-house-gives-conditional-approval-for-shell-to-drill-in-arctic.html?ref=us&_r=0
Administration Gives Conditional Approval for Shell to Drill in Arctic
By CORAL DAVENPORT MAY 11, 2015, *The New York Times*

Student authored summary in 3-5 lines + indication of how the content connects with the course materials.

Assessment Summary Table

WHAT	WHEN	POINTS
Before/After Submission	Before: May 25 After: July 17	1 4
Quizzes	Weeks #1-8. by Monday Evenings 11:59 P.M.	35
Answers to Discussion Questions from weekly modules	Weeks #1-8. by Monday Evenings 11:59 P.M.	30
ECP Engaging class participants with respectful and well thought out criticism.	Weeks #2-9. In the Weekly Engaging Class Participants Discussion Boards in Webcourses	20 to 25 5 pts max for each of the first 4; opportunity for extra credit by posting 2 more at 2.5 pts each.
Energy News Room	Weeks #1-8	10

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-

Number- Letter Conversion Scale for the Final Course Grade	
77-79 %	C+
74-76 %	C
70-73 %	C-
67-69 %	D+
64-66 %	D
60-63 %	D-
0 – 59 %	F

Grade Dissemination

- Scores for the various assessments will be recorded in the Canvas Grade Book.

- Keep in mind that the Canvas Grade Book is primitive, inflexible and can sometimes misrepresents your actual standing in the course. It is not easily adapted to different course designs. There is nothing the instructor can do about this.
- To gain an accurate picture of your standing in the course, enter your various scores in the formula specified by the course outline under Assessment Table:
    - Your Before and After scores;
    - your average quiz score;
    - your average discussion score;
    - your ECP score;
    - your Newsroom score.
    - Then convert the arithmetical sum of all your scores to a letter grade using the scale specified in the course outline. *Et voilà!*

Course Policies

Late Work Policy:
There are no make-ups for missing weekly quizzes or weekly posting, or essays.

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:

Students are expected to regularly consult their Knight email and the Announcements function in Webcourses.

Use my email to communicate with me: Daniel.Marien@ucf.edu or through course email. Allow up to 48 hours for a response. Repeat message if you haven't received a response within 48 hours. Usually however, you will receive an answer the very same day.

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. Adepts of the copy and paste approach beware!

It is important that you paraphrase information borrowed from another author, that you do not claim a phrase or paragraph for your own when taken from another author, and that you do not insert too many quotes in your text. Perhaps 10-15% of your text can be made up of quotes, but no more. University education is meant to develop your own voice as an author. Copy and paste stifles the development of this important skill.

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 the essay, or a contribution to Engaging Class Participants or any other text submitted for the purposes of earning academic credit in this course.