INR 4054-0W59
Fall 2016
Global Politics of Energy

Department of Political Science
College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor: Dr. Daniel Marien, Daniel.Marien@ucf.edu

Teaching Assistant: Furkan Bayraktar, ffbayraktar@Knights.ucf.edu

OFFICE HOURS	OFFICE LOCATION	OFFICE PHONE NUMBER
Tuesdays 12:00 p.m. to 3:00 p.m.	UCF Orlando Philips Hall, room 302N	407-823-0012
Wednesdays 3:00 p.m. to 6:00 PM	UCF Cocoa: Bldg. 3, room 223	321-433-7952

If you plan to visit me during office hours, it is suggested (not required, simply suggested) that you email your intention ahead of time. Advanced notice helps me select who I see first when several students show up at the same time. If you cannot come to my office, phoning can also be an effective way of solving various issues. Phoning allows for an easier and more productive interaction than email exchange. A phone conversation outside of office hours can also be scheduled via prior email exchange.

I. Subject Overview

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.

II. Course Materials

You will need to have ready 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.
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.")**

Walter Rosenbaum

American Energy: The Politics of 21st Century Policy
CQ Press, Revised edition, 2014
ISBN: 978-1452205373

Various videos to be accessed from the internet (some may carry a small fee). Videos assignments will be specified in the weekly modules since the availability of a video cannot be predicted much ahead of time.

Additional assigned readings will be uploaded in Webcourses, under Files, under Assigned Readings.

III. 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 Home page in Webcourses (for general updates on course progress); (6) to regularly consult their Knights email (for personal messages); and (7) to respect rules of academic honesty.

General 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 the actors and the politics of energy policy making in the United States.
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 students' ability to raise and answer political science questions related to energy.

IV. Assessments

Assessment Summary Table

WHAT	WHEN	POINTS
Before Course Knowledge of Energy Issues WARNING: This simple submission frees up your financial aid.	Friday 8/26, 11:59 pm	2
Weekly Quizzes	Weeks #1-10 (from 8/29 to 10/31) by Monday Evenings 11:59 P.M.	25
Answers to Questions from weekly modules	Weeks #1-10 (from 8/29 to 10/31) by Monday Evenings 11:59 P.M.	20
ECP Engaging class participants with respectful and well thought-out criticism on their answers to evaluation questions. See ECP Standards in this Course Outline for more details.	Weeks #2-10. In the Weekly Discussion Boards	10 2.5 pts for each posting. Four postings expected throughout the semester Only one posting per week.
Interim Research Descriptions (Not an outline or draft. It is	Mondays, 11:59 pm Nov. 7; Nov. 14; Nov. 21. (Weeks 11-14)	Not graded but compulsory, point penalties (-3) applied for each non-submission.

a tool for the instructor to help you build a better research report.)	Monitor instructor's feedback inserted in your posting.	Consult and respond appropriately to the instructor's feedback on your IRDs. .
After Course Knowledge of Energy Issues	Monday 11/28 by 11:59 pm	3
Research Report A research essay or a book review. Length: 1,500-2,000 words, plus relevant images and/or video clips. See Report Grading Standards for more detail.	Monday Nov. 28 by 11:59 P.M.	30
Submission of vote (with arguments) expressing preference for which of the report from within your own group should be assigned to the final quiz.	Wednesday morning Nov. 30	Not graded but compulsory, point penalties applied for non-performance.
Group Editors finish assembling their respective Group Reports on the Course Wiki in PBworks.com. (not in Webcourses).	Wednesday evening Nov. 30	A maximum of two bonus course points for volunteers. Only one editor per group.
Final Quiz A brief quiz covering the selected research reports authored by students.	Wednesday, Dec. 7 Between 8:00 am and 11:59 pm	10

V. Course Design

Week 11 to Week 16: The End Point: A Description of the Research Report and Sharing Process

The course is designed to convert students from passive receivers of knowledge into active producers of knowledge sharing their research results with their peers. Students will learn about energy issues, but they will also learn how political scientists develop questions about such issues, construct answers grounded in evidence and share them with others.

The course culminates towards the end of the semester in an exercise in research and publication through which all students put together an individual research report and present it to the rest of the class on an electronic platform (wiki). Taken together the whole set of reports resembles a group-authored book composed under the general editorship of the instructor and the teaching assistant.

Research reports are individually produced book reviews or research essays supplemented by related images and/or video clips in a format resembling a Wikipedia article. The reports are evaluated for content (mostly) and style.

Instructor and teaching assistant assist the students during each step of the process.

Groups will be formed on the basis of similarity in the students' research interest. However, the research remains an individual performance and students receive an individual score for their report.

One report per group is assigned by group members for the final quiz. Each student plays an active role in selecting the report from his or her group subjected to quiz. Thus each student will consult his/her group members' reports (to decide which one should be assigned to the final quiz) and each student will also read the reports assigned to the final quiz (8 to 10). Thus, students generate a portion of the materials presented in the course.

The course stresses individual accountability. There are no group scores, only individual scores related to individual performance of the various tasks, whether the task is individual or collaborative in nature.

In formal terms, students' individual research reports take the form of either a **research essay or a book review**. A research essay is a text answering a specific research question with the help of multiple sources (books, academic journal articles, others). A book review summarizes and evaluates a single book's argument.

Research questions are developed with the help of the instructor and TA. The selection of a book for review is also assisted by the instructor and TA. Brief **Interim Research Descriptions** help the instructor and TA guide the students in composing effective research reports. They are not drafts of report or outlines.

More detailed descriptions of the process and grading standards for research reports will be circulated in due time.

Week 1 to Week 10: The Preparatory Phase

However, before undertaking to write a research report on energy issues, students must become familiar with basic knowledge related to the topic.

And so during the first phase of the course (weeks 1-10), all course participants discuss the same materials. Weekly exercises include quizzes and answering discussion questions. You are also required to periodically engage your classmates and/or the instructor in dialogue (ECP) in the weekly Discussion Boards.

VI. Course Prerequisites

Course prerequisites include an open mind and a readiness to reflect on the subject matter. There are no prerequisites in the sense of having completed specific previous courses beyond English Composition.

VII. Course Credits

3 credits

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-

Grading Scale (%)	
67-69	D+
64-66	D
60-63	D-
0 - 59	F

VIII. Course Schedule

Always check the Home page in Webcourses for changes or updates. Schedule adjustments (if any) will be first announced there.

Week 1, Aug. 22 to Aug. 29:

- **Turn in your BEFORE course submission before Friday 8/28 at 5:00 PM**

- **Read** Friedman, chapters 1-3.
- View the assigned video documentary (if assigned by the module).

- **Take the Quiz** (before Monday evening Aug. 29 at 11:59 P.M.) covering the reading materials assigned for the week.
- **Post your answers in the Week 1 Discussion Board** (before Monday evening Aug. 29 at 11:59 P.M.). **The instructor announces in due time the questions in the Weekly Module section of Webcourses@UCF**.

- **This sequence of quiz and discussion question is repeated weekly until week 10 inclusively.**

Week 2, Aug. 30 to Sept. 5:

- **Read:** Rosenbaum, chapters 1-2.
- **View** the assigned video documentary (if assigned by the module).

- **Take the Quiz** (before Monday evening Sept. 5 at 11:59 P.M. covering the reading materials assigned for the week.
- **Post your answers in the Week 2 Discussion Board** before Monday evening Sept. 5 at 11:59 A.M.

Week 3, Sept. 6 to Sept. 12:

- **Read:** Friedman, chapters 4-5.
- **Read:** Rosenbaum, chapter 3.
- **View** the assigned video documentary (if assigned by the module).

- **Take the Quiz** (before Monday evening Sept. 12 at 11:59 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday evening Sept. 12 at 11:59 A.M.).

Week 4, Sept. 13 to Sept. 19:

- **Read:** Friedman chapter 6.
- **Read:** Rosenbaum, chapter 4.
- **View** the assigned video documentary (if assigned by the module).

- **Take the Quiz** (before Monday evening Sept. 19 at 11:59 P.M.) covering the reading materials assigned for the week.
- **Post your answers in the Week 4 Discussion Board** (before Monday evening Sept. 19 at 11:59 P.M.).

Week 5, Sept. 20 to Sept. 26:

- **Read:** Friedman, chapter 7.
- **Read:** Newspaper dossier (in Webcourses under Files).
- **View** the assigned video documentary (if assigned by the module).

- **Take the Quiz** (before Monday evening Sept. 26 at 11:59 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday evening Sept. 26 at 11:59 P.M.).

Week 6, Sept. 26 to Oct. 3:

- **Read:** Friedman chapter 9.
- **Read:** Rosenbaum, chapter 5.
- **View** the assigned video documentary (if assigned by the module).

- **Take the Quiz** (before Monday evening Oct.3 at 11:59 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday evening Oct. 3 at 11:59 P.M.).

Week 7, Oct. 4 to Oct. 10:

- **Read:** Friedman chapter 9.
- **Read:** Rosenbaum, chapter 5.
- **View** the assigned video documentary (if assigned by the module).

- **Take the Quiz** (before Monday evening Oct. 10 at 11:59 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday evening Oct. 10 at 11:59 P.M.).

Week 8, Oct. 11 to Oct.17:

- **Read:** Friedman chapters 10-11.
- **Read:** Rosenbaum, chapter 6.
- **View** the assigned video documentary (if assigned by the module).

- **Take the Quiz** (before Monday evening Oct. 17 at 11:59 P.M.) covering the reading materials assigned for the week.
- **Post your individual answers to the Week's Discussion Board** (before Monday evening Oct. 17 at 11:59 P.M.).

Week 9, Oct.18 to Oct. 24:

- **Read:** Friedman chapters 12-14.
- **View** the assigned video documentary (if assigned by the module).

- **Take the Quiz** (before Monday evening Oct. 24 at 11:59 P.M.) covering the reading materials assigned for the week.
- **Post your answers in the Week 9 Discussion Board** (before Monday evening Oct. 24 at 11:59 P.M.).

Week 10, Oct. 25 to Oct. 31:

- **Read:** Rosenbaum, chapter 7.
- **View** the assigned video documentary (if assigned by the module).

- **Take the Quiz** (before Monday evening Oct. 31 at 11:56 P.M.) covering the reading materials assigned for the week.
- **Post your answers in the Week 10 Discussion Board** (before Monday evening Oct. 31 at 11:59 P.M.).

Week 11, Nov. 1 to Nov. 7: Planning and Doing Research

- Peruse the various subject suggestions files put together by the instructor under Files under Research Planning.
- Carefully read the Grading Matrix for Research Essay or Grading Matrix for Book Review (depending on whether you select the book review or the essay option).
- Submit your First Interim Research Description by Monday Nov. 7 at 11:59 P.M. Submit your IRD in the related Discussion Board in Webcourses. See Webcourses → Files → Research Planning for how to do this in due time.

Week 12, Nov. 8 to Nov. 14: Doing Research

- Submit your Second Interim Research Description by Monday Nov. 14 at 11:59 P.M. See Webcourses → Files → Research Planning for how to do this in due time.

Week 13, Nov. 15 to Nov 21: Doing Research

- Submit your Third Interim Research Description by Monday Nov. 21 at 11:59 P.M. See Webcourses → Files → Research Planning for how to do this in due time.

Weeks 14-15, Nov. 22 to Nov. 28: Finalizing Research

- **Turn in your AFTER submission before Monday 11/28 at 11:59 PM.**
- **Submit your research report by Monday Nov.28 at 11:59 P.M. to the instructor and to all your group members via knights email. Do not use course email for this purpose.**
- Submit your vote (with arguments justifying your choice) on which research report from your own group should be assigned to final exam to the instructor

and group editor by the morning of Wednesday Nov. 30. Your arguments must demonstrate familiarity with your group mates' reports and thoughtful reasoning supporting your vote.

Week 16, Wednesday Dec. 7: Final Quiz

- The final quiz covers the subset of research reports selected by the various groups. There will be 8 or 10 such assigned reports. The final quiz will resemble the weekly quizzes: multiple choice questions, time limit, etc. This is not meant to be a difficult quiz, but it does require that you have read the assigned research reports.
- **The exam will be available on Wednesday Dec. 7 from 8:00 AM until 11:59 PM.**

IX. Course Policies

Completion of the Research Report

Regardless of the points earned in the previous exercises, the submission of an approved and proper research report is necessary to obtain a passing grade.

Late Work Policy:
There are no make-ups for missing weekly quizzes or discussion postings.

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.

X. Course Policies: Technology and Media

Email: Use my email to communicate with me: Daniel.Marien@ucf.edu. Allow up to 48 hours for a response. Repeat message if you haven't received a response within 48 hours.

XI. 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. 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 may 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. The instructor submits your texts or essays to Turnitin at his discretion. Student found guilty of plagiarism will receive a failing grade for the entire course.