COURSE OUTLINE

INR 4054-DW60, Summer 2020

Global Politics of Energy

Department of Political Science
College of Sciences, University of Central Florida
3 credit hours

Instructor: Dr. Daniel Marien, Daniel.Marien@ucf.edu
Teaching Assistants: Douglas Namur and Ozgur Kayaalp.

Office Hours: make appointment via email for a phone conversation.
The instructor is available any day of the week and would be please to talk to you.
There is no need to cancel work or skip class for us to talk over the phone.

I. UCF Catalogue Course Description

INR 4054 - Global Politics of Energy
Credit Hours: 3; Class Hours: 3; Lab and Field Work Hours: 0; Contact Hours: 3
Prerequisite(s): ENC 1102 or POS 2041 or C.I. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.

International/national dimensions of global energy policy within developed and underdeveloped countries.

II. Course Description Summer 2020

Energy has been central to the development of human standards of living, powers, and faculties. What we call “energy” today has eliminated or diminished the historical role of morally repugnant sources of power such as slavery, back-breaking work by subordinated classes, and animal suffering. A single barrel of oil yields as much energy as 12 men working for an entire year.

On the other hand, energy has also soiled the land, air and water on which humans rely for a healthy and fulfilling life. It has recently been estimated that coal leads every year to 13,000 premature deaths in the United States, 23,000 in Europe and more than 80,000 in India.

One key political challenge to the global energy system today 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 energy inputs. At the same time, human well-being can hardly afford more of the environmental pollutions and risks associated with traditional fossil fuels. This dilemma is sharpened by new methods for extracting traditional fuels. Tar sands, “fracking” of oil and natural gas, deep sea and Arctic drilling, retreat mining of coal, etc., all add new layers to the environmental harms and risks associated with fossil fuels.

Therefore the importance of, and the perspectives for, “greening” the global energy system will occupy a central place in this course. The political-economic conditions promising or thwarting the expansion of environmentally friendlier energy will be at the center of our preoccupations.

A second political challenge to the global energy system is the management of international conflict energy. States compete with one another to secure energy or to exercise influence over other states through their control over energy sources. Students will have the opportunity in their final essay to study regional conflicts of this nature if they so choose.

III. Basic Course Expectations

Students are expected to: (1) always have a working connection to the internet; (2) to promptly procure the textbooks; (3) to submit postings in due time in normal circumstances; (4) to respect the rules of academic honesty, in particular never to present text not their own as their own wording. (5) In most cases to paraphrase contents from the text books rather than use direct quotes.

IV. Student Learning Outcomes

LO-1: Students will be able to describe in very broad terms the global geography of energy, i.e. where energy is produced and where it is consumed.

LO-2: Students will be able to describe how markets do not factor in the cost of environmental harms and risks stemming from fossil fuels.

LO-3: Students will be able to describe in broad terms the causes and consequences of energy poverty in many countries.

LO-4: Students will be able to describe in broad terms why heavy dependence on oil extraction can have negative consequences on democratic governance in certain countries.

LO-5: Students will be able to describe under what political conditions certain countries could break away from systemic inertia ("carbon lock-in") and accelerate the development of greener energies while other countries remain mired in fossil fuel dependency.

LO-6: Students will be able to describe how to improve national policies to accelerate the development of greener energies ("renewables lock-in") across the globe.

LO-7: Students will compose an essay in which they further examine the energy policy situation of a given country or describe a specific domestic political conflict about energy in a country of their choice, or survey international tensions related to energy trade.

V. Assessment Overview

NOTE: The semester unfolds in 8 ½ weeks. Week 1 starts on Monday 5/11 and ends on Monday 5/18. Week 2 starts on Monday 5/18 and ends on Monday 5/25 and so on. The Final Essay is due on Thursday July 9 at 11:59 PM, in the middle of Week 9.

Assessment Overview

WHAT Description	WHEN Deadlines	WORTH Points	WHY Purpose
Before Course Perception of Ideologies	Friday 5/15, 11:59pm Attach file labeled: LASTNAME_Before	**1**	Frees up your financial aid and prepares your After-Course Statement.
Energy Atlas in Words	Monday May 18 at 11:59	**5**	Getting a sense of the geographical distribution of energy production and consumption on a global scale

Weekly Discussion Post Average Each weekly post is over 50 points. An average is used to compute the final course grade	Weeks 1-7 by Monday Evenings 11:59 P.M. due 5/18 to 6/29	**50**	Verify mastery of assigned materials with narrative respomnses and develop evaluation of ideas
Annotated Bibliography A collection of 17 annotated sources and images related to a country profile or a political conflict related to energy.	Monday 7/6, at 11:59 PM	**17**	A preliminary step to the composition of the final essay.
After Course Perception of Ideologies	Monday 7/6, 11:59 PM Upload file labelled: LASTNAME_After	**2**	Incentivize students to reflect on, and evaluate, their learning.
Final Essay 1,500 words (min.) A country energy policy profile OR a survey of a specific political conflict related to energy.	**Due Thursday July 9** at 11:59 PM Upload a file in Webcourses Labelled: LASTNAME_Essay	**25**	Demonstrate understanding of conflicting arguments and articulate reasoned judgment about a controversial issue.
TOTAL		**100**	

HOW TO FIGURE YOUR FINAL COURSE GRADE:

The grade totals in the Canvas Grade Book can be misleading. To more reliably figure out your standing in the course, follow the simple method described below.

Enter your personal scores for these values:

	Before/After	(over	3 points)
+	Energy Atlas in Words	(over	5 points)
+	Weekly Post average	(over	50 points)
+	Annotated Biblio + Images	(over	17 points)
+	Final Essay	(over	25 points)
=	Total Points Earned	(over	100 points)

Then convert that numerical total into a letter grade in accordance with the Grading Scale below.

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-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

HOW TO FIGURE YOUR COURSE GRADE BEFORE THE SEMESTER IS OVER

You cannot predict exactly what course grade you will receive at the end of the semester since some assignments are still outstanding at this time. But you may get a sense of where you stand by using the formula above **and adapt it to the scores that are known at the time you make this calculation.** It is all very simple. Recalculate the denominator for the known scores and compare the known scores to that. Transform that fraction into a percentage and it will give you an idea of “where you stand” in the course so far.

Thus:

Before/After (probably 3 points)	= 3 over 3 +
Energy Atlas in Words	= ? over 5 +
Then average out your Disc Post scores	= ?? over 50 +

Annotated Bibliography and Images = ?? over 17 +

_____

New denominator: ?? over 75 TOTAL

For example:
Assuming that your known scores add up to 60, then that is 60 (numerator) over 75 (denominator), or 60/75. To obtain a percentage: 60 divided by 75 = 0.80 or 80%.

Of course, it not entirely legitimate to project from there that you will necessarily receive 80% (B--) as the final course grade since scores for some assignments are still outstanding. You may get strong scores in the remaining assignments and cross over in A territory. Or you may do a poor job on these assignments and drop in C territory. Still, this simple calculation can give you an idea of where you stand in the class at a given moment before the semester ends.

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

VIII. Course Schedule

The Weekly Discussion Board updates the Course Outline: in case of a discrepancy between the Course Outline and the Discussion Board of the week, the Weekly Discussion Board is correct.

Week 1, Monday 5/11 to Monday 5/18:

Read the Course Outline.

Instructor's Remarks and or video documents will occasionally be assigned on any given week. Follow the instructions given in the Weekly Discussion Board.

Week 1 is occupied with the Before Course and the assignment titled Energy Atlas in Words".

This sequence of discussion questions is repeated weekly from Week 2 until Week 7. There is no weekly quiz or final exam in this course.

Week 8 and a portion of Week 9 are occupied with the composition of the Final Essay.

Turn in your BEFORE course submission before Friday 5/15 at 11:59 PM, upload a Word file labelled with your last name, ex.: NAME_Before. Submission will be accepted until Monday May 25.

Upload your "Energy Atlas in Words" (before Monday evening May 18 at 11:59 P.M.). Submissions will be accepted until Monday 5/25 to accommodate students delayed in procuring the textbook.

Week 2, May 18 to May 25:

- Read Friedman, Preface + pp. 3-28; 30-31; 41-59; ; 63-84; 110-179; 194-209.

Week 3, May 25 to June 1:

- Read Friedman, pp. 211-246; 263-352.

Week 4, June 1 to June 8:

- Read Aklin and Urpelainen, Preface, pp. 3-88.

Week 5, June 8 to June 15:

- Read Aklin and Urpelainen, pp. 91-171.

Week 6, June 15 to June 22:

- Read Aklin and Urpelainen, pp.173- 248.

Week 7, June 22 to June 29:

- Read Aklin and Urpelainen, pp.249-263.

Weeks 8-9, June 29 to July 9: Final Essay Composition

- Composition of an essay.
- See the Final Essay Grading Standards document in Files for more details.
- **Due: Thursday July 9 at 11:59 PM.**
- Upload your essay in a Word file labelled with your last name.

IX. Policy Statements

Make-up Exams and Assignments
Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Weekly Discussion posts can only be accepted in the relevant weekly discussion board. They cannot be accepted via email to the instructor. **Discussion posts sent to the instructor's email will not be credited.**

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's

PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.
- ***AND Marien's own addition to UCF policy**:* the listing of works cited not materially used in a post or essay also constitutes a breach of academic honesty. It misrepresents the depth of research done.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

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 to Turnitin at his discretion. Student found guilty of plagiarism will receive a failing grade for the entire course and may incur additional penalties.

In particular, weekly postings must be original. To ensure originality, students are not able to view classmates' posts before they have themselves posted in the Discussion Board. Students are also not able to edit their postings after having posted it in the Discussion Board. **It is strongly recommended that you compose your post in a word processing file, review it there for content and style and only then paste the final product in the Discussion Board.**

I also expect that your answers to reading comprehension question will be mostly paraphrasing the textbook as opposed to quoting it directly.

Quizzes are individual exercises with open access to the materials but limited time to answer the questions.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright
This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA
During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.