Spring 2021

COURSE OUTLINE

INR 4054-OW60 (203558)
Global Politics of Energy

School of Politics, Security, and International Affairs
College of Sciences, University of Central Florida
3 credit hours

Instructor: Dr. Daniel Marien, Daniel.Marien@ucf.edu
Teaching Assistant: Ozgur Kayaalp, contact through course email.

OFFICE HOURS ON ZOOM (from 1/11 to 4/26)

Mondays 10 am to 1 pm. Email to receive a Zoom link.
Fridays 10 am to 1 pm. Email to receive a Zoom link.

Or by special appointments setup via email. I am flexible. Do not skip class or work to make an appointment for consultation. Appointments on weekends are possible as well. If you cannot show up at an appointment, please email me ahead of time to postpone.

I. Course Description

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. For instance, 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 allowing or thwarting the expansion of environmentally friendlier energy will be at the center of our preoccupations.

II. Course Materials

You will need to have ready access to the following:
(Both books are available in electronic format.)

Thomas L. Friedman,
Hot, Flat and Crowded: Why We Need a Green revolution and How it Can Renew America. Release 2.0 Updated and Expanded Edition.
AVOID PREVIOUS EDITION (2008)
New York, 2009, Picador/Farrar, Strauss and Giroux.
ISBN: 978-0-312-42892-1

Michael Aklin ad Johannes Urpelainen
Renewables: The Politics of Global Energy Transition.
Cambridge, MA, The MIT Press, 2018
ISBN: 978-0-262-53494-9

Other occasionally assigned readings will be found in Files under Assigned Readings.

Video documents may also be occasionally assigned. Most will be available online for free. Some may require the disbursement of a small fee ($3 or $4). Video assignments cannot be projected long in advance since availability for online steaming vary without warning to the instructor. Video assignments (when relevant) will be announced in the bi-weekly Discussion Boards.

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 textbooks rather than use direct quotes in answer to Reading Comprehension Questions.

IV. Student Learning Outcomes

LO-1: Students will be able to describe how markets on their own do not factor in the cost of environmental harms and risks stemming from fossil fuels (“negative externalities”).

LO-2: Students will be able to describe in broad terms the causes and consequences of energy poverty in many countries.

LO-3: 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-4: Students will be able to describe under what political conditions certain countries could break away from the built-in inertia of fossil fuel energy systems (“carbon lock-in”) and accelerate the development of greener energies while other countries remain mired in fossil fuel dependency.

LO-5: 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-6: Students will compose an essay in which they further examine the energy policy of a country or describe a specific political conflict about energy in a country of their choice.

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V. Assessment Overview

Assessment Overview

WHAT Description	WHEN Deadlines	WORTH Points	WHY Purpose
Before Course Perception of Energy Issues.	Friday 1/15, 11:59pm Upload file in Canvas.	**1**	Frees up your financial aid and prepares your After-Course Statement.
Bi-Weekly Discussion Posts Verifying Reading Comprehension Each weekly post is over 60 points. An average is used to compute the final course grade	Weeks 1-12 by every other Monday Evenings.	**60**	Verify mastery of assigned materials with narrative responses to questions defined by the instructor.
Engage Class Participants (ECP) Four Discussion Posts Challenging or Defending Claims Found in the Readings. See ECP Standards and procedures in Files under ECP.	Weeks 1-12 Four posts due by 4/12 You need to do 4 such posts throughout the semester. You can return to past weeks.	**20**	Foster critical thinking on the readings and exchange with classmates. Develop autonomy in learning and critical skills.
Project Definition and Annotated Bibliography .	Mon. 4/12 Submission in Related Discussion Board	**3**	To define a relevant research project feasible within the time allotted.

			To find and share sources for this report.
Final Report 1,500 to 2,500 words	Friday 4/30 at 11:59 PM Upload file in.	**15**	To compose a research report adding knowledge to the course's subject matter.
After Course Perception of Enviro Issues	Friday 4/30 at 11:59 PM Upload a file.	**1**	To foster reflection on what was learned and to communicate this to the instructor.
TOTAL		**100**	

The **Engage Class Participants** Assignment Described.

The assignment offers you the opportunity of questioning the readings or the opportunity of answering another student's questioning of the reading. The assignment is meant to stimulate reflection.

In this assignment you either contest a point or idea made in the reading OR you defend the point against a challenge raised by another student. You need to compose 4 such ECP posts throughout the semester. You use evidence or data from credible outside sources to support your own claim(s).

The Bi-Weekly Discussion Boards remain open until 4/12 for that purpose. Thus, you can go back to previous weeks to raise a challenge or respond to a challenge. As you gain more confidence with the material, it will become easier to raise a challenge or defend the assigned reading against a challenger.

You must earn 20 course points in four different posts under this assignment. See ECP Grading Standards in Files for full details.

If you are challenging the assigned readings, insert your ECP post at the end of your own bi-weekly post answering the bi-weekly Reading Comprehension question. Start that post with the mention ECP.

If you are defending the readings against another student's challenge, insert your ECP just underneath her/his challenge. Start your post with the mention ECP and email the student. That student can respond to your criticism and earn ECP points.

Other requirements (length, sources) apply. See Files under ECP standards.

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

Always check your course email for updates, general feedback and other useful information. Changes are not likely, but, if they occur, they will be announced via course emails. Not paying attention to course mails hurt your grade.

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

Video documents and/or Instructor's Remarks will occasionally be assigned on any given week. Follow the instructions given in the Weekly Discussion Board. Video assignments cannot be known for sure a long time in advance since availability vary without warming to the instructor.

DEADLINE for Financial Aid: BEFORE course submission by Friday 1/15, 1:59 PM.

Weeks 1-2: Bi-Weekly Posts Deadline: 1/25

Read Friedman Preface, chapter 1 + pp. 30-32 + 41-59 + chapter 4.

Answer the Part A Reading Comprehension Questions in the Weeks 1-2 Discussion Board.

Weeks 3-4: **Bi-Weekly Posts Deadline: 2/8**

Read Friedman, chapters 6-7 and 9.

Answer the Part A Reading Comprehension Questions in the Weeks 3-4 Discussion Board.

Weeks 5-6: **Bi-Weekly Posts Deadline: 2/22**

Read Friedman, chapters 10 and 12-14.

Answer the Part A Reading Comprehension Questions in the Weeks 5-6 Discussion Board.

Weeks 7-8: **Bi-Weekly Posts Deadline: 3/8**

Read Aklin and Urpelainen, Preface, chapters 1-3.

Answer the Part A Reading Comprehension Questions in the Weeks 7-8 Discussion Board.

Weeks 9-10: **Bi-Weekly Posts Deadline: 3/22**

Read Aklin and Urpelainen, Preface, chapters 4-6.

Answer the Part A Reading Comprehension Questions in the Weeks 9-10 Discussion Board.

Weeks 11-12: **Bi-Weekly Posts Deadline: 4/5**

Read Aklin and Urpelainen, Preface, chapters 11-12.

Answer the Part A Reading Comprehension Questions in the Weeks 7-8 Discussion Board.

FINAL ESSAY

ECP ASSIGNMENT closes on Monday 4/12.
Project Definition and Annotated Bibliography by Monday 4/12.
FINAL ESSAY DEADLINE: Friday 4/30 at 11:59 PM.
AFTER COURSE submission due Friday 4/30 at 11:59 PM.

IX. Policy Statements

Required Statement Regarding COVID-19
University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes
To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality
Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness
If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or email in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement
Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

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.

Can't make the deadline for other reasons than those listed above? Contact the instructor with an explanation and a request for a specific deadline extension. Note that my flexibility on deadline vanishes as we approach the end of the semester.

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.
- ***Marien's addition to UCF policy:*** the listing of works cited but 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.**

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.