

**INST/POLS 4450/5450
ENERGY SECURITY**

**FALL 2017
TUES 3:10-6
CR 137**

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ENERGY SECURITY - COURSE DESCRIPTION, OBJECTIVES, and OUTCOMES

For decades energy security was defined by governments and the energy industry as the need to provide the 3 A's "adequate, affordable, and accessible energy for all". Environmental considerations, particularly climate change, now add a fourth "A" to the equation, addressing the "acceptability" of the energy source vis-à-vis the risks. Three fundamental questions underlie the 4 A's of energy security: 1) Will enough energy be available to meet the needs of a growing world and at what cost and with what technologies? 2) How can the security of the energy system on which the world depends be protected? 3) What will be the impact of environmental, economic, social, cultural, and political concerns on the future of energy? At the heart of these questions and the future energy equation is the need to balance energy needs and desires with potential tradeoffs. Understanding these issues and the nature of the multidimensional energy challenges facing the United States and the rest of the world is the central goal of this course. Across the semester, we will study the roots of energy insecurity by tackling topics of geopolitics and foreign policy, economics and development, import dependence and transportation insecurities, the rise of energy nationalism, the alternative energies, sustainability, and climate change. Through the semester, we will become familiar with a body of work from academic authors, experts, and energy analysts who will help us to better understand the origins of energy insecurity and related concerns, its future trajectory, and prospects for cooperation to address national and global energy security challenges.

COURSE REQUIREMENTS/ASSIGNMENTS

This is a lecture and discussion course, the success of which depends heavily on how well prepared you are for each class. During the course of the semester, we will seek — as a group — to develop an understanding of issues related to energy and natural resource security. You will be evaluated through class participation, discussion questions/discussion board posts, short response essays, and an analytic research/forecast paper and class presentations. Be aware that minor modifications may be made to the syllabus and course schedule as necessary. *Please note the different course requirements for undergraduates and graduate students listed below.*

1. Class Participation, Discussion Questions/Discussion Board Posts, and Review Papers (40%). In order to get the most out of class, you must be in class (you are expected to attend all class meetings), read all assigned readings prior to the class under which it is listed, and to attend as many recommended outside events as you can. In addition, you will prepare discussion questions and posts

based on class readings and must be prepared to lead the class discussion at least one week. The discussion question posts are due Sunday by 5 p.m. before each class and responses are due by 5 p.m. on the Monday before each class. Each week your assignment is to critically analyze and evaluate the arguments made by specific authors. Review essays are no more than 800 words.

- Undergraduate students are required to three of five comparative review essays that compare/contrast authors that they have read (each is worth 10%).
- Graduate students are required to complete four of five review essays. Each is worth 7.5% of the overall grade.
 - o Essay Option I. Critically evaluate Yergin's argument and definition of energy security in light of key themes from other readings from Goldthau. Be sure to explain the key elements of the quest for energy security. What trends are shaping the future of energy security?
 - o Essay Option II. Use arguments and authors from Goldthau to explain how issues of development and sustainability, as well as regional issues, shape how energy security is defined and how global energy policy is or should be shaped. Compare and contrast the dimensions of energy security.
 - o Essay Option III. Critically review, analyze and evaluate the argument provided by Stern in light of other readings in the course.
 - o Essay Option IV. Critically review, analyze, and evaluate the argument provided by Ansolabehere and Konisky. Provide an analysis that compares this reading to the analysis/conclusions from Stern.
 - o Essay Option V. Critically review, analyze, and evaluate Price-Smith's argument. Use appropriate readings from the course to provide a lens through which to evaluate his argument.

Each essay will be graded based on the quality of its analysis, organization, and written style. The paper should have a clear introduction, body, and conclusion. See the section on Course Themes below for the questions you should think about as you construct your review essay.

Attendance/Participation. You are expected to come to all classes. University sponsored absences are cleared through the Office of Student Life. Excessive absences will result in a significantly lower grade for the course.

2. Analysis Paper/Policy Briefing Paper and Presentations (60%).

Undergraduate and Graduate Projects have different expectations. Students will do a research project in three installments: (1) a project proposal, (2) a literature review paper that fully explores and analyzes the landscape of discussion on a specific energy-related topic or problem, and (3) a policy paper offering actions to address the problems associated with the topic. Papers are due on the dates shown on the Class Schedule below. You will also make one informal and one formal power point presentation – one for the analytic paper and one for the briefing paper with its policy recommendations at the end of the semester. **Undergraduates** have the option to choose a partner to jointly complete this project. **Graduate students** need to visit with the professor to discuss the focus of their paper. Ideally the graduate student project should be written as an academic article or a specific chapter of the thesis/dissertation. Appropriate length requirements may vary based on the nature of the assignment.

This paper assignment is a research paper and policy briefing paper which includes a theoretical/empirical research study (literature review) -- similar to various readings in the course and a policy recommendation(s) section. The purpose of the final project is to learn how to evaluate the policy and conceptually-driven literature to develop an analytic policy briefing paper focusing on a particular energy issue/problem. One of the biggest challenges in this kind of work is clearly defining the nature of

the problem, providing appropriate and sufficient background data and comparisons, drawing clear conclusions, and making clear near-term, mid-term, and long-term forecasts. The paper will proceed in the following five steps that will help you develop a viable policy briefing paper.

- A. Proposal and Preliminary Bibliography (5%).** Provide 2-3 pages of text, double-spaced that addresses: 1) what you plan to do--state your research question/policy problem; 2) why you plan to do it--the purpose (i.e., why should the reader find this of interest); 3) explain how and why you define the problem as you do (use previous readings to explain how you see the problem); 4) explain how you plan to proceed--your strategy. The 2-3 pages of text should be accompanied by a preliminary outline of the sources that you plan to use.
- B. Revised Proposal, Outline, and Bibliography (5%).** Provide a revised version of your paper proposal that includes an abstract of the paper, 3-4 pages outlining the problem and issues to discuss, and a 1-page tentative outline of how the paper will be organized. The revised proposal also should include at least a 2-page single-spaced annotated bibliography of the works that appear to be most significant for developing your paper.
- C. Overview Paper that explores the literature associated with the research problem (20%).** This paper presents the research/background portion of the paper. It presents the conceptual orientation of the paper and provides appropriate empirical evidence and comparisons to support your emerging conclusions. It must include full citations and bibliography. This paper should be a fully formed research paper around 3000 words (12 pages).
- D. Powerpoint Briefing (10%)**
- E. Final Paper (20%).** Your paper should be approximately 4500-5000 words of text (typewritten, double-spaced) with footnotes and bibliography. (Graduate student projects will vary in length.) It should be preceded by an executive summary that states its main argument (an abstract of roughly 150 words that specifies the purpose and what you have accomplished in your paper) and the policy implications of your analysis. Your final paper should look professional and be as error-free as possible. The paper will be graded based on the quality of the content and scholarship as well as its written style and overall presentation. Undergraduates must complete a research/briefing paper that draws on concepts introduced in the class (and others appropriate to the question under study) to analyze a current energy security challenge and to offer policy recommendations. Graduate students must complete an original research/briefing paper that draws significantly on additional conceptual literature to provide a rich explanation of the political phenomenon under focus and comprehensive policy recommendations.

Late assignments. You are expected to turn in all assignments on time. No late assignments will be accepted except in extreme cases. We must be contacted within 24 hours of the due date and provided with a legitimate explanation (e.g., medical illness). Any assignments that are allowed to be completed after the due date will be expected to meet higher standards given the additional time granted.

Grades. Your grade will be based, not on how well you do compared to others, but on the quality of analysis, substantive knowledge, and effective communication that you demonstrate in your work. Both individual assignments and final grades for this course will be assigned according to the following scale: This course grading scale: A (93-100), A-(90-92), B+(88-89), B(83-87), B-(80-82), C+(78-79), C(73-77), C-(70-72), D+(68-69), D(63-67), D-(60-62), F (59 and below).

Disability Accommodation. It is University of Wyoming policy to accommodate students, faculty, staff, and visitors with disabilities. "If you have a physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and possibly provide documentation of your disability to Disability Support Services (DSS), room 109 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. Visit their website for more information: www.uwyo.edu/udss."

Academic Dishonesty. The University of Wyoming is built upon a strong foundation of integrity, respect, and trust. The University of Wyoming has very strict regulations concerning academic dishonesty. In short, “academic dishonesty” involves cheating on an examination, a paper, or other class assignments. If you are found guilty of academic dishonesty you will receive a grade of “0” on the assignment. This assignment cannot be made up or redone. In the case of a second offense you will fail the class, and face additional sanctions from the university which include suspension from the university. Each student is expected to be aware of and to abide by the academic dishonesty policy, as specified in UW Regulation 6-802. Further information about the School of Politics, Public Affairs, and International Studies policy is available at: <http://www.uwyo.edu/pols/courses/index.html> (click on “Department Academic Dishonesty Policy”).

The instructor may make changes to the syllabus as the course proceeds. If necessary, these changes will be announced in class. Substantive changes made to the syllabus shall be communicated in writing to the students and posted to WyoCourses.

REQUIRED TEXTS AND READINGS

UW Bookstore:

Stephen Ansolabehere and David M. Koninsky, *Cheap and Clean: How Americans Think About Energy in the Age of Global Warming* (Boston: MIT Press, 2016)

Andreas Goldthau, *The Handbook of Global Energy Policy* (Malden, MA: Wiley Blackwell, 2017)

Andrew Price-Smith, *Oil, Illiberalism, and War: An Analysis of Energy and U.S. Foreign Policy* (Cambridge, MA: MIT Press, 2015)

Nicholas Stern, *Why Are We Waiting: The Logic, Urgency, and Promise of Tackling Climate Change* (Boston: MIT Press, 2016)

Daniel Yergin, *The Quest: Energy, Security, and the Remaking of the Modern World* (New York: Hudson Books, 2012)

Material available on WyoWeb:

International Studies Encyclopedia, various articles, posted to WyoWeb.

Sarah Strauss, Stephanie Rupp and Thomas Love, *Cultures of Energy: Power, Practices, Technologies* (Walnut Creek, CA: Left Coast Press, 2013) (select chapters on WyoWeb)

Other readings posted on WyoWeb & TBA.

Current International Events: It is also expected that you will attend appropriate forums on campus and follow contemporary affairs. You should read the *New York Times* (NYT) on a daily basis (at least M-F) and be ready to discuss international news events in class. You can, of course, follow the discussions in international newspapers as well. Finally, consider listening to the international news coverage on *Morning Edition*, *All Things Considered* and the BBC news at 2 pm on NPR as well as BBC World at 10:00 pm on Wyoming Public Television.

COURSE THEMES AND SEMINAR DISCUSSIONS

Important Themes and Questions:

1. What are the most powerful ways of understanding/explaining the roots of security and insecurity? How is energy security/insecurity defined and why? How does (and will) the current and future energy trends and climate security affect prospects for U.S., the developing and developed world, people, NGOs, MNCs, and global stability? What patterns of continuity and change can we identify across the energy policy preferences of these actors?
2. How do we systematically identify, explain, and compare energy security/insecurity and patterns of cooperation/conflict across time and space? How do we link theory (explanation) and practice in the study of energy and climate security? How can we make the most accurate forecasts for the future of energy and climate security across the globe?

Seminar Discussions. Use the following questions to better summarize, analyze, synthesize, and evaluate each assigned reading:

1. What is the author's purpose?
2. What is the major question(s), basic theme(s), or argument(s) of the reading?
3. What is the theoretical explanation? Based on what bodies of knowledge (and philosophical assumptions)?
4. What research strategy and evidence are provided?
5. How does this reading relate to the other readings and central themes of the course?
6. What are its strengths and weaknesses?
7. What policy implications emerge for the analysis?

COURSE SCHEDULE

I. Current Context for the Energy Security 'Debate'

Topic 1 (Sept 5): Introduction and the Traditional View – Oil and Securing the Supply

- Yergin, chaps 1-16 (read for the first day of class)

Topic 2 (Sept 12): Defining Energy Security and the Global Energy Challenge

- Yergin, chaps 17-26; Goldthau Part I

Topic 3 (Sept 19) Global Energy Security and Markets

- Yergin, chaps 27-35 & Conclusion; Goldthau Parts II-III
- *Undergraduate and Graduate Student Review Essay I Due (submit hardcopy during class)*

Topic 4 (Sept 26) Development, Sustainability and Regional Differences

- Goldthau Parts IV-VI; Duffield, "Energy and Security," Özdamar "Energy, Security and Foreign Policy," *International Studies Encyclopedia*
- *Undergraduate and Graduate Student Review Essay II Due (submit hardcopy during class)*

Topic 5 (Oct 3) The Case for Global Climate Action

- Stern, all; Jean Garrison, KFG Working Paper on the Paris Process (WyoWeb); Other reading TBD
- *Undergraduate and Graduate Student Review Essay III Due (submit hardcopy during class)*

Topic 6 (Oct 10) How Americans Think About Energy Choices

- Ansolabehere and Konisky, *Cheap and Clean*, all; other reading TBD
- Attend Energy Law Conference, Friday, October 13 (schedule will be available on WyoWeb)

- ***Undergraduate and Graduate Student Review Essay IV Due (submit hardcopy during class)***
- Topic 7** (Oct 17) Predicting the International Energy Outlook
 - *International Energy Outlook 2016* Executive Summary, chap 1-4 & 9 (additionally choose either chap 5, 6, 7, or 8), available: [http://www.eia.gov/forecasts/ieo/pdf/0484\(2016\).pdf](http://www.eia.gov/forecasts/ieo/pdf/0484(2016).pdf) or on WyoWeb.
 - *International Energy Outlook 2017 Presentation* (WyoWeb)
 - *British Petroleum 2017 Outlook* (WyoWeb)
 - ***Dr. Robert Ichord guest speaker & public presentation***
 - ***1st draft of Paper Proposal Due to WyoCourses before Tuesday class slot.***
- Topic 8** (Oct 24) Energy Security and U.S. Foreign Policy
 - Price-Smith, all
 - ***Undergraduate and Graduate Student Review Essay V Due (submit hardcopy during class)***
- Topic 9** (Oct. 31) Regional Perspectives on Energy Security
 - Review Goldthau Part VI & Conclusion; Review *International Energy Outlook* reading from Topic 7; additional reading TBD
 - Goldthau articles: “The G20 must govern the shift to low-carbon energy”; “Trump's move to quit the Paris Accord may be his worst business 'deal' yet”; “Trump quitting the Paris accord is bad for US businesses and good for China”
 - ***Andreas Goldthau guest speaker & public forum***
 - ***Revised Paper Proposal Due to WyoCourses before Tuesday class slot.***
 - ***Project meetings with Professor and Graduate Assistant TBD***
 - Recommended reading:
 - Bertolotti, Mauro and Catellani, Patrizia. “Effects of Message Framing in Policy Communication on Climate Change,” *European Journal of Social Psychology* 2014 (44): 474-486.
 - Karlsson, Chister, Mattias Hjerpe, Charles Parker, and Bjorn-Ola Linner, “The Legitimacy of Leadership in International Climate Change Negotiations, *Ambio*, (2012) 41: 46-55.
- Topic 10** (Nov 7) Identity, Culture, and Local Realities in the Resource Transition Discussion
 - Strauss, et.al, select chapters (WyoWeb)
 - Recommended Reading:
 - Vezirgiannidou, Sevasti-Eleni. “Climate and Energy Policy in the United States: The Battle of Ideas.” *Environmental Politics*. July 2013, 22(4): 593-609 (WyoWeb)
 - Adger, Neil. “Climate Change, Human Well-Being and Insecurity,” *New Political Economy* 2010 (15) (2): 275-292 (WyoWeb)

II. Energy Security Studies in Context: Future Landscape of International Cooperation and Conflict

- Topic 11** (Nov 14) International Institutions Addressing Insecurity in a Climate Change World
 - Simon Dalby, “Environmental Security and Climate Change,” Coate, “Interdependence and IO,” Edward Newman “Human Security,” Kurian and Bartlett, “Environment and Development,” Elizabeth L. Chalecki, “Environment and Security,” Manno, “Environmental Sustainability,” Lipschutz, “Globalization and the Environment,” *International Studies Encyclopedia* (WyoWeb);
 - **Graduate students:** Cass, “Politics of Climate Change,” *International Studies Encyclopedia* (WyoWeb)
 - ***Overview Paper exploring the research project is due Thursday, Nov 16 by 9:00 a.m. (submit hardcopy)***
- Topic 12** (Nov 21): Globalization and the Politics of Technological Change
 - Geoffrey L. Herrera, “Inventing the Railroad and Rifle Revolution: Information, Military Innovation and the Rise of Germany,” *Journal of Strategic Studies*, Vol.27, No.2, June 2004,

- pp. 243-271 (WyoWeb); Ronen Palan and Angus Cameron, "Globalization and the Global Political Economy," Ronnie D. Lipschutz and Felicia A. Peck, "Globalization and the Environment: There Must Be Some Way Out of Here," Sai Felicia Krishna-Hensel, "Technology and International Relations," *International Studies Encyclopedia*
- Reserve Classifications for Fossil Fuels: **on WyoWeb**
 - Covert, T. et al. "Will We Ever Stop Using Fossil Fuels?" (University of Chicago, 2015): **on WyoWeb**
- Recommended reading:
- Read key findings: UN World Population Data: "World Population Prospects" (United Nations, 2017 revision): **on WyoWeb**
(see, e.g., p. 23: "In other words, global population is virtually certain to rise in the short-to-medium term future. Later in the century, global population is likely to continue to rise, but there is roughly a 23 percent chance that it could stabilize or begin to fall before 2100")
 - "Fertility Statistics" (EU, March 2016): **on WyoWeb**
(“A total fertility rate of around 2.1 live births per woman is considered to be the replacement level in developed countries”)

Topic 13 (Nov 21) Perspectives on Sustainability & Human Development (Thanksgiving Week)

- Post two-paragraphs which present a perspective that thoughtfully addresses key issues to think about, challenges to building a secure resource future, and potential solutions to key challenges. What are the three key challenges you see in the energy security and development debate we've had so far? Who has been compelling and why or why not? Two comments on other posts are required.

III. Research Projects

Topic 14 (Nov 28 & Dec 5) Policy Briefing Presentations

Final Paper due Monday, December 18th by 9 a.m. to WyoCourses

EXPECTATIONS FOR WRITTEN WORK

Paper Format:

- All papers should have a clear introduction, body, and conclusion. Your papers should take into account the questions that are posted under the Course Themes and Seminar Discussions explanation in this syllabus.
- Your work should be presented professionally and you should avoid using phrases such as "I feel" and "I think." Instead, your argument should follow logically from the examples and comparisons you provide. Remember your briefing paper is not an opinion paper, but one presenting recommendations and supporting research that demonstrate how and why you judge the problem and potential solutions as you do.
- For further help contact the Writing Center. Individual appointments are available with consultants to discuss writing related issues.

Plagiarism:

- You are expected to do your own work on written assignments. Plagiarism is any failure to correctly reference another person's work or ideas. Simply changing a few words in a sentence does not make it your own work. Be warned, if you are guilty of plagiarism you will receive a zero on that project, fail the course, and will be prosecuted to the full extent of University regulations.

Citation Style: A specific citation and reference style is required in this course when you write your papers. You may use the in text style of the American Political Science Association (APSA) or the Chicago Style Manual. Illustrations of the APSA style are provided below.

In-text citation format:

- (1) If the author is named in the text, cite by year of publication: Garrison (1999)
- (2) If the author is not named in the text, cite by last name, comma, and year of publication: it has been noted (Homer, 2001) that . . .
- (3) If necessary, provide the page # (Keohane and Nye, 1999:22)
- (4) Multiple authors should be listed in full in the first citation and by et al. thereafter: (Stern, Sundelius, and 't Hart, 1997: pp. 200-201); (Stern et al., 1997:217-221)
- (5) If an author has multiple references for any single publication year, indicate specific works by use of lower case letters: (Rourke, 1999a:45; Boyer, 1999b:22). . .
- (6) Series of references should be (Glad 1976; Holsti, 1983; Starr, 1983)
- (7) Webpage citations should follow the style above as closely as possible. At minimum, citations should include author or authoring organization and the date accessed. The full webpage address must be listed in the bibliography.

Reference format:

- (1) Books should be listed by author(s), year, title, place of publication, and publisher:
Rourke, J. and M. A. Boyer (2000) *World Politics: International Politics on the World Stage*. Brief-3rd ed. Guilford, Conn: Dushkin/McGraw-Hill.
- (2) Journal articles should be listed by author(s), year, title of article, journal name, volume and inclusive pages:
Lipset, S. M. (1983) Radicalism or Reformism: The Sources of Working-class Politics. *American Political Science Review* 77:1-18.
- (3) Chapters in edited volumes should be listed by author(s) year, title, volume title, volume editor(s), inclusive pages, place of publication, and publisher:
Weber, M. (1984) "Legitimacy, Politics, and the States." In *Legitimacy and the State*, edited by William Connolly, pp. 32-62. New York: New York University Press.
- (4) Monographs in a series should be listed by author(s), year, title, series title, place of publication, and publisher:
Fromkin, M. (1968) *The Limits of Recognition*. Singer Series on Law and International Society. New Haven CT: Sanger Publishers.
- (5) Newspapers should be listed by author, date, title, newspaper, page numbers.
- (6) Websites should be listed by author/organization, title of page, web address, and date accessed.