International Energy Policy
Course Objectives

In an address on energy security in 2011, President Obama asserted "The United States of America cannot afford to bet our long-term prosperity, our long-term security on a resource that will eventually run out, and even before it runs out will get more and more expensive to extract from the ground. We can’t afford it when the costs to our economy, our country, and our planet are so high. Not when your generation needs us to get this right. It’s time to do what we can to secure our energy future." Necessarily, the energy security President Obama discusses affects countries other than the United States. In turn, finding solutions to mitigate, adapt and improve American and international energy security will depend on the relations between countries and the policies they develop independently and mutually. This course will allow students to critically analyze present and historic international and domestic energy concerns. In doing so, students will gain a more comprehensive understanding of energy problems and develop skills to discern how and why state and non-state actors address these energy concerns. At the end of this course the student will be able to address specific energy issues that interest them. They will be able to effectively explain and communicate what influences the actors involved, and define possible policy options these actors are likely to promote and the likely reactions to these policy options by other actors.

Course Readings, General Class Flow and Participation

- All of the course’s required readings and videos will be available for free on Blackboard.
- I will also recommend a few books and videos that are available in paper or electric form from retailers, if you are interested in going above and beyond the required reading for this course.
- The readings and videos I assign are the necessary background information for the class activities and the final project, therefore you must invest the time to get through them before class.
- I will motivate you to do the readings and watch the videos prior to class by having a quiz on these readings and videos at the beginning of each class (do not be late!).
- Once the quiz is complete we will delve into class activities. I do not intend to lecture much, so be prepared to participate! During the class activities I will play
the role of moderator, and often as a devil’s advocate, in order to help all of us dig deeper into the weekly topics. However, you will be responsible for your own learning. Hopefully, you like it this way!

- There will be three 250 word (minimum) discussion posts on Blackboard throughout the semester that will cover the class material. You will need to make critical replies to at least three of your classmates on these posts (see matrix for grading).
- We will have two midterm tests and a final paper to evaluate how much you have learned.

**Class Scoring Breakdown**

- Class quizzes will be worth 20% of your final grade.
- Discussion posts and replies will be worth 30% of your final grade (10% each).
- The first midterm will be worth 10% of your final grade and the second midterm will be worth 20% of your grade.
- The final paper will be worth 20% of your final grade.

Discussion Post Matrix:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
<th>Proficient</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Weight</td>
<td>Not acceptable</td>
<td>Needs a lot of work</td>
<td>0 % - No evidence of critical thinking whatsoever (or nothing posted).</td>
</tr>
<tr>
<td>40.00%</td>
<td>0 %</td>
<td>50 % - Superficial posts</td>
<td>100 % - Valid connections made between the course content and real world problems. - Posts are complete with analysis and insight. - Opinions are insightful and supported with evidence and logic.</td>
</tr>
<tr>
<td></td>
<td>50 % - Some connections made between content. - No analysis or insight. - Critical presentation of opinion not present.</td>
<td>80 % - Analysis of content is evident, although possibly not complete or supported. - Critical presentation of opinion is not complete or logically supported.</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Levels of Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quantity Weight</strong> 20.00%</td>
<td>Poor</td>
<td>Marginal</td>
<td>Proficient</td>
</tr>
<tr>
<td>0 %</td>
<td>- Quantity is completely unacceptable (or nothing posted).</td>
<td></td>
<td>50 %</td>
</tr>
<tr>
<td>100 %</td>
<td>- Length of all required posts meet requirements. - All required postings are made.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar and Citations Weight</strong> 20.00%</td>
<td>Poor</td>
<td>Marginal</td>
<td>Proficient</td>
</tr>
<tr>
<td>0 %</td>
<td>- Content is illegible (or nothing posted).</td>
<td></td>
<td>50 %</td>
</tr>
<tr>
<td>80 %</td>
<td>- Few spelling or grammar mistakes - Content is generally easy to understand. - Citations are not complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 %</td>
<td>- No spelling or grammar mistakes. - Content easy to understand. - Citations are complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Timelines Weight</strong> 20.00%</td>
<td>Poor</td>
<td>Marginal</td>
<td>Proficient</td>
</tr>
<tr>
<td>0 %</td>
<td>- Post is made after the deadline (or nothing posted).</td>
<td></td>
<td>50 %</td>
</tr>
<tr>
<td>80 %</td>
<td>- Original posts are present, are posted during the last half of the discussion period. - Participation is infrequent during the discussion period.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 %</td>
<td>- Original posts are added during the first half of the discussion period. - Participation is evident throughout the entire discussion period.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final Paper Matrix on US and Selected Country Energy Policies:
<table>
<thead>
<tr>
<th>Section</th>
<th>Weight</th>
<th>50%</th>
<th>70%</th>
<th>85%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction and background of topic</strong></td>
<td>10.00%</td>
<td>Student does not introduce topic, or introduces topic with limited effectiveness</td>
<td>Student introduces topic clearly and accurately</td>
<td>Student introduces topic clearly and concisely and exceeds expectations</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis of countries’ energy policy</strong></td>
<td>30.00%</td>
<td>Student does not analyze the countries’ energy policies</td>
<td>Student analyzes countries’ energy policies without a clear connection to concepts introduced in class</td>
<td>Student analyzes countries’ energy policies with adequate connection to concepts introduced in class</td>
<td>Student analyzes countries’ energy policies with a clear connection to concepts introduced in class, exceeding expectations</td>
</tr>
<tr>
<td><strong>Analysis of whether countries’ energy policies are cooperative or conflicting</strong></td>
<td>30.00%</td>
<td>Student does not explain argument or does not support argument with anything other than opinion</td>
<td>Student supports argument using limited supporting information and evidence and/or argument lacks coherence/logic</td>
<td>Student supports argument with adequate supporting information and evidence, but lacks some coherence/logic</td>
<td>Student supports argument with thorough information and evidence and argument is coherent and logical</td>
</tr>
<tr>
<td><strong>Format and Mechanics</strong></td>
<td>20.00%</td>
<td>Paper is not in paragraph form and contains multiple grammar, syntax and spelling errors - impossible to comprehend</td>
<td>Paper is in paragraph form, but contains numerous grammar, syntax and spelling errors – difficult to comprehend</td>
<td>Paper is written in clear and accurate paragraph form with few errors. Student expresses written thoughts with attention to detail which exceeds expectations – effortless to comprehend</td>
<td></td>
</tr>
</tbody>
</table>
Citation of Sources using APA format  
Weight 10.00%  

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>Student does not cite sources, or inaccurately cites sources</td>
</tr>
<tr>
<td>70%</td>
<td>Student cites sources with some accuracy</td>
</tr>
<tr>
<td>85%</td>
<td>Student cites sources clearly and accurately</td>
</tr>
<tr>
<td>100%</td>
<td>Student cites sources thoroughly and with complete attention to detail</td>
</tr>
</tbody>
</table>

**Attendance, Assignment Deadline Policy, and Instructor Help**

- Mondays and Wednesdays from 2:45-4:05 in LC3B.
- Class attendance is mandatory. If you need to miss a class, please let me know well in advance.
- All assignments must be handed in at the beginning of class. All late assignments will be docked a letter grade for each day they are late and I will not let you make up missed in-class quizzes unless you have a really good reason to miss class. I want you to succeed and will be much more sympathetic in dealing with you if you contact me with problems before a deadline than after the deadline has passed.
- I can be reached by email. I will not have standard contact office hours. I will be available after class and you can schedule a meeting with me at least 24 hours in advance.

**University Regulations**

**Accommodations:** “Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations ([http://www.albany.edu/studentlife/dss/Accommodation.html](http://www.albany.edu/studentlife/dss/Accommodation.html)).” If you wish to discuss academic accommodations for this course please also inform the instructor as soon as possible. In addition, the instructor will make every effort to accommodate difficulties arising from religious observance. You are asked to bring any possible conflicts to the instructor's attention as soon as possible. Students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately.

**Plagiarism** Please familiarize yourself with the description in the undergraduate bulletin [http://www.albany.edu/undergraduate_bulletin/2003-2004/regulations.html](http://www.albany.edu/undergraduate_bulletin/2003-2004/regulations.html) if you are involved in plagiarism the penalty will be failure in the course and you will be reported to judicial affairs. **In this one regard there are no second chances.** If you are not sure if
something violates standards – ask. If you are not sure whether to cite or not to cite – cite. Every Student is expected to go through the following tutorial
http://library.albany.edu/usered/plagiarism/index.html

Week 1: Welcome and Short History of Energy

Monday, 29 August 2016: Welcome, Class Introduction and Syllabus Overview.

Wednesday, 31 August 2016: Energy Policy and International Relations


Video: The history of fossil fuels: https://www.youtube.com/watch?v=cJ-J91SwP8w

Why this video? Fossil fuels continue to supply the bulk of the world’s energy needs. This video explains how this came about and the possible ramifications of future dependence on fossil fuels for the world’s energy needs.

Video: A more optimistic view of the history of energy: https://www.youtube.com/watch?v=meYYj8LRugU&spfreload=10

Class activity data:

Week 2: International Relations

Monday, 5 September 2016: No class!

Wednesday, 7 September 2016: International Relations as a guide to understanding energy policy.


Week 3: “Energy Security” and Realist Foreign Policy

Monday, 12 September 2016: Energy Security and its Ramifications


Video: https://www.youtube.com/watch?v=PvkT3ByU5yg The Prize: War and Oil
Wednesday, 14 September 2016: Peak Oil and the possible international implications of too little and too much oil


Predictions of peak oil prove slippery: http://www.npr.org/2014/10/17/356713298/predictions-of-peak-oil-production-prove-slippery

Solar and Wind power are gaining a comparative advantage?

Video: Energy Shock: How peak oil will change your life: https://www.youtube.com/watch?v=e5wSHSvIMro

Video: Peak Oil Documentary: https://www.youtube.com/watch?v=LUvPTJ6-RWo

Video: Peak Oil Myth: https://www.youtube.com/watch?v=GQ34CMec8s

Video: Peak Oil Myth: https://www.youtube.com/watch?v=tErajh96lqk

Discussion 1 on Blackboard Due.

Week 4: Liberal IR and Energy

Monday, 19 September 2016: Liberal IR Theory and Absolute Gains Through Interdependence and Trade

Video: Liberal IR Overview: https://www.youtube.com/watch?v=tZbDMUaqwE8

Video: Robert Bryce, Commercial Liberalism and Energy Policy https://www.youtube.com/watch?v=JzTaLW09iMo


Wednesday, 21 September 2016: International energy institutions:
http://www.iea.org/aboutus/

International Energy Agency’s International Energy Program

The Future of Energy Interdependence?
https://www.youtube.com/watch?v=xrxprkxdFRw&spfreload=10

**Week 5: Dependency Theory, The Resource Curse and the Paradox of Plenty**

**Monday, 26 September**: Resource Curse


Video: Dutch Disease: https://www.youtube.com/watch?v=4z79ZoOrmKw

**Wednesday, 28 September**: Avoiding the Resource Curse


Reading: Saudi Arabia:

**Week 6: Energy Cartels**

**Monday, 3 October** – No Class!

**Wednesday, 5 October** – Oil Cartels

Video: Cartel - https://www.youtube.com/watch?v=N0L00FZnhtg

Video: OPEC oil embargo: https://www.youtube.com/watch?v=VCLRIVxOH-Q

Reading: OPEC overblown?: http://www.theatlantic.com/magazine/archive/1983/03/the-cartel-that-never-was/306495/


**Discussion 2 on Blackboard Due**
**Week 7: Energy Cartels Continued**

**Monday, 10 October 2016:** The New Energy Commodity?

Lithium Cartel: [https://www.youtube.com/watch?v=WgP0ur0d46s](https://www.youtube.com/watch?v=WgP0ur0d46s)

Reading: Geopolitics of Lithium Production: [http://www.greentechmedia.com/articles/read/the-geopolitics-of-lithium-production](http://www.greentechmedia.com/articles/read/the-geopolitics-of-lithium-production)


**Wednesday, 12 October 2016** – No class!

**Week 8: Midterm and Energy and the Environment**

**Monday, 17 October 2016:** Midterm

**Wednesday, 20 October 2016:** Reading: They Used to Say That Whale Oil Was Indispensable, Too - [http://www.nytimes.com/2008/08/03/nyregion/03towns.html?_r=0](http://www.nytimes.com/2008/08/03/nyregion/03towns.html?_r=0)

Video: Whaling: [https://www.youtube.com/watch?v=D4sykoUWZ8g](https://www.youtube.com/watch?v=D4sykoUWZ8g)


Video: Deforestation Uganda - [https://www.youtube.com/watch?v=zzUOirYO2IM](https://www.youtube.com/watch?v=zzUOirYO2IM)

Video: Deforestation Haiti - [https://www.youtube.com/watch?v=3Wp5lc4FGB4](https://www.youtube.com/watch?v=3Wp5lc4FGB4)

**Week 9: Energy and the Environment**

**Monday, 24 October 2016:** Climate Change


Reading: The ‘climate dialectic’ in energy policy: Germany and India compared

Video: Ted Talk on Energy and the Environment [https://www.youtube.com/watch?v=ycVH_04azhw](https://www.youtube.com/watch?v=ycVH_04azhw)

**Wednesday, 26 October 2016:** Energy and CoP 21

Saudi Arabia at CoP 21: https://www.youtube.com/watch?v=TalVb9_P1AgE

US at CoP 21: https://www.youtube.com/watch?v=vCkKy9zN90A

A Pessimistic look at CoP 21: https://www.youtube.com/watch?v=PJ9ldyxoUvk

**Week 10: The Future of Energy**

**Monday, 31 October 2016:** Energy Industry Outlook


**Wednesday, 2 November 2016:**

Video: Energy Sources for the Future: https://www.youtube.com/watch?v=UStFvcz9Or4

**Week 11: US Energy Policy**

**Monday, 7 November 2016:** National Energy Policy: [https://www.whitehouse.gov/energy/securing-american-energy](https://www.whitehouse.gov/energy/securing-american-energy)


Video: Yergin: [https://www.youtube.com/watch?v=UOyHGT-8Zk](https://www.youtube.com/watch?v=UOyHGT-8Zk)

**Wednesday, 9 November 2016:** US Military and National Energy Policy


Discussion 3 on Blackboard Due

**Week 12: New York Energy Policy**

**Monday, 14 November 2016**

Reading: 2015 New York State Energy Plan

EIA New York Profile

**Question for Speaker Due**

**Wednesday, 17 November 2016:** Speaker

**Week 13: 2nd Midterm**
Monday, 21 November 2016: Midterm

Wednesday, 23 November 2016 – No class! Happy Thanksgiving

**Week 14: Country**

Monday, 28 November 2016: Venezuela

Reading: CRS Report on Venezuela

EIA Report on Venezuela

**Abstract Blitz Due**

Wednesday, 30 November 2016: Canada

Reading: CRS Report on Canada and US

EIA Report on Canada

**Week 15: Country**

Monday, 5 December 2016: Saudi Arabia

Reading: Saudi Arabia’s Plan to Extend the Age of Oil

CRS Report on Saudi Arabia and the US
http://fpc.state.gov/documents/organization/222090.pdf

Saudi Energy Changes: The End of the Rentier State?

Wednesday, 7 December 2016: Russia

Reading: CRS Report on Russian Energy Policy Toward Neighboring Countries

EIA Report on Russia
https://www.eia.gov/beta/international/analysis_includes/countries_long/Russia/russia.pdf

**Paper Draft Due**

**Week 16: Country**

Monday, 11 December 2016: China


EIA Report on China

https://www.eia.gov/beta/international/analysis_includes/countries_long/China/china.pdf

Final Papers Due