

University of Calgary
Fall Session 2013
International Relations 501.02
Oil and Energy Policy in the 21st Century

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International Relations 501.01 examines the politics and economics of energy security within the context of an integrated global economy. Through examination of the institutional framework, and a comparison of energy sources, national contexts, and demands, the seminar will focus on the “four pillars” of energy policy – Availability, Reliability, Affordability, and Sustainability – in light of the economic, social, and political contexts of policy formulation. Relevant IR theory will be applied.

As a senior-level undergraduate seminar, this class has a considerable reading component and grading will be largely based on a) the student’s ability to read, synthesize, and interpret information, b) the student’s ability to communicate – both orally and in writing – their knowledge and understanding. As a seminar, it is crucial that students arrive to the weekly discussions having completed the assigned readings and be prepared to contribute to the discussion.

Course objectives:

- Serve as a capstone seminar for the student’s study of international relations
- To introduce students to the major themes, approaches, and issues in contemporary international energy debates
- To facilitate the development of the student’s research and analytical skills in verbal and written forms

Grading:

15% Oral presentation and Written Summary

10% Class participation

15% Term Paper Proposal and annotated bibliography (5-10 pages) **Due**

October 18.

35% Term Paper (20-25 pages) **Due November 22**

25% Take Home Final **Due December 13**

Note:

- Audio or video recording of lectures is not permitted without the written permission of the instructor. Students violating this policy are subject to

discipline under the University of Calgary's Non-Academic Misconduct policy

- All course components must be completed in order to receive a passing grade.
- Late assignments will be penalized half a grade point (0.5 on a 4.0 scale) per day.
- Grades will be calculated according to the University of Calgary's Undergraduate Grading System. Grades and their descriptors are as follows:

A+	4.00	Outstanding
A	4.00	Excellent - superior performance, showing comprehensive understanding of subject matter.
A-	3.70	
B+	3.30	
B	3.00	Good - clearly above average performance with knowledge of subject matter generally complete.
B-	2.70	
C+	2.30	
C	2.00	Satisfactory - basic understanding of the subject matter.
C-	1.70	
D+	1.30	
D	1.00	Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject.
F	0.00	Fail

Class Schedule:

With the exception of the first week and last weeks, groups of 2 or 3 students will prepare a 10-15 minute oral presentation, with PowerPoints, to help frame or guide the week's discussion. The group will then provide a brief written review (3-5 pages) along with copies of prepared material due by the end of class the following week.

Week 1 (September 10) Introductory Meeting and Class Organization

Week 2 (September 17) Defining Energy Security in the 21st century

Readings:

Daniel Yergin, "Ensuring Energy Security" *Foreign Affairs*, March/April 2006;
 World Economic Forum, "The Future of Oil: Meeting the Challenges" 2007.
 Elizabeth Hartmann, "Population, Environment and Security: A New Trinity" 1998
http://www.ucl.ac.uk/dpu-projects/21st_Century/resources/papers/documents/hartmann.PDF
 Alex Evans, "Resource Scarcity, Climate Change and the Risk of Violent Conflict" *World Bank*, 2011. Toby Craig Jones, "America, Oil, and War in the Middle East," *Journal of American History*, 99(1): 208-218.

Week 3 (September 24) Supply, Demand, and Energy Security

Readings: Tyler Priest, "The Dilemmas of Oil Empire" *Journal of American History*, 99 (1). 236-251. International Energy Agency, *World Energy Outlook, 2012*, Chapter 2 (49-80); John Deutch, "Oil and Gas Energy Security Issues" National Energy Policy Institute, 2010.

Week 4 (October 1) MNOCs and the Private Sector

Readings: Joseph A. Pratt, "Exxon and the Control of Oil," *Journal of American History*, 99(1) 145-154. David G. Victor and Linda Yueh, "The New Energy Order: Managing Insecurities in the 21st Century," *Foreign Affairs* Jan/Feb 2100, 61-73.

Watch: Steve Coll at the Kansas City Public Library on his book *Private Empire: ExxonMobil and American Power*. June 4, 2013. Available on YouTube

Week 5 (October 8) Petro-States, the Resource Curse and Environmental Scarcity

Readings: Hammond, John L. "The Resource Curse and Oil Revenues in Angola and Venezuela." *Science & Society* 75, no. 3 (2011): 348-378. Thomas Homer-Dixon, "Environmental Scarcities and Violent Conflict: Evidence from Cases." *International Security* 19, no. 1 (1994): 5-40. Michael Ross, "The Political Economy of the Resource Curse," *World Politics* 51(2) 1999: 297-322.

Week 6 (October 15) China and the Developing World

Readings: David Zweig and Bi Jianhai "China's Global Hunt for Energy" in *Foreign Affairs*, 84(5). International Energy Agency, "Overseas Investments By Chinese National Oil Companies"; Alex Vines, Lillian Wong, Markus Weimer and Indira Campos, "Thirst for African Oil: Asian National Oil Companies in Nigeria and Angola," Chattham House, 2009.

Hard copy term paper proposal due by 4 pm October 18

Week 7 (October 22) An Industry and Economy in Transition

Readings: World Economic Forum, "Solving the Energy Puzzle through Innovation," Chapter 2 (p. 24-34).

Read ONE of the following:

Amy Myers Jaffe and Jareer Ellass, *Saudi Aramco: National Flagship with Global Responsibilities*. The James A. Baker III Institute for Public Policy, 2007

David R. Mares, *Venezuela's PDVSA and World Energy Markets: Corporate Strategies and Political Factors Determining its Behavior and Influence*. The James A. Baker III Institute for Public Policy, 2007

Richard Gordon and Thomas Stenvoll, *Statoil: A Study in Political Entrepreneurship*. The James A. Baker III Institute for Public Policy, 2007.

Week 8 (October 29) The Natural Gas Revolution?

Readings: Susan L. Sakmar, "The Global Shale Gas Initiative: Will the United States be the Role Model for the Development of Shale Gas around the World?" University of San Francisco Law Research Paper No 2011-27. Burcu Cigerli, "Effects of North American Shale Gas on the World Natural Gas Market," James A. Baker III Institute for Public Policy, Yergin & Stoppard, "The Next Prize"; *Foreign Affairs*.

Week 9 (November 5) Implications for Producers – Canada-U.S. Case Study

Readings: Paul Chastko, "Anonymity and Ambivalence" *Journal of American History*, 99(1). Canada West Foundation, "Seismic Shifts: The Changing World of Natural Gas" July 2011. Paul G. Bradley and G. Campbell Watkins, "Canada and the U.S.: A Seamless Energy Border?" C.D. Howe Institute: April 2003.

November 9-12 Reading Days – No Class

Week 10 (November 19) The Status of the "The Nuclear Renaissance" After Fukushima

Readings: Ebinger & Banks, "Reassessing Power" in *Beijing Review*. Ebinger & Avasarala, "What's Next" John Deutch, "After Fukushima Daiichi, What's Nuclear Energy's Future?" *The International Economy*, Spring 2011 44-46; MIT, "Update of the 2003 MIT Future of Nuclear Power"

Hard copy of Paper Due by 4 pm November 22

Week 11 (November 26) Managing the Market: Role of the State in Innovation

Readings: Daniel Yergin, Bennett Johnston, and John Deutch, "Oil Lessons from the 1970s," *International Economy*. Fall 2009: National Energy Technology Laboratory, "A Century of Innovation," Chapters 10-12 (p. 247-355)

Week 12 (December 3) Summary and Final Conclusions – Take Home Distributed

25% Take Home Final Due December 13

Classroom Policies:

Students are expected to arrive in class prepared to learn and discuss material.

- Please **set all cell phones/wireless devices to manner mode** when attending lectures.
- Demonstrate respect for your colleagues' learning environment by refraining from engaging in private conversations during lectures or using laptop/notebook computers for any other purpose than taking notes.

- If you must leave the class during the lecture for whatever reason, please do so quickly and quietly to minimize the distraction to other students.
- It is the student's responsibility to ensure that they know the date, time and location of the Registrar-scheduled final exam.

Sometimes absences from class are unavoidable. If such an absence happens to fall on the date of a scheduled quiz or assignment **PLEASE NOTIFY ME AS SOON AS POSSIBLE VIA EMAIL** to make alternate arrangements.

Writing:

International Relations courses often include essay assignments. In cases where such assignments are made, the quality of the writing, including presentation and grammar, may affect the grade. [See [E.2 Writing Across the Curriculum statement](#).]

Written Assignments:

Written assignments are expected to be typed and double-spaced using standard fonts (10 pt Arial or 12 pt Times New Roman) and margins and should conform to usual standards. Citation style will be left for the student to determine – either APA or Chicago – so long as it remains consistent throughout the paper.

Written assignments will be graded on the following criteria:

Organization: Are the ideas in the paper organized efficiently? Does the argument flow logically and coherently?

Writing style/Editing: How is the paper written? Are there any issues with passive voice, punctuation, tense agreements? Does the paper require any editing, or better word choices? Does each page have a number? This section will also evaluate adherence to footnote/endnote conventions as well as the structure of the bibliography and proper essay formatting.

Quality of Research: Evaluates both the quality of the sources consulted and their appropriateness for the subject as well as the extent to which those sources are used in writing the paper.

Originality/Quality of analysis: Does the paper present a standard interpretation/narrative or does it strive to go beyond the basic narrative to assess and analyze the material under consideration? Generally speaking, the better the analysis, the better the paper

General comment on sources for written assignments: When students submit a written assignment that calls for the use of external materials, bear in mind that it is expected that *academic* sources will be consulted. These include

scholarly journal articles, books, and sources – **not encyclopedias, survey textbooks, or notes from in-class lectures.**

Freedom of Information and Protection of Privacy Act:

The **Freedom of Information and Protection of Privacy (FOIP)** legislation *disallows* the practice of having students retrieve assignments from a public place (e.g., outside instructor's office, the department office, etc.) Please note that the University's policy reads, in part:

Term assignments must be returned to students individually during class OR during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they may provide the instructor with a stamped, self-addressed envelop to be used for the return of the assignment.

Assignments are NOT available in the General Office for pick-up.

Academic Accommodation:

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with Student Accessibility Services please contact their office in MacEwen Hall, MSC 452 (403- 220-8237, access@ucalgary.ca). Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

Student Success Centre and Writing Support Services:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented according to the style mandated in *The History Student's Handbook* (https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/EssayHandbook1_0.pdf). Students who have difficulty with their essays should consult the course instructor.

Students also have access to the Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will be strictly adhering to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course BlackBoards or web sites without the prior permission of the copyright holders, unless the educational exceptions apply. In some cases, this may mean that instructors will require you to purchase a print coursepack from the University of Calgary bookstore or that you will have to consult books and articles on library reserve. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Emergency Evacuation/Assembly Points:

Please note the evacuation points for this particular classroom. All classrooms on campus exit to specific places in case of emergency. The emergency assembly points differ depending upon where your classroom is located. For information on the emergency evacuation procedures and the assembly points see <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate dean of students who will apply the penalties specified in the *University of Calgary Calendar*.

Other Useful Information:

Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca,
arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca.

Safewalk and Campus Security: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

Academic Accommodations: <http://www.ucalgary.ca/drc/node/46>

Freedom of Information: <http://www.ucalgary.ca/secretariat/privacy>

Emergency Evacuation Assembly Points:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

Student Union Information: <http://www.su.ucalgary.ca/>

Graduate Student Association: <http://www.ucalgary.ca/gsa/>

Student Ombuds Office: <http://www.ucalgary.ca/provost/students/ombuds>