Syllabus for
Global Energy Policy
(AS.425.645.81.SP15)

Advanced Academic Programs
Zanvyl Krieger School of Arts and Sciences
Johns Hopkins University

Instructor, Course and Learning Objectives

Instructor

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Office Hours: Available via email and by appointment via Skype

Course Description

Given its central importance to economic development, welfare and power, energy is more than simply a sector or a commodity. It has a strategic character which makes it susceptible to politicization and conflict. As a result, energy production, trade and consumption have long been subject to considerations far beyond sheer market design or pricing. In addition, most energy related issues exceed the regulatory capacity of nation states and have a transnational character. This holds true for classic security of supply concerns of consuming nations but also with regards to more recent energy related agendas such as climate change. Related, and adding to this, energy agendas have become increasingly complex. The energy security agenda, for example, focusing on safeguarding the physical security of demand or supply, has been complemented by a sustainability agenda and, more recently, by a development agenda. As a response to these shifts, a variety of institutional arrangements have been developed on the international level, creating a patchwork of institutional frameworks and regimes in global energy. They can be clubs of states such as the Organization of Petroleum Exporting Countries (OPEC); multilateral treaties such as the Energy Charter Treaty (ECT); or voluntary agreements such as the Extractive Industries Transparency Initiative (EITI). Accounting specifically for the transnational character of energy, this course approaches energy as a global policy problem. It discusses global energy challenges in the context of shifting agendas and from four distinct perspectives: security; public policy; sustainability; and development.
Global Energy Policy - Online Course Syllabus

Course Goals and Learning Objectives

The course introduces students to the global dimensions of energy policy; discusses shifting agendas; and assesses the institutional spectrum of global energy governance.

As a result of taking this course, students will be able to:

- describe the complex nature of global energy policy agendas
- compare and contrast various global energy policies in the context of shifting agendas and politics
- discuss global energy challenges from four distinct perspectives: security; public policy; sustainability; and development
- interpret and judge competing policy approaches towards global energy challenges
- identify and differentiate the role and multifaceted nature of existing actors in global energy governance
- evaluate the existing spectrum of institutional arrangements that aim to govern global energy

Course Content

The course content is organized primarily around four key themes:

1. analyzing global energy policy
2. global environmental and energy governance
3. energy and development, and
4. energy and security.

After introductions in week one to each other, to the course and to online study, we begin by laying foundations for critical analysis of global energy policy. This theme introduces basic concepts and issues through exploration of ecological rationality, energy and climate change at global scale. The theme continues by introducing sustainability science and transdisciplinary inquiry as bases for engaging with complex sustainability questions. Lastly, the theme introduces critical approaches to policy analysis.

The second theme introduces questions of global energy and environmental governance. This includes climate change, but extends beyond it and introduces the complexity of global energy policy and governance. The present state of play is explored, as are possible energy governance futures. The theme also draws links between global energy policies and some of their local implications.

The third theme brings focus to the energy-development nexus in two ways. Firstly, with a focus on energy access and equity. Secondly, with a focus on financing energy transitions in the context of climate change.

The final theme brings attention to energy security. In this theme we problematize traditional definitions of energy security in order to develop a broadened, more realistic concept of energy security.
Schedule

The class schedule for Global Energy Policy follows. There is some flexibility built into the schedule and it may be subject to limited change during the semester. Any changes will be announced with adequate lead times.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Beginning</th>
<th>Theme/Topic</th>
<th>Assessment items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26 Jan</td>
<td>Getting acquainted with each other, the course, and learning online</td>
<td>Required readings: Mitchell (2009); GEA (2012) (Key Findings &amp; Summary for Policy Makers)</td>
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<tr>
<td></td>
<td></td>
<td><strong>THEME 1: ANALYSING ENERGY POLICY</strong></td>
<td></td>
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<tr>
<td>2</td>
<td>2 Feb</td>
<td>Ecological rationality, energy and climate change</td>
<td>Topic focus: ecological rationality; ecological crisis; the trillionth tonne</td>
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<tr>
<td></td>
<td></td>
<td>Required readings: Dryzek (1983); Allen et al. (2009); Mora et al. (2013); Camilleri (2012)</td>
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<tr>
<td>3</td>
<td>9 Feb</td>
<td>Sustainability science and transdisciplinary inquiry</td>
<td>Topic focus: sustainability science, transdisciplinary inquiry, complex sustainability problems</td>
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<tr>
<td></td>
<td></td>
<td>Required readings: Albrecht et al. (2001); Brown (2010); Kates et al. (2001); AAAS (2010)</td>
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<tr>
<td>4</td>
<td>16 Feb</td>
<td>Critical approaches to policy analysis</td>
<td>Topic focus: engaging critically with energy policies globally</td>
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<tr>
<td></td>
<td></td>
<td>Required readings: Fairclough (2012); Shore &amp; Wright (2011); Nelson (2008); Brulle (2013)</td>
<td>Sun 22/2: Essay due</td>
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<tr>
<td></td>
<td></td>
<td><strong>THEME 2: GLOBAL ENVIRONMENTAL AND ENERGY GOVERNANCE</strong></td>
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<tr>
<td>5</td>
<td>23 Feb</td>
<td>Complexity in global governance #1: the state of play</td>
<td>PechaKucha</td>
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<tr>
<td></td>
<td></td>
<td>Topic focus: patchwork governance for energy: actors, networks, agreements and initiatives</td>
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<tr>
<td></td>
<td></td>
<td>Required readings: Selivanova (2010); Van de Graaf (2013); Karlsson-Vinkhuyzen (2010)</td>
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<tr>
<td>6</td>
<td>2 Mar</td>
<td>Complexity in global governance #2: possible futures</td>
<td>PechaKucha</td>
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<tr>
<td></td>
<td></td>
<td>Topic focus: global energy governance: where are we heading?</td>
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<td></td>
<td></td>
<td>Required readings: Karlsson-Vinkhuyzen, Jollands &amp; Staudt (2012)</td>
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<tr>
<td>7</td>
<td>9 Mar</td>
<td>From global to local: policy and practice</td>
<td>PechaKucha</td>
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<td></td>
<td></td>
<td>Topic focus: local implications of global energy policies, e.g. CSG, coal, oil, hydropower, wind</td>
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<tr>
<td></td>
<td></td>
<td>Req’d read.: Evans (2008); Chapman et al. (2013); Chapman (2013); Rosenberg (2013); Lee (2013)</td>
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<tr>
<td>8</td>
<td>16 Mar</td>
<td>Spring Break</td>
<td>Fri 3/20: Proposal due</td>
</tr>
<tr>
<td>9</td>
<td>23 Mar</td>
<td>**PEER AND INSTRUCTOR FEEDBACK ON REPORT PROPOSALS **</td>
<td>Peer feedback</td>
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<tr>
<td></td>
<td></td>
<td><strong>THEME 3: ENERGY AND DEVELOPMENT</strong></td>
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<tr>
<td>10</td>
<td>30 Mar</td>
<td>Sustainable energy and energy for all</td>
<td>PechaKucha</td>
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<tr>
<td></td>
<td></td>
<td>Topic focus: access, equity, resource curse</td>
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<tr>
<td></td>
<td></td>
<td>Required readings: Rehman et al. (2012); Bosshard (2013)</td>
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<tr>
<td>11</td>
<td>6 Apr</td>
<td>Financing energy transition</td>
<td>PechaKucha</td>
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<tr>
<td></td>
<td></td>
<td>Topic focus: REDD+; MDBs; Kyoto</td>
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<td></td>
<td></td>
<td>Required readings: TBA</td>
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<td></td>
<td><strong>THEME 4: ENERGY AND SECURITY</strong></td>
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<tr>
<td>12</td>
<td>13 Apr</td>
<td>Broadening energy security perspectives</td>
<td>PechaKucha</td>
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<tr>
<td></td>
<td></td>
<td>Topic focus: shifting understandings of energy security</td>
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<tr>
<td></td>
<td></td>
<td>Required readings: Brown &amp; Dworkin (2011); Sovacool (2011); Falk (2012); Valentine (2011)</td>
<td></td>
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<tr>
<td>13</td>
<td>20 Apr</td>
<td>Energy security in the Earth system</td>
<td>PechaKucha</td>
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<tr>
<td></td>
<td></td>
<td>Topic focus: energy security in the Anthropocene</td>
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<tr>
<td></td>
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<td>Required readings: Mayer &amp; Schouten (2012); Christoff (2012); Symons (2012)</td>
<td></td>
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<tr>
<td>14</td>
<td>27 Apr</td>
<td>**PEER FEEDBACK ON DRAFT REPORTS **</td>
<td>Peer feedback</td>
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<tr>
<td></td>
<td></td>
<td>Fri 4/24: Draft due</td>
<td></td>
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<td></td>
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<td>Mon 5/4: Report due</td>
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</tbody>
</table>
Course Materials

Required Readings

Required readings are specified in the course schedule above. Further required readings may be specified during semester.

General Readings

The following readings are recommended as introduction and background to global energy policy. They are not required readings but will prove to be helpful resources to draw on in the course of exploring global energy policy critically:

- Other institutional sources, e.g. Organisation for Economic Cooperation and Development (OECD), the World Bank, etc.
- Scholarly journals including Energy Policy.

Other resources will be specified during semester.
Assessment and Grading Policy

Assessment Framework

The assessment framework for Global Energy Policy is provided here and is designed (i) to give students the opportunity to demonstrate their learning in the course and (ii) to support students’ sense of belonging to a learning community by encouraging students to engage collegially with peers. The assessment framework values students’ original scholarship and supports students to develop their research capacity and their written and oral communication skills.

In brief, there are three assessment tasks. Tasks two and three are disaggregated into graded and ungraded elements. Passing this course requires:

a. completing all elements – graded and ungraded – of all three tasks, and

b. accumulating sufficient marks across all three assessment tasks.

Note: standard late penalties apply to all assessment tasks (10% per day).

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment item</th>
<th>Word limit</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Essay</td>
<td>1,500</td>
<td>30%</td>
<td>Sunday of week 4 (Feb 22)</td>
</tr>
<tr>
<td>2</td>
<td>Postings to tutorial discussion/responses to discussion questions</td>
<td>At least 2 postings per week, including at least 1 early (i.e. by Wednesday)</td>
<td>30%</td>
<td>Weeks 1-7, 10-13</td>
</tr>
<tr>
<td></td>
<td>PechaKucha presentation &amp; notes (20%) and discussion questions (10%)</td>
<td>Open (but experience suggests a script of circa 1,000 words)</td>
<td>30%</td>
<td>Various, across weeks 5-7, 10-13, as allocated by Instructor</td>
</tr>
<tr>
<td>3</td>
<td>Proposal for major report</td>
<td>Circa 500</td>
<td>40%</td>
<td>Friday of week 8 (Mar 20)</td>
</tr>
<tr>
<td></td>
<td>Presentation of DRAFT major report for peer feedback</td>
<td>Open</td>
<td></td>
<td>Friday of week 13 (Apr 25)</td>
</tr>
<tr>
<td></td>
<td>Peer feedback for two other students as allocated by Instructor</td>
<td>Circa 1,000 (i.e., 2x2x250)</td>
<td></td>
<td>Week 9 (beginning Mon Mar 23) and week 14 (beginning Mon Apr 27)</td>
</tr>
<tr>
<td></td>
<td>Major report</td>
<td>2,500</td>
<td>40%</td>
<td>Mon after week 14 (May 4)</td>
</tr>
</tbody>
</table>

TOTAL: 100%
Assessment Tasks

1. Essay – 30%

The essay is set and due early in the course to (i) encourage students to begin writing early and (ii) to enable students to receive – and then make use of – feedback in later written work. The 1,500 word essay is an opportunity for students to demonstrate their understanding of an aspect of the relationship between management and the environment as explored in Theme 1. Additionally, the task is an opportunity for students to demonstrate their research and essay-writing skills. This includes:

- constructing an argument
- supporting an argument through review of the literature
- communicating clearly and coherently in written form
- clear introduction and conclusion
- correct referencing (using a consistent variation of the author-date system).

An assessment rubric will also be provided to further help students understand expectations for this assessment task.

Students are required to choose and use relevant sources and the reference list should identify:

- A minimum of four readings set for Global Energy Policy
- A minimum of two articles from refereed journals accessed via the online databases in the library (i.e. scholarly readings other than those set for Global Energy Policy).

Please note these are minimum requirements designed to support students’ wide reading and develop students’ research skills. Students are encouraged to read beyond the minimum requirements and this may well include grey (non-scholarly) literature sources.

2. PechaKucha Presentation and Postings to Discussion Boards – 30%

The PechaKucha (Japanese for ‘chit chat’) task provides students the opportunity to demonstrate their learning by exploring one aspect of the course content in significant detail and then communicating that to peers through a presentation. PechaKucha comprises 20 Powerpoint slides with 20 seconds of narrative per slide. That is, your presentation will be exactly 400 seconds (six minutes and forty seconds) long. Pecha Kucha presentations emphasise slides with images rather than text-heavy slides. (To know more about PechaKucha presentations, go here: http://www.pechakucha.org/#.)

As well as providing the PechaKucha presentation in their allocated weeks, students will craft exploratory questions and facilitate discussion centred on their presentation.
Students’ PechaKucha presentations (weeks 5-7, 10-13) will proceed as outlined below:

<table>
<thead>
<tr>
<th>Week preceding presentation week</th>
<th>Presentation week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Wednesday</strong></td>
</tr>
<tr>
<td><strong>Presenters:</strong></td>
<td></td>
</tr>
<tr>
<td>Submit draft PechaKucha notes and discussion questions to Instructor</td>
<td>Incorporate comments from Instructor</td>
</tr>
<tr>
<td><strong>Peers:</strong></td>
<td></td>
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<tr>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Postings to the course discussion boards are included in this task. Postings are not graded purposely in part to support students to try out ideas and share observations, views and insights. Minimum requirements for frequency and timing of postings are specified:

- at least two postings per week, and;
- at least one in the early part of the week (i.e., by Wednesday).

Please note: these are minimum requirements and additional postings are welcome. Postings can be very brief.


The major report is set late in the course and is due shortly after week 14, the last week of classes. The major report provides students the opportunity to demonstrate a synthesis of their learning in Global Energy Policy. Students will do so by articulating a basis for their critique grounded in their learning in the course, and on that basis analyse their chosen energy policy.

This 2,500 assignment provides each student with the opportunity to produce a critical analysis of an existing global energy policy which is personally interesting: it may be a policy the student is familiar with through their work or in some other way. If students are unable to find a relevant policy they will be allocated one in consultation with the Instructor. Report drafting is staged to support students’ success with what is a challenging task: an initial proposal is due by the end of week 8 for peer review in week 9, and a draft report due by the end of week 13 for peer review in week 14.

The critique of the energy policy provides students an opportunity to demonstrate their learning across the entirety of Global Energy Policy. However, major reports are not
required to address every aspect of what we explore in the course, and some focus in the critique will likely be helpful.

**The major report proposal** provides students an opportunity to (i) begin work on the major assessment task early, (ii) receive feedback on their chosen research focus, and (iii) confirm the suitability of the proposed focus. Students will produce and share a circa 500 word proposal for their major report by the end of week 8 to receive feedback from peers and the Instructor in week 9.

The proposal should include:
- the case study policy to be analysed and a rationale for how it fits within the scope of Global Environmental Policy
- an outline of the issues that will investigated
- preliminary information sources
- outline of the proposed report contents and format.

The major report is to be presented in the format of a formal report to government (or other decision-maker), with title and contents pages, summary, conclusion, recommendations, use of numbered sections, reference list, appendices where useful, etc. The proposal must demonstrate how this report format will be used. One helpful example of standard report formats can be found online here: [http://www.bized.co.uk/reference/studyskills/reports.htm](http://www.bized.co.uk/reference/studyskills/reports.htm), and there are many others available.

**Presenting the DRAFT report** gives students have the chance to test out their thinking, highlight what they see as the key issues and draft conclusions in the context of their case study, and seek peer feedback particularly for where challenges remain. In turn, other students have the opportunity to engage with and critique their peers’ work.

Students will post DRAFT major reports by the end of Week 13. Week 14 is dedicated to giving and receiving peer feedback on DRAFT major reports (see below). Students have the opportunity to rework their drafts on the basis of relevant and useful peer feedback before submitting their final major report for grading, due after Week 14.

**The opportunity to give feedback to peers** supports students to engage thoughtfully with other students’ critical analyses. Participation in this exercise is crucial towards ensuring students receive useful feedback in support of their major reports. Critiquing others’ work is also an opportunity to improve critical thinking skills. By critiquing others’ work, students can expect that the quality of their own work will also improve. Students will be allocated DRAFT policy critiques for review by the Instructor and will be expected to provide around 250 words of feedback to each of two fellow students in both Week 9 (on peers’ proposals) and Week 14 (on peers’ drafts).

It is reasonable to expect a diversity of global energy policies as students’ subjects of critique, and a diversity of approaches in analysing policies. During semester students will have the opportunity to provide input to the marking rubric used in assessing the major reports to ensure that the assessment framework is suitable and fair for all.

The main emphasis in assessment will be on how effectively the student draws on their learning in Global Energy Policy to:
- outline a sound foundation for critical policy analysis
- identify a suitable policy for critique
- engage with one or more of public policy, climate change, development and energy security
offer suggestions for addressing identified limitations of their policy case study.

The assessment will also consider:

• to what extent has the student’s critical analysis been presented in standard report format, with all necessary elements?
• has correct referencing in a consistent variation of the author-date style been used?
• has the student used at least ten readings set for Global Environmental Policy?
• has the student used at least four scholarly references other than those set for Global Environmental Policy?

Note: Students are encouraged to read well beyond the minimum requirements and this may include grey (non-scholarly) literature sources.

What to Expect and Time Management

This is a graduate level course, and one that supports students to engage in scholarly inquiry in a collegial manner. Students should expect to allocate an average of around 10hrs per week to this course. Planning study time across each week (e.g. aiming to do most of your study during the week or on weekends?) and across the semester (e.g. expecting to have a heavier load leading up to submission deadlines) will be helpful.

This course is 14 weeks in length, and with weekly (asynchronous) classes. Discussion boards open Monday mornings and close Friday afternoons. The course schedule outlines the thematic structure of the course and the weekly focus areas.

Required Readings

The following are required readings for the course (referred to above in the schedule) and are available via the course site.


Rehman, I.H., Kar, Abhishek, Banerjee, Manjushree, Kumar, Preeth, Shardul, Martand, Mohanty, Jeevan and Hossain, Ijaz. 2012. Understanding the political economy and key drivers of energy access in addressing national energy access priorities and policies. Energy Policy. 47. pp. 27-37.


Rosenberg, David. 2013. This is what fracking really looks like. Slate. Accessed 29 December 2013 at
http://www.slate.com/blogs/behold/2013/07/19/nina_berman_fractured_the_shale_play_looks_at_lives_affected_by_fracking.html.


University Policies

General
This course adheres to all University policies described in the academic catalog. A few to pay close attention to are noted below.

Students with Disabilities
Johns Hopkins University is committed to providing reasonable and appropriate accommodations to students with disabilities. Students with documented disabilities should contact the coordinator listed on the Disability Accommodations page. Further information and a link to the Student Request for Accommodation form can also be found on the Disability Accommodations page.

Ethics & Plagiarism
JHU Ethics Statement: The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor.

Read and adhere to JHU’s Notice on Plagiarism.

Dropping the Course
You are responsible for understanding the university’s policies and procedures regarding withdrawing from courses found in the current catalog. You should be aware of the current deadlines according to the Academic Calendar.

Getting Help
You have a variety of methods to get help on Blackboard. Please consult the help listed in the "Blackboard Help" link for important information. If you encounter technical difficulty in completing or submitting any online assessment, please immediately contact the designated help desk listed on the AAP online support page. Also, contact your instructor at the email address listed atop this syllabus.

Code of Conduct
The Student Code of Conduct applies for all Students in the Zanvyl Krieger School of Arts and Sciences Advanced Academic Programs (AAP). The Code of Conduct is available online; please read and adhere to it.