

Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online [Student Handbook](#).
- You have read, understood, and will comply with computer and software requirements as specified with [Browser Test](#).
- You have familiarized yourself with how to access course content in Blackboard using the [Student Quick Reference Guide](#).

SEC 6321: Energy Security Studies

Course Description

Overview

This course will examine the relatively new concept of the importance of the relationship between energy and security in the 21st century. The course will conduct analysis of important policy challenges that include but are not limited to, economic, geopolitical, and environmental issues. The United States and its key allies (not to mention its competitors – such as China) have huge concerns about vulnerability to disruptions in supply, price volatility, and environmental degradation. U.S. national security interests also can potentially be at peril if such issues as unequal access to energy sources and instability in key regions that are sources for energy arise.

Click this link for a [printable version of the syllabus](#).

Course Objectives/Learning Outcomes

As a result of completing this course, the student will be able to:

- Comprehend the definition, compose and types of energy and energy security. Comprehend the actors and factors involved on state and international basis.
- Analyze the reaction of the international community to the challenge of maintaining energy security, of competing for energy resources and of balancing energy and other resources.
- Analyze the various strategies and approaches states, international organizations and non-state actors can undertake to address these challenges.

Course Pre-Requisites

While there are no pre-requisites required, the course materials, assignments, learning objectives and expectations in this graduate level course assume that the student has completed all lower level general education coursework. Such coursework is necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements will be at a great disadvantage and should strongly consider completing those requirements prior to registering for this course.

Minimum Technical Skills Required

Students, at a minimum, must be able to effectively use Blackboard, Microsoft Word, Microsoft PowerPoint, library resources and the Internet to complete this course.

Required Books

- Luft, Gal and Anne Korin. [*Energy Security Challenges for the 21st Century: A Reference Handbook*](#). Santa Barbara, CA: ABC-CLIO LLC, 2009. **One of two mandatory course books. Available via Kindle and also at ABC-CLIO.com ebooks.**
- Pascual, Carlos and Jonathan Elkind, editors. *Energy Security: Economics, Politics, Strategies, and Implications*. Washington, DC: Brookings Institution Press, 2010. **One of two mandatory course books. Available via Kindle.**

Evaluation Requirements:

Assignment	Percent of Grade	Due
First Essay	20%	Sunday at the end of week 2 before 2100 hrs. Central Time. Six - Eight pages
(Midterm) Powerpoint Presentation	20%	Sunday at the end of week 5 before 2100 hrs. Central Time. 10-15 slide PowerPoint presentation
Discussion Thread participation	20%	Occurs in weeks with no written assignment
Final Essay	40%	Friday at the end of week 8 before 0900 hrs. Central Time. 12 - 15 pages

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

A = 90 – 100 %

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69%

F = 59 % and below.

Course Organization:

1. Lesson 1: **Why Energy Security?** Over the next eight weeks, we will examine a concept that is increasingly important in global relations – energy security. The concept obviously embraces security and energy, but it also extends to economic, geopolitical, and environmental issues. For those in the U.S., we are concerned with ensuring our supplies continue and at reasonable prices, but the world is moving quickly to a new energy order, due to the issues above and the rise of new energy consumers, like India and China. In this first lesson, we take a look at the existing energy situation and many of the actors in the environment. But since the operative term is Energy Security, we need start with a few definitions.
2. Lesson 2: **Energy Security – A Realistic Goal?** One of the main tenets of energy security is that context matters, and different states will have different definitions and strategies to achieve their goals. This lesson delves into these various approaches to energy security with an eye to expanding our understanding of possibilities. We start by examining states with similar economies and end with a look into how the U.S. in general and the U.S. military specifically deals with the issue of energy as a security matter.
3. Lesson 3: **Energy and Regional Conflict:** Power politics are now second nature to American policymaker, since the U.S. has been a superpower for generations. A renewed competition for resources and a shortened timeline for reacting to peak oil (the maximum output of the world’s petroleum production) suggest that global struggles over energy are on the way. On the other hand, there are already many regional and intrastate conflicts that are influenced by energy issues.
4. Lesson 4: **Energy, the Economy and the Environment:** The *Global Trends 2025* report from the U.S. National Intelligence Council found that, “Climate change is expected to exacerbate resource scarcities.” The federally funded think tank CNA reports that, “Climate change acts as a threat multiplier for instability in some of the most volatile regions of the world.” While there is still considerable debate about the causes and effects of climate change rages in the political realm, there is less debate in the scientific and policy worlds over the role of human activity as a cause. As our readings suggest, policymakers are forced to consider mitigation

for these outcomes (finding solutions to these effects) rather than finding the core causes. U.S. national security experts, intelligence officials and uniformed officers all share concern about the impact of energy and climate on U.S. security, as represented by various scenarios presented by the U.S. Intelligence Community and other defense thinkers.

5. Lesson 5: **Rising Powers and Competition for Energy**

Resources: Since the collapse of the Soviet Union, the U.S. has had unique independence of action in both hard and soft power realms. This is the unipolar world, and it is ending, much to the chagrin of U.S. policymakers. It is getting crowded on the world stage. The U.S. still enjoys the limelight, but the rise of the BRIC nations (Brazil, Russia, India and China) ensures that the U.S. will have to make considerable adjustments in how it relates to the world and how the world selects to organize itself. Energy is the oxygen that empowers industrialization, yet its current dominant source (fossil fuels) is in limited supply and its byproduct harms the environment. While the U.S. formerly played the key role in creating and enforcing “the rules,” these new powers will complicate that process, particularly in regard to energy.

6. Lesson 6: **Solutions I: Alternate Energy Sources**: In the search for energy security, there are two basic avenues. One is the exploration of new types of energy sources, both renewable (e.g., solar) and non-renewable (e.g., oil). The other avenue is new strategies, which involves creating new incentives and new approaches to using existing assets, such as the cap and trade approach, which creates new energy market mechanisms. In this lesson, we look the former—new (and sometimes reformulated) sources of energy production. While we look to sources that have become more possible in the last generation, such Solar, Wind, and Fuel Cells, we also examine efforts to revive such stalwarts as nuclear energy and coal, the latter of which is found in abundance in the U.S.

7. Lesson 7: **Solutions 2: Alternate Energy Strategies**: Critics of government interfering in the marketplace promoting specific energy sources say that government should not be in the position of picking winners and losers. On the other hand, markets have not created the alternative energy sources that satisfy U.S. energy security interests, nor should they be expected to that. In fact, broad strategies and approaches influence the supply and use of energy in a more generalized sense. Take, for example, government measures to encourage conservation. These may encourage reduced use of oil, which may reduce the cost of oil, which actually discourages the development of alternatives sources (among other impacts). We finish the course by examining some of many broad approaches to securing energy.

8. Lesson 8:**Assessment:** This week is set aside for the student to complete a 12 - 15 pages essay assignment. The purpose of this assignment is to measure student mastery of the course objectives.

Course Bibliography & Required Readings:

- [Brookings Institution on energy security initiative](#). (accessed on 3 February 2011).
- The Cato Institute. "[Global Warming and Climate Change](#)," Chapter 45, *Cato Handbook for Policymakers*, 7th Edition. The Cato Institute, 2009. (accessed on 21 February 2011).
- CNA, [Powering America's Defense: Energy and the Risks to National Security](#), 2009. (accessed 1 March 2011). (Note: This report is different than a similarly named report from 2010.)
- CNA, [National Security and the Threat of Climate Change](#), 2007. (accessed 2 March 2011).
- CNA, [Powering America's Economy: Energy Innovation at the Crossroads of National Security Challenges](#), 2010. (accessed 2 March 2011). (Note: This report is different than a similarly named report from 2010.)
- Columbia University. [The Gulf/2000 Project](#). (accessed 15 February 2011).
- Fareed Mohamedi. "[The Oil and Gas Industry](#)" in *Iran Primer* by Robin Wright, editor. United States Institute of Peace, 2010. (accessed 15 February 2011).
- Intergovernmental Panel on Climate Change. "[IPCC Fourth Assessment Report: Climate Change 2007](#)." (accessed 23 December 2010).
- [Journal of Energy Security](#) website. (accessed 23 December 2010).
- Kozloff, Nikolas. "[The Dirty Underside of Lula's Clean Energy Revolution](#)." *Foreign Policy*, April 9, 2010.
- Kurtzman, Joel. "[The Low-Carbon Diet: How the Market Can Curb Climate Change](#)." *Foreign Affairs*, volume 88, number 5 (September/October 2009): 114-122. (accessed 21 February 2011).
- Loris, Nicolas. "[The Costs of Cap and Trade](#)." The Heritage Foundation, 2010. (accessed 2 March 2011).
- Luft, Gal and Anne Korin. [Energy Security Challenges for the 21st Century: A Reference Handbook](#). Santa Barbara, CA: ABC-CLIO LLC, 2009. **One of two mandatory course books. Available via Kindle and also at ABC-CLIO.com ebooks.**
- McCarthy, Julie. [Brazil's Sugar Cane-Powered Future](#). National Public Radio, 24 November 2006. (accessed 1 February 2011).
- Morse, Edward L. "[Low and Behold: Making the Most of Cheap Oil](#)." *Foreign Affairs*, volume 88, number 5 (September/October 2009): 36-52. (accessed 1 February 2011).
- National Resources Defense Council. "[Coal is Dirty and Dangerous](#)." (accessed 6 March 2011).
- National Intelligence Council. [Global Trends 2025: A Transformed World](#). Washington, DC: 2008. (accessed 1 March 2011).

National Intelligence Council. [Various reports on how climate change will impact specific countries](#). (accessed 1 March 2011).

[National Renewable Energy Laboratory](#) site. Explore site. (accessed 6 March 2011).

Pascual, Carlos and Jonathan Elkind, editors. *Energy Security: Economics, Politics, Strategies, and Implications*. Washington, DC: Brookings Institution Press, 2010. **One of two mandatory course books. Available via Kindle.**

U.S. Congress. [2010 Report To Congress of the U.S.-China Economic and Security Review Commission](#), *Annual Report*. Washington, DC, 2010. (accessed 1 March 2011).

[U.S. Department of Energy](#) website. (accessed 1 March 2011).

U.S. Joint Forces Command. [The JOE 2010: Joint Operating Environment](#). Suffolk, VA: U.S. Joint Forces Command, Joint Futures Group, February 18, 2010. (accessed 1 February 2011).

Victor, David G. and Linda Yueh. "[The New Energy Order Managing Insecurities in the Twenty-first Century](#)." *Foreign Affairs*, volume 89, number 1 (January/February 2010): 61-71. (accessed 17 February 2011)

Wright, Robin, editor. *Iran Primer*. [United States Institute of Peace](#), 2010. (accessed 17 February 2011).

Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

University Policies

Academic Integrity Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

Accommodations for Disability

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student

who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.