Diversity Statement for POGO 750 Geopolitics of Energy Security

Mason’s Diversity Statement and Mason’s Non-Discrimination Policy affirm our belief that student diversity is an invaluable asset for enriching the learning that happens in our courses (whatever modalities we may use). I will promote an equitable and just learning environment that welcomes individuals and their differences. Drawing on material from the School of Integrative Studies, I will:

- value our diverse student body,
- commit to support who have been victims of bias and discrimination,
- promote continuous learning and improvement to create an environment that values diverse viewpoints and life experiences,
- create an environment that engages diverse viewpoints,
- foster a willingness to hear and learn from different sources and viewpoints, thereby enhancing competencies in communication, critical thinking, and global understanding, and
- develop greater understanding of our biases and how they affect interactions with each other and our world.
Because this is a class that deals with issues that are highly political, especially in this election year in the U.S., it is critical that we respect diverse political views.

**Warning: Not everyone taking this course will receive an A as a final grade.**

Note: Expect significant revisions in the content of this course during the semester. Globally, we are facing the perfect storm of coronavirus and the response to it, pandemic-induced economic downturn, and the consequences of Saudi-Russian oil price war earlier in 2020. These are interrelated phenomena that have the potential to divert attention and resources from dealing with the climate change issue. Understanding the impact of these changes requires assessing the role of the U.S. as a leading producer and consumer of oil and gas. The 2020 U.S. elections will have profound consequences for U.S. geopolitics and energy security.

This course will introduce students to the sophisticated global setting where energy security, national security, and geopolitics intersect with climate change. The implications for policymakers around the world are profound. Particularly noteworthy is how politicians can act to enhance energy security in a complex geopolitical environment. Not only is climate change a critical issue for geopolitics, but policymakers’ ability to act on climate change is stretched by needing to deal with coronavirus-related health issues and near-term economic challenges.

Nation-states have a geopolitical identity and geopolitical aspirations for influence. Energy security is an essential factor in those aspirations. Even small states (like Israel and Azerbaijan) can play a global geopolitical role that affects energy security. Indeed, geopolitics is about nation-states -- individual states or groupings (formal or informal) of nation-states like the E.U. or OPEC. Nation-states can influence developments beyond their borders regarding access to, processing, and transportation of natural resources (carbon-based energy and minerals essential for renewable energy development). Some call this geo-economics. Technology with its direct and indirect impacts on the production and consumption of energy, and climate change. I call this geo-technology.

Students will learn about hard and soft power impacts and the political significance of strategically important geography. Students will also learn: (a) how energy security relates to unhindered access to energy supplied from domestic or foreign sources. (b) What is the role of transportation of energy at competitive world prices without hindrance? (c) Where does local and international energy infrastructure intersect? (d) How to conceptualize the relationship between national security, climate change, and energy security.

The class will consider the implications for the United States against the global shift from the geopolitics of energy scarcity to the geopolitics (and geo-economics) of energy abundance. However, the class will also consider the U.S. geopolitical situation through the eyes of other countries. Throughout, the focus will be on actions policymakers – US and non-US -- can take to enhance geopolitical and geo-economic positions relating to energy security.

Energy security is about the security of supply, demand, infrastructure, environment, and the global climate. **People everywhere want abundant, reliable (accessible on request), clean, and affordable energy from diverse sources.** Energy security may have political, economic, commercial, and military aspects. Perceptions of energy security are more important than reality – a reality that is changing more rapidly and unpredictably than at any time in the past 100 years.
To the extent appropriate, we will learn together by comparing shifts underway in the geopolitics of energy security before the COVID-19 pandemic, and those that may change further following the epidemic.

**Blackboard**

This class will use Blackboard (mymasonportal.gmu.edu) as the authoritative source of all information related to POGO-750 Geopolitics of Energy Security. It will contain the class syllabus, course readings (except for the required books as noted below), session content, and assignments. Students will submit all written assignments via Blackboard. Assignments submitted via email or in hard copy will not be accepted. I will provide all grades and feedback via Blackboard.

Activities and assignments in this course – conducted on-line in both synchronous and asynchronous format -- will regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional camera and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm. (See technology requirements below.)

All course materials posted to Blackboard or other course sites are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

- Video recordings of class meetings that include audio or visual information from other students are private and must not be shared
- Live Video Conference Meetings (i.e. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.

**NOTE:** We will use Blackboard Collaborate Ultra to conduct class synchronously – although circumstances may develop where we may shift to Zoom. All of our synchronous meetings in this class will be recorded to provide necessary information for students in this class. Recordings will be stored on Blackboard and will only be accessible to students taking this course during this semester. Privacy concerns are serious matters. Be assured that I will respect student privacy and student rights under FERPA (https://registrar.gmu.edu/ferpa/).

**Blackboard Login Instructions**

Access to MyMason and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check the IT Support Center website. Navigate to the Student Support page for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with the tools for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.
Required Textbooks


These will be the core texts for the course. I will assign specific sections of the books as relevant to the topics under discussion in each session. Other readings are noted by link in the syllabus and pdf document in the course content folders. See Annex 1 for additional resource material and sources you may wish to draw upon.

Course Learning Outcomes

Knowledge and Understanding

-- Understand and assess causes and effects of geopolitics, geo-economics, geo-technology, and energy policy and practice on energy security, including climate change – and vice versa.

-- Relate the past, present, and likely future developments in the global energy sector to geopolitical changes and global trends, in particular the impact of the coronavirus pandemic on energy security and global economic activity.

-- Distinguish between the role of national and corporate interests, and personal economic and political power objectives of leaders relating to energy.

-- Assess the interrelationships among energy security, national security, environmental and climate change objectives in light of the COVID-induced economic downturn.

Analytical Skills and Abilities

-- Develop critical thinking skills for processing information, developing hypotheses, and exploring cause and effect relationships.

-- Determine reliable information sources in an environment filled with conflicting, self-serving information designed to influence as much as inform.

-- Understand how analysis affects policymaking and implementation (practice). *Analysis must lead to policy action.*
Professional Development

-- To effectively communicate policy-oriented research and analytical conclusions in written and oral form.

-- To learn tools and approaches for delivering presentations to senior policymakers.

-- To conceptualize complex technical issues – making them understandable -- for policymakers so that senior officials can make and implement decisions.

-- To follow instructions.

Technology Requirements

Hardware: You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. You will also need a camera. For the amount of hard disk space required to take a distance education course, consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you consider the purchase of a new computer, please go to Patriot Tech to see recommendations.

Software: Many courses use Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See supported browsers and operating systems. Log in to myMason to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use Acrobat Reader, Flash, Java, and Windows Media Player, QuickTime and/or Real Media Player. Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free here.

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch this video about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.
Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.
Course Schedule (Weekly Course Schedule available in tabular format in Syllabus section of Blackboard.)

SESSION 1: August 24 -- Overview/Introduction -- Geopolitics and Energy Security

Objective:
Understand class scope and requirements

Key Policy Questions:
- How radically have geopolitics changed in 2020?
- Is Mackinder -- and geopolitics -- still relevant?
- Does the U.S. still hold the geopolitical Trump card?

Readings:

O’Sullivan
Preface, Introduction and Chapter 1 – Behind the Price Plunge


Levine, Steve "10 indicators you should watch to predict the geopolitics of energy" Quartz, October 19, 2012,


http://intersci.ss.uci.edu/wiki/eBooks/Articles/1904%20HEARTLAND%20THEORY%20HALFORD%20MACKINDER.pdf

Oyvind Osterud and Michael Mayer. What is geopolitics?

SESSION 2: August 31 -- Energy Outlook -- Next Five Years

Objective:
How to evaluate the energy outlook in disrupted/uncertain energy security environment

Key Policy Questions:
How reliable are information sources?
What data is most significant for determining geopolitics and energy security?
How must energy models adapt to climate change and radically altered energy markets?

Readings:
O'Sullivan
   Chapter 2 The New Oil Order
   Chapter 3 Gas Becomes More Like Oil
Yergin
   Chapter 8 The Demand Shock
   Part 2 Securing the Supply
Kalicki and Goldwyn


EIA Annual Energy Outlook 2020 https://www.eia.gov/outlooks/aeo/


SESSION 3 September 14 -- Energy Security, Climate Change, and National Security

Guest Lecturer: Principal Deputy Assistant Secretary of State Jonathan Moore, OES, Department of State (TBC)

Objective: Understand the nexus of climate change and energy

Key Policy Questions:

- How do public attitudes regarding climate change affect geopolitics?
- Can the pandemic-related economic slowdown affect the demand for climate action?
- What's the source of capital for energy and climate-related investment?

Readings:

O'Sullivan

Chapter 7 Energy Abundance, Climate, and the Environment

Yergin

Part 4 Climate and Carbon

Kalicki and Goldwyn


Halden, Peter. The Geopolitics of Climate Change. Swedish Defense Research Agency., 2007 (See Course Content folder for this session)


SESSION 4 September 21 -- Energy Security, Energy Infrastructure, and Foreign Policy

**Objective:** Explore economic and geopolitical aspects of energy infrastructure

**Key Policy Questions:**
- Do mega-pipeline projects have a future?
- Where does China's Belt and Road Initiative affect the geopolitics of energy security?
- What are the choke points in the post-COVID-19 world of declining trade?

**Readings:**

Kalicki and Goldwyn


The Strait of Hormuz is the World's Most Important Chokepoint, June 20, 2019, https://www.eia.gov/todayinenergy/detail.php?id=39932
SESSION 5 September 28 -- Turkey/Russia/Caspian: Energy Geopolitics in Flux

Guest Lecturer: Dr. Omid Shoukri, Journalist and energy writer (TBC)

**Objective:** Understand changes in U.S. geopolitical interests in this region

**Key Policy Questions:**

- Are strategic energy interests forever?
- How does Russia view geopolitical competition with the U.S. in energy?
- Can Turkey become an "energy hub" like Singapore?

**Readings:**

O'Sullivan

Chapter 9 Russia

Yergin

- Chapters 1 Russia Returns
- Chapter 2 The Caspian Derby
- Chapter 3 Across the Caspian

Kalicki and Goldwyn


Turkey Country Analysis Brief. Energy Information Administration, February 2, 2017, [https://www.eia.gov/beta/international/analysis_includes/countries_long/Turkey/turkey.pdf](https://www.eia.gov/beta/international/analysis_includes/countries_long/Turkey/turkey.pdf)

Russia Country Analysis Brief. Energy Information Administration. October 31, 2017 [https://www.eia.gov/beta/international/analysis_includes/countries_long/Russia/russia.pdf](https://www.eia.gov/beta/international/analysis_includes/countries_long/Russia/russia.pdf)


SESSION 6 October 5 -- The Far North -- "The Last Frontier."

Guest Lecturer: Ambassador (ret) Kenneth Yalowitz Georgetown University

Objective: Understand the geopolitical and energy significance of the Arctic region

Key Policy Questions:

- What are U.S. geopolitical objectives in the region?
- What are the economics of new energy projects compared to alternatives?
- What are the best approaches to international governance in the Arctic?

Readings:

Kalicki and Goldwyn

Chapter 9 The Arctic: Promise or Peril? 205-220


SESSION 7 October 13 (Note this is Tuesday) – "Resource Curse" – Corruption

Objective: Understand the impact of corruption and the "resource curse."

Key Policy Questions:

Can companies and foreign governments limit corruption?

What is the impact of changes in global energy markets on corruption?

What does the example of Azerbaijan say about corruption elsewhere?

Readings:

Yergin

Chapter 5 Petro State

Kalicki and Goldwyn

Chapter 19 Governance, Transparency, and Sustainable Development 444-498


(Find Levine and Tsalik readings at e-reserves on Blackboard.)

Tsalik, Svetlana. Caspian Oil Windfalls: Who Will Benefit? Open Society Institute

Chapter 2 Natural Resource Funds: Case Studies in Success and Failure


Chapter 1 The Barons

Chapter 2 A Visitor from Sweden

Chapter 3 Revolutions

Chapter 4 Soviet Days

Zaslavskiy, Ilya How Non-State Actors Export Kleptocratic Norms to the West, Hudson Institute, September 2017

https://carnegieendowment.org/files/corruption_and_security.pdf
SESSION 8 October 19 – The Far East and South Asia -- Energy Moves East

Guest Lecturer Ed Chow, CSIS Non-resident scholar

Objective: Understand the impact of Asian energy demand on global geopolitics

Key Policy Questions:

- How can India and China affect global energy demand?
- Is there an energy aspect to US-China competition in the South China Sea?
- How can India and China change the global climate change agenda?

Readings:

O'Sullivan

- Chapter 10 China

Yergin

- Chapter 4 Supermajors
- Chapter 9 China Rise
- Chapter 10 China in the Fast Lane

Kalicki and Goldwyn

- Chapter 13 China, India and Asian Energy 283-302


Sun-Joo Ahn and Dagmar Graczyk Understanding Energy Challenges in India IEA, 2012
https://www.iea.org/publications/freepublications/publication/India_study_FINAL_WEB.pdf


More than 30% of global maritime crude oil moves through the South China Sea.
https://www.eia.gov/todayinenergy/detail.php?id=36952

SESSION 9 October 26 -- Technological Change and Low Carbon Approaches -- Impact on the Rentier States

Guest Lecturer Ms. Patricia Schouker, Energy Analyst

Objective: Explain the impact of progress on climate change and renewables on "rentier" states

Key Policy Questions:

Can sustainable developments goals (SDGs) harm small/medium oil and gas producers

Do rare earth and battery-related mineral producers become new “rentier” states?

How can we deliver "electricity for all" SDG-7 in low/no carbon world?

Readings:

Yergin

Part 5 New Energies

Part 6 Road to the Future

Kalicki and Goldwyn

Chapter 17 Technology, Development and Energy Security 378-421

This is Advanced Energy. Advanced Energy Economy. 2016  https://info.aee.net/hubfs/docs/this-is-advanced-energy-160114-1400.pdf


IEA Energy Technology Perspectives 2017 (Executive Summary) OECD/IEA, 2017  https://www.iea.org/etp2017/summary/


SESSION 10 November 2 -- North Africa, Middle East, and Africa – Something Old, Something New

**Objective:** Understand the impact of energy market disruption on traditional producers

**Key Policy Questions:**
- How does a low/no carbon future affect Gulf oil and gas producers?
- What are U.S. geopolitical interests in Eastern Med gas development projects?
- What will be the future of small African oil and gas producers in a low/no-carbon world?

**Readings:**

O'Sullivan

Chapter 11 Middle East

Kalicki and Goldwyn

Chapter 5 OPEC: Can the Cartel Survive Another 50 Years? 121-139


Angola Executive Summary. Energy Information Administration. June 7, 2019,
[https://www.eia.gov/beta/international/analysis_includes/countries_long/Angola/angola_CAXS.pdf](https://www.eia.gov/beta/international/analysis_includes/countries_long/Angola/angola_CAXS.pdf)

Algeria Executive Summary. Energy Information Administration. March 25, 2019
[https://www.eia.gov/international/content/analysis/countries_long/Algeria/algeria_CAXS.pdf](https://www.eia.gov/international/content/analysis/countries_long/Algeria/algeria_CAXS.pdf)


[http://www.eia.gov/beta/international/analysis_includes/countries_long/Qatar/qatar.pdf](http://www.eia.gov/beta/international/analysis_includes/countries_long/Qatar/qatar.pdf)

Saudi Arabia Country Analysis Brief. Energy Information Administration. October 20, 2017,
[http://www.eia.gov/beta/international/analysis_includes/countries_long/Saudi_Arabia/saudi_arabia.pdf](http://www.eia.gov/beta/international/analysis_includes/countries_long/Saudi_Arabia/saudi_arabia.pdf)
Iran Executive Summary Energy Information Administration. January 7, 2019 
https://www.eia.gov/international/content/analysis/countries_long/Iran/pdf/iran_exe.pdf

OPEC Revenues Fact Sheet. Energy Information Administration August 20, 2019 
https://www.eia.gov/international/content/analysis/special_topics/OPEC_Revenues_Fact_Sheet/opec.pdf
SESSION 11 November 9 -- Western Hemisphere -- Energy Exporter for How Long?

Guest Lecturer: Ambassador (ret) Earl Anthony Wayne, American University

Objective: Understand how Western Hemisphere energy relations impact globally?

Key Policy Questions:

  - Can the U.S. sustain energy dominance in the Western Hemisphere?
  - Will Venezuela recover its energy potential without Chinese or Russian help?
  - Can the U.S. develop an energy community involving Canada, Mexico, and Brazil?

Readings:

O'Sullivan

  Chapter 4 America's Unrequited Love

Kalicki and Goldwyn


U.S. Crude Oil and Natural Gas Proved Reserves Year -End 2018 . Energy Information Administration, December 2019

Canada Executive Summary .Energy Information Administration. October 7, 2019
https://www.eia.gov/international/content/analysis/countries_long/Canada/canada_CAXS.pdf

Mexico Country Analysis Brief. Energy Information Administration. October 16, 2017,
https://www.eia.gov/beta/international/analysis_includes/countries_long/Mexico/mexico.pdf
https://www.eia.gov/beta/international/analysis_includes/countries_long/Brazil/Brazil_2019.pdf

Venezuela Executive Summary Energy Information Administration. June 17, 2019
https://www.eia.gov/international/content/analysis/countries_long/Venezuela/venezuela_exe.pdf

SESSION 12 November 16 -- European Energy Security

Guest Lecturer: Ambassador Maureen E. Cormack, Principal Deputy Assistant Secretary Bureau of European and Eurasian Affairs U.S. Department of State

Objective: Explore E.U. Energy and Climate Objectives

Key Policy Questions:

Can the U.S. and the E.U. cooperate on energy security and climate change?

What is the E.U. geopolitical potential given differences among member states?

How dependent is the E.U. on Russian energy supplies?

Readings:

O'Sullivan

Chapter 8 Europe

Kalicki and Goldwyn

Chapter 7 European Gas Supply: Unfinished Business 169-186


SESSION 13 November 23 -- Do Nuclear and Coal Have a Future?

Objective: Understanding the impact of nuclear power and coal on energy security

Key Policy Questions:

Where does nuclear power figure in a low-no-carbon world?

Are market forces enough to hasten the transition from coal in electric power?

How can China and India decrease reliance on coal as an electric power source?

Readings:

Yergin

Part 3 The Electric Age


SESSION 14 November 30 -- Class Oral Policy Briefing

December TBD – Final Exam
Assignment Description

I. Weekly Discussion Outline (15% of grade)

A. A short discussion of energy topics relating to this specific session that:
   i) have geopolitical significance
   ii) relate to energy security or climate change
   iii) technological developments with geopolitical or energy security implications

B. Outline your presentation (in writing one-page) — 3 ½ minutes maximum oral brief
   i) The critical point for policymaker  (What's going on?)
   ii) Why important?       (Why is it going on? What does it mean?)
   iii) Policy recommendations  (What should the policy-maker do about it?)

C. Sources – second page. Specify 2-3 sources, not just a link.

D. Tweet – second page 280 characters based on the outline
   One-page max for outline (sources and tweet only on a second page)

E. 2-3 students will present orally for 3 ½ minutes

F. Criteria for grading:
   Follow instructions/format;
   Understand outline;
   Usefulness for oral presentation;
   Clarity of written/oral presentation.
II. That Was the Week That Was in Energy -- Participation and Discussion Board (15% of Grade)

In the synchronous part of this class, we will begin each session with a discussion of the change in oil prices from the previous Monday to the present Monday – That was the Week That Was in Energy. We will consider the significant moving forces in determining oil prices: (a) geopolitical developments; (a) physical supply and demand for energy; (3) financial markets. Write 3-5 lines (200 words) that reflect your judgment by 7:20 pm the day of the class and comment on a post (from the previous week) from a colleague no later than 11:59 pm the Sunday before the class.

III. Policy Paper (25% of grade)

This is a 10-page paper on a topic you suggest (see list of ideas on page 43) organized as follows (A-F):

A. Key policy question (s)

B. Time period

C. Executive Summary

D. Assumptions

E. Analysis
   i. Drivers
   ii. Wild Cards
   iii. Alternative outcomes

F. Policy recommendations
G. Criteria for grading

i. Follow instructions/format

ii. Understanding of Drivers/Wild Cards/Alternative Outcomes

iii. Executive Summary

iv. Clarity

v. The connection between policy recommendations & the key policy question

Due Dates for elements in the policy paper process:

A. Concept paper (1 page) – Session 3 – September 14

B. Outline (2 page) – Session 7 – October 13

C. First draft (10 pages) – Session 10 – November 2

D. Final (10 pages) – Session 14 – November 30

IV. Oral Policy Briefing (15% of final Grade) – November 30 TBC

You will be assigned to teams (class size permitting) representing Russia, India, China, Mexico, Brazil, OPEC, and the E.U.

Your task is to brief your country’s foreign, environment and energy ministers (in the case of the E.U., Commissioners) on (1) three significant changes that are likely to take place in U.S. energy and climate change policy following the US November 2020 elections; (2) how these objectives affect your country’s energy security (be sure to define); (3) the impact on geopolitical relations of your country.

You can have no more than two PowerPoint slides (not required).
Criteria for grading

  - Follow instructions
  - Segue between presenters
  - Clarity of presentation
  - “Presidential”
  - Meet time limits

V. Final exam (30% of grade) – December 14

A take-home assignment (details to be provided toward the end of the semester)

Assignments Description and Grading Performance

A. Weekly Presentations (15%) I expect students to read beyond the requirements of the course. Each week (3) students will make an oral presentation (3-1/2 minutes), either based on their reading of energy-related media or events conducted at local think-tanks. Sources cannot be from readings for the class. The presentation will be based on a written outline submitted as an assignment.

B. Collaborate Ultra Attendance & participation in class and discussion board (15%) Your discussion will be graded based on the rubric, which looks to quality, timeliness, responsiveness, and moving the discussion forward. Discussions will run from Monday to Sunday, after which discussion postings will not count. You are expected to participate throughout the week in the discussions - not clump them all together on one day (see rubric). Each of you should make a minimum of one response addressing the key question (no later than Monday at 7:20 pm) AND then also make a minimum of two additional comments to responses made from your classmates (no later than the following Sunday at 11:59 PM). You will be given online discussion participation points based on the quality of your responses.

C. Written Policy Paper (25%) This is the most important written product for the course. It begins with a concept essay, followed by an outline and a draft. Each of these steps will substitute for, and be graded as, a weekly presentation. Your grade on the written policy paper is based on the final version submitted. See separate paper “Assignments Connected with 10-page Policy Paper.”
D. **Oral Policy Briefing** (15%) Early in the class I will select teams of two-three students each (depending on class size) to represent a non-US state (or group of states) with geopolitical interests in energy security. As a team you will present an oral briefing on the impact of the US November 2020 elections on your country (or group of countries) from the geopolitical and energy security point of view.

E. **Final exam** (30%) The final exam will be “open book” essay designed to assess your analytic skills and ability to synthesize the complex subject covered in this course.
Course Policies

Students are required to attend class via Collaborate Ultra every Monday (except for holiday) starting at 7:20 pm.

Students must be prepared to attend the entire class period of the course (i.e., 7:20 – 10:00 p.m.) In-class participation is essential not only to the individual student but also to the class. Because class participation is a factor in grading, I may use absence, tardiness, or early departure as de facto evidence of non-participation. Unlike life in general, showing up is not enough to demonstrate participation in the class. I understand that for work, sickness, family obligations you may need to miss a synchronous class. Please let me know in advance if that is the case so we can plan accordingly.

Here is a link to the Mason University Life religious holiday calendar https://ulife.gmu.edu/religious-holiday-calendar/; indicate that it is the responsibility of student, within the first two weeks of the semester, to let me know the dates of major religious holidays on which the student will be absent or unavailable due to religious observances.

Students will prepare to discuss the reading assignments each week. These classes will be discussion-based and often involve an oral presentation of a relevant topic by selected students, although each student should be prepared to present each class. You also will be expected to participate during class in critiquing assigned readings. If you do not contribute, you will lose participation points. I grade your participation at the end of the semester. Forms of participation include:

- Students prepare for and actively engage in class discussion (e.g., demonstrate active listening, not distracted by electronics or others in your learning environment)
- Students thoughtfully engage in in-class assignments and activities
- Students constructively participate in group activities
- Students participate in class discussion, including in discussion forums, by
  - raising informed discussion points;
  - connecting analysis to reading material, news and relevant experiences;
  - asking questions;
  - listening to other perspectives;
  - sharing the floor with others; and
  - posting thoughtfully to course discussion boards.
Please observe basic standards of proper “Netiquette” in postings on discussion forums. This applies to all the writing done in this course.

Netiquette For Online Discussions [1]

Our discussion should be collaborative, not combative; you are creating a learning environment, sharing information and learning from one another. Respectful communication is important to your success in this course and as a professional. Please re-read your responses carefully before you post them so others will not take them out of context or as personal attacks. Be positive to others and diplomatic with your words and I will try my best to do the same. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism. Experience shows that even an innocent remark in the online environment can be easily misconstrued.

[1] Netiquette prepared by Charlene Douglas, Associate Professor, College of Health & Human Services, GMU.

Late Assignments: All assignments must be turned in on the due date given on the assignment listed on Blackboard.

Instructor-Student Communication: I will respond to your emails within 48 hours. I do not check or respond to e-mail after 10 pm. If I will be away from email for more than one day, I will post an announcement in the Blackboard course folder. Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

1. Syllabus as posted on the Blackboard Page for POGO 750-005 (Fall 2020)
2. Ask the Professor forum on the Discussion Board

Feel free to respond to other students in the Ask Professor forum if you know the answer.
### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
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<td>A-</td>
<td>90-94.9%</td>
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**NOTE:** Final class grades are non-negotiable. Grading written and oral assignments is complicated and subjective. I will use a rubric (based on the criteria for grading associated with each task) against which I will grade each gradable event. There is a separate rubric that I will use for grading participation. I will grade participation only at the end of the class in connection with recording the grades you earned for this course.

### Submission of documents

Students should use Microsoft Word (or Microsoft Word compatible) word processing software. Please use Times New Roman font with a font size of 12. Left, right, top, and bottom page margins should be 1 inch only. **All papers should be double-spaced.** Where appropriate, footnotes and sources (bibliographies) will follow the Chicago documentation style. Assignments that do not follow these rules will lose 10% of the total scored points. I will indicate deadlines on assignments in Blackboard. All documents must be submitted on time via Blackboard.
Writing help

Diana Hacker and Nancy Sommers *A Pocket Manual of Style* is the standard style manual for the School. It is available in the Bookstore. If you would like help with learning about how to compose your arguments or write more clearly, please contact the University Writing Center, [http://writingcenter.gmu.edu](http://writingcenter.gmu.edu)

Schar School Policy on Plagiarism

The profession of scholarship and the intellectual life of a university, as well as the field of public policy inquiry, depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the Schar School of Policy and Government (Schar School). It constitutes a serious breach of professional ethics, and it is unacceptable.

Plagiarism is the use of another's words or ideas presented as one's own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another's work. Honesty and thoroughness in citing sources are essential to professional accountability and personal responsibility. The appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one's professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The Schar School faculty takes plagiarism seriously and has adopted a zero-tolerance policy. Any plagiarized assignment will receive an automatic grade of F. This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student's transcript. For international students who are on a university-sponsored visa (e.g., F-1, J-1, or J-2), dismissal also results in the revocation of their visa.

To help enforce the Schar School policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may, at any time, submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The Schar School policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it.

Resources:

Avoiding Plagiarism [https://writingcenter.gmu.edu/tutoring/policies-and-restrictions](https://writingcenter.gmu.edu/tutoring/policies-and-restrictions)
University Policies and Resources

a. Academic Honesty: You are expected to be familiar with and abide by the University’s Honor Code. The Code can be found here. It is your responsibility to see me if you have questions about these policies. George Mason University has an honor code that states the following:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this honor code: student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

b. Students must follow the university policy for Responsible Use of Computing.

c. Student services: The University provides range of services to help you succeed academically and you should make use of these if you think they could benefit you. I also invite you to speak to me (the earlier the better).

d. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

e. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance. Counseling Center: Student Union I, Room 364, 703-993-2380.

f. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform me, in writing, at the beginning of the semester. All academic accommodations must be arranged through that office. Please note that accommodations MUST BE MADE BEFORE assignments or exams are due. I cannot adjust your grade after the fact.

g. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. (NOTE: This will not apply to the synchronous part of the on-line course.)

h. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. University Writing Center: Robinson Hall Room A114, 703-993-1200. The writing center includes assistance for students for whom English is a second language.

i. George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

j. If you must return to campus, comply with the Safe Return to Campus Policies, including taking training.

k. You should be aware of how to report incidents of sexual misconduct to the University Title IX Coordinator. Mason is committed to creating a campus that is free of sexual misconduct and incidents of interpersonal violence in order to promote community well-being and student success.
Attendance recorded on Blackboard does not constitute a grade for “Attendance and Class Participation.” See NOTE under Grading Scale.

Ideas for Papers in POGO 750 Geopolitics of Energy Security

- Securing energy production and distribution systems in zones of conflict.
- Ensuring electrical grid security – international aspects
- Who has the comparative advantage of non-conventional oil and gas development – U.S. or China?
- Do subsidies work? A case study of solar power in Germany, China, and the U.S.
- Mexican energy sector reform – the geopolitical impact of the new government?
- New energy technologies – the next three game-changer energy developments.
- Arctic energy development – can it compete with non-conventionals and low-carbon alternatives?
- Future of OPEC in an ever-changing global energy market.
- Is there a "safe" nuclear power (or "safe" coal) alternative?
- Energy efficiency as the "fifth fuel source."

Annex 1 Additional Course Materials for POGO 750 Geopolitics of Energy Security

Recommended books


Periodical literature

For your weekly discussion outline regularly read from among

New York Times
Platts www.platts.com
Financial Times
Moscow News
Bear Market Brief https://bearmarketbrief.com/
Times of India
Economist
China Daily
Oil Price.com http://oilprice.com/
RIGZONE www.rigzone.com
Breaking Energy http://breakingenergy.com/
POLITICO Energy http://www.politico.eu/section/energy/
Real Clear Energy http://www.realclearenergy.org/
Bloomberg https://www.bloomberg.com/

John Kemp Senior Market Analyst Reuters Twitter @JKempEnergy
Center for Energy Science and Policy (CESP) Facebook @CESPATGMU

Additional related resource material and sources

Energy Information Administration (EIA), www.eia.doe.gov


International Energy Agency (IEA), www.iea.org


Equinor Energy Perspectives 2019


Baker Center for Energy Studies, https://www.bakerinstitute.org center-for-energy-studies/
Clingendael International Energy Programme (CIEP) http://www.clingendaelenergy.com/
Congressional Research Service (CRS), http://www.fas.org/sgp/crs/index.html
Independent Petroleum Association of America (IPAA) http://www.ipaa.org/economics-analysis-international/economic-reports/

GIS Data Sets


Global Energy Monitor (begun to follow coal plants in the U.S. now covers a broader range of energy projects) https://globalenergymonitor.org/about/history/