

**Simon Fraser University**  
**Political Science Departments**  
**ENERGY POLICY**  
**(POL 452W)**

Spring 2012  
Wed 9:30-13:20  
AQ 4150  
Office: AQ6048

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Description

**Objectives**

This writing-intensive course is designed to examine one of the most pressing issues of our time-how to develop alternative energy sources in the face of rising petrol costs and climate change. The course starts with a historical perspective focusing on how we developed our petroleum-based economy. It then moves to a review of how energy policy frameworks operate in economic, political, and regulatory terms. The course is centred around helping students to learn how to write a policy memo, which is a standard document of analysis in the public, private, and non-profit arenas. The policy memo will develop an analysis of the feasibility of implementing an alternative energy source in BC or some other jurisdiction. The policy memo will serve as a well-vetted and reviewed writing sample for students. Where possible, I will include guest speakers who are working on other aspects of this topic.

**Required Books**

This is an upper class course, and the topics are wide ranging. All material will be available at the bookstore through custom courseware and via article databases from SFU libraries. Custom courseware is numbered sequentially as it appears in the course and the package. *All books in the custom courseware are available on reserve in our library and articles through our databases or via e-mail in the case of my own works.* As a supplement, you can find a list of relevant websites of energy agencies where you will find a plethora of policy documents on my website.

**Assignments**

The keys to success in any course for both the professor and student are thorough preparation and active participation. Students must not only attend every session, but also be prepared to participate in each meeting. In order to accomplish this, students should prepare an outline of the readings for each meeting and work ahead of time on all assignments.

Students will be graded upon participation and writing assignments culminating in the policy brief. The assignments are the following:

- 1- Thorough preparation and active participation in every class. Students should make notes from the readings and come prepared to discuss them in class. The powerpoint slides, avail. from my website will be a good guide to the topics of the lecture and discussion for each class.
- 2- A policy memorandum that studies a contemporary country's policy or one of the energy issues we are discussing in the course, developed in the following stages.
  - a. Identification of problem to be solved and annotated bibliography of sources

- b. Background and details of the costs and technical requirements of the alternative energy source studied (presentation to class on designated week)
- c. Background and context of the region's energy profile (including supply and demand trends), current policies, and future needs
- d. Policy Options- how well does this alternative energy fit into the region's needs, including trade-offs with other sources
- e. Recommendation & Executive Summary
- f. Rough Draft
- g. Final Draft

### **Grading**

The assignments will be graded proportionally as follows:

- participation, 10%,
- peer review assignments, worksheets will be given, 20%
- class powerpoint presentation on alternative energy source, 10 minutes, 10%
- Policy memorandum, 60% broken down as:
  - 5% identification of topic and annotated bibliography including data sources (5 pp)
  - 10% statistical analysis and brief context paper on energy trends in the region (10 pp)
  - 10% Policy options section (5 pp)
  - 5% Recommendations section (5 pp)
  - 20% Rough Draft (15 pp)
  - 10% Final Draft (15 pp)

Assignments are due promptly at the beginning of class. There will be an increasing penalty for any work that is late. Pls. see my website (listed at the top) for grading philosophy, lecture slides and other material that you can download.

**Office Hours** I am generally available 9-3 M-F for you to drop in or e-mail, except for teaching and meeting times. Do send me an e-mail to confirm a time to meet. I will set up a class e-mail list.

### Schedule

The schedule is planned by weeks. Readings should be done prior to each class.

#### I. Introduction to Course (Jan 11)

- About the Professor, the students, and the course; jargon primer
- geography of energy resources and survey of issues, including alternative energy sources
- what should go into your analysis of an alternative energy source- technical, cost, political and social issues.

Recommended Film: *There Will be Blood*, 2007.

Discussion: What do you think is at the heart of our current energy crisis? What, in your mind, offers the most promising feasible solution?

Film: *The Prize*, parts 1 & 2

**W** Walkthrough of Research Policy Memo Example

**W** Quick Write- What are your initial thoughts about what would be some appropriate topics; what is a reasonable scope, and what is your assessment of the feasibilities of each?

## II. History of Petroleum Markets and Introduction to Alternative Energy (Jan 18)

-timing for presentations will be set

**W**-How to write a preliminary proposal and annotated bibliography

**W**-Scope and feasibility- common problems in choosing a topic. Example group exercises.

**W** Possible research sources for Energy Topics

*Readings:* Yergin, Daniel, *The Prize: epic quest for oil, money, and power*. NY: Free Press 2003, HD 9560.6 Y47 2003 19-77 (1).

-Christopher A. Simon, *Alternative energy: political, economic, and social feasibility*, Lanham, MD: Rowman and Littlefield, 2007 HD 9502 U52 S544 2007, 39-61 (2)

-film: *the Prize*

## III. Sources of Supply and Demand of Energy and Future Trends (Jan 25)

-What are the principle sources of supply and demand in international energy markets? What do these imply for geopolitics? What are potential future trends? Why estimates vary considerably.

*Readings:*

-International Energy Outlook 2010, download at <http://www.eia.doe.gov/oiaf/ieo/>

**W:** Bring a rough draft of your preliminary proposal for peer review in class.

**Q:** Walking through a basic statistical analysis and interpreting the results. Bring your laptop.

## IV. The Natural Resource Curse (Feb 1)

-Walkthrough of technical documents on energy analyses of regional profiles to understand their structure and jargon.

-How to write up a short statistical and contextual summary of the region you are studying including a basic cost benefit analysis, with examples. Example of how to use excel for descriptive statistics.

*Readings:* Terry Karl, The Perils of the Petro-State: Reflections on the Paradox of Plenty.

*Journal of International Affairs* 53, 1 (Fall 1999): 31-48, avail. through library subscription.

-Jeffrey Frankel, The Natural Resource Curse: A Survey, NBER paper, will be sent electronically

Assignments due: **Annotated bibliography and preliminary proposal**

**W:** Elements of a regional context paper and analysis, including political analysis; the status quo section.

## V. Regulation and Electricity: Latin American Case (Feb 8)

-Class review and discussion of research issues and context of the region or energy source you are researching.

-Focusing in on key elements of a research project without drowning in the details.

*Readings*

-Barry Barton, ed., *Regulating energy and natural resources*, NY: Oxford U, K 3981 R44 2006, 9-33 (3)

-Denise Warkentein, *Electric Power Industry: In Nontechnical Language* Tulsa, OK: PennWell, HD 9685 A2 W28 1998, 3-25 (4).

-Hira, brief explanation of electricity regulation, from *Political Economy of Energy in the Southern Cone*, will be sent electronically.

*Class presentations round 1:*

**W:** Discussion of proposals; group exercise on improvements.

**W:** Quick write on what you see as your refined research question and how you will proceed.

## **Feb 15 Reading Break**

### VI. Site Visit (Feb 22)

-Meet in classroom for carpooling for site visit

*Assignments due:* **Rough draft, statistical and contextual analysis of region studied.** Bring 2 copies, 1 for **peer review**.

### VIII. Energy Integration (Feb 29)

*Class presentations round 2:*

*Assignments due:* **Regional and contextual analysis study.**

*Readings:*

-Hira, "Does Energy Integrate?" with Libardo Amaya, *Energy Policy* 31 (2003), 185-99.

-Hira, "Measuring International Electricity Integration: A Comparative Study of the power systems under the Nordic Countries, MERCOSUR, and NAFTA," with Pineau and Froschauer, *Energy Policy*, 32 (2004) 1457-75.

-Hira, Energy Integration chapter

-Hira, "¿Es Posible el Matrimonio de las Siete Hermanas del Sur? Posibilidades de Cooperación en Petróleo y Gas en América Latina," accepted at *Comentario Internacional -Revista del Centro Andino de Estudios Internacionales*, in Spanish (Quito, Ecuador), 2007 (English trans. will be sent electronically)

**W:** -Walkthrough and group exercises of policy options and recommendations, including political feasibility analysis.

### VII. Energy in Transportation (Mar 7)

*Readings:* Anthony Perl and Richard Gilbert, *Transportation Revolutions, Learning from Past Transport Revolutions*, 13-64, London: Earthscan, HE 147.5 G55 2008 (5)

-Anil Hira, "How Brazil developed its Biofuels Sector" will be sent electronically

*Class presentations round 3:*

**W:** -Return of regional and context analysis; discussion on how to improve it

### IX. Energy Efficiency (Mar 14)

-Readings- IEA and EU Commission reports will be sent

**W:** **Policy options and recommendations** sections for **peer review**, bring 2 copies.

### X. Climate Change- The Threat (Mar 21)

*Readings:* Kyoto Protocol, text will be sent electronically

-Bjorn Lomborg, *The Skeptical Environmentalist: measuring the real state of the world*. NY: Cambridge U Press 2001 GE 149 L65 2001, 3-33 (6)

-IPCC 2007 synthesis report, will be sent electronically

Use of one of the many websites to figure out your carbon footprint, such as

<http://www.carbonfootprint.com/calculator.aspx>

Bring your results to class. We will then have a guided discussion about the implications of this exercise.

*Class Presentations round 4:*

*Assignment due: **Policy options and recommendations.***

**W:** -How to write an executive summary.

-What is needed to develop a solid rough draft- integration and flow issues. Walkthrough of “rough” draft and final paper revisions.

XI. Discussion and Debate of Alternative Energy Sources (Mar 28)

*Class Presentations round 5:*

**W:** Return of policy options and recommendations section and group discussion.

**W:** Rough draft- peer review- bring 2 copies, 1 for your peer and 1 for me.

XII. Discussion and Debate of Climate Change (Apr 4)

*Assignment Due: **Rough Draft**, returned within 3 days*

XIII. Wrap Up Discussion of Class Projects (Apr 11)

*Assignment Due: **Final Draft***

## **AN IMPORTANT REMINDER:**

**Plagiarism involves using another author's words without attribution or otherwise presenting another person's work as one's own. It is a fraudulent and serious academic offence that will result in a severe academic penalty. Also, close paraphrasing of another author's work & self-plagiarism, including submitting the same, or substantively the same, work for academic evaluation more than once, are unacceptable practices that will result in a severe academic penalty.**

The university policies on academic honesty are available at <http://www.sfu.ca/policies/teaching/t10-02.htm> and <http://www.sfu.ca/policies/teaching/t10-03.htm>.

The Department of Political Science's interpretation of this policy can be found at [http://www.sfu.ca/politics/undergrad/ug\\_misc.html](http://www.sfu.ca/politics/undergrad/ug_misc.html), and is available in hard copy format outside our General Office. All students are responsible for familiarising themselves with these policies.

A helpful SFU Library tutorial on plagiarism is at <http://www.lib.sfu.ca/researchhelp/tutorials/interactive/plagiarism/tutorial/introduction.htm>

### **The DOs and DON'Ts of AVOIDING PLAGIARISM**

#### **Do not:**

- submit an entire paper or part(s) of a paper or papers that has been written or researched by any other person(s);
- submit a paper as an assignment that has been bought from another person or from a 'paper mill' or essay service;
- submit a paper or other written assignment that has been submitted at another time or for a different course by yourself or any other student or former student;
- submit material that has been downloaded from a website, without acknowledging (using appropriate citation style) that you have done so;
- take someone else's idea(s) and represent it/them as your own;
- copy any text verbatim, or with only slight variation from the original text, without using quotation marks and documenting the source with proper citation style;
- do not closely paraphrase another's material; either paraphrase completely in your own words, or cite as a direct quotation using quotation marks (in either case, give full credit and details regarding authorship and location of the original material);

#### **Do:**

- learn how to cite material properly (there are many good guides on this, including the departmental one);
- use a recognized citation style (eg. APA, MLA, Chicago), according to instructions given by the course instructor, and be consistent in the use of the style throughout any single piece of written work;
- carefully read and make sure you understand the university's policy on academic honesty;
- ask the instructor of this course or other faculty members if you have any questions about plagiarism.