We acknowledge that our campus at King’s University College is situated on the traditional territories of the Anishinaabeg, Haudenauna, Lenaapeewak, and Attawandaron peoples, all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. The First Nations communities of our local area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. And in our region, there are eleven First nations communities, as well as a growing indigenous urban population. King’s University College values the significant historical and contemporary contributions of local and regional First Nations, and all of the Original Peoples of Turtle Island (also known as North America).

Instructor: Amy Janzwood (amy.janzwood@mail.utoronto.ca)
Office: By appointment
Office hours: By appointment
Course time and location: Wednesdays 2:30-4:30pm in DL114

Course description and learning outcomes
In light of the urgent need to reduce global greenhouse gas emissions, countries are struggling to transforms their energy systems and balance competing economic, political, and environmental aims. Energy projects are receiving unprecedented public attention and, at times, resistance. This course is designed to introduce students to the political, economic, social and ecological dimensions of global energy politics.

The course is divided into four parts: (i) foundations of global energy systems, (ii) actors in energy governance, (iii) contentious politics, and (iv) prospects for transformation. The first part of the course develops the foundations for understanding energy politics. Students will learn about the key dilemmas facing governments around energy, as well as the changing trends in energy production, and the relationships between energy systems, the economy and the environment. The second part of the course identifies key actors in
energy governance including global and transnational institutions, as well as states and businesses. The third part of the course explores contentious energy politics. Students will learn about ‘site fights’ in energy project development and different scales of resistance, and then apply these dynamics to the case of the oil sands and pipeline resistance. The final week of the course looks forward at prospects, visions and perspectives on energy systems and change.

While this course relies heavily on concepts and literature in political science, the course goes beyond disciplinary boundaries and draws on economics, history, geography and sociology. This course prepares students as citizens and scholars to understand, critically evaluate, and assess solutions to global and local energy dilemmas.

The learning outcomes for this course are threefold: (i) to understand how energy is governed and the role of key actors and institutions that shape energy politics, (ii) to apply course texts, concepts and ideas to energy policies, decisions and public debates, and (iii) to develop, communicate and share positions on energy issues. A list of more detailed learning outcomes will be provided in the first week of class.

**Prerequisites:** Students must be enrolment in the third or fourth year of a Political Science module, or have permission from the Department. No previous experience in international politics or economics is required.

**Course format and materials**
Each class meeting will be two hours. Classes will be a mixture of lecture and seminar style with active learning activities incorporated throughout the course.

There is no textbook, although it is recommended that you purchase Bridge, Gavin, and Philippe Le Billon. 2017. *Oil*, 2nd edition. Cambridge, UK; Malden, MA: Polity Press. Used copies can be purchased online for around $15.

I’ve assigned three readings per week, and sometimes a news article or opinion piece. Required readings are available through OWL. Grey literature readings (e.g., reports, policy briefs etc.) can be accessed using the links in the syllabus. You are required to read only the materials under the “Required Readings” column. For some weeks, I have listed additional readings – these are intended only to help supplement your knowledge for the commentary assignment and the individual research project.

### Assignments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Active participation</td>
<td>25% (10% for in-class facilitation and 15% for class participation)</td>
<td>Each class; facilitation takes place on a class of your choice</td>
</tr>
<tr>
<td>Commentary assignment</td>
<td>15%</td>
<td>The week after the designated class (at midnight)</td>
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</tbody>
</table>
Individual research project | 35% (10% for proposal and 25% for final paper) | Proposal is due October 9th at midnight; final paper is due November 27th at midnight
---|---|---
Final exam | 25% | Exam period (to be announced)

**Active participation**
Participation is graded each class based on the quality, rather than the quantity of your contribution. Each class you should show you have read and understood the material. Active participation can include the following: (i) asking questions, (ii) actively listening, (iii) raising a topic directly related to the reading or providing relevant examples, (iv) comparing, contrasting or critiquing arguments made in the reading, and/or (v) engaging in discussion. Participation is graded as follows for seminar style classes (out of 5): 0 for non-attendance, 1 for attendance, 2.5 for minimum participation, and between 3 and 5 depending on the quality of participation. Not all classes will be seminar style and some classes, particularly at the beginning of the course, will include small group discussions and other active learning activities. For these classes, I will ask you to spend the last 5-10 minutes of class writing a reflection on a designated question. I will mark these reflections out of 5 as follows: 3 for completing a response, and between 4 and 5 depending on the quality of response. If participation in class discussions is difficult for you, you must come see me during my office hours as soon as possible.

To prepare for class, the following questions are helpful to keep in mind:¹
- What are the central points or arguments being made in the readings?
- What evidence and methods have they used to support their arguments?
- How does the week’s reading relate to other material examined in the course?
- How do you evaluate the authors’ positions?

**Class facilitation**
You will be given an opportunity to sign up for a week of your choice during the first class. During the designated class, you will be asked to kick off and facilitate the discussion. The purpose of the “kick off” is to generate a productive discussion of the week’s readings. Please keep your “kick-off” to five minutes or less. You can briefly summarize the reading(s) and the main argument(s), or flag something interesting or insightful. You should facilitate discussion about the connections between the readings, the theoretical and empirical evidence and issues, and/or relevant ‘real-world’ examples. During this class, you should pose at least two or three discussion questions. I will provide more details during our first class.

**Commentary assignment**
Select a week on which to write a short argumentative commentary on an energy issue or topic. You must not write on your research essay topic, although you can write on the same topic as you facilitated the class. You should have a specific outlet in mind for your piece (e.g., a policy forum, or a newspaper op-ed column). Your piece should be no longer than 600 words. You are invited, but not required, to draw on other academic or

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¹ Many thanks to Dr. Matthew Hoffmann for these questions.
grey literature on the topic. As the commentary is due the week after the designated class, please make sure if you make reference to the class discussion that you cite it. I will post several commentary examples in advance.

**Research essay**

During the first two weeks of the course, you should identify a topic that falls within the course theme, upon which you will write your final essay. A list of topic ideas and questions will be posted in advance; if you would like to choose a different topic, please run it by me first.

The proposal is due at the start of Class 5 (October 9th) and outlines the topic you will explore. Your proposal should include the following: (i) your research question, (ii) a preliminary argument, (iii) the structure of your paper and (iv) a bibliography with at least six academic sources (e.g., journal articles or books). Your proposal should be approximately two pages double-spaced plus the bibliography.

The final research essay is due Class 12 (November 27th) and should address the feedback you received from me. The essay should be no less than 8 pages and no more than 10 pages. You must submit your final research essay to Turnitin.com under terms set between the University of Western Ontario and the Turnitin.com website.

**Final exam**

The final exam is a series of short essays (5-6 paragraphs) that cover the lecture and reading material (*required readings only*) from the entire course. The arguments should be clear and reference specific course texts. The exam will evaluate your ability to think both critically and synthetically about the course material. You will receive a list of potential exam questions in advance, several of which will appear on the final exam.

**General note on assignments**

Assignments are to be submitted electronically. Please keep electronic copies until after the assignment has been returned and the grades posted.

Assignment rubrics will be posted in advance. Please use Times Roman 12pt font, double-space your assignments, and make use of sub-headings for longer pieces. Assignments should include page numbers and a header with your last name. Please use author-date in-text citations and Chicago style referencing.

Please carefully review your assignments before submitting them. I strongly encourage you to visit the Write Place before submitting your first assignment.
Course Schedule (note this is a draft only, final syllabus will be posted on OWL)

Part I: Foundations of energy politics

Week 1 (September 11th): Contours of the problem
Guiding questions: What are the most significant energy challenges today? How did they emerge? What is the Anthropocene and what does it mean for our energy systems?

Required readings:

Additional resources:

Week 2 (September 18th): Mapping the global energy landscape: where have we been and where are we going?
Guiding questions: How global is energy production and use? How has global energy production and use changed over time, and what have been the most significant developments? What factors have contributed to these changes?

Required readings:


Additional resources:


Week 3 (September 25th): Energy, economy and the environment
Guiding questions: What are the relationships between energy, the economy and the environment? What is the relationship between capitalism the current energy dilemma/trilemma?

Required readings:


Additional resources:


Part II: Who governs energy?

Week 4 (October 2nd): Global energy governance
Guiding questions: What is governance? How is energy governed at the global level? Why? What gaps exist? What are the linkages between climate and energy governance?

Required readings:


Additional resources:


Week 5 (October 9th): Transnational initiatives to manage carbon
Guiding questions: How effective have transnational initiatives been in managing carbon? What challenges exist and why?

Required readings:


Additional resources:

**Week 6 (October 16th): Domestic energy policy**

Guiding questions: How do countries choose between policy instruments to address their energy dilemmas/trilemmas? What barriers and opportunities exist?

Required readings:


Additional resources:


**Week 7 (October 23rd): Business actors and oil politics**

Guiding questions: In what ways have global oil corporations shaped global energy politics? How have their role(s) and resources changed over time?

Required readings:
Luciani, Giacomo. 2013. “Corporations vs. States in the Shaping of Global Oil Regimes.” In *Global Resources*, edited by Roland Dannreuther and Wojciech Ostrowski,
https://doi.org/10.1057/9781137349149_7.


Vormedal, Irja, Jon Birger Skjærseth and Lars Gulbrandsen. 2019. “Big Oil and Global Climate Regulation: Business as Usual or a Changing Business?” [Draft, will replace with updated version]

Additional resources:


Part III: Local resistance? Contentious energy politics

Week 8 (October 30th): ‘Site fights’
Guiding questions: What is contentious politics? When does it arise? When are protests successful?

Required readings


Additional resources:

Week 9 (November 6th): Reading Week – no class

Week 10 (November 13th): Scaling up?
Guiding questions: When do campaigns have ‘scale up’ or have transnational dimensions? Why and how does scale matter in campaigns? What are the implications?

Required readings:

Additional resources:


Week 11 (November 20th): The oil sands and (contentious) pipeline politics

Guiding questions: Why have pipelines attracted so much resistance in North America in recent years? What are the implications?

Required readings:


Additional resources:


Part IV: The future

Week 12 (November 27th): Prospects, visions and perspectives
Guiding questions: What is the future of fossil fuels in a carbon constrained world? How ought we think about the future of our energy systems?

Required readings:

Additional resources:

Week 13 (December 4th): Prospects, visions and perspectives continued
**Readings to be announced**
Policies

Communication
I will do my best to respond to emails within 24 hours. Please note that I do not check my emails on weekends, evenings or holidays. I ask that you email me for logistical issues or clarifications only, and please first double check that the syllabus and information posted on OWL do not answer your question.

If you have substantive questions about course material or assignments, please email me to arrange a time to meet.

Deadlines and late penalties
King’s University College Political Science Department policy regarding late essay submissions is available at: https://www.kings.uwo.ca/academics/political-science/political-science-resources/essay-regulations/. If you foresee problems with meeting coursework deadlines, please contact me as soon as possible.

Academic integrity
Plagiarism is an extremely serious academic offence. The King’s University College treats cases of academic misconduct very seriously. Participating honestly and responsibly in this academic community ensures that your degree truly signifies your individual academic achievement.

Examples of plagiarism in papers and assignments include the following: (i) submitting someone else’s work as your own or submitting your own work in more than one course without the permission of the instructor, (ii) failing to use quotations around words, sentences or paragraphs written by someone else, (iii) adapting an author’s ideas without referencing them, (iv) making up sources or facts, (v) obtaining or providing unauthorized assistance on an assignment. For more information on procedures and penalties visit https://www.kings.uwo.ca/academics/political-science/political-science-resources/plagiarism/ and https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Grade appeals
If you believe your assignment was unfairly marked, you may submit a one-page typed statement explaining why, citing course materials. I will meet with you during my scheduled office hours to discuss the assignment and your appeal. I will not adjust final grades, as this is unfair to your fellow classmates.

Accessibility and support services
If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: https://www.kings.uwo.ca/current-students/student-affairs/accessibility-services/academic-accommodations/

For more information and resources on student affairs and support services see:
- Academic services: [https://www.kings.uwo.ca/current-students/academic-resources/](https://www.kings.uwo.ca/current-students/academic-resources/)
- Accessibility services: [https://www.kings.uwo.ca/current-students/student-affairs/accessibility-services/](https://www.kings.uwo.ca/current-students/student-affairs/accessibility-services/)
- Indigenous students: [https://www.kings.uwo.ca/current-students/student-affairs/indigenous-students/](https://www.kings.uwo.ca/current-students/student-affairs/indigenous-students/)
- Learning skills services: [https://www.kings.uwo.ca/current-students/student-affairs/learning-skills-services/](https://www.kings.uwo.ca/current-students/student-affairs/learning-skills-services/)

**Religious accommodation**

If you require accommodation regarding assignment deadlines or other course requirements due to religious observance, please come see me within the first three weeks of class. For more information see:
[https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf)

**Accommodations for tests/exams**

Students are responsible for seeking accommodation with appropriate document, prior to writing tests/exams. For more information visit:
[https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)

For information on how to request an accommodation see:
[https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/medical-accommodation/](https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/medical-accommodation/)

The University does not allow me to excuse you from writing the final exam. If you have to miss the final exam for a documented reason, contact the Registrar’s Office as soon as possible.

**Class cancellations**

All reported class cancellations are posted at: [https://www.kings.uwo.ca/current-students/campus-life/service-disruptions/](https://www.kings.uwo.ca/current-students/campus-life/service-disruptions/)