

## Course Information

Course Number:	INTA 689
Course Title:	Energy, Climate, and National Security
Section:	650 (DC)
Time:	Monday 6:30-9:10 PM Eastern
Location:	Bush School DC, 7 <sup>th</sup> Floor
Credit Hours:	3

## Instructor Details

Instructor:	Ken Vincent
Office:	N/A
Phone:	832-723-7465
E-Mail:	rumsey@tamu.edu
Office Hours:	By appointment

## Course Description

Energy plays a preponderant role in international politics. This course will survey three components of this relationship. 1.) The nature of “traditional” energy security issues, based on resource scarcity, and how these issues have evolved in a changing global energy market. 2.) The impact of climate change and the energy transition on international politics, and 3.) How energy factors in changing role of the state in the economy and how this is shifting international politics. In addition to capturing these issues, the course will focus on developing students’ ability to present information concisely and synthesize concept in a way that prepares them for the policy workplace.

## Course Prerequisites

There are no prerequisites for this course. A basic understanding of energy issues would be helpful.

## Course Learning Outcomes

Upon completion of this course, the student will be able to:

- Understand the origins of energy security as a national security issue, how energy has shaped institutions and policy decisions, and how the U.S. shale revolution impacted this;
- Understand how climate and change and the energy transition will impact national security in the coming years and how to address uncertainties in the energy future;
- Understand how contemporary energy issues impact domestic and foreign policy decisions;
- Be able to synthesize content in a clear and concise manner;
- Be able to convert in-depth understanding of an energy issue into summaries for decision makers in the form of a written brief, short slide deck, and short presentation.

### Textbook and/or Resource Materials

- Daniel Yergin, *The New Map: Energy, Climate and the Clash of Nations*, (Penguin Press, 2021)
- Jeff Colgan, *Partial Hegemony: Oil Politics and International Order*, (Oxford U. Press, 2021)
- Thijs van de Graaf and Benjamin Sovacool, *Global Energy Politics*, (Polity Press, 2020)
- Megan O’Sullivan, *Windfall: How the New Energy Abundance Upends Global Politics and Strengthens America’s Power*, (Simon and Schuster, 2017)

Other assigned readings will be available on the TAMU Libraries’ E-Reserves [site](#) and/or online.

### Grading Policy

Class assignments are intended to blend rigorous, graduate level assignments with taskings that approximate deliverables that will be required in the workplace. Assignments include:

- 1.) Three 1,000-word synthesis essays (15% each)
- 2.) Weekly bullets on the course material (10%)
- 3.) Final project (40%)
- 4.) Class participation (5%).

The final grade will be calculated as follows: The essays will be graded with letter grades: A, A/B, B, B/C, C, D, F. Those letter grades will be converted into numerical equivalents for calculation of the final grade on the following 100 point scale: A=95, A/B=90, B=85, B/C= 80, C=75, D=65, F=0. Final grades will be assigned according to the following scale: A=90-100, B=80=89, C=70-79, D=60-69, F=below 60).

*Weekly Bullets* – Starting with the second class meeting, you are required to submit three bullet points that encompass what I need to know from that week’s readings. These bullets must be completed by 5:00PM the day of class. These will be graded on a pass/fail basis.

*Graded Attendance* – Attendance will be a part of the classroom participation grade.

### Late Work Policy

Late work policies in this class are defined by [Student Rule 7](#). Students should consult with the instructor if they are unable to submit required written work by the deadline defined in the syllabus.

## Course Schedule

### Week 1: Introduction: Energy and Security

- Colgan, chapter 1
- Van de Graaf and Sovacool, chapters 1-2
- Aleh Cherp and Jessica Jewell, “The Concept of Energy Security: Beyond the four A’s,” *Energy Policy*, Vol. 75 (December 2014) pp. 415-421.
- Daniel Raimi, “Can We Please Stop Talking About Energy Independence,” [RFF](#) (March 16, 2022).

### Week 2: Energy Security 1: Resource Scarcity and its Implications

- Colgan, chapters 3-5
- Van de Graaf and Sovacool, chapters 3-4
- Kenneth R. Vincent, “The Economic Costs of Persian Gulf Oil Supply Disruptions,” in *Crude Strategy: Rethinking the U.S. Military Commitment to Defend Persian Gulf Oil*, Charles L. Glaser and Rosemary Kelanic Eds., Georgetown University Press, pp. 79-112.
- Tej Karki, Political Blackmailing: A Case Study of India’s Unofficial Blockade on Nepal (August 22, 2022). Available at [SSRN](#).

### Week 3: Energy Security 2: State Responses to Resource Scarcity

- Charles L. Glaser, “How Oil Influences U.S. National Security,” *International Security*, Vol. 38, No. 2 (Fall 2013) pp. 112-146.
- Jim Krane and Mark Finley, “The U.S. Response to Attacks on Persian Gulf Oil Infrastructure and Strategic Implications for Petro-States,” [Baker Institute](#) (October 29, 2019).
- Congressional Research Service, “The SPR: Background, Authorities, and Considerations,” [2020](#).
- Jeff Colgan, *The International Energy Agency: Challenges for the 21st Century*, Global Public Policy Institute Policy Paper Series [No. 6](#) (2009).

### Week 4: China’s Rise and Energy Security

- Erica S. Downs, “The Chinese Energy Security Debate,” *The China Quarterly*, Vol 177 (March 2004), pp. 21-41.
- Kang Wu, “China’s energy security: Oil and gas,” *Energy Policy*, Vol/ 73, (October 2014) pp 4-11.
- Yergin chapter 25.
- National Bureau of Asian Research, *Asia’s Energy Security and China’s Belt and Road Initiative*, NBR Special Report No. 68 (November 2017).
- Jennifer Lind, Daryl G. Press; Markets or Mercantilism? How China Secures Its Energy Supplies. *International Security*, vol 42 (2018): 170–204.
- U.S. Energy Information Administration, “China Country Analysis Brief,” [2023](#).

### Week 5: The Shale Revolution and U.S. Foreign Policy

- Yergin chapters 1-8
- O’Sullivan chapters 1-6
- Jim Krane and Kenneth Medlock III, “Geopolitical Dimensions of U.S. Oil Security,” *Energy Policy*, Vol. 114 (Feb 2021) pp. 558-565.

### February: Essay 1 due

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**Week 6: Projecting the Energy Future**

- U.S. Energy Information Administration, *Annual Energy Outlook* [Narrative](#). 2023.
- U.S. Energy Information Administration, *International Energy Outlook* [Narrative](#). 2023.
- International Energy Agency, *World Energy Outlook 2023*, Executive Summary.
- BP, *BP Outlook 2023* [Edition](#), 2023. (Specific sections to be assigned).

**Week 7: The Global Politics of Climate Change**

- Van de Graaf and Sovacool, chapter 5
- O’Sullivan, chapter 7
- Colgan chapter 7
- Stewart M. Patrick, “The International Order Isn’t Ready for the Climate Crisis,” *Foreign Affairs*, (November/December 2021).
- Bjorn Lomborg, *False Alarm: How Climate Change Panic Costs Us Trillions, Hurts the Poor, and Fails to Fix the Planet*, Basic Books (2020), Introduction, chapters 8 and 11.
- James Henderson, “Ten key conclusions from COP28: a farewell to fossil fuels?,” *Oxford Institute for Energy Studies Energy Insight*, ([Issue 143](#), (Jan. 2024)).

**Week 8: Climate Outcomes and National Security**

- National Intelligence Council, “National Intelligence Estimate: Climate Change and International Responses – Increasing Challenges to US National Security Through 2040,” [2021](#).
- Tobias Ide, “Rise or Recede? How Climate Disasters Affect Armed Conflict Intensity,” *International Security* (2023) 47 (4): 50–78.
- Jonathan S. Blake, Aaron Clark-Ginsberg, and Jay Balagna, *Addressing Climate Migration: A Review of National Policy Approaches.*, Santa Monica, CA: RAND Corporation, [2021](#).
- Abbie Tingstad, “Climate Change and U.S. Security in the Arctic.” Santa Monica, CA: RAND Corporation, [2019](#).
- Deborah Gordon, “Understanding Climate Engineering,” Carnegie Endowment for International Peace ([August 21, 2017](#)).

**Week 9: The Global Politics of Electrification and the Energy Transition**

- Yergin chapters 37-40
- Van de Graaf and Sovacool, chapter 7
- Jason Bordoff and Meghan O’Sullivan, “Green Upheaval: The New Geopolitics of Energy,” *Foreign Affairs*, (Jan/Feb 2022).
- FROM *The Geopolitics of Energy: Out With the Old, In With the New?* Oxford Institute for Energy Studies Forum, (Issue 126, (Feb. 2021):
  - o Indra Overland, “Uncertain Past, Uncertain Future: How Assumptions About the Past Shape Energy Transition Expectations,” pp. 7-9.
  - o Paul Kolbe and Mark Finley, “Winners and Losers in an Uneven Energy Transition,” pp. 41-45.
- Amy Myers Jaffe, “Electricity is the New Oil,” *Foreign Affairs* (June 17. 2021).

**March: Essay 2 due**

**Week 10: China as an Energy and Climate Superpower?**

- FROM *The Geopolitics of Energy: Out with the Old, In with the New?* Oxford Institute for Energy Studies Forum, (Issue 126, (February, 2021):
  - o Michal Meidan, “China’s Emergence as a Powerful Player in the Old and New Geopolitics of Energy,” pp. 12-15.
  - o Dongmei Chen, “China’s Belt and Road Initiative: Changing Investment Priorities in Pursuit of Energy Security and Carbon Neutrality,” pp. 15-18.
  - o Barbara Finamore, “Clean Tech Innovation in China and its Impact on the Geopolitics of the Energy Transition,” pp. 18-22.
- *Taking Stock of China and the Geopolitics of Energy*, Oxford Institute for Energy Studies Forum, (Issue 137, (August, 2023), all.
- Andrew S. Erickson and Gabriel Collins, “Competition with China Can Save the Planet,” *Foreign Affairs*, (May/June 2021).
- Jeff Colgan, “The Climate Case Against Decoupling,” *Foreign Affairs* (Sept. 14, 2020).
- Gabriel Collins, “China’s Energy Import Dependency: Potential Impact on Sourcing Practices, Infrastructure Decisions, and Military Posture,” Statement to the U.S.-China Economic and Security Review Commission ([March 17, 2022](#)).

**Week 11: Supply Chain Geopolitics**

- U.S. Department of Energy, “America’s Strategy to Secure the Supply Chain for a Robust Clean Energy Transition,” ([February 24, 2022](#)), Chapters 1-2, (specific fact sheets to be assigned).
- National Bureau of Asian Research, *Critical Minerals: Global Supply Chains and Indo-Pacific Geopolitics*, NBR Special Report 102 (2022).
- Andreas Goldthau and Llewelyn Hughes, “Protect Global Supply Chains for Low-Carbon Technologies,” *Nature* (Sept. 3, 2020) pp. 28-30.
- Jane Nakano, *The Geopolitics of Critical Minerals Supply Chains*, Washington, DC: Center for Strategic and International Studies ([March 2021](#)).
- Joseph Majkut, et. al., *Building Larger and More Diverse Supply Chains for Energy Minerals*, Washington, DC: Center for Strategic and International Studies ([July 2023](#)).
- Sara Hastings-Simon and Morgan Bazilian “Critical Minerals Don’t Burn Up: Why the Energy Security Playbook Needs a Re-Write,” *Global Policy*, ([July 23, 2020](#)).

**Week 12: Industrial Policy and Global Politics**

- Yergin, chapter 42
- Jason Bordoff and Meghan O’Sullivan, “The New Energy Order: How Governments will Transform Energy Markets,” *Foreign Affairs* (July/August 2022), pp. 131-144.
- Bentley Allan, Joanna I. Lewis, Thomas Oatley; Green Industrial Policy and the Global Transformation of Climate Politics. *Global Environmental Politics* 2021; 21 (4): 1–19.
- Bipartisan Policy Center, “IRA Summary: Energy and Climate Provisions,” ([August 4, 2022](#)).
- European Commission, “Communication: A Green Deal Industrial Plan for the Net-Zero Age,” Brussels ([February 1, 2023](#)).
- William Alan Reinsch , et. al., *Green Industrial Strategies: Takeaways for Transatlantic Trade*, Washington, DC: Center for Strategic and International Studies ([March 2023](#)).

**April: Essay 3 due**

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**Week 13: Case Studies in Energy Geopolitics in the 2020's**

- David Mares, *Resource Nationalism and Energy Policy: Venezuela in Context*, Columbia University Press (2022), chapter 4.
- Monaldi, Francisco and José La Rosa Reyes, *U.S. Policy Toward Venezuela's Hydrocarbon Sector.*, Houston, TX: Rice University's Baker Institute for Public Policy ([February 23, 2021](#)).
- Yergin, chapters 17-24
- Daniel Drezner, "The United States of Sanctions: The Use and Abuse of Economic Coercion," *Foreign Affairs*, (September/October 2021).
- National Bureau of Asian Research, *The Revenge of Energy Security: Reconciling Asia's Economic Security with Climate Ambitions*, NBR Special Report 105 (2023).

**Week 14: Russia's Energy War and Its Implications**

- Yergin chapters 9-16
- National Bureau of Asian Research, *The Revenge of Energy Security: Reconciling Asia's Economic Security with Climate Ambitions*, NBR Special Report 105 (2023).
- Contemporary readings TBD

**Week 15: Class Presentations****ESSAYS, AND FINAL PROJECT**

In-Semester Essays (1,000 words) – These essays can be written based solely upon the assigned readings and classroom discussions – no outside research is needed.

Essay #1 – Define and explain energy security. How does energy security impact U.S. foreign policy? How has increased U.S. oil and gas production moderated this relationship?

Essay #2 – What will be the most consequential aspect of climate change and the energy transition to U.S. national security and why?

Essay #3 – How should the United States respond to China's preponderant role in energy supply chains? Should industrial policy be a part of this strategy and why?

*Each essay will be due at COB on a Friday and grades will be returned the following Tuesday.*

Final Project – By Spring break you need to select an energy topic of interest in consultation with me. For the final project, you will be responsible for the following deliverables:

- 3000-word research paper (50%) – a traditional graduate research paper
- One page summary (25%) – a one page summary of the topic for policymakers
- Slide deck (15%) – a three slide deck that communicates the salient points on your topic
- Presentation (10%) – a briefing on the topic of no more than two minutes'
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The paper will approximate the development of expertise that occurs in the workplace. The other assignments will evaluate your ability to synthesize information and concisely present the salient points.

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## University Policies

### Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

### Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

### Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" ([Section 20.1.2.3, Student Rule 20](#)).

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*You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).*

## Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

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*Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit [disability.tamu.edu](http://disability.tamu.edu).*

## Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

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*Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services \(CAPS\)](#).*

*Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).*



## Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus

### **Texas A&M College Station**

*Students who need someone to talk to can contact Counseling & Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the 988 Suicide & Crisis Lifeline (988) or at [988lifeline.org](https://www.988lifeline.org) [Links to an external site.](#)*

## Department of International Affairs syllabus statement on diversity, equity and inclusion

The Department of International Affairs is committed to fostering a diverse, equitable, and inclusive learning environment for all students, staff, and faculty. We welcome individuals of all ages, backgrounds, citizenships, disabilities, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and/or work experiences (see [diversity.tamu.edu/](https://diversity.tamu.edu/)). We recognize a special responsibility to undertake particular efforts to include the participation and voices of those from historically underrepresented groups. In all of this, diversity alone is not the only goal; we also strive to hear, listen to, and incorporate new voices in our teaching, research, and service. We hold that embracing and supporting new perspectives, individuals, and ideas invigorates academic excellence and pushes our entire community forward. The Department of International Affairs and the Bush School expect everyone to demonstrate respect for different experiences, beliefs and values expressed by other members of our community and to engage in reasoned discussions. As a department of international affairs, within a university dedicated to the public good, a commitment to diversity, equity, and inclusion is critical for preparing and ensuring the success of the next generation of leaders.

(adapted from Josef Korbel School of International Studies, University of Denver)