

COURSE SPECIFICATION DOCUMENT

Academic School/Department: Social Sciences and Humanities

Programme: International Relations
American Studies
Political Science

FHEQ Level: 5

Course Title: Global Energy Politics

Course Code: INR 5103

Student Engagement Hours: 120

Lectures: 22.5

Seminar / Tutorials: 22.5

Independent / Guided Learning: 75

Credits: 12 UK CATS credits
6 ECTS credits
3 US credits

Course Description:

Examines some of the contemporary geo-political, economic, technical, governance and environmental issue surrounding global energy issues. We look at supply and demand tensions, transit and pipeline issues, infrastructure problems, private companies and state monopolies, deregulation and markets, innovation policy, energy and development, international cooperation, environmental stress, energy poverty, and energy futures, as well as the impact of energy on the livelihoods of the urban and rural poor.

Pre-requisites:

GEP 4180 Research and Writing 2

Aims and Objectives:

- To extend the understanding of students with regard to energy politics and economics in a global context
- To engage student with the question of how global energy politics speaks to broader issues in international relations including environment, development, and security issues
- To provide a background for eventual careers in fields (including work in government, international organisations, business, and the media) which require articulate, clear-thinking individuals with a grasp of contemporary energy politics
- To provide a framework to assist concerned citizens to think critically about issues that are of increasing importance in the 21st century
- To promote critical engagement with a wide range of literature, and the development of both a succinct writing style, and the ability to present complex arguments orally.

Programme Outcomes:

International Relations: A5(ii); B5(ii); C5(iii); D5(i); D5(ii)

American Studies: B5i, C5iii, D5i, D5ii

Political Science: A5ii, B5ii, C5iii, D5i, D5ii

A detailed list of the programme outcomes is found in the Programme Specification. This is maintained by Registry and located at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

Learning Outcomes:

At the end of this course, the students will have achieved the following learning outcomes:

- Demonstrates a critical engagement with the main theoretical approaches taken to the study of global energy politics
- Demonstrates a systematic understanding of the formal and informal institutions that influence or exercise governance over energy issues at the international level
- Demonstrates an interdisciplinary engagement with the core problems and issues of global energy politics at the domestic, regional, and global levels
- Demonstrates a systematic insight into the political, economic geographical and environmental dimensions of energy issues, and of their significance for international relations
- Takes responsibility for their own learning, and completes assigned work with a degree of clarity, contextualisation, critical thinking, and reflexive normative understanding appropriate for a 5000-level course
- Demonstrates flexible writing and analytical skills that translate directly into the workplace in producing analyses of global energy politics, including the ability to adapt work to different contexts, audiences, and levels of complexity

Indicative Content:

- Contemporary international energy governance
- Energy geo-politics (such as pipeline or transit issues; resource conflicts; securitization)
- States and markets and energy issues
- The politics of energy across the supply chain and the fuel mix
- Issues of environmental and technology as they pertain to global energy politics
- Energy and development/developing states including energy poverty and livelihoods

of the urban and rural poor

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board and located at: <https://www.richmond.ac.uk/university-policies/>

Teaching Methodology:

This course will be taught through a combination of lectures and seminar-type activities, including group work, sub-group activities, classroom discussion, and the showing of documentaries. The general approach to classes is informal, and discussion is viewed as an essential part of an interactive and participatory learning program. Audio-visual aids, study materials and electronic learning resources will be used as appropriate.

Lectures provide a framework for the course, and are designed to ensure students have an overview of main issues and concerns on a particular topic, receive clarification on the major points of debate understand the broad dimensions of core problems, and are aware of relevant literature in the specific area of concern. It is essential that lectures are supplemented with assigned readings; together, the readings and the lectures are designed to provide guidance for seminar discussion.

Seminar classes are based on the principle of active and student-directed learning, and are designed to be Safe, Enjoyable, Managed, Inclusive, Necessary, Academic, Respectful & Stimulating. The seminars provide an opportunity for discussion of contentious issues, addressing questions and exploring academic debates in more depth, group and sub-group discussion. They are encouraged to share their opinions freely, but must also maintain respect for the opinions of others. It is expected that students will participate regularly in discussions in a creative, competent and critical way, as the formulation of their own thoughts and clarification of their assumptions, often in contradiction to other students' thoughts and assumptions, form a crucial part of the learning process. Students are expected to come to seminar classes prepared.

Indicative Texts:

Van de Graaf, T. and B. Sovacool (2020) *Global Energy Politics*. London: Polity Press.

Kuzemko, C., M.F. Keating and A. Goldthau (2015) *The Global Energy Challenge*. London: Palgrave Macmillan.

See syllabus for complete reading list.

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry
Various updates as part of the UG programme review	AB Jan 2022	
Revision – annual update	May 2023	