

GEOG/HIST/GHS 3780
U.S. Energy Policy in Global Context
Spring 2022



TTH 2:00-3:15pm
[106 Gilmore Hall](#)

University of Iowa
College of Liberal Arts and Sciences

The world belongs to the energetic.
-- Ralph Waldo Emerson

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Drop-In Hours: Tues 3:30-5:30pm & Wed. 1:30-2:30pm. In person or by Zoom:
<https://uiowa.zoom.us/j/9397749856>. Meetings may also be arranged by
appointment.

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Course Description and Objectives:

Energy defines how we live. It is what keeps us alive, moves us around, and shapes our relationships with each other. The discovery and exploitation of concentrated forms of carbon-based energy from the earth -- coal, oil, and natural gas the three principal fossil fuels -- gave rise to the Industrial Revolution and launched parts of the world on a trajectory of rapid economic growth. Fossil fuels also have been a source of social and geopolitical conflict. In the future, the world's appetite for energy is predicted to grow at a staggering rate, and the impacts of climate change caused by the burning of fossil fuels, foremost among other environmental harms, are expected to become more severe. Eventually, humans will have to draw on a wider array of energy sources. We appear to be at the beginning of an "energy transition" to using "unconventional" forms of fossil fuels and non-fossil fuel energy. This transition offers opportunities, but it also presents challenges and problems. As in the past, the United States and other energy intensive societies will have to make choices about how to find and consume energy. These choices are not easy, and they are inherently political. They must attempt to balance the interests of different groups and stakeholders. They must consider factors of price and cost -- both social and environmental -- that are not static and are often based on assumptions about the future that are highly uncertain. Finally, there is the challenge of making local, regional, and national policy toward energy markets that transcend these boundaries and are often global in scope.

The purpose of this course is to take a close look at how these policy choices in energy have been made by the United States in the recent past, how they are being made now, and what choices we face in moving into a new energy future. We will examine the historical and contemporary aspects of U.S. governmental planning and policymaking on a wide range of energy issues in global context. We will explore the legal, political, and administrative dimensions of producing energy from fossil fuel, nuclear, and renewable sources; we will look at how energy policy shapes systems of transportation, power and electricity generation, geopolitics and national security, and consumer and financial markets; and we will consider how the impacts of energy development affect the environment and environmental policy.

The course is designed in three parts. The first part of the semester, Weeks 1 through 4 (Foundations), will be devoted to studying basic energy concepts and the fundamentals of national energy governance in the United States within a broader global context. Graded assignments for this part of the semester consist of three in-class quizzes. In the second part of the semester, Weeks 5 through 8 (Policy Realms), we will examine the history and current aspects of different elements of U.S. energy policy. The graded assignment for this part will be a midterm exam. In the third part of the semester, Weeks 9 through 16 (Policy

Issues), we will analyze specific policy issues and controversies and look at different scenarios and prospects for our energy future. Graded assignments for this part will consist of a 5-7-page essay on hydraulic fracturing, a news story post, and a final exam.

The main objective of this course is to improve your energy literacy, which is increasingly important to becoming an informed citizen in the 21st century, and to give you a beginning practitioner's knowledge of energy policymaking. You should be able to evaluate debates over energy policy and take a position in those debates by marshaling evidence and formulating a logical argument. In addition to expanding your knowledge base, this course aims to improve your oral and written expression of ideas and sharpen your skills in critical reading and writing.

Course Requirements:

Required Text

The following book is available for purchase at the [UIowa Hawk Shop](#), [Prairie Lights Bookstore](#) (15 S. Dubuque St) and most online book retailers; it is also available as an e-book through UI Libraries, <https://www.lib.uiowa.edu/>:

Daniel Raimi, *The Fracking Debate: The Risks, Benefits, and Uncertainties of the Shale Revolution* (Columbia University Press, 2018), paper.

Additional readings are posted in PDF or via hyperlink form on the Canvas course website.

Expectations

The general expectation is that you bring to class an eagerness to learn about energy policy. The course is designed with the assumption that you have little prior knowledge of the subject. It helps for you to have some background in environmental studies, geography, economics, political science, or U.S. history, but this is not required.

According to University of Iowa guidelines, in a 3-semester-hour course, students should expect (on average) 6 additional hours of outside work per week or a total around 9 hours per course if classroom time is included. A student taking 5 courses (3 s.h. each) should expect to spend around 45 hours a week on academic work. The university considers 45 hours of academic work a week the norm.

We will be using the **UIowa Canvas** Course Management Website, <https://uiowa.instructure.com> to manage materials for the class. The syllabus, PDFs of readings, website links, announcements, and grades can all be accessed

through Canvas. Remember to check the Canvas course website regularly. You should also check your UIowa email account daily for messages or updates from me. Also be alert to weekly communications from me via "Announcements" in Canvas. These will be my principal means of communicating with you outside of class.

Format

Each 75-minute class meeting will be conducted primarily through lectures along with open discussion and small-group work. You are responsible for arriving to class having done the assigned reading for the day. I will usually post a study guide for each week in advance. The purpose of these is to help focus your reading. You should take notes on both lectures. I will also post PPT lecture slides after each class. Part of learning is listening actively and taking notes on things you find important.

Drop-In Hours: Tues 3:30-5:30pm & Wed 1:30-2:30pm, and by appointment.

During these times, I will be available to meet either in my office (masked and socially distanced) or via Zoom. My **"Personal Meeting Room" link is:** <https://uiowa.zoom.us/j/9397749856>. Please speak with me whenever you have any questions about the course materials or requirements, if you need help, or would like to know more about a particular topic. If your schedule makes it difficult for you to come to my office hours, send me an email or talk to me after class so that we can set up an appointment at some time that works for both of us. Email is the best way to contact me outside of the classroom. My policy is to respond to all student emails during weekdays within 24 hours. I cannot guarantee that I will respond to emails on weekends, but I usually find time to do so.

Students who need assistive technologies will have different computer and technology requirements. Please check with your [Student Disability Services](#) to determine the requirements for the specific technologies needed to support your online classes.

Need help with ICON or technology? Please contact the [ITS Helpdesk](#) (319 384-HELP).

Attendance

This class demands a high level of engagement by students with the readings and assignments. Attendance is required to complete the course successfully. Although participation is not graded, it is strongly encouraged. There will be ample opportunity for questions, comments, and discussion.

Come to class having thoroughly prepared from the readings assigned for that day and be ready to discuss them. I will occasionally call on students for their input. Occasionally, in-class activities will include short writing assignments to

gauge your preparation and comprehension. If you are unable to attend class because of illness, authorized University activities, or other circumstances that warrant special attention, you must notify me by email or telephone at the earliest possible opportunity or within 24 hours of missing the class. Only an excused absence entitles students to make up graded work. You are allowed a maximum of two *unexcused* absences without suffering a penalty to your attendance grade. You are allowed two *excused* absences for short-term illness without medical documentation, provided that you notify me by email within 24 hours of missing the class. For absences beyond those two, you must provide documentation, using [this form](#) to share the reasons for an absence with me, or else it will be counted as unexcused. The form also may be found on ICON under the **Student Tools** tab at the top of the page where course evaluations are located.

COVID-19 absences will of course be excused. Students testing positive, who have been informed they were in close contact with an individual testing positive, or who are experiencing symptoms of COVID-19, are instructed to fill out the COVID-19 [self-reporting form](#).

For illness that requires you to miss more than three consecutive classes, you must provide additional documentation for the absence, which may include a list of appointments from MyChart or a note from a health care provider stating that you have been under the doctor's care. For your own privacy, you should not share your specific medical record. For long-term absences (generally, more than five days of classes), I will require a notification from the Registrar of the reasons for the absences.

If a personal crisis affects your ability to complete the course or affects an entire semester's registration, you should immediately contact CLAS Academic Programs and Student Development (120 Schaeffer Hall). Students may call or stop by to make an appointment. Here is the Office of the Registrar's policy for class absences: <https://registrar.uiowa.edu/absence-class>.

Classroom Conduct

Arrive to class on time and be attentive for the entire period. If you arrive late, come in quietly - but don't make arriving late a habit. During class time, do not chat with neighbors, read materials unrelated to class, or otherwise disturb the meeting. Laptop computers are allowed in the classroom, provided that they are used only for notetaking, consulting course readings, or tasks directly related to the course. **All phones and handheld devices must be stowed away during class time.** Silence all cell phones before you enter the room. Do not answer phones or send/check messages during class. At all times, please be respectful of classmates and the professor. The goal is to learn from others' ideas in an open, tolerant atmosphere.

EvaluationAt A Glance:

<i>Assignment</i>	<i>Due Date</i>	<i>Points/Approx %</i>
Attendance	Ongoing	20 points (10%)
Quizzes (three)	Jan 27, Feb 3, 10	30 points (15%)
Midterm Exam	Mar 10	50 points (25%)
Essay	Apr 8	30 points (15%)
News Story	Various	10 points (5%)
Final Exam	TBD	60 points (30%)
Total		200 points (100%)

Course Letter Grade:

There will be 200 points possible in the course, corresponding to the percentages listed above. Your final grade will be calculated according to the following scale:

200-185 - A
 184-180 - A-
 179-173 - B+
 172-165 - B
 164-160 - B-
 159-153 - C+
 152-145 - C
 144-140 - C-
 139-133 - D+
 132-125 - D
 124-120 - D-
 119- -- F

A grade: demonstrates exceptional work that goes beyond the mere recitation of content encountered in the class. Written A work demonstrates a high level of critical thinking and analysis and the ability to synthesize concepts learned throughout the semester to produce an insightful perspective on the subject at hand. To achieve an A, students must consistently attend class and demonstrate preparedness.

B grade: attempts critical thinking and analysis and shows solid grasp of the required reading. Students who achieve B-level work consistently attend class and demonstrate preparedness.

C grade: demonstrates a basic level of effort and competence with the course materials but also gaps in critical thinking, comprehension or synthesis of the material, and incomplete command of basic facts. Irregular attendance often results in C-level work.

D grade: does not meet basic standards of competency in the course. D-level work shows incomprehension of the course content and falls short of expectations for college-level coursework. A significant number of absences and a failure to complete assignments often result in substandard work.

There is a window of two weeks for appealing grades. Once you have received a grade for a given assignment (paper, quiz), you have two weeks to appeal if you think you have received an incorrect score. For example, I will not consider an appeal at the end of the semester for the fracking essay. Rarely, and almost only in the case of an obvious error, do I change grades.

Attendance

I will take class attendance every period. Grading criteria is as follows:

- 20 - No more than 2 unexcused absences during the semester
- 17 - No more than 3 unexcused absences during the semester
- 15 - No more than 4 unexcused absences
- 13 - No more than 5 unexcused absences
- 11 - No more than 6 unexcused absences
- 0 - More than 6 unexcused absences
- "F" for class - More than 10 unexcused absences

Quizzes

There will be three reading quizzes administered in class on January 27, February 3, and February 10. They each will consist of a series of questions (multiple choice, fill-in-the-blank, or short answer) on the assigned reading and will take no more than 10-15 minutes of class time. They are intended to give you extra incentive to master the basic concepts of energy and energy policy. Each quiz is worth 10 points. The quizzes are worth a combined total of 30 points or 15 percent of your final grade.

Midterm Exam

On Tuesday, March 10, there will be an in-class midterm exam covering material from Weeks 5-8, the section of the course on "Policy Realms." The exam will consist of a series of multiple-choice questions, short answers, and an essay based on the assigned readings, lectures, and discussion. Further instructions will be provided. The exam is worth 50 points or approximately 25 percent of your final grade.

Fracking Essay

Sometime before April 8 you will submit a 5-7-page, double-spaced (1,250-1,750 word) essay on the politics and policy of hydraulic fracturing, or "fracking." The prompt for this essay will ask you to analyze material from *The Fracking Debate*, from lecture/discussions in the three class meetings on fracking, and from recent news stories. Further instructions will be provided. The essay is worth 30 points or 15% of your final grade.

News Story

Before one class meeting during the second half of the semester (Weeks 12-16, class meetings marked with a red asterisk *), you will post a link to a story (see sources below) that discusses a recent policy development (within the last three months) on a topic covered in the assigned reading. With your link, you will also include a one paragraph summary of the issue, including a discussion of its policy relevance. All posts and summaries must be submitted to Canvas by 9am on the day of the class meeting to discuss your selected topic. Upload them to both "Discussions" and "Assignments." You will be assigned a particular topic later in the semester. The News Story assignment is worth 10 points or 5 percent of your final grade.

Final Exam

On a TBD date during final week, there will be an in-class final exam covering material from Weeks 12-16, the section of the course on "Policy Issues." The exam will consist of a series of multiple-choice questions, short answers, and an essay based on the assigned readings, lectures, and discussion. Further instructions will be provided. The exam is worth 60 points or approximately 30% of your final grade.

Missed Assignments

Only students whose absences are excused will be given the opportunity to make up overdue assignments without penalty. It is expected that all work will be made up as soon as possible after the missed assignment. It is the student's responsibility to contact the instructor immediately if a paper or exam was missed (or is about to be missed). Specific arrangements for make-ups will be made on a case-by-case basis. Unless there are truly extraordinary circumstances, students must contact the instructor within one day after the missed assignment to make arrangements.

Collaboration

In this class, students may study with classmates and collaborate on ungraded exercises. However, please be aware that to succeed in this class you will have to be able to work through and master the material on your own. You may not share your work with others or ask to see others' work prior to submitting the assignment for a grade, as it is considered academic misconduct. Students are responsible for understanding this policy; if you have questions, ask for clarification.

Extra Credit

Extra credit assignments or opportunities may be offered during the semester.

***Grades for each assignment will be posted within 10 days and usually no sooner than one week after the assignments are submitted.

SCHEDULE

Part I: **FOUNDATIONS**

Week 1

1/18 – Introduction

1/20 – Global Climate Change and Climate Action

Reading: “Climate Brief” articles from *The Economist* (2020-2021) (PDFs)

Week 2

1/25 – What is Energy?

Website: U.S. Energy Information Administration (EIA), [“Energy Explained”](#)

Animated Graphic: [Energy Transitions in U.S. History, 1800-2019](#)

1/27 – Federal Law, Politics, and Policy (Governance)

Reading: CRS, “Introduction to the Legislative Process in the U.S. Congress” (2020) (PDF); CRS, “An Overview of Federal Regulations and the Rulemaking Process” (2019) (PDF); CRS, “Executive Orders: Issuance, Modification, and Revocation” (2021) (PDF)

Quiz #1 (Will cover material from 1/20, 1/25, and 1/27)

Week 3

2/1 –U.S. Energy Governance

Reading: Benjamin K. Sovacool and Roman Sidortsov, “Energy Governance in the United States,” *The Handbook of Global Energy Policy* (2013) (PDF)

Maps: [FracTracker National Energy Map](#); [EIA, Energy Infrastructure and Resources Maps](#)

2/3 – The Global Oil and Gas Industry

Reading: Andrew Inkpen and Michael H. Moffett, *The Global Oil & Gas Industry: Management, Strategy & Finance* (2011), Chapter 1, pp. 2-38 (PDF)

Quiz #2 (Will cover material from 2/1 and 2/3)

Week 4

2/8 – The New Geopolitics of Energy

Reading: Jason Bordoff and Meghan O’Sullivan, “Green Upheaval: The New Geopolitics of Energy,” *Foreign Affairs* (January/February 2022) (PDF)

2/10 – The Quest for a Comprehensive Energy Policy

Reading: Miscellaneous Websites, [National Energy Act of 1978](#); [Energy Policy Act of 1992](#); [Energy Policy Act of 2005](#); [Energy Independence and Security Act of 2007](#)

Quiz #3 (Will cover material from 2/8 and 2/10)

Part II **POLICY REALMS**

Week 5

2/15 – Oil Policy

Reading: American Geosciences Institute (AGI), “U.S. Regulation of Oil and Gas Operations: Federal and State Regulation of Exploration, Production, and Transportation,” *Petroleum and the Environment Series* (2018) (PDF);

Environmental and Energy Study Institute (EESI), “Fossil Fuel Subsidies: A Closer Look at Tax Breaks and Societal Costs” (2019) (PDF)

Map: [EIA Energy Atlas, Petroleum](#)

2/17 - Natural Gas Policy

Reading: “A Short History of Natural Gas Regulation,” NaturalGas.org, <http://naturalgas.org/regulation/history/>; “The Market Under Regulation,” NaturalGas.org, <http://naturalgas.org/regulation/market/>

Maps: [FracTracker National Energy Map](#) (sort for natural gas infrastructure in “Layers”); [EIA Energy Atlas, Natural Gas](#); [Global Fossil Infrastructure Tracker](#); [Europe Gas Tracker](#)

Week 6

2/22 – The Electricity System

Reading: EIA, [Electricity Explained](#)

Map: [EIA Energy Atlas, Electricity](#)

2/24 – Operating and Governing the Electric Grid

Reading: National Energy Technology Laboratory (NETL), “Power Markets” (2013) (PDF); NETL, “North American Electric Reliability Corporation” (2013) (PDF); NETL, “Regional Transmission Organizations and Independent System Operators” (2013) (PDF)

Week 7

3/1 – Nuclear Policy

Reading: Jason Bordoff, "3 Reasons Nuclear Power Has Returned to the Energy Debate" *Foreign Policy* (January 6, 2022) (PDF); Samuel Miller McDonald, "Is Nuclear Power Our Best Bet Against Climate Change?" *Boston Review* (October 12, 2021) (PDF)

3/3 - Coal Policy

Reading: EIA, [Coal Explained](#); Catherine Early, "[How China Shapes the World's Coal](#)," BBC Future (November 2, 2021); Mark Nicholls, "[Cashing In from Closing Coal](#)," *Energy Monitor* (December 21, 2021)

Maps: [Global Coal Plant Tracker](#); [Global Coal Plant Finance Tracker](#); [EIA Energy Atlas, Coal](#)

Week 8

3/8 - Air Emissions Regulation

Reading: CRS, "Clean Air Act: A Summary of the Act and Its Major Requirements" (2020)

3/10 - MIDTERM EXAM

Week 9

3/15 - NO CLASS - SPRING BREAK

3/17 - NO CLASS - SPRING BREAK

Part III: **POLICY ISSUES **

Week 10

3/22 - Hydraulic Fracturing - Technology and Environmental Impacts

Reading: Raimi, *The Fracking Debate*, pp. 1-88.

3/24 - NO CLASS

Week 11

3/29 - Hydraulic Fracturing - Policy and Science

Reading: Raimi, *The Fracking Debate*, pp. 89-132.

3/31 - Hydraulic Fracturing - Economic and Global Aspects

Reading: Raimi, *The Fracking Debate*, pp. 135-214.

Week 12

***4/5 - Offshore Oil**

Reading: AGI, "Offshore Oil and Gas: Technological and Environmental Challenges in Increasingly Deep Water" (2018) (PDF); CRS, "Five-Year Offshore Oil and Gas Leasing Program: Status and Issues in Brief" (2021) (PDF)

Website: [Deepwater Gulf of Mexico Story Map](#)

***4/7 - Interstate Pipelines**

Reading: CRS, "Pipeline Transportation of Natural Gas and Crude Oil: Federal and State Regulatory Authority" (2016) (PDF).

Website: [FracTracker National Energy Map](#) (sort for Pipelines in "Layers"); EIA Energy Atlas, [Petroleum](#) and [Natural Gas](#) (sort for Pipelines and Transmission in "Layers")

4/8 - ESSAY DUE, 11pm in Canvas

Week 13

***4/12 - Transportation Fuels (Fuel Taxes, Fuel Efficiency Standards, Renewable Fuel Standard, and EVs)**

Reading: CRS, In Focus, "Vehicle Fuel Economy and Greenhouse Gas Standards" (2021) (PDF); CRS, "Electric Vehicles: A Primer on Technology and Selected Policy Issues" (2020) (PDF)

***4/14 - Energy for Buildings**

Reading: EESI, District Energy Fact Sheet (2011) (PDF); David Roberts, "[The Earth Itself Could Provide Carbon-Free Heating for Buildings](#)," Vox.com, November 13, 2020; Smarter House, "[Types of Heating Systems](#),"; Smarter House, "[Types of Cooling Systems](#),"

Week 14

***4/19 - Wind Energy Policy (Renewable Portfolio Standards and Renewable Energy Tax Credits)**

Reading: CRS, "The Renewable Electricity Production Tax Credit: In Brief" (PDF); Sarah Knuth, "Rentiers of the Low-Carbon Economy? Renewable Energy's Extractive Fiscal Geographies," *Economy and Space* (2021) (PDF)

Website: [U.S.G.S. Wind Map](#); [EIA Energy Atlas, Wind](#)

***4/21 - Solar Energy Policy (Distributed Generation, Net Metering, Tariffs and Pricing)**

Reading: CRS, “Net Metering: In Brief” (2019) (PDF).

Website: [NREL Solar Resources Maps and Data](#); [EIA Energy Atlas, Solar](#)

Week 15

***4/26 – Electricity Markets**

Reading: NETL, “Energy Market;” NETL, “Capacity Market;” NETL, “Ancillary Services” (2018) (PDFs)

***4/28 – Electricity Transmission**

Reading: Peter Fox-Penner, “Not in My Backyard-State-Region,” in *Power After Carbon: Building a Clean, Resilient Grid* (2020), pp. 132-148 (PDF)

Week 16

***5/3 – Grid Parity, Convergence, and Security**

Reading: Bruce Usher, *Renewable Energy: A Primer for the 21st Century* (2019), Chapters. 9-10, pp. 96-130 (PDF); “[Sophisticated Hackers Could Crash the US Power Grid, but Money, not Sabotage, is Their Focus](#),” *Utility Dive* (October 28, 2021)

***5/5 – Managing Carbon in a Warming World**

Reading: Peter Marsters et al., Columbia Center on Global Energy Policy, “Comparing A Clean Electricity Standard and a Carbon Tax” (December 2021) (PDF)

Websites

Listed below are links and descriptions of energy websites that you might find useful over the course of the semester. The list is not exhaustive.

DATA

U.S. Energy Information Administration (EIA), <http://www.eia.gov/>. This is the most authoritative source of information on energy that you will find in the world. The EIA is a special agency within the U.S. Department of Energy that is devoted to collecting and disseminating data on every aspect of energy production and consumption. EIA data, studies, and reports are widely respected and indispensable for energy policymakers. And they are fully available to the public. It should be the first place you look for anything.

International Energy Agency (IEA), <http://www.iea.org/>. The IEA is another authoritative source of energy information. It is an autonomous organization founded in 1974 (in the aftermath of the Arab Oil Embargo) by the world’s largest oil consuming countries, including the United States. Today, it has 28

member nations. It focuses on topics and issues that affect the world's major energy consumers.

The Organization of Petroleum Exporting Countries (OPEC), http://www.opec.org/opec_web/en/. OPEC was formed in 1960 to represent the collective interests of the world's major petroleum producing countries – largely, but not strictly, in the Middle East. This website is a valuable source of information for OPEC-related matters.

BP Statistical Review of World Energy, <https://www.bp.com/en/global/corporate/energy-economics/statistical-review-of-world-energy/downloads.html>. This is another respected source of statistical information, published on an annual basis by the oil giant, BP. It has user-friendly graphics and tools.

NEWS

New York Times, Energy and Environment Page, <http://www.nytimes.com/pages/business/energy-environment/index.html?src=busfn>. This page compiles all reporting on energy and environmental topics. Access to some articles on the website may require a subscription to the NYT. You may access the full NYT through the UI online library catalog, but it takes a few more steps.

Washington Post, Energy and Environment Page, <http://www.washingtonpost.com/national/energy-environment>. Another good daily source for energy and environmental news. Full online access through UI Libraries.

Wall Street Journal Energy Page, <http://online.wsj.com/public/page/news-energy-oil-gas.html>. WSJ has a lot of good reporters covering energy. However, access to most articles on the webpage requires a subscription. Full online access through UI Libraries.

The Guardian Energy Page, <http://www.guardian.co.uk/environment/energy>. Complete coverage of energy issues, especially developments in Europe. Tends to be much more critical of oil and gas industry than one finds in U.S. reporting and leans politically to the left.

Energy & Environment News (E&E News), <https://www.eenews.net/>, a news service that offers objective, timely, and comprehensive information for professionals who track environment and energy policy news. UIowa has maintained a site license in the past. The subscription has lapsed up to this point. Some featured articles are accessible without a pay wall.

Vox Energy and Environment, <http://www.vox.com/energy-and-environment>. A first-rate, web-based news organization that strives for neutrality and objectivity in breaking down recent news developments.

Midwest Energy News, <http://www.midwestenergynews.com>. A nonprofit news site dedicated to covering energy news in the Midwest. Favorable coverage of renewables, and generally unfavorable coverage of fossil fuels. MEN is part of the Energy News Network, which also has coverage of the Southeast, Northeast, and West.

Axios Generate, <https://www.axios.com/energy>. The Axios news website was created by two of the founders of Politico. The free daily email newsletter is very informative and quick to read.

Utility Dive, <https://www.utilitydive.com/>. Website featuring stories about all aspects of the utility and power generation sector.

Renewable Energy World, <http://www.renewableenergyworld.com/index.html>. The most comprehensive site for news about renewable energy developments.

ANALYSIS

Breakthrough Institute, <https://thebreakthrough.org/>, “eco-modernist” think tank that promotes technological solutions to energy, conservation, and food and farming. Strongly pro-nuclear, pro-GMO, and pro-economic growth.

Columbia Center on Global Energy Policy, <https://energypolicy.columbia.edu/>. A research center on energy policy at Columbia University. Headed by former Obama energy advisor, Jason Bordoff. Publishes excellent studies (freely available) on economic, security, and environmental questions that shape energy policy in the United States and around the world.

The Fuse, <http://www.energyfuse.org/>. This website is managed by the organization, Securing America’s Future Energy (SAFE), which advocates for reduced U.S. reliance on oil as a national security imperative.

Bipartisan Policy Center, Energy Project, <https://bipartisanpolicy.org/topics/energy/>. A think tank that conducts research in several major policy areas and publishes well-informed reports.

Switch Energy Project, <http://www.switchenergyproject.com/>. A useful set of interviews, tutorials, and videos on all energy topics. Based on the feature-length documentary film, *Switch*, produced by Scott Tinker, director of the Bureau of Economic Geology at the University of Texas-Austin.

National Public Radio, Energy, <http://www.npr.org/sections/energy/>.
Balanced and informed stories about all kinds of energy issues.

Resources for the Future, <https://www.rff.org/>. A Washington-based think tank created in 1960 that publishes serious work on many different topics related to resources, energy, and the environment. Good for policy wonks.

Energy Policy Institute, University of Chicago, <https://epic.uchicago.edu/>.
Data-driven research on climate change and the energy transition. Working papers series under “Research” is very informative.

Center for Energy Studies, Baker Institute, Rice University, <http://bakerinstitute.org/center-for-energy-studies>. An energy policy research center within Rice University’s school of public policy, founded by former U.S. Secretary of State James Baker. Publishes informative policy reports and working papers. Receives substantial funding from the oil and gas industry and thus tends to support policy positions of the companies in that industry.

Center for Energy Studies, Louisiana State University, <http://www.enrg.lsu.edu/>. An expert energy research organization at LSU that receives the bulk of its funding from the State of Louisiana. Its studies have a strong economics focus and are usually strongly supportive of the oil and gas industry, and especially the offshore oil industry, which is very important to the Louisiana economy.

MIT Energy Initiative, <http://mitei.mit.edu/>. A research group at MIT that focuses on technology and innovation in energy.

Oxford Institute for Energy Studies, <http://www.oxfordenergy.org/>. A highly regarded, independent energy research center in Oxford England. Its series of working papers, which can be freely accessed online, is superb. Wide coverage of timely policy issues on every energy topic.

Real Clear Energy, <http://www.realclearenergy.org/>. Great source for op-ed essays on all aspects of energy. Both left- and right-wing points of view.

Real Climate, <http://www.realclimate.org/>. Website published by leading climate scientists on the science, politics, and policy controversies of climate change. Good source for responding to assertions by climate change deniers.

Institute for Energy Research, <http://instituteforenergyresearch.org/>. A libertarian, right-leaning energy research organization. Regardless of your own political leanings, it produces thought-provoking research and policy papers.

National Renewable Energy Laboratory (NREL), <http://www.nrel.gov/analysis/publications.html>. Expert technical papers, journal articles, and conference presentations that analyze renewable energy and energy efficiency technologies. Funded through the U.S. Department of Energy, the NREL is the primary government laboratory for research on renewable energy and energy efficiency.

Manhattan Institute for Policy Research, Center for Energy Policy and the Environment, <http://www.manhattan-institute.org/energy-environment>. Another libertarian, right-of-center policy forum that produces useful materials and opinion pieces – by Robert Bryce, in particular.

Energy in Depth, <http://energyindepth.org/>. Website managed by the Independent Petroleum Association of America (IPAA). Informed coverage of domestic oil and gas issues, but biased toward the interests independent and smaller oil and gas firms.

Coal Age, <http://www.coalage.com/>. Devoted to coverage of the coal industry.

Substack

Climate Newsletters on Substack: <https://substack.com/discover/climate>

Energy Newsletters on Substack: <https://substack.com/discover/energy>

Podcasts

[Columbia Energy Exchange](#)

This podcast, produced at the Center on Global Energy Policy at Columbia University, features conversations with the world's top energy and climate leaders from government, business, academia and civil society. The program concentrates on energy sources, financial markets, geopolitics and climate change as well as their implications for both the U.S. and the world. Includes transcripts.

[The MIT Energy Initiative](#)

Hosted by the MIT Energy Initiative, this podcast also renewable energy and the technological aspects of the transition away from fossil fuels. Includes transcripts.

[Energy Policy Now](#)

Produced by the Kleinman Center for Energy Policy at the University of Pennsylvania, this show covers a wide range of topics on energy in U.S. and global context and its impact on society and the environment. Includes transcripts.

[The Energy Transition Show](#)

This a subscription podcast, hosted by energy expert Chris Nelder, covers the full range of energy transition globally, including grid power, all fuels (including oil, gas, coal, nuclear, solar, wind, and other emerging renewables), transportation systems, macroeconomics, and more. Some episodes are free, but an annual subscription (\$30 for students) will get you access to all episodes. Includes transcripts and news updates.

[Power Hungry](#)

Hosted by journalist Robert Bryce, this podcast spotlights the power sector, innovation, and politics. It leans in a more rightward political direction and is explicitly hostile to wind power. Includes transcripts.

[Currents](#)

This podcast is associated with Project Finance Newswire and covers renewable energy markets and project finance.

[Energy 360°](#)

Podcast produced by the Center for Strategic & International Studies, a bipartisan, non-profit, Washington-based think tank. It examines the energy landscape from the intersection of policy, markets, technologies, and geopolitics.

[Power Perspectives](#)

This podcast is sponsored by a group of power industry organizations and focuses on electric power and renewable energy developments. Requires registration.

Trackers

[Global Energy Monitor](#)

[Regulatory Rollback Tracker](#)

[EPA Mission Tracker](#)

[Law of the Land](#)

[Climate Deregulation Tracker](#)

[Energy Policy Tracker](#)

[U.S. Climate Change Litigation](#)

[The Climate Docket](#)

[Methane Tracker](#)

State Power Project

College of Liberal Arts and Sciences, Teaching Policies & Resources

ATTENDANCE AND CLASSROOM EXPECTATIONS

Students are responsible for attending class and for knowing an instructor's attendance policies, which vary by course and content area. All students are expected to attend class and to contribute to its learning environment in part by complying with University policies and directives regarding appropriate classroom behavior or other matters.

ABSENCES

Students are responsible for communicating with instructors as soon they know that an absence might occur or as soon as possible in the case of an illness or an unavoidable circumstance. Students can use the CLAS absence form to help communicate with instructors who will decide if the absence is excused or unexcused; the form is located on ICON within the top banner under "Student Tools." Delays by students in communication with an instructor could result in a forfeit of what otherwise might be an excused absence ([Student Handbook - Absences](#)).

ABSENCES: ILLNESS, UNAVOIDABLE CIRCUMSTANCES, AND UNIVERSITY SPONSORED ACTIVITIES

Students who are ill, in an unavoidable circumstance affecting academic work, or who miss class because of a University sponsored activity are allowed by UI policy to make up a missed exam. Documentation is required by the instructor except in the case of a brief illness. Students are responsible for communicating with instructors as soon as the absence is known (Ops Manual 8.1 - Class Absences

ABSENCES: HOLY DAYS

The University is prepared to make reasonable accommodations for students whose religious holy days coincide with their classroom assignments, test schedules, and classroom attendance expectations. Students must notify their instructors in writing of any such Religious Holy Day conflicts or absences within the first few days of the semester or session, and no later than the third week of the semester. If the conflict or absence will occur within the first three weeks of the semester, the student should notify the instructor as soon as possible. See [Operations Manual 8.2 Absences for Religious Holy Days](#) for additional information.

ABSENCES: MILITARY SERVICE OBLIGATIONS

Students absent from class due to U.S. veteran or U.S. military service obligations (including military service-related medical appointments, military orders, and National Guard Service obligations) must be excused without

penalty. Instructors must make reasonable accommodations to allow students to make-up exams or other work. Students must communicate with their instructors about the expected possibility of missing class as soon as possible. (For more information, see [Ops Manual - 8.3 Absences for Military](#)).

ACADEMIC MISCONDUCT

All undergraduates enrolled in courses offered by CLAS have in essence agreed to the College's Code of Academic Honesty. Academic misconduct affects a student's grade and is reported to the College which applies an additional sanction, such as suspension. Outcomes about misconduct are communicated through UI email ([Student Handbook - Academic Honor Code](#)).

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University is committed to providing an educational experience that is accessible to all students. If a student has a diagnosed disability or other disabling condition that may impact the student's ability to complete the course requirements as stated in the syllabus, the student may seek accommodations through [Student Disability Services](#) (SDS). SDS is responsible for making Letters of Accommodation (LOA) available to the student. The student must provide a LOA to the instructor as early in the semester as possible, but requests not made at least two weeks prior to the scheduled activity for which an accommodation is sought may not be accommodated. The LOA will specify what reasonable course accommodations the student is eligible for and those the instructor should provide. Note that accommodations are not granted retroactively but from the time of the student's request to the instructor onward. Additional information can be found on the [SDS website](#).

CLASS RECORDINGS: PRIVACY AND SHARING

Course lectures and discussions are sometimes recorded or live-streamed. These are only available to students registered for the course and the intellectual property of the faculty member. These materials may not be shared or reproduced without the explicit written consent of the instructors. Students may not share these recordings with those who are not enrolled in the course; likewise, students may not upload recordings to any other online environment. Doing so is a breach of the Code of Student Conduct and could be a violation of the Federal Education Rights and Privacy Act (FERPA); also see <https://dos.uiowa.edu/policies/code-of-student-life/>.

COMMUNICATION: UI EMAIL

Students are responsible for all official correspondences sent to their UI email address (uiowa.edu) and must use this address for any communication with instructors or staff in the UI community ([Operations Manual, III.15.2](#)). Emails should be respectful and brief, with complex matters addressed during the instructor's drop-in hours, for example. Faculty are not expected to answer email after business hours or during the weekends.

COMPLAINTS ABOUT ACADEMIC MATTERS

Students with a complaint about a grade or a related academic issue should first visit with the instructor and then with the course supervisor (if one is assigned), and next with the Chair of the department or program offering the course. If not resolved, students may bring their concerns to the College of Liberal Arts and Sciences: [Student Handbook - Rights & Responsibilities](#)

FINAL EXAMINATION POLICIES

The final exam schedule is published during the fifth week of the fall and spring semesters or on the first day of summer classes; *students are responsible for knowing the date, time, and place of their final exams*. Students should not make travel plans until knowing this information. A student with exams scheduled on the same day and time or who have more than two final exams on the same day should visit this page for how to resolve these problems by the given deadline: <https://registrar.uiowa.edu/makeup-final-examination-policies>. No exams may be scheduled the week before finals; some exception, however, have been made for labs, language courses, and off-cycle courses ([Final Exam Scheduling Processes](#)).

FREE SPEECH AND EXPRESSION

The University of Iowa supports and upholds the First Amendment protection of freedom of speech and the principles of academic and artistic freedom. We are committed to open inquiry, vigorous debate, and creative expression inside and outside of the classroom. Visit Free Speech at Iowa for more information on the University's policies on free speech and academic freedom ([Free Speech Policy](#)).

HOME OF THE COURSE

The College of Liberal Arts and Sciences (CLAS) is the home of this course, and CLAS governs the courses add and drop deadlines, the "second-grade only" option (SG0), and other undergraduate policies and procedures. Different UI colleges may have other policies or deadlines. See [Student Handbook](#). Questions? Contact CLAS at clasps@uiowa.edu or 319-335-2633.

MENTAL HEALTH

Students are encouraged to be mindful of their mental health and seek help as a preventive measure or if feeling overwhelmed and/or struggling to meet course expectations. Students are encouraged to talk to their instructor for assistance with specific class-related concerns. For additional support and counseling, students are encouraged to contact University Counseling Service (UCS). Information about UCS, including resources and how to schedule an appointment, can be found at counseling.uiowa.edu. Find out more about UI mental health services at: mentalhealth.uiowa.edu.

Student Health can also address related concerns (<https://studenthealth.uiowa.edu/>). These visits are free to students. After hours, students are encouraged to call the Johnson County Community Crisis Line at (319) 351-0140 or dial 911 in an emergency.

NON-DISCRIMINATION STATEMENT

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual. The university also affirms its commitment to providing equal opportunities and equal access to university facilities. For additional information on nondiscrimination policies, contact the Director, [Office of Institutional Equity](#), the University of Iowa, 202 Jessup Hall, Iowa City, IA 52242-1316, 319-335-0705, oi-e-ui@uiowa.edu. Students may share their pronouns and chosen/preferred names in [MyUI](#), which is accessible to instructors and advisors.

SEXUAL HARASSMENT

The University of Iowa prohibits all forms of sexual harassment, sexual misconduct, and related retaliation. The [Policy on Sexual Harassment and Sexual Misconduct](#) governs actions by students, faculty, staff and visitors. Incidents of sexual harassment or sexual misconduct can be reported to the [Title IX and Gender Equity Office](#) or to the [Department of Public Safety](#). Students impacted by sexual harassment or sexual misconduct may be eligible for academic supportive measures and can learn more by [contacting the Title IX and Gender Equity Office](#). Information about confidential resources can be found [here](#). Watch the [video](#) for an explanation of these resources.

If the University is closed during class time for any reason, you are responsible for checking the class ICON homepage for immediate updates.

The instructor reserves the right to modify this syllabus and/or course policies as the semester progresses. Any changes will be presented in class and in announcements through ICON.