Dates / contact hours: Two classes a week for 7 weeks / 300 minutes each week / 150 minutes each class (Strongly preferred, but willing to discuss 100 minutes three times a week.)

Academic Credit: 1 course
Areas of Knowledge: recommend SS
Modes of Inquiry: suggest CCI, EI, W
Course format: Seminar

Instructor’s Information

Stephen R. Kelly
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Prerequisite(s), if applicable

None.

Course Description

Energy and National Security examines the links between available, reliable, affordable, and sustainable energy supplies and the economic and national security of an advanced economy in the early 21st Century. The two countries of particular interest are China and the United States. Both are net energy importers, both depend on smoothly functioning global energy markets and open sea-lanes, and both face ethical and environmental issues as they choose among their energy sources and suppliers. Both also are highly dependent on energy to power their economies, fuel their militaries, and prevent their enemies or competitors from inflicting damage on their economies or populations.

This course will use current primary-source materials on energy producing and consuming countries, case studies that lay out frameworks for understanding energy security and related background, guest experts from the U.S. Consulate General in Shanghai and other in the region on energy issues, and a field trip to Beijing to round out the student learning experience. A background in energy issues is helpful, but not required.

Course Goals / Objectives
As a retired U.S. diplomat, my goal is to walk you through the thought process of policymaking as we examine energy and its link to national security. I want you to approach these issues not as passive learners, but as officials charged with coming up with solutions to insure energy security, working with the often ambiguous and highly politicized information at hand. We will have actual U.S. and perhaps other diplomats speak to us to aid in this learning.

Specifically, you should leave this course with:

-- In-depth knowledge about energy security options, and the ability to apply general principles to particular cases to evaluate the advantages and disadvantages for policymakers.

-- Expertise in producing a U.S. State Department-style memorandum, which requires a succinct statement of pertinent facts, a tight focus on the purpose of the memorandum, and in some cases a recommended action.

-- The ability to deliver a concise and focused oral briefing. As with memo writing, being able to deliver an effective policy briefing is a skill that will serve you well no matter what line of work you finally engage in. You will further refine your oral communication skills through in-class dissections of case studies, participation in two tabletop simulations, and your final briefing on a major energy security project.

Required Text(s)/Resources


You will find additional readings in the course Sakai site under “Schedule.” Go to the date for a given class, and the additional reading assignments will either be links in the text or attachments.

You will also need to download four case studies from the Harvard Business School website at a small charge, using this link: https://cb.hbsp.harvard.edu/cbmp/access/23457770
Recommended Text(s)/Resources

Since the course covers contemporary issues that are constantly changing, everyone should try to stay current. Reading The New York Times (www.nytimes.com) and The Wall Street Journal (www.wsj.com, electronic edition by subscription), as well as The Economist (www.economist.com), is highly recommended for general trends. The Oil and Gas Journal (http://www.ogj.com/index.html) is excellent for more in-depth coverage.

Additional Materials (optional)

None

Course Requirements / Key Evidences

This class will make use of techniques often described under the rubric of the “flipped classroom.” You will be responsible for learning many of the basic facts and concepts on your own time, making use of readings and other materials I will post on Sakai or that you will get from the course books. Our class time will be used to put these concepts to use, to quiz a recognized expert on new developments or thinking on a topic, to role-play energy security scenarios, to practice writing State Department memos, or to brief each other on key energy security topics. This means class time is not simply a duplication of the readings, but an arena where we will try out new ideas and see how well you understand them.

Technology Considerations, if applicable

Students will need laptops to access assigned readings and videos on the class Sakai website, as well as to stay abreast of topical energy security issues, such as the current price of oil and natural gas, developing or continuing energy blockages, or other energy news. Laptops will also be needed for in-class writing assignments, and to receive feedback on written assignments. Students should have access to Microsoft Word and PowerPoint programs for their written assignments, and for the oral briefings they will deliver during the course of the semester. However, students will not be allowed use of laptops or other electronic devices in class, except at the direction of the instructor.

Assessment Information / Grading Procedures

You will have graded assignments and feedback throughout the semester, and I will post grades quickly in Gradebook in Sakai. The basic principle here is, no surprises. You will be able to tell at any given moment by looking in Gradebook how well you are doing. If you have a question about your grade or need extra help at any point, please let me know right away. I do not grade on a curve, and all of you can get an A. You are not competing against each other.
Grades will be based on the following components:

**Class participation; 25 percent.** As noted above, you will not sit passively through this class. You will role-play, debate, analyze cases, question policy experts, challenge conventional wisdom, and make your own policy. You should come to class having read the assigned cases, and prepared to answer the following questions;

-- Who are the actors in the case (e.g. private companies, sovereign governments, national oil companies (NOCs), NGOs)?

-- What are the constraints on their actions (weather, infrastructure, politics, markets, etc.)?

-- How are the four dimensions of energy security (availability, affordability, reliability, sustainability) at play here, and which would you say is predominant in this case?

-- Finally, and perhaps most importantly, what would you highlight to a senior government official about this case? How are national interests affected?

For our expert speakers, you will be expected to prepare questions and/or comments based on the case studies or other sources of information (you will do some of this in your Forum posts – see below). This, as well as participation in two in-class tabletop simulations, active in-class engagement with your fellow students’ oral briefings and final projects, and your interaction with experts we will meet on our field trip, will form the basis of the participation grade. The highest grades will go to those who contribute regularly and constructively, demonstrate a capacity to read carefully and think critically, and make connections to earlier lessons and to the overall themes of the course.

**Forum, 10 percent.** In Sakai you will find topics keyed to each week of the course under the Forum “Things to Think About.” You should look at these topics before you do the readings. When you are ready, find the best 200 words to answer the question posed, react to other posts, or develop a new angle. Try when appropriate to cite specifics from the readings.

The main idea here is to prepare you to engage with our several guest speakers, as well as reflect on some of the big policy choices in energy security. Your posts should demonstrate not just your command of the facts, but also your analysis of how those facts bear on U.S. energy security, and how they would lead you to probing questions for our experts.

Please make your post by 9 p.m. the night before the class for which it is assigned. I will comment on posts from time to time, and expect you to comment on your classmates’ posts, so check back periodically. I will use a rubric to evaluate your posts that I will provide on our first day.
Oral briefing, 15 points. You will each do an individual, eight-minute, oral briefing, choosing from a list of topics I will provide the first day of class. You should review these topics immediately, and provide me with your top five choices by our second class. Delivering an effective oral briefing is an essential skill, but one that many students struggle with. “Effective” is a combination of entertaining, informative, credible and persuasive, all done in a time-constrained environment. The major weaknesses behind unsuccessful briefings stem from inadequate preparation. To be credible and persuasive, you have to know what you are talking about, rehearse several times so you hit your time mark and make fluid transitions, and have a clear and compelling thesis. This cannot be accomplished if you start work on your briefing the night before.

Four days before you deliver your briefing you should send me by email your “thesis” on your topic, which is a capsule summary of the argument you plan to make, and the sources you have consulted. Your thesis should be provocative and compelling, and debatable as well, not just a statement of fact. I will do a “model” oral briefing to show you what I am looking for.

As noted above, you will have eight minutes for your briefing. You can use PowerPoint or other visual aids, up to a limit of six items (slides, charts, maps, etc.). But you don’t have to use any. The focus here is on the information you wish to impart and the argument you make, not the props you are using. You must state within the first minute what your thesis is, and then proceed to prove it. As with your forum posts, I will distribute a rubric the first day of class that I will use to evaluate your briefings.

The only formal written product connected to these briefings is a list of sources you consulted, cited in bibliography format. The draft version of this, as noted above, is due four days before you brief. A final formal version is due when you make your presentation.

To repeat the key point from above, the most important element behind a successful briefing is preparation. Try to find time to run through your briefing out loud to your roommate or a friend. You can make an appointment to see me before your briefing and practice what you are planning to say. You should also send me any electronic visual aids you plan to use via email the night before you are scheduled to brief. I will load them on my computer so we don’t waste time on technical issues in class.

Memo writing, 25 points. You will write four memos on energy security issues using a format used in the U.S. State Department. This format emphasizes brevity, focus, and journalistic writing, and is similar in style to policy memos in any foreign ministry where time is short and the number of issues to be dealt with large. Templates for these memos and examples will be posted in Sakai for the class periods where they are needed. I will also post explanatory videos on Sakai. Since this will be new to most of your, your first memo, done in class, will be evaluated but not graded. The following three will count ten points each. The key here is learning to think
like a policy maker, which in general means being ruthlessly succinct in your prose and specific about the actions you are recommending. And, of course, I have a rubric for grading your memos, which I will give you the first day.

Final Project, 25 points. You will also find at the end of this syllabus a list of four final project topics. You should look at these early on, and give me a rank-ordered list of your preferences by our sixth class. I will assign teams to work on the projects by our seventh class.

The point of this assignment is to put to use the skills you have refined in memo writing and oral briefings. The final products are a team-generated outline and bibliography due by our ninth class, and a final action memo you should send to me electronically by our twelfth class. A signed hard copy is due our twelfth class as well. The teams will brief the rest of the class on their projects in class on either our thirteenth or fourteenth class. Each team member must have a speaking role. The outline/bibliography is worth 5 percent points, the final memo 15 points, and the in-class briefing 5 points. The final total grade will apply equally to all team members.

Students should schedule at least one meeting with me as a team before the outline is due our ninth class. Time will be provided in class for the teams to meet and discuss how they will distribute the work, sources they will consult, what material they will include in their outlines, etc. I can help arrange interviews with key players, on request. You should also be thinking about your final project when we make our field trip our tenth class.

Although in the day-to-day workings of the State Department action memos must be kept short, in this case the final product will be 2,000-2,500 words, and should thoroughly review the background of the issue, describe the current situation, and explicitly address each of the four dimensions of energy security. Your final recommendation should be your team’s consensus view.

Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)

Comparing and contrasting the energy security challenges of China, the United States, and other countries in the DKU setting should produce a rich variety of perspectives and produce novel insights and solutions. Each country faces a unique set of energy challenges, requiring tailor-made solutions, and inviting varied and original thinking. A diverse student body will make innovative outcomes more likely. Particular attention will be paid to the issue of English fluency in written and spoken student contributions. Students will be encouraged to consult the DKU Writing Studio and (for EFL students) their English instructors for help with English proficiency (see below).

Course Policies and Guidelines

ACADEMIC INTEGRITY
We are members of an academic community, and academic intellectual integrity is essential. Please familiarize yourself with Duke’s web materials on plagiarism to ensure that you are aware of the academic conventions for crediting the sources you use. Plagiarism is defined here, and various possible misuses of source material are analyzed for their errors. The penalty for plagiarism is failure of the course and/or judicial sanctions. (See http://library.duke.edu/research/plagiarism).

**ABSENCES AND TARDIES**

Attendance is mandatory. Students who must miss a class due to illness or another significant reason must notify the instructor in advance. Failure to do so will result in your final course grade being lowered a full letter grade for each class missed. (In other words, a grade of B- would become a C-.)

I expect you to arrive to class on time, ready to engage in the day’s work. I permit you three tardies (5-10 minutes late) without penalty over the course of the semester. If you are tardy beyond this limit, your final course grade will be lowered a half grade for each tardiness beyond the limit of three. (In other words, a grade of B would become a B-.)

**THE WRITING STUDIO: WORKING WITH A TUTOR**

During the semester, you will be able to meet with a Writing Studio tutor based at DKU or with a Writing Studio tutor based at Duke University, NC via Skype, Google Hangout, or Adobe Connect. The tutor will strategize with you about how to revise your work, taking up concerns about analysis, argument, and structural strategies. You will be able to schedule regular individual tutoring sessions. E-Tutoring sessions will also be available, where you can fill out a detailed submission form and submit a draft for feedback electronically.

**Tentative Course Outline or Schedule**

What follows is a tentative schedule of topics, subject to revision. Readings for each class will be noted in Sakai.

Class 1 – Introduction and “Oil Shockwave” simulation

Class 2 – U.S. and China energy overview, plus relationship of energy to national security

Class 3 – Dimensions of energy security, plus oil for dummies

Class 4 – Saudi Arabia and affordability

Class 5 – Canada and sustainability

Class 6 – Mexico and availability

Class 7 – Venezuela and reliability
Class 8 – Russia, Nigeria and putting the dimensions together

Class 9 – China’s energy security

Class 10 – Field trip

Class 11 – Other sources of energy: Australia, nuclear and renewables

Class 12 – Other energy risks: India, climate change and the international energy order

Class 13 – Student project presentations

Class 14 – Student project presentations

Bibliography (optional)

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