ENGLISH INTERNATIONAL SECURITY

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INTA 8803AS
Weds. 5:00-8:00pm
Hybrid/Habersham G-17

Virtual Office Hours: Mon. 4-6pm & by appointment

DESCRIPTION & OBJECTIVES

This course examines issues at the intersection of national energy security/sustainability and international conflict/cooperation. Is oil or natural gas import dependence a foreign policy liability or cause for war? In energy a domain ripe for gray zone or hybrid warfare? Or, do globalization and the interdependence of energy markets favor international cooperation and peace? More specifically, can supplier states such as Saudi Arabia and Russia use hydrocarbon exports as energy weapons? Or, will low oil prices, as well as the promise of U.S. natural gas exports lock in a strategic pivot away from the Persian Gulf and reinvigorate America’s global leverage, if not “dominance,” especially amid growing local demand across the Middle East and East Asia? Will this give grist to future U.S. energy sanctions on Russia, Iran, Venezuela and other strategic rivals, or stoke instability across the Middle East and Eurasia? Are the U.S. and China doomed to compete for access to global energy supply? Will there be a nuclear energy renaissance, and if so, will it increase the likelihood of weapons proliferation and/or regional conflict? Similarly, do innovations that ease distribution of renewable energy, promote local sustainability, and fuse energy with information systems reduce risks of resource wars or lower barriers to cross-border conflict? Can energy innovation provide a competitive advantage for U.S. grand strategy?

Students are introduced to major theoretical and policy analytical lenses used to examine critical geopolitical and geoeconomic issues associated with national pursuits of energy security and sustainability. The above questions and others will be probed by dissecting the complex interaction between resource endowments, technologies/innovation, economics, politics, power, and strategy in the oil, natural gas, nuclear, and alternative energy sectors; and by analyzing the implications for broader themes and concepts of security and statecraft in international relations. Accordingly, the course is structured around historical and comparative analysis of core issues in each sector that cut across different states and regions related to resource scarcity, market dynamics, trade vulnerability, corporate behavior, policymaking, national welfare and threat perceptions, and strategic interaction.
Learning Outcomes

Students will demonstrate proficiency at critiquing alternative explanations for international energy competition/conflict/war and assessing systematically the respective policies, institutions, and technologies adopted to bolster energy security and sustainability by different actors across the international system. In studying energy systems across different sectors, they also will acquire knowledge about the relationship between science, technology, and international affairs, more broadly. In addition, students will enhance their professional development by learning to communicate effectively in applying critical analysis for generating concrete policy recommendations on international security issues at the nexus of energy resources, technologies/infrastructure, trading, governance, and sustainable social systems at the national, and global levels.

COURSE MODALITY & FORMAT

This semester the course will be offered in hybrid "touch point" mode, with a few lectures/discussions delivered in-class (as possible) and the others delivered remotely/synchronously & asynchronously. For occasional in-class sessions, we will convene in small groups (w/masks & observing social distancing) during the scheduled period, with rotating participation (as possible) and remote access for others. That said, all lectures and materials will be available remotely throughout the semester and students will be required to participate in-class or online during all synchronous lectures and activities (exceptions for accommodations and upon instructor approval). Updated announcements will be posted in CANVAS Announcements throughout the semester.

The dedicated course period will consist of synchronous lectures (recorded), discussion and in-class interactive activities. There will be occasional guest speakers (virtual, recorded) during these sessions. These in-class activities will be augmented by weekly reading, assignments, documentaries and other materials in between class sessions. As per GT guidelines, face masks will be required for everyone, all the time, and irrespective of social distancing for all course-related physical interaction. In addition, there will be explicit entry-exit and seating protocols for any classroom attendance. For more on GT mask protocol, guidelines, and enforcement, see https://hr.gatech.edu/face-coverings. Health accommodations will be respected upon notification.

COURSE REQUIREMENTS & GRADING

Students are expected to complete the required weekly reading and other assignments before each class, and to contribute actively to all in-class discussions/activities. Most classes will begin with a lecture on the designated topic, and conclude with a structured discussion/activity of a major theoretical puzzle and attendant policy debate. Accordingly, students will be required to post answers to in-class assignments by midnight following the conclusion of the respective class, as well as to engage in limited chats and other informal discussion threads in between classes.
Each student will have to write a one page (single-spaced) brief on a selection of a week’s reading four times throughout the semester (from Sept. 9th on), or on a reading or argument advanced by a guest speaker of her/his choosing). Each brief must summarize a relevant debate, specify an analytical critique, and identify the practical significance of the analytical critique. Each brief is due the date that the specific reading will be assigned for the class.

During the course of Module 2, each student will develop a short policy memo in which they make recommendations for bilateral U.S. engagement with a country of their choosing to advance shared climate and clean energy transition goals. Each student will present his/her analysis and recommendations during the third class in the module (October 7th).

At the end of Module 3, each student will be responsible for drafting one short (5-7 pages, double-spaced) critical review of official and/or scholarly/expert commentary on the international security implications of the changing energy landscape or related climate developments. The review should consist at least of a brief summary of the main arguments at the crux of a debate in the targeted commentary, as well as a trenchant analytical and empirical critique. Critical reviews can be turned in at the student’s discretion on or before November 4th.

In addition, graduate students will participate in a dynamic course policy simulation that will take place during the November 11th and 18th class periods (Module 4). The specific scenario and format of the simulation will be discussed in class. Each student is required to write several short preliminary concept papers and a group scenario. Those students who will participate in the role of Control will collectively identifying a topic, and will individually write two concept papers (3-5 pages each, double spaced). The first will specify and explain prevailing conditions that constrain options and behavior among contending actors, as well as assess alternative driving forces that motivate the behavior of contending actors. The second paper will identify critical uncertainties that can alter constraints, motivations, and/or behavior. Both papers are due not later than October 21st.

Alternatively, those graduate students who participate as country/entity team members will be required to write a short background paper (3-4 pages, double-spaced) and contribute to drafting a group policy position paper (7 pages, double-spaced). For the first background paper each student will summarize the policy issues at stake from the respective national perspective. This should be augmented by identifying the specific issues of concern to the institutional or corporate actor played by the student on the national team. The second paper will be collectively written by respective national/transnational/corporate teams, laying out the initial policy positions and objectives for the designated scenario. Both papers will be due at the onset of the simulation on November 11th. Each student will participate actively in all group problem-solving and deliberative exercises during the two-day policy simulation.
Finally, each student will write a policy memo (8-10 pages, double-spaced) on a contemporary case study or topic of her/his choosing. Each memo will be addressed to a client—a head of a government agency or international institution, or a policy strategist at a firm or NGO—and will briefly summarize the geopolitical significance of the event or issue, critique alternative theoretical/conceptual explanations for the event/issue, outline attendant policy options, and explain how to choose among them. The idea behind these memos is not to do extensive additional research but to analyze critically contending hypotheses and to tease out logistically consistent policy choices. The final paper will be due on **December 7th at 6:00pm**. No late papers will be accepted.

**Grading**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Engagement/Weekly Threads</td>
<td>10%</td>
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<tr>
<td>Briefs (5% each)</td>
<td>20%</td>
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<tr>
<td>Module 2 Policy Memo</td>
<td>15%</td>
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<td>Module 3 Critical Essay</td>
<td>10%</td>
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<td>Simulation</td>
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<td>Indiv paper</td>
<td>5%</td>
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<td>Group paper</td>
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<td>Participation</td>
<td>10%</td>
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<tr>
<td>Final Paper</td>
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**READING**

(Available for Purchase at GT Barnes & Noble Bookstore)


*Recommended*
USEFUL LINKS

Atlantic Council (Eurasian Energy Futures Initiative),
Council on Foreign Relations, (Energy and Environment; Geopolitics of Energy)
https://www.cfr.org/geopolitics-energy
Cambridge Energy Resource Associates,
http://www.cera.com/aspx/cda/public1/home/home.aspx
Harvard University, Belfer Center, Energy Technology Innovation Policy
http://belfercenter.ksg.harvard.edu/project/10/energy_technology_innovation_policy.html
Harvard University, Belfer Center, The Geopolitics of Energy Project
http://belfercenter.ksg.harvard.edu/project/68/geopolitics_of_energy_project.html
Intergovernmental Panel on Climate Change, https://www.ipcc.ch/about/
Center for New American Security (Energy, Economics, & Security),
https://www.cnas.org/research/energy-economics-and-security
Center for Strategic and International Studies (Energy & Geopolitics),
https://www.csis.org/topics/energy-sustainability/energy-geopolitics
Oil Drum Blog: http://www.theoildrum.com/
Columbia University/SIPA Center on Global Energy Policy,
http://energypolicy.columbia.edu/
Stanford University, Precourt Center for Energy Research, http://pie.stanford.edu/
White House Blog: Energy and the Environment:
http://www.whitehouse.gov/blog/issues/Energy-%2526-Environment
LexisNexis accesses hundreds of energy sources: Platts, Oil and Gas Journal, Petroleum Economist, among many others.
DECORUM & INTEGRITY

Learning together requires that everyone must feel welcome and able to trust others in the class. A central aim of the course is to encourage students to think and be critical. Accordingly, all students are expected to exchange freely ideas while respecting the opinions of each other. Similarly, each student must recognize that academic dishonesty (such as cheating on a test/quiz or plagiarism on a paper) completely undermines the mission of this course, is surprisingly easy to detect, and is taken very seriously by the Institute. Do not be tempted to take a short cut to complete an assignment—consult the GT honor code/Honor Advisory Council http://www.policylibrary.gatech.edu/student-affairs/academic-honor-code -- if there are any questions.

All synchronous lectures and discussions will be recorded, unless otherwise noted by the professors. Students must turn off cell phones, pagers, and other electronic devices that could be distracting during all synchronous activities.
COURSE SCHEDULE

MODULE 1: ENERGY FUNDAMENTALS & IR SECURITY


Reading:
IEA, “World Energy Outlook, 2019,” Executive Summary
https://iea.blob.core.windows.net/assets/1f6bf453-3317-4799-ac7b-9cc6429c81d8/English-WEO-2019-ES.pdf
EIA, International Energy Outlook 2019,”
BP Energy Future vs. Exxon Outlook for Energy 2019 (peruse)/CANVAS Module 1

Aug 26: Energy Basics (Oil, Natural Gas, and the Nuclear Fuel Cycle)

Reading:
Michelle Melton, Annie Hudson, and Sarah Ladislaw, “Energy 101: Introduction to Oil,”
“Energy 101: Introduction to Natural Gas,”
“Alternative Energy: Historical Time-Line” (peruse)
Hogselius, Chps. 1-2;
Ferguson, Chps, 1-5, 7, 8;
The World Bank Group, “The Petroleum Sector Value Chain,”
(2009)/CANVAS Module 1
Sept. 2: Hydrocarbon Century & Geopolitics: From “King Coal” to the Rise of “Big Oil” & OPEC

Reading:
Price-Smith, Chp. 1/CANVAS:
Kalicki & Goldwyn, Chp. 3/CANVAS.
O’Sullivan, Chp. 1
“The Prize,” Parts 5&6/CANVAS Module 1

Recommended:
*Watch “The Prize” Parts 1, 2, 4 & 7.

Sept. 9: Energy Markets, Prices, Peaks, and Curses

Reading:
Hogselius, Chp. 4
Klare, Chp. 1 (CANVAS).
O’Sullivan, Chp. 2
EIA, “What Drives Crude Oil Prices: Overview,” (From spot prices-Demand OECD), https://www.eia.gov/finance/markets/crudeoil/
Robert McNally, “Crude Volatility,” Chps. 9 & 10/CANVAS


**Sept 16: Energy & IR Security Nexus**

**Guest Speaker: Peter Harrell, Adjunct Senior Fellow, Center for a New American Security**

*Reading:*
Hogseth, Chp. 3 (peruse), 5-7.
O’Sullivan, Chps. 5-6


Jeff D. Colgan, “Fueling the Fire: Pathways from Oil to War,” *International Security* 38:2 (Fall 2013), pp. 147-189/CANVAS


Glaser & Kelanic, Chps. 3 & 5;


Ferguson, Chp. 6

**MODULE 2: CLIMATE CHANGE AT THE NEXUS OF U.S. ENERGY AND NATIONAL SECURITY POLICY (LSR)**

**Sept. 23:** Energy, Climate & National Security Policymaking

*Reading:*
Barack Obama, “Presidential Policy Directive 1,”
*The White House* February 13, 2009
https://fas.org/irp/offdocs/ppd/ppd-1.pdf

**Sept. 30:** Climate Change and its Emergence as a National Security Issue

*Guest Speaker: Dr. Kim Cobb, Georgia Power Chair and ADVANCE Professor, School of Earth and Atmospheric Sciences, GT*

*Reading:*

Fox-Penner, Chp. 5 (The Fragmented Future)

Department of Defense 2014 Climate Change Adaptation Roadmap
Report on Effects of a Changing Climate to the Department of Defense

Special Report: Global Warming of 1.5 by the Intergovernmental Panel on Climate Change: https://www.ipcc.ch/sr15/download/

O’Sullivan, Chps. 4 & 11
Glaser & Kelanic, Chp. 1/CANVAS.

Oct. 7: Simulation: National Security Council Meeting on Bilateral Climate Change Initiatives

Sarah Ladislaw and Nikos Tsafos, Race to the Top (Washington, DC, CSIS, July 2020),

MODULE 3: ENERGY & STRATEGIC INTERACTION


Reading:
O’Sullivan, Chps. 8-10.


Chia-yi Lee, “China’s Energy Diplomacy: Does Chinese Foreign Policy Favor Oil-Producing Countries?” *Foreign Policy Analysis* 14:4 (October 2019)/CANVAS


Guest Speaker: Daniel Poneman, Senior Fellow with the Belfer Center (Harvard Univ) and President and Chief Executive Officer of Centrus Energy Corp. He previously served as Acting Secretary of Energy and as Deputy Secretary of Energy.

*Reading:*
Ferguson, Chps. 3-5;


“Final Report,” Investigation Committee on the Accident at the Fukushima Nuclear Power Station, Executive Summary/CANVAS, peruse.

Oct. 28  
**Geopolitics & the Age of Natural Gas & Energy Networks**

*Reading:*
O’Sullivan, Chps. 3, Section 2; Conclusion
Grigas, Chps. 2.

Alan Riley, “Nord Stream 2: A Pipeline Dividing Europe?” *Center for European Policy Analysis* (June 29, 2019), [https://www.cepa.org/a-pipeline-dividing-europe](https://www.cepa.org/a-pipeline-dividing-europe)

Pierre Noel, “Nord Stream II and Europe’s Strategic Autonomy,” *Survival* 61:6 (December 2019-January 2020)/CANVAS
Kalicki & Goldwyn, Chp. 8.

**Nov. 4:** Contemporary Energy Technology & Energy Security Challenges

**Guest Speaker: Professor Matthew Realff, School of Chemical and Biomolecular Engineering.**

*Reading:*
Varun Sivaram, *Taming the Sun: Innovations to Harness Solar Energy and Save the Planet*. MIT University Press, 2018/TBA.

**MODULE 4: IN-CLASS SIMULATION**

Nov. 11: In-Class Simulation 1 (TBA)

Nov. 18: In-Class Simulation 2 (TBA)

Nov. 25 NO CLASS: THANKSGIVING HOLIDAY

Dec. 7: FINAL POLICY MEMOS DUE 6:00PM