



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

Academic Unit Sch Geog Sci and Urban Planning Department _____
Subject GCU Number 171 Title The Thread of Energy Units: 3
Is this a cross-listed course? Yes
If yes, please identify course(s) SOS 171 - (same title)
Is this a shared course? (choose one) If so, list all academic units offering this course _____
Course description: _____

Requested designation: (Choose One)

*Note- a **separate** proposal is required for each designation requested*

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Submission deadlines dates are as follow:

For Fall 2014 Effective Date: October 10, 2013

For Spring 2015 Effective Date: March 13, 2014

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Fine Arts and Design core courses \(HU\)](#)
- [Social and Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SO/SG\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)

A complete proposal should include:

- ☒ Signed General Studies Program Course Proposal Cover Form
- ☒ Criteria Checklist for the area
- ☒ Course Catalog description
- ☒ Course Syllabus
- ☒ Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Prof. Martin J. Pasqualetti Phone 5-4548
Mail code 5302 E-mail: Pasqualetti@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Elizabeth Wentz Date: 3-27-14
Chair/Director (Signature):

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	colored-coded course syllabus and specific examples in this part of the documentation
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	colored-coded course syllabus and specific examples in this part of the documentation
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	colored-coded course syllabus and specific examples in this part of the documentation
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	colored-coded course syllabus and specific examples in this part of the documentation

Course Prefix	Number	Title	Designation
GCU	364	The Thread of Energy	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
2a. In-depth area studies, culture- specific elements of a region	Examples are drawn from all parts of the world	Module 1.2 shows how energy has been used and changed in its use over time from one place on the planet to the other, how it evolved and how it influences migration and settlement and the rise of civilization in various parts of the world. Module 3.1 address the geopolitics of energy security, stressing the importance of international chokepoints on the lives of citizens around the world. Module 6.1 explains the differences between the U.S. and China to explain why there are such differences in energy use
2c. Comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas	Studies are included that exam how and why different place in the world differ in how they develop and use energy.	Module 2.1 uses illustrations from Africa and other developing parts of the world to strengthen student understanding that not all places are like the U.S. in their blase relationships with energy; many areas of the spend most their time collecting enegy resources and as a result short-change their opportunities for education and quality of life. Module 7.3 discusses why many countries are working to reduce carbon emissions, but others are

		not. Module 8.2 compares feed-in tariffs have affected the development renewable energy in countries all over the world and why they differ from one another and from the U.S.
2d. Cultural significance of a non-U.S. – centered global issue	Energy development and provision is arguably the most significant and contentious global issue	Every module that is discussed is linked to the global energy infrastructure of supply and demand.

Course Description

GCU 171 - The Thread of Energy

Course description: Follows the thread of energy through every aspect of our lives. Discusses the technical, social, legal, and policy contexts of all energy resources, including present and unconventional fossil fuels, nuclear power, and renewable resources. Addresses energy use throughout history, the influence of energy on quality of life, the role it plays in political strategies and environmental quality, how it shapes our neighborhoods and cities, its contribution to our personal comfort and national security, and how its importance is reflected in the worlds of business and the humanities. Its dual role is as a stand-alone introduction to energy, and as a first step to more advanced studies of energy in the natural, technical, and social sciences.

General Studies Requirements (please see details of syllabus identified below)

1. Subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.
2. Course must match at least one of the following descriptions:
 - a. in-depth area studies, culture-specific elements of a region
 - b. N/A
 - c. Comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.
 - d. Cultural significance of a non-U.S. -centered global issue



The Thread of Energy

GCU 171 (87168) / SOS 171 (86571)

Tuesdays & Thursdays 12-1:15pm

Room: Tempe (TMPCT) 158

Purpose

To provide students with an introduction to the global topic of energy, emphasizing how energy is developed, traded and used in a world that has become co-dependent in an increasingly competitive world.

Course Description

This course follows the thread of energy through every aspect of our lives. It stresses the social, behavioral, and political contexts of energy. It addresses energy use throughout history, cultural differences in energy use, the influence of energy on quality of life, the role energy plays in political strategies and environmental quality, how it shapes our neighborhoods and cities, its contribution to our personal comfort and national security, and how these relationships are reflected in the worlds of business and the humanities.

Specific learning outcomes for each module in the course may be found on the course website

Texts (readings will be assigned from these texts and be posted on BlackBoard)

Global Energy Dilemmas: Energy Security, Globalization, and Climate Change, Michael Bradshaw. Polity Books, 2014

Energy & Ethics: Justice and the Global Energy Challenge, Benjamin K. Sovacool, Palgrave Macmillan, 2013.

Crude Domination: An Anthropology of Oil, Andrea Behrends, Stephen P. Reyna, Gunther Schlee (eds). 2011.

General Studies Requirements

1. Subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.
2. Course must match at least one of the following descriptions:
 - a. in-depth area studies, culture-specific elements of a region
 - b. N/A
 - c. Comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.
 - d. Cultural significance of a non-U.S. –centered global issue

SCHEDULE

Meeting	Date	Topics
Module 1		<u>The Thread of Energy</u>
1.		Introduction to the thread of energy
2.		The history of energy transitions and how they have affected us
Module 2		<u>Energy in Global Societies</u>
1.		Energy poverty – a hidden affliction
2.		The role of culture in energy decisions
3.		Energy security and what we do to maintain it
4.		Matching energy use with social class
Module 3		<u>The Geopolitics of Energy</u>
1.		The geopolitics of energy past and present
2.		Geopolitics and national security First Exam

3.		The quest for energy and the wars it can produce
Module 4		<u>Energy in Daily Lives</u>
1.		How we use energy and why
2.		Energy and cars
3.		The self-sufficient house
Module 5		<u>Energy Supplies and International Conflict</u>
1.		Fossil fuels and our way of life
2.		The nuclear renaissance and what it would mean
3.		Social barriers to renewable energy
4.		Meeting our energy needs through efficiency
Module 6		<u>Energy in the Built Environment in the U.S. and China</u>
1.		Energy choice and urban design
2.		Energy use and architecture
3.		Energy and the operation of living spaces
Module 7		<u>Energy and Environment in Different Countries</u>
1.		Energy or environment: Can we have both? Second Exam
2.		Energy and wilderness: the growing battle over our national parks
3.		Energy and water: the critical tradeoffs
Module 8		<u>Energy Economics and How it Varies Internationally</u>
1.		Energy in the world of business
2.		What we pay for energy: externalities and how they are measured
Module 9		<u>Energy Politics and Policy</u>
1.	11/19	Energy laws and how they are made

2.	11/21	The role of policy decisions on the choices we have
Module 10		<u>Energy Expression around the World</u>
1.	11/26	Energy in music
2.	12/3	Energy in film and the written word
Module 11		<u>Energy Sustainability and Our Survival on the Planet</u>
1.	12/5	Energy sustainability: myth or reality? (Last day of class)
Final	12/10	12:10 – 2:00 PM in Room: Tempe (TMPCT) 158

Course Outcomes and Key Concepts

This course is appropriate for students at any level, but it is aimed primarily at students early in their academic careers. It is meant to serve as an introductory exposure to energy which can serve as a foundation for more focused classes in energy issues within several colleges. The course is unique in that a holistic of view of the various aspects of energy in society. Emphasis will be placed on providing a systems-thinking competence rather than any one specialized aspect of energy.

This course, as do all courses affiliated with the School of Sustainability, emphasizes the following themes:

<i>Systems Dynamics</i>	Social systems and environmental systems are linked. Changes in any part of any system have multiple consequences or <i>cascading effects</i> that reach far beyond the initial change. While some of the consequences of the decisions that we make are intended, <i>unintended consequences</i> , both positive and negative, are common.
<i>Scale</i>	Sustainability problems exist across multiple spatial scales. Solving a problem at a local level is a very different thing than solving a problem across international boundaries. Local activities might have impacts on other regions and even on the global scale.
<i>Long Term Development</i>	Sustainability hinges on an understanding of long-term consequences of the decisions that we make today. Solutions that work in the short term may pose problems over a longer time frame. Challenges that seem small in the present may magnify over time.
<i>Tradeoffs</i>	There is no one “solution” to address sustainability. Solving almost all problems related to sustainability involves tradeoffs involving the socio-economic needs of multiple stakeholder groups and environmental capacities. There are rarely perfect solutions with no costs, and there are often winners and losers.
<i>Collaboration and</i>	Sustainability problems are caused by, and affect, multiple <i>stakeholders</i> with specific experiences, resources, perspectives and preferences. Solving

Participation

sustainability problems requires strong collaborations and negotiations among scientists of all disciplines, politicians, entrepreneurs, artists, farmers, business and community leaders, and you.

Course Communication

During the normal work week (M-F, 8am-5pm) I will try to respond to e-mails received promptly. I do not check e-mail as frequently during the weekend, so if you send a message to me after 5pm on Friday afternoon, do not expect a response until Monday. If you do not receive a response from me within 24 hours, please re-send your message as it may not have found its way to my inbox.

All communications (electronic and otherwise) that you have with me and your fellow students in this course should be professional. This means using proper grammar and sentence structure in your communication. Finally, always make sure that your inbox is not full and that your ASU email address (or forwarding account) is functioning properly, as I often distribute course communication through BlackBoard's announcements and email system which utilizes your ASU email address.

Academic Integrity

Cheating and plagiarism is not tolerated. This includes, but is not limited to using the ideas and material of others without giving due credit, and/or aiding another person to cheat either actively or passively (e.g., allowing someone to look at your exam/quizzes; writing someone's paper for them). If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. Disciplinary action may result in the student receiving an XE on her or his transcript, suspension or expulsion from the academic unit and/or referral to Student Judicial Affairs. For further information, please read the [Student Code of Conduct](#).

Disability Accommodations

If you need disability accommodations for this class, please contact me as soon as possible to allow us to work with the Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/>) to meet your needs. Information regarding disability is confidential.

Sustaining Yourself

Several offices on and off campus help students succeed at ASU. Please take advantage of these services as needed.

Computer Help Desk

provides assistance with computer-related problems and computer accounts. <https://help.asu.edu>

Counseling and Consultation

provides confidential mental health and career counseling services for all ASU students. <http://students.asu.edu/counseling>

Disability Resources Center

provides a comprehensive range of academic support services and accommodations for qualified students with disabilities. <http://www.asu.edu/studentaffairs/ed/drc>

Student Financial Aid

offers information and applications for student funding such as grants,

<i>Office</i>	loans, scholarships and student employment. http://students.asu.edu/node/40
<i>Campus Health Service</i>	provides non-emergency medical health care to all ASU students. All insurance plans are accepted. http://students.asu.edu/health
<i>Student Recreational Center</i>	offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based. http://src.asu.edu
<i>Student Legal Assistance</i>	provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge. http://www.asu.edu/studentaffairs/mu/legal
<i>Writing Center</i>	provides on-site tutors to help students increase their confidence as writers and improve writing skills free of charge. For information, see http://studentsuccess.asu.edu/writing/
<i>EMPACT Crisis Hotline</i>	offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline in Maricopa County. All services are free and confidential. www.empact-spc.com

Course Website

- This course has an accompanying BlackBoard website. The website contains the slides of lectures, reading materials for each topic, assignments, solutions, links, and email addresses for all in the class.
- **Note:** myASU uses your email address from ASU's student records. This means that the students will have to check their ASU email, *or have it forwarded to their preferred account*, to get information sent from the instructor or their classmates.

Instructional Methods

Instruction will rely on class lectures, in-class exercises, outside speakers, assigned self-study, videos, and discussion of case studies. Clear and complete notes, group study, even a weekly journal will enhance understanding and provide a proper appreciation of various facets of energy issues.

Grading Policy

ASU's +/- grading will be used: A+ (99%-100%), A (93-98%), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (70-76), D (60-69), E (<60), XE (failure due to academic dishonesty).

Final grades will be assigned on the basis of the following categories and according to the indicated weights:

Assignments	20%
Test #1	20%
Test #2	20%
Final	<u>40%</u>
Total	100%



GLOBAL ENERGY DILEMMAS

MICHAEL BRADSHAW

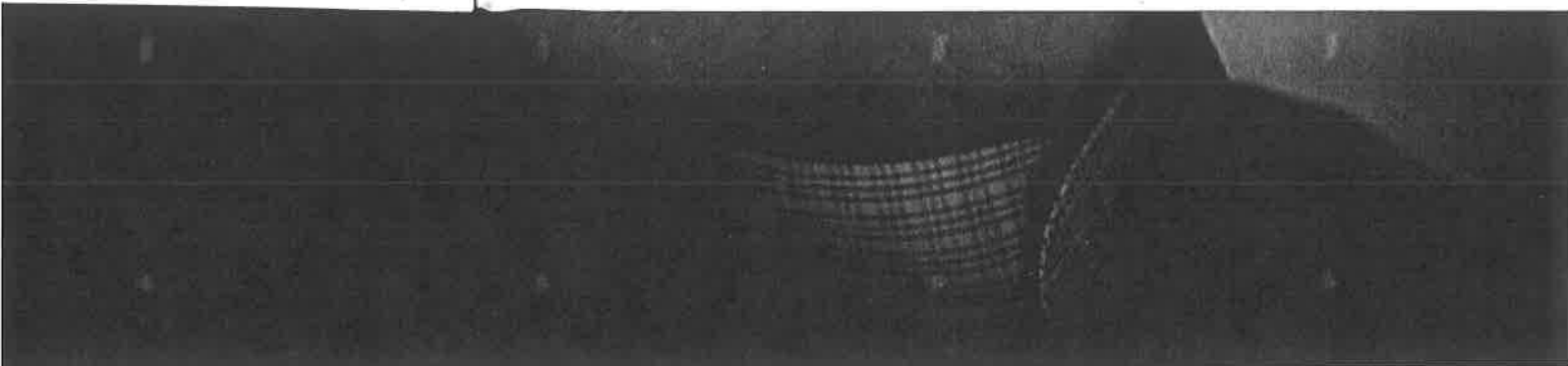
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Global Energy Dilemmas

Energy Security, Globalization, and
Climate Change

MICHAEL J. BRADSHAW

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ENERGY,
CLIMATE AND
THE ENVIRONMENT

ENERGY & ETHICS

Justice and the Global
Energy Challenge

BENJAMIN K. SOVACOO



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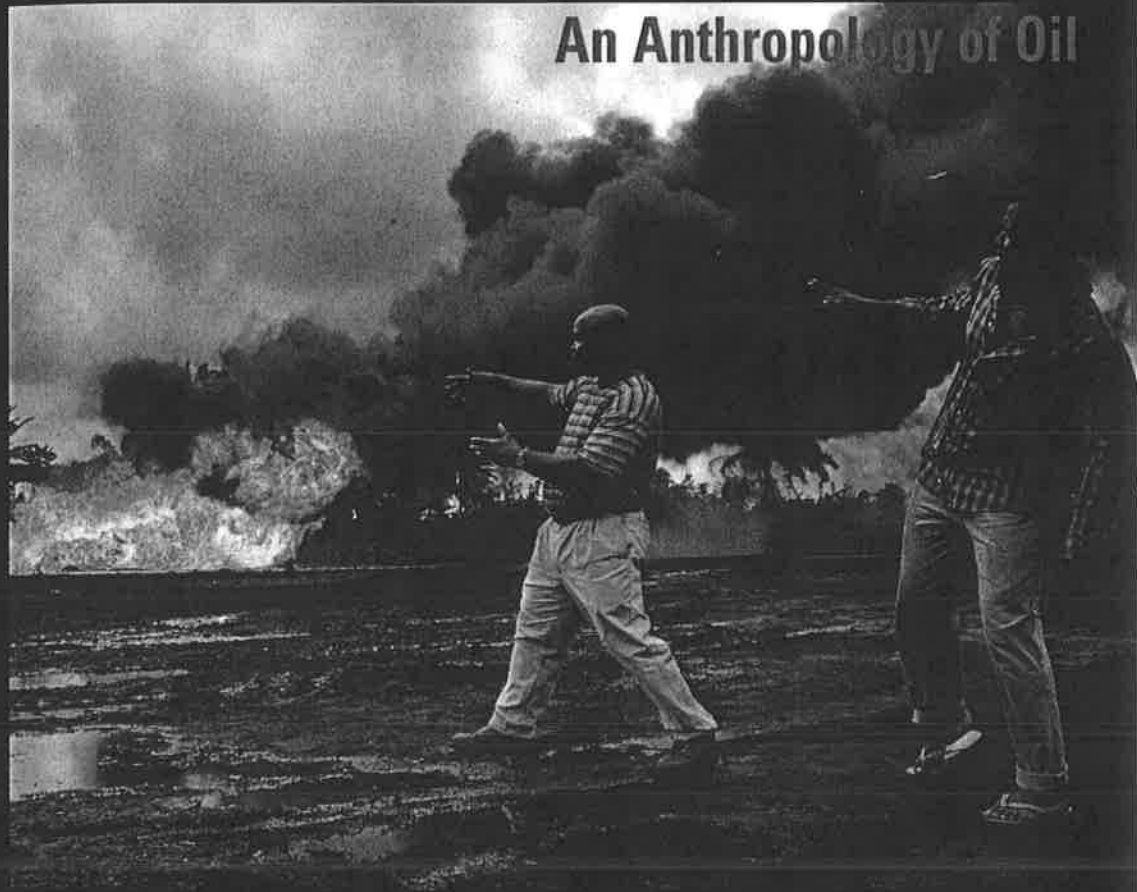
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Crude Domination

An Anthropology of Oil



BERGHAHN

WISSENSCHAFTEN

VOLUME 9

Edited by
Andrea Behrends
Stephen P. Reyna
Günther Schlee

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