What is this course about? This course examines a broad range of geographic dimensions linked to the production, distribution, acquisition and consumption of energy. The central focus will examine how and why a diverse range of energy related phenomena manifest spatially across the surface of the earth, at local, national, regional and global scales. The resulting “Geography of Energy Systems” will be used as a lens to analyze and deconstruct inherent complexity in various topics, themes and current challenges bound in energy development. The course will combine analyses of conceptual frameworks through lectures and reading, Self-Organized Learning Environments (SOLE), simulations and case studies along with field trips to energy installations across the Pacific Northwest.
Learning Outcomes: This course is designed to facilitate development of students’ knowledge and skills for engaging critically in geographical inquiry centering on energy. By the end of the term, students who invest their time and effort to meet course expectations and requirements should be able to:

- Use geographic perspectives to explain key concepts and themes related to energy
- Analyze and evaluate relationships linking sites of extraction, production and consumption through transmission, distribution and supply infrastructure
- Analyze a range of social, political, economic and environmental implications resulting from energy production, distribution and consumption
- Recognize how energy shapes and is shaped by places that are connected to other locales through relationships at local, national, regional and global scales
- Develop critical and spatial thinking skills by engaging in debates centered on energy
- Reflect on personal experiences and perspectives to develop strategies for navigating a “new energy paradigm”

Assessment Criteria:

Class Attendance & Participation 20%
Energy Simulation 10%  Critical Writing Exercises 20%
Term Project 30%  Course journal 20%

*In order to receive a passing grade, students must complete all components of the course, including activities and assignments.

Please note, there is no text book required for this class. You’re welcome! All readings will be either from the internet, or uploaded onto bblearn.

Course Code of Conduct

The course consists of two 75-minutes sessions per week (Tuesdays and Thursdays). You should bring your readings to every lecture. The class will consist of lectures, open discussions, debates, guest speakers, documentaries, in-class exercises, student presentations, and possibly field trips (to be announced). You are expected to complete each day’s reading assignments ahead of time and be ready to discuss them in class. Please note that lectures will complement material presented in the readings, they will not simply recapture that material. Attendance and active participation in class discussions are expected, and will count toward your final grade. To receive full credit for your participation grade, you must not only attend class, but also actively participate in our discussions and activities. It is therefore vital that you come to class prepared to engage critically with the readings.
Course Schedule:

Module one: Broad Concepts in Energy Research

Week 1: Thursday Jan 10th

THEME: Energy
Question we will pursue: What are different forms, types and manifestations of energy?

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Week 2: Tuesday Jan 15th, Thursday Jan 17th

THEME: Energy & Society
Questions we will investigate: Is there a dominant Energy-Society relationship? If so, what does it look like? If not, why and what can we learn from this?

Required readings:
1: Energy: The Basics-Chapter one (on BBlearn) *
2: The Political and Social Ecologies of Energy. (on BBlearn) **

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Week 3: Tuesday Jan 22nd, Thursday Jan 24th

THEME: Energy & Geography
Questions we will consider: How can we better understand distribution, acquisition and consumption of energy, using a spatial or geographic perspective? How is energy shaped by—and shape—geography?

Required readings:
1: Pasqualetti, The Geography of Energy and the Wealth of the World. (on BBlearn) *
2: Bridge et al. (2013) Geographies of energy transition: Space, place and the low-carbon economy. (on BBlearn) **

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Week 4: Tuesday Jan 29th, Thursday Jan 31st

THEME: Energy & Social Science
Questions we will consider: What have been traditional approaches to energy research? Have these approaches been sufficient? Has the energy landscape changed, and if so, how can social science research help us understand energy more comprehensively?

Required readings:
1: Sovacool et al., (2015) Integrating social science in Energy Research. (on BBlearn) *
2: Sovacool et al., (2014) What are we doing here? (on BBlearn) *

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Week 5: Tuesday Feb 5th, Thursday Feb 7th

THEME: Energy Security
Questions we will consider: How has energy security traditionally been framed? Are traditional approaches sufficient moving forward?

Required readings:
Module two: Modes and Types of Energy-Film Module.

Week 6: Tuesday Feb 12<sup>th</sup>, Thursday Feb 14<sup>th</sup>

**THEME: Non-Renewable Energy: Coal, Oil & Gas.**
Questions we will consider: How can relationships between non-renewable energies and modern capitalism be explained? How have non-renewable energies shaped contemporary environmental challenges?

**Required reading:**
1: Petroleum, its products, and their engines. (on BB learn) *

Week 7: Tuesday Feb 19<sup>th</sup>, Thursday Feb 21<sup>st</sup>

**THEME: Renewable Energies: Wind, Solar, Bioenergy, Geothermal.**
Question we will pursue: Can we rely on renewable energy to solve environmental issues?

**Required readings:**
1: Can renewables etc. solve the greenhouse problem: The negative case (on BBlearn) *

Week 8: Tuesday Feb 26<sup>th</sup>, Thursday Feb 28<sup>th</sup>

**THEME: Renewable Energy: Hydropower**
Questions we will consider: Is it accurate to consider hydropower a renewable energy? What are examples of socio-environmental impacts of hydropower development?

**Required readings:**
1: Dams (on BBleearn) *
2: Hydropower: Dimensions of socio-environmental coexistence (on BBleearn) **

Week 9: Tuesday March 5<sup>th</sup>, Thursday March 7<sup>th</sup>

**THEME: Reflection, recombobulation, review**
Question we will pursue: What have we learned thus far?

Week 10: Spring Break.

Module three: Case & Country Studies

Week 11: Tuesday March 19<sup>th</sup>, Thursday March 21<sup>st</sup>

**THEME: Case & Country Studies x2**

Week 12: Tuesday March 26<sup>th</sup>, Thursday March 28<sup>th</sup>

**THEME: Case & Country Studies x2**

Week 13: No Class due to American Association of Geographers Conference

Module four: Field trips

Week 14: Tuesday April 9<sup>th</sup>, Thursday April 11<sup>th</sup>

**THEME: Local Energy Systems**
Field trip: University of Idaho Steam Plant, Palouse Wind Farm

Week 15: Tuesday April 16<sup>th</sup>, Thursday April 18<sup>th</sup>

**THEME: Regional Energy Systems**
Field trip: Lower Granite Lock & Dam
Week 1: Tuesday April 23rd, Thursday April 25th
THEME: National and Global Energy Systems
Field trip: Hanford Nuclear Reactor

Module Five: Where do we go from here? Energy and the future
Week 17: Tuesday April 30th, Thursday May 2nd
THEME: Towards a New Energy Paradigm
Question we will consider: Where do we go from here? How can geography help shape energy transitions?

Required reading:

Course Expectations & Guidelines:

Academic Integrity Policy: I have uploaded this as a separate document to the bblearn website. Please make sure you are familiar with it. Not knowing what constitutes plagiarism, cheating or academic dishonesty is not an excuse.

The perpetrator of any action deemed as academic misconduct will receive a zero for the assignment or test and also potentially fail the course. Additionally, students may also face University sanctions. For information on the various kinds of academic dishonesty please refer to the Student Code of Conduct, located at http://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/student-code-of-conduct

Students with Special Needs: The University of Idaho encourages persons with disabilities to participate in its programs and activities. Contact the instructor promptly at the outset of the course if you need any type of accommodation. Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course: Phone: (208) 885-6307, Email: dss@uidaho.edu, Web: www.uidaho.edu/dss

Writing Assistance: One of the most important skills you need to leave college with is the ability to write effectively. The University of Idaho has an outstanding writing center, located at Idaho Commons, 3rd Floor, Room 323. Web: https://www.uidaho.edu/class/writing-center

Deadlines: Failure to turn in work on the date it is scheduled will result in a reduction of 25% per day missed. Please do not contact the instructor after work is missed to explain a missed deadline without a compelling reason. If you anticipate in advance that you cannot take an exam on the day and time outlined because: (1) You are traveling to an official university-sponsored event; or (2) You have a prescheduled medical appointment. (3) observed religious holiday. If
you foresee an absence due to one of the reasons described above, you must contact the instructor a minimum of two weeks in advance of the anticipated absence with appropriate documentation. Appropriate documentation includes a Dean’s letter or letter from your coach, doctor (on official letterhead), etc. that provides me with the details of the pre-existing time conflict and is signed by the appropriate party.

**Incomplete and Extensions:** As all due dates and exam dates are provided in advance, no ‘make-ups’ will be allowed for any of the required course components, except in the case of documented emergencies.

**Retaining copies of all coursework:** Please retain copies of all work submitted and the original copy of all work returned to you during the term until the final course grade has been posted. In the event of any question concerning whether grades have been accurately recorded, it is your responsibility to provide these copies as documentation.

**Individual Differences:** If you experience difficulty in this course for any reason, please don’t hesitate to consult with me. If you have a disability that may prevent you from fully demonstrating your abilities, you should contact me personally as soon as possible so we can discuss accommodations necessary to ensure your full participation and facilitate your education process. The university offers a wide range of services to support you in your efforts to meet the course requirements.

**Computers and other electronic equipment:** To complete this course, you will need reliable access to a computer and internet service.

**Please be aware that this syllabus is subject to change. Therefore, it is imperative students stay up to date with all course communication through the bblearn platform regularly.**