

ERS 375 – Energy Governance and Policy

Course Outline

Meetings: Different from what is listed in QUEST, this course will meet only ONCE weekly: on Tuesdays from 8:30am-10:20am in DWE 3519.

Course instructor: Ian Rowlands (EV2-2026; ext. 32574; irowlands@uwaterloo.ca).

Course website: Course information will be delivered through the UW-LEARN system. Students will submit assigned work through this website, and receive feedback on the same through it as well.

Pre-requisite: The pre-requisite for the course is at least 2B standing.

Course purpose and learning objectives: This course is intended to provide students with an introduction to the ways in which energy issues are addressed through governance and policy means – in other words, by collective action on the part of governments and non-governmental organizations and institutions in communities/jurisdictions at various scales (local, provincial, national and international). Three key themes permeate the course:

- energy governance and policy analysts must be cognizant of multiple scales (i.e., municipal, provincial, national and international);
- energy governance and policy analysts must be cognizant of multiple actors/players/institutions (e.g., various governments, businesses and civil society organizations); and
- energy governance and policy analysts must be cognizant of the importance of agency (i.e., the capacity of individual actors/players to act independently and to make their own choices) and structure (i.e., those institutions that affect the freedom of an individual actor/player to exercise ‘free will’).

The course explicitly adopts multidisciplinary and interdisciplinary approaches (looking for contributions to our understanding from various traditional disciplines as well as interdisciplinary efforts). The course pursues both conceptual and empirical material.

More specifically, coming out of this course, students should have developed capabilities in the following areas:

- an appreciation of the range of contemporary discussions and debates related to the practice and theory of energy governance and policy;
- an in-depth understanding of the contemporary Canadian discussions and debates regarding national energy governance and policy;
- an ability to appreciate and to critique different perspectives on energy governance and policy; and
- an ability to present, both verbally and in written form, a critical study of some aspect of energy governance and policy.

Workload: The workload is anticipated to be ‘moderate’ – about 40-50 pages of reading must be done each week (in advance), and students should arrive at all sessions ready to participate effectively. (Note that all readings will either be in the UW Library’s electronic course reserve or freely available on the web; there will not be a textbook to purchase.) Additional work requirements are laid out below.

Week-by-week outline:

- 1 – Energy Basics
- 2 – Governance Basics and Introduction to Energy Governance and Policy
- 3 – Individual and Household Energy ‘Governance’ and ‘Policy’
- 4 – Community and Municipal Energy Governance and Policy
- 5 – Provincial Energy Governance and Policy
- 6 – National Energy Governance and Policy: The Issue to Date
[Reading Week]
- 7 – National Energy Governance and Policy: Looking Forward

8 – Continental Energy Governance and Policy

9 – Global Energy Governance and Policy

10 – Preparation for National Energy Event

11 – National Energy Event

12 – Current Agenda and Future Prospects

Course assessment: The course is assessed by six elements. Full details regarding expectations for each are provided in individual ‘rubrics’, available on the course website.

1) Attendance and Participation – 20%

2) Energy case-study – 20%: Each student will present a case-study in energy governance and policy, summarizing a key episode in energy governance and policy, highlighting its significance and critically analyzing it in some way. This will be presented both verbally and in written form. Verbal presentations will be completed on either Tuesday, 2 February or Tuesday, 9 February; written submissions must be submitted before 11:59pm on Friday, 12 February.

3)+4) National Energy Event: A portion of the course focuses on Canada’s energy policy going forward (given the opportune time to consider this issue!). Students will complete two ‘deliverables’, each related to a ‘role-play’ in which each student will participate. Adopting the role of a stakeholder in Canadian energy discussions, each student will:

a) develop and present a public-facing message: either a one-page infographic OR a one-minute audio message OR a one-minute video message, and ‘explaining’ the same (15%)

b) participate in a mock stakeholder session on Tuesday, 22 March, presenting their position (and submitting it in written form), answering questions and questioning other stakeholders (15%)

5) Research paper outline – 5%: This is due before 11:59pm on Friday, 26 February.

6) Research paper – 25%: This will be in both verbal (5%) and written (20%) forms. The former will be presented in class on Tuesday, 29 March, and the latter will be due before 11:59pm on Monday, 4 April.

Note on submissions through the LEARN dropbox: Before you will be permitted to submit any assignment through the dropbox, you must complete the ‘assignment checklist’ which is presented to you in the form of a ‘quiz’ in LEARN. Though labeled a ‘quiz’, this will not be marked in any way, but must be completed before the dropbox for this particular assignment is open to you. The questions (which concern issues of ‘academic integrity’) refer, of course, to this particular assignment.

Note on late submissions: Late submissions will be penalised 5 per cent (of the 100 per cent available for that particular assignment) for each day (or part thereof) late. Assignments will not be accepted after seven days (beyond the due date) have lapsed. Accommodation will be made in exceptional circumstances (usually related to medical emergencies supported by documentation). As soon as students realise that their assignment may be submitted late, they are encouraged to contact the course instructor. Please note that the LEARN system records submission times, and ‘late will be late’, with the following exceptions: submission time of 1-3 minutes late (1 per cent deduction); 4-6 minutes late (2 per cent deduction); 7-9 minutes late (3 per cent deduction); 10-12 minutes late (4 per cent deduction).

Note on missed assignments: Should a student miss their ‘project presentation’ for reasons that are mutually-agreed as ‘acceptable’ by the student and the instructor, it will be completed as soon as possible afterwards.

Research ethics: Please note that the University of Waterloo requires all research conducted by its students, staff, and faculty that involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office’s Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. If the development of any work for this course consists of research that involves humans as participants, then please contact the course instructor for guidance as early as possible and see <https://uwaterloo.ca/research/office-research-ethics>

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University’s guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity/>

ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students at: <http://uwaterloo.ca/academicintegrity/Students/index.html>

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Student who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also visit this webpage: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>. When in doubt please contact your Undergraduate Advisor for details.

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Note for students with disabilities: The AccessAbility Office located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AccessAbility Office at the beginning of each academic term.

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and/or emotional. Please note that help is available. Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services (<http://www.uwaterloo.ca/counselling-services>) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

Religious Observances: Student needs to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Course topics and associated readings:

Date	Topic	Sample issues to be explored	Required readings (to be completed in advance of class)
5 Jan	Energy Basics	- what is energy? - what are energy systems? - understanding energy data	1) Arnulf Grubler et al, 'Energy Primer', <i>Global Energy Assessment</i> (Laxenburg: International Institute for Applied System Analysis, 2013), pp. 99-150 – WEB (http://www.iiasa.ac.at/web/home/research/Flagship-Projects/Global-Energy-Assessment/GEA_Chapter1_primer_hires.pdf)
12 Jan	Governance Basics and Introduction to Energy Governance and Policy	- what is governance? - what is policy? - what are some current examples of energy governance and policy issues? - select energy case-studies (topics and dates) for the course	1) Institute on Governance, 'Defining Governance' (including the 9-minute video) – WEB (http://iog.ca/defining-governance/) 2) Thijs Van De Graaf, 'Chapter 2: Energy and Global Governance', in <i>The Politics and Institutions of Global Energy Governance</i> (New York: Palgrave Macmillan, 2013), pp. 21-43 – CR. 3) James Meadowcroft, 'What about the Politics? Sustainable Development, Transition Management, and Long Term Energy Transitions', <i>Policy Sciences</i> (Vol. 42, 2009), pp. 323-340 – CR.
19 Jan	Individual and Household Energy 'Governance' and 'Policy'	- how do individuals make decisions related to energy? - how do households do the same?	1) Charlie Wilson and Hadi Dowlatabadi, 'Models of Decision Making and Residential Energy Use', <i>Annual Review of Environment and Resources</i> (Vol. 32, 2007), pp. 169-203 – CR. 2) Thomas Dietz, Paul C. Stern and Elke U. Weber, 'Reducing Carbon-Based Energy Consumption Through Changes in Household Behavior', <i>Daedalus</i> (Vol. 142, No. 1, Winter 2013), pp. 78-89 – WEB (http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2291555#).

26 Jan	Community and Municipal Energy Governance and Policy	- municipalities as 'consumers' and 'producers' of energy - municipal jurisdictional power - community energy planning	1) Gill Seyfang, Jung Jin Park and Adrian Smith, 'A Thousand Flowers Blooming? An Examination of Community Energy in the UK', <i>Energy Policy</i> (Vol. 61, 2013), pp. 977-989 – CR. 2) Laura Tozer, 'Community Energy Plans in Canadian Cities: Success and Barriers in Implementation', <i>Local Environment</i> (Vol. 18, No. 1, 2013), pp. 20-35 – CR.
2 Feb	Provincial Energy Governance and Policy	- the Canadian Constitution - institutions and organizations in Ontario - students' 'energy case-studies' presented	1) Daniel Rosenbloom and James Meadowcroft, 'The Journey Towards Decarbonization: Exploring Socio-Technical Transitions in the Electricity Sector in the Province of Ontario (1885-2013) and Potential Low-Carbon Pathways', <i>Energy Policy</i> (Vol. 65, 2014), pp. 670-679 – CR. 2) Leah C. Stokes, 'The Politics of Renewable Energy Policies: The Case of Feed-in Tariffs in Ontario, Canada', <i>Energy Policy</i> (Vol. 56, 2013), pp. 490-500 – CR.
9 Feb	National Energy Governance and Policy: The Issue to Date	- history of Canadian (national) energy policy - the current context - students' 'energy case-studies' presented	1) Monica Gattinger, 'A National Energy Strategy for Canada: Golden Age or Golden Cage of Energy Federalism?', in Loleen Berdahl and André Juneau (eds), <i>Canada: The State of the Federation 2012-2013</i> (Montreal, QC: McGill-Queen's University Press, forthcoming) – CR. 2) The Council of the Federation, <i>Canadian Energy Strategy</i> (July 2015) – WEB (http://www.canadaspremiers.ca/phocadownload/publications/canadian_energy_strategy_eng_fnl.pdf).
NO CLASS – Reading week			
23 Feb	National Energy Governance and Policy: Looking Ahead	- overview of the current Canadian governance and policy process - students select their stakeholder for the National Energy Event	Readings will be determined by how national events are unfolding at the time of this class meeting. They will be assigned at the end of the previous class (Tuesday, 9 February).
1 Mar	Continental Energy Governance and Policy	- sovereignty and 'anarchy' in the international system - Canada-US Clean Energy Dialogue	1) David Biette and Andrew Finn, 'Changing Energy: Canada and the United States', <i>Wilson Centre Policy Brief</i> – WEB (http://www.wilsoncenter.org/sites/default/files/changing_energy_canada_and_the_united_states.pdf). 2) Monica Gattinger, 'Canada-United States Energy Relations: Making a MESS of Energy Policy', <i>American Review of Canadian Studies</i> (Vol. 42, No. 4, December 2012), pp. 460-473 – CR.
8 Mar	Global Energy Governance and Policy	- global energy organisations: IRENA, IEA, etc.	1) Ann Florini and Benjamin K. Sovacool, 'Who Governs Energy? The Challenges Facing Global Energy Governance', <i>Energy Policy</i> (Vol. 37, No. 12, December 2009), pp. 5239-5248 – CR. 2) Johannes Urpelainen and Thijs Van de Graaf, 'The International Renewable Energy Agency: A Success Story in Institutional Innovation?', <i>International Environmental Agreements</i> (Vol. 15, 2015), pp. 159-177.
15 Mar	Preparation for National Energy Event – students will present their 'public-facing messages'.		
22 Mar	National Energy Event – students will participate in a 'mock stakeholder session'.		
29 Mar	Current agenda and future prospects	- review of the current agenda (through a collective reading of recent media entries) - students present their research paper summaries	

Ian Rowlands, 3 January 2016