



AMERICAN UNIVERSITY  
WASHINGTON, DC

## Syllabus: Geopolitics of Energy

SIS 653 010

Spring 2025; Thursdays 8:20 – 10:50 pm

SIS Rm. 355

American University

### Instructor Information

Instructor: Ambassador (ret.) Robert F. Cekuta

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Office Hours: Thursdays 4:00 - 6:00 pm and by appointment

Preferred Communication Method: E-Mail, phone, WhatsApp – If a matter is urgent, it is best to phone, text, or WhatsApp

Instructor Bio: United States Ambassador to Azerbaijan 2015 - 2018 with four decades of experience in the U.S. Foreign Service. Overseas assignments included Economic Minister in Berlin and Tokyo, Deputy Chief of Mission in Albania, and postings in Kabul, Vienna, Baghdad, Johannesburg, and Sana'a, Yemen. Positions in the State Department included Principal Deputy Assistant Secretary for Energy Resources and Deputy Assistant Secretary for Energy, Sanctions, and Commodities as well as Director for Economic Policy Analysis and Public Diplomacy. As an economic officer, focused on trade, development, and energy security issues. Since leaving the State Department, he has written and spoken in the U.S. and internationally on the global energy situation, the Black Sea, Caucasus, and Central Asia, and other foreign policy/national security issues. Speaks German and has studied Albanian, Arabic, and Azerbaijani.

### Course Summary

The course examines how the evolving global energy picture brings new geopolitical implications and explores how countries can address these challenges.

The adequate, secure, predictable supply of energy at an affordable price is essential for households, businesses, and societies, making energy security integral to a country's well-being. At the same time, energy's key role in national security, and hence in geopolitics, is evolving.

Weaponization of energy supplies, something long associated with the oil export embargoes and price shocks of the 1970's, is again an urgent foreign policy concern. Russia's use of natural gas supplies and prices is a highly visible example of this reality. So too are Russia's attacks on

Ukraine's electricity systems. The United States, western Europe, and others have devoted considerable diplomatic and other capital to build pipelines and otherwise forestall potential adversaries' abilities to constrain or block oil or natural gas supplies. However, western governments' use of sanctions to put pressure on Iran or other traditional energy suppliers could arguably be an inverse of oil exporters' past refusal to sell oil to the United States and others.

With the increase in renewables and the move to electric vehicles, there is broad focus on supplies of lithium, copper, rare earths, and other critical minerals. Their extraction, processing, and sourcing is now a critical component in energy security calculations and countries' diplomatic exchanges. New energy technologies, e.g., hydrogen, will come online. There is a renewed attention to nuclear energy as well as to internationalizing electricity supplies. Yet old hydrocarbon energy supply sources seem likely to continue to be used, and the energy transition with its focus on reducing CO<sub>2</sub> emissions will move at different paces in different parts of the world for numerous factors, including the availability of needed financial capital.

In sum, the course is designed to explore and understand the processes in governments, whether in industrialized developed countries, emerging market economy countries, or lower income countries, as they grapple with — and sometimes exploit — these realities. At the same time, the class will draw from these understandings to develop policies and programs for advancing specific countries' energy security in this complex, evolving environment.

## **Course Learning Outcomes**

Upon successful completion of this course, you should be able to:

- Exhibit strong understanding of the current and evolving global energy security situation and be able to assess these developments' impacts on the international system, including being able to identify potential opportunities and threats for specific countries.
- Be able to explain how key sources of energy work, how they are developed, and how energy is traded internationally.
- Be able to describe how particular countries have used energy resources and the need for energy to advance their own national security/foreign policy agenda, including by threatening to constrain the supply of oil, natural gas, critical minerals, or access to needed energy-related technologies.
- Be able to cite and describe examples of how countries have been able to counter weaponization of energy.
- Be able to diagnose and describe a specific country's energy security strengths and vulnerabilities and devise actionable policies to help address those vulnerabilities and to capitalize on those strengths.

## **Textbooks and Materials**

## *Required*

**Van de Graff, Thijs and Sovacool, Benjamin K, Global Energy Politics, Polity Press, 2020.** (This book is widely available at reasonable prices via Amazon and other services.)

**Yergin, Daniel, The New Map Energy, Climate, and the Clash of Nations, Penguin Books, 2020.** (This book is also widely available at reasonable prices via Amazon and other services.)

**Other required readings will be available at the Reserve Desk, on Canvas, or via Internet link. The professor will provide additional reading materials during the semester to take into account on-going pertinent developments relating to the course's subject matter as well as to the students' interests and levels of knowledge. The election results in the United States and the European Union mean updates in some of the reading materials will be important.**

Please note as well the news and thinktank sources flagged elsewhere in the syllabus. Students' suggestions on readings are eagerly sought and welcomed. Moreover, it is always useful to consult additional chapters or postings from the authors or other sources listed in the syllabus.

Please note that recommended readings may not always be available on Canvas.

## *Supplemental*

International Energy Agency, [World Energy Outlook 2024](#)

International Renewable Energy Agency, [World Energy Transitions Outlook 2023](#)

International Renewable Energy Agency, [Delivering on the UAE Consensus](#)

U.S. Energy Information Agency, [International Energy Outlook 2023](#)

UN Environmental Programme Finance Initiative, [COP 29 Outcomes: Balancing Progress and Challenges on the Road to Climate Action](#), December 2024.

UNFCCC, [New Collective Quantitative Goal on Climate Finance \(advanced unedited version\)](#), 2024.

## **Course Expectations, Requirements, and Policies**

**A memo to a country's leadership assessing that country's energy security situation, the geopolitical factors affecting it, and steps that country's leadership might take to address these challenges to strengthen its energy security and national security or steps it might take to utilize its energy security situation to the country's international advantage.**

Students can analyze any country other than those which we will look at in depth as a class during the course, i.e., Saudi Arabia, United States, China, the EU, India, Russia, Iran, or Venezuela.

The final product should be no more than 6 pages of text in Times New Roman 14pt type. Additional pages with charts or maps can be attached, if useful for supporting the student's thesis/arguments.

Students will research and prepare an initial draft the memo to the national leadership regarding the country's current and expected energy security picture and its nexus with the country's

foreign policy/geopolitical situation and goals. A format will be provided and this initial draft should have with it an attached list of sources used. (This list of sources used does not count in the six-page limit.). The second stage of the semester project is 15 minute presentation, including addressing questions and thoughts from the class; this give-and-take with class members will continue on-line in Canvas. Students will then build on these steps to prepare a final memo. The final memo will be submitted in lieu of a final exam.

- First Draft of the Memo 20%
- Class Presentation 20%
- Final Memo to the country's leadership 35%

Additional components in computing the final grade for the course:

- Questions posed and input given to other students' country presentations: 10%
- Overall Class participation: 15%

### *Expectations for Course Participation*

Class participation is your level of engagement in the class, i.e., your questions and comments that help drive the class forward, that query or otherwise draw from the substance of the readings, or that lead all of us in the classroom to new insights regarding the issues that comprise energy security and the way countries can or should address them. Such engagement is key to deeper analysis and new thinking about the issues involved in energy security – whether in terms of a specific country, a particular region, or globally – and thus to the class’ success.

- Attend all classes and be punctual. Please contact the professor in advance via email or text with a short explanation if unable to attend.
- Complete all assignments before class and be prepared to discuss the readings, to answer assigned questions for the written homework, and to share perspectives and pose questions during the class discussion. Please flag to the professor via email, text, or in person any issues requiring clarification.
- Laptops/iPads may be used to take notes, but please do not use them during class for personal reasons. Cell phones should be silent, and there should be no texting. The instructor is pleased to meet with students during office hours and by appointment regarding class work, other concerns, and/or career aspirations. Email interchanges are always welcome, however if a matter is urgent – e.g., regarding an assignment due in 12 hours or less – students should call or WhatsApp the instructor to ensure the most timely response. He welcomes opportunities to support professional development.
- Written assignments should be submitted electronically as word documents via email no later than 11:59 pm on their due date. Students will be downgraded one level (e.g., A- to B+) for each day a written assignment is late, except for the final project. In that case, students will lose one grade for each day the project is late.
- Papers must be written single spaced in Times New Roman 14pt. Papers will be downgraded one level (e.g., A- to B+) if there are more than seven spelling or typographical errors. Citations should be in standard format using endnotes or footnotes. Quotes and paraphrases must be credited. Policy memos will not require footnotes, however, the first draft of the semester project should include a bibliography of sources consulted as whether information as to whether and how AI was used. (Use of generative and other forms of AI is discussed in further detail below.)

### *Late Work Policy*

**Written assignments should be submitted electronically via Canvas no later than 11:59 pm on their due date. Students will be downgraded one level (e.g., A- to B+) for each day a written assignment is late, except for the final project. In that case, students will lose one grade for each day the project is late.**

***Missed/missing assignments will be scored with a zero unless mitigated by agreement between the student and the instructor. A missing required item will be scored with a zero value and will be included in the FNS. If that final numerical score is less than 68 points, the student will receive an “X” for the course, equivalent to an F.***

## Grading and Assessment

### [AU Registrar Grading Scale](#)

#### *Course Grading Scale*

Final Percent	Grade
95% - 100%	A
90% - 94%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
69% - 68%	D
Under 68%	F

Please note that an “A” grade denotes a truly superior, sustained performance and indicates that all the student’s work is on time, accurate, precise, insightful, clear, and well-written and provides ample evidence of creative thinking and analysis that the student or student team has gone significantly beyond the minimum course requirements.

An “A-” or “B+” reflects excellent or very good work that demonstrates a high level of competency and goes beyond the minimum requirements. It reflects a very good command of the material, with instances of higher-level thinking/analysis, technical prowess, and intellectual engagement.

A “B” fulfills minimum requirements but indicates a lack of higher-level thinking, intellectual originality, or minimal technical understanding of the material.

A grade below B indicates that the minimum course requirements to demonstrate competency with the material were not fully met.

The instructor does not permit students to perform extra credit assignments to improve lagging grades, except in exceptional circumstances to be discussed and negotiated in advance with the student.

**If you experience difficulty in this course for any reason, please do not hesitate to consult with the instructor.** In addition to the resources of the department, a wide range of services is available to support students in their efforts to meet the course requirements.

### Assignment Overview and Rubrics

**Students will complete a semester project in which they choose a country and analyze its energy security situation and how its government might act upon it, e.g., to improve it or to**

**utilize it to advance its foreign policy agenda.** In proceeding, students will look at domestic factors affecting the country's energy needs and supplies, its dependency on outside factors for its energy security – both as threats and factors that strengthen that security. The project will be conducted in three phases: 1) an initial assessment and outline (20 points of the final grade), a presentation to and discussion, including via Canvas, with the class of the initial findings (20 points of the final grade), and a final paper of six pages or less to that host country's government leadership assessing the country's energy security situation and what the government should do, given relevant geostrategic realities, interests, and trends, to defend or advance the country's energy security situation (30 points of the final grade). Students will look at traditional factors in energy security as well as the need to grapple with the realities of climate change and factors resulting from energy transition.

## Use of AI

Artificial or Augmented Intelligence (AI) is a reality in the energy world as well as in geopolitics; it is a factor in countries' national security and foreign policy thinking and planning. It is not static nor are the ways it can be used.

The challenge for us, whether in government, industry, or the classroom is to use it well, and that includes using it ethically.

When it comes to using AI in preparing your semester project – to draw heavily from others on AU's faculty – your use of GenAI tools in writing your semester project must be limited as the project is designed to integrate the learning you will be doing throughout the semester, to be creative and well-founded in your analysis, and also to give you a sense for the policy development process.

Uses of AI that are prohibited for your semester project include brainstorming ideas for a thesis, crafting a thesis, generating a draft, or revising your written work. If you want help on these aspects of the semester projects, please come see me or talk with your classmates.

The written work you submit must be your own work product. Presenting writing as your own that was written by AI is dishonest and is a violation of the AU Academic Integrity code, specifically article II.A.4 "dishonesty in papers" and article II.A. 6 "fabrication of data." From the AU Academic Integrity Code: Fabrication of Data: Fabrication is the falsification, distortion, or invention of any information or citation in academic work.

Examples include, but are not limited to, inventing a source, deliberately misquoting, or falsifying numbers or other data. Dishonesty in papers covers, but is not limited to submitting material obtained from another person or company or purchased from either. All papers and materials submitted for a course must be the student's original work unless the sources are cited. An AI tool cannot be the author. As the Committee on Publication Ethics explained, AI tools cannot meet the requirements for authorship as they cannot take responsibility for the submitted work. As non-legal entities, they cannot assert the presence or absence of conflicts of interest nor manage copyright and license agreements.

## Incomplete Policy

At the discretion of the faculty member and before the end of the semester, the grade of I (Incomplete) may be given to a student who, because of extenuating circumstances, is unable to complete the course during the semester. The grade of Incomplete may be given only if the student is receiving a passing grade for the coursework completed. Students on academic probation may not receive an Incomplete. The instructor must provide in writing to the student the conditions, which are described below, for satisfying the Incomplete and must enter those same conditions when posting the grades for the course. The student is responsible for verifying that the conditions were entered correctly.

Conditions for satisfying the Incomplete must include what work needs to be completed, by when the work must be completed, and what the course grade will be if the student fails to complete that work. At the latest, any outstanding coursework must be completed before the end of the following semester, absent an agreement to the contrary. Instructors will submit the grade of I and the aforementioned conditions to the Office of the University Registrar when submitting all other final grades for the course. If the student does not meet the conditions, the Office of the University Registrar will assign the default grade automatically.

The Associate Dean of the Academic Unit, with the concurrence of the instructor, may grant an extension beyond the agreed deadline, but only in extraordinary circumstances. Incomplete courses may not be retroactively dropped. An Incomplete may not stand as a permanent grade and must be resolved before a degree can be awarded.

[More information on AU Regulations and Policies.](#)

## Course Schedule

### Week 1: January 16 – Introduction and Overview

#### *Key Topics:*

- What do we mean by energy security, by geopolitics of energy?
- Looking at energy supplies/needs in terms of geopolitical opportunities as well as dangers.

#### **Required Readings:**

Van de Graff and Sovacool. Introduction pp 1 – 19; Energy and Security: Fueling Geopolitics and War pp 53 – 72.

IEA *World Energy Outlook* [Executive Summary](#) 2024.

Conway, Ed, *Material World the Six Raw Materials that Shape Modern Civilization*, 2024. pp 309 – 326.

Baskaran, Gracelin, and Cahill, Ben, [Six New BRICs: Implications for Energy Trade](#) CSIS, Aug. 2023.



## Week 2: January 23 – The Geopolitics of Oil part 1: Creating a Model for Energy Geopolitics

### Key Topics:

- International oil production and trade in the early/mid 20<sup>th</sup> century.
- Oil shocks, embargoes, and disruptions of the 1970's and early 1980's.
- International coordination/governance: OPEC and the IEA.

### Required Readings:

Van de Graff and Sovacool, "The History and Functioning of Energy Markets", pp 20 – 49;

"Energy and Security: Fueling geopolitics and war?" pp 53 – 66.

Yergin, pp 193 – 252; 272 – 290.

Claes, Dag Harald, and Garavini, Giuliano, *Handbook of OPEC and the Global Energy Order: Past, Present, and Future Challenges*, Chapter I, pp 1 – 12, and Chapter 26, Colgan, Jeff D., "OPEC as a Political Club", pp. 312 – 343.

Conway, pp. 350 – 360.

AlMuhanna, Ibrahim, *Oil leaders: An insider's account of four decades of Saudi Arabia and OPEC's global energy policy*. Columbia University Press. 2022. Introduction, especially pp 7 – 14, and Chapter 1 "Ahmed Zaki Yamani Good Start Difficult Ending" especially pp 16 – 30 and pp 35 – 36.

***NOTE: Students should begin thinking about the country whose energy security and the resultant geopolitical situation/threats/opportunities that they will want to investigate over the course of the semester. Students will need to inform the professor of their choice of country by the time the class meets January 30.***

## Week 3: January 30 – The Geopolitics of Oil part 2: Markets, Politics, and Governance Today

### Key Topics:

- New production methods mean new supplies and suppliers.
- Saudi Arabia and the Arab Gulf oil producers.
- OPEC+.

### Required Readings:

Yergin, pp 272 – 323.

Van de Graff and Sovacool, "Energy and the Economy: Powering Growth and Prosperity," pp. 84 – 95, 195 – 223.

Fathallah, Hadi, "[Saudi Energy Policy and the Global Order](#)", Carnegie Endowment for International Peace, 2023.

Fartouh, B. (2024). Saudi oil policy: Continuity and change in the era of the energy transition. In J. Sfakianakis (Ed.), *The economy of Saudi Arabia in the 21<sup>st</sup> century*. Oxford University Press. [Saudi Oil Policy: Continuity and Change in the Era of Energy Transition](#), 2024.

Young, Karen E, "[How Saudi Arabia Sees the World](#)", *Foreign Affairs*, 2022.  
Conway, pp. 361- 368.

AlMuhanna, Chapter 8 “Barack Obama, Donald Trump, and Joe Biden A Revolving U.S. Energy Policy”

### **Supplementary:**

Supplying the Keystone Pipeline: [Video showing how oil is produced from Alberta's oil sands](#)

Bloomberg video: [Hydraulic fracturing and directional drilling](#)

Noble Energy video: [Drilling and Fracking an Oil or Gas Well](#)

***DUE WHEN CLASS MEETS: The country each student intends to investigate and analyze over the semester. If more than one student has chosen a particular country, they can confer with the professor to deconflict/choose other countries for the semester study.***

### **Week 4: February 6 – Natural Gas and Its Evolution into a Foreign Policy Factor**

*Guest Speaker: Samantha Carl-Yoder, Chair of International Practice, Brownstein Hyatt Farber, Schreck; former senior State Department official*

#### *Key Topics:*

- Evolution of natural gas production and markets, including fracking, LNG and new global suppliers.
- Russia, Gazprom, and European energy security.
- Gas as an alternative for coal.

### **Required Reading:**

Yergin, pp 102 – 114; 253 – 258.

Van de Graaf and Sovacool, pp. 34 – 42.

IEA, Special Report: [Golden Rules for a Golden Age of Gas \(pdf\)](#) Golden Rules for a Golden Age of Gas, Executive Summary and Chapter 1 “Addressing Environmental Rules”, pp. 9 – 61. 2012.

### **Week 5: February 13 – Renewables: Meeting the Need for Low-Carbon Energy**

#### *Key Topics:*

- Growth of wind, solar, and electric vehicles.
- Geopolitical impacts of a growing demand for lithium, copper, rare earths and other materials essential to a lower carbon future.
- Implications of changing global attitudes towards nuclear energy.
- What role for IRENA and a changing IEA.
- Have the economics of the clean energy transition “simply taken over”?



Monitoring Electricity Security is Essential pp. 76-87.

*Foreign Policy*, [The Next AI Debate Is About Geopolitics](#), October, 2024.

McGeady, Cy, CSIS, [Powering the Commanding Heights: The Strategic Context of Emergent U.S. Electricity Demand Growth](#), October, 2024.

Particularly note the Issue and Introduction sections, Implications for the U.S. Electric Power Sector, and Implications for U.S. Energy Security.

## **Week 7: February 27 – Energy Poverty – Meeting a Continued Global Demand for Energy**

**NOTE:** *The first draft of the memo to a chosen country’s leadership on the country’s energy security situation and its geopolitical implications is due 11:59 pm February 24.*

*Key Topics:*

- Overall global energy demand expectations for the next 30 years.
- Energy poverty within and outside the Global South.
- Financial and other support for a global energy transition.

### **Required Reading:**

Birol, Fatih and Ruto, William, “[New Energy Pact for Africa](#)”, IEA, July, 2023;  
[A Vision for Clean Cooking Access for All](#)

IEA, [Africa Energy Outlook 2022](#)

Van de Graff and Sovacool, pp 73 – 84; 119 – 139.

## **Week 8: March 6 – The United States**

*Key Topics:*

- The shift from energy insecurity back to international energy supplier.
- U.S. military and diplomatic prowess as factors in global energy security.
- Making and living up to energy-use related promises.
- Where does the new administration seem likely to go?

### **Required reading:**

Yergin, pp. 58 – 66; 452 – 464.

Van de Graaf and Sovacool, pp. 171 – 179.

State Department “[Review of the Current U.S. Global Energy Policy Priorities](#)”, November, 2023.

Banco, Erin, “[U.S. Scrambling to Avoid Another Foreign Policy Crisis in Congo](#)”, *Politico*, November, 2023.

Senate Energy and Commerce Committee, [Senate Confirmation Hearing for Chris Wirth to be Secretary of Energy](#), 2025.

U.S. Department of Energy, [Secretary Wright Acts to Unleash Golden Era of American Energy Dominance](#), 2025.

ABC News, [What to know about Trump's Nominee for Secretary of Energy Chris Wirth](#), 2025.

## **Week 9: March 13 – No Class, Spring Break**

## **Week 10: March 20 – China’s Role in Energy Geopolitics**

### *Key Topics:*

- China’s energy demand trends and their global implications.
- The energy geostrategic picture from Beijing’s point of view.
- The role of Chinese firms in the transition to a lower carbon future.

### Required Reading:

Yergin, pp. 129 – 190.

Van de Graaf and Sovacool, pp.183 – 184.

Lu, Christina, *Foreign Policy*, [Beijing Tightens its Grip on the Critical Minerals Sector](#) 2023.

Oxford Energy Institute, [Taking Stock of China and the Geopolitics of Energy](#), 2023.

In particular read:

Meidan, Michal, “How China thinks about energy security under the energy transition”

Sanderson, Henry, “What counts as derisking: The geopolitics of energy and China”

Speed, Philip Andrews, “Critical minerals for a low carbon energy transition: Why China matters”

Nakano, Jane, “U.S.-China relations and the global energy security transition”

Chen, Dongmei, “The evolving energy relations between China and the Gulf Cooperation Council”

Mukherjee, Mohun, “Complexities in the energy sector relationship between India and China in 2023”

## **Week 11: March 27 – EU and European Energy Security: Vulnerabilities and Ambitions**

### *Key Issues:*

- EU energy and climate policies.
- The scramble for energy in the aftermath of Russia’s full-scale invasion of Ukraine.
- The global reach of EU regulations and their economic and other geopolitical consequences.
- Cooperation and friction between the U.S. and EU.

### **Required reading:**

Van de Graaf and Sovacool, pp.179 – 182.

Atlantic Council, August, 2023. [Transforming Ukraine into a European Energy Hub](#)

## **Week 12: April 3 – India’s Development and Energy Needs in the Global Equation**

Key Issues:

- India's current and expected future energy demand picture.
- Can India meet growing energy needs and decarbonize a fossil-fuel energy mix?
- Any hope for TAPI (Turkmenistan-Afghanistan-Pakistan-India gas pipeline)?
- Energy security and India's foreign policy: how to manage competing pressures.

**Required Reading:**

Yergin, pp 188 – 190, 222 – 224, 407 – 410.

Van de Graaf and Sovacool, pp.185 – 187.

IEA, [India Energy Outlook 2021](#)

Majumder, Piyali, Mathur, Somya, and Pohit, Sanjib, "[Smoky Affair. EU's CABM is unfair in principle](#)", National Council of Applied Economic Research, 2023.

Prudhan, Sanjay Kumar, *India's Quest for Energy through Oil and Natural Gas*, "[Conceptual Frameworks](#)" pp 11 -27, "[The Way Forward](#)" pp. 221 – 234, 2020.

**Week 13: April 10 – Russia**

*Guest Speaker: Dr. Benjamin Schmidt, Senior Fellow, University of Pennsylvania, former State Department official*

*Key Issues:*

- Russia's past, current, and potential role in international energy markets.
- Russia and Ukraine: Russia targets Ukraine's energy sector, others target Russian energy exports.
- How successful are measures to restrict Russian oil and gas exports? Could more be done?

**Required Reading:**

Yergin, pp. 69 – 126.

Van de Graaf and Sovacool, pp.187 – 189.

Demarais, Agathe, *Foreign Policy*, [How Russia Evaded the Oil Price Cap](#) 2023.

Ilyushina, Mary and Dixon, Robyn, *Washington Post*, [Gazprom stumbles towards a more modest future](#) 2025

**Week 14: April 17 – Iran and Venezuela – Sanctioned Global Energy Actors**

*Key Issues:*

- Iranian and Venezuelan hydrocarbon reserves and production capabilities.
- U.S. and international sanctions.

- How much of a connection can we draw between energy receipts and Iranian/Venezuelan policies and ambitions?

### Required Readings:

Yergin, pp 206 – 235,

Congressional Research Service, [Venezuela: Overview of U.S. Sanctions](#), 2022.

Palacio, Luisa and Monaldi, Francisco, [Venezuela Oil Sanctions: Not an Easy Fix](#), 2022.

Abrams, Elliott, [The Price of Oil and Human Rights](#) , 2023.

Falconer, Rebecca, Axios,

[US eases oil sanctions on Venezuela after Maduros election deal](#), 2023.

State Department, “[Senior Administration Officials on Venezuela](#)”, Oct., 2023.

### Week 15: April 24 – Tying it all together: Drawing from Energy Forecasts to Project Geopolitical Developments

#### Key Issues:

- Pulling from class discussions and individual projects, how will international relations be affected by energy sectors over the next 5, 10, 20 years?
- How much can we/the United States change things when it comes to the geopolitics of energy?
- If advising the U.S. government, what would be your suggestions for its international energy security policy?

### Required readings:

Yergin, pp. 431 – 451.

Van de Graaf and Sovacool, pp. 224 – 233.

Cekuta, [The Changing Geopolitics of Energy: It's Essential for States to Update Their Energy Policies](#) 2023.

***NOTE: The final version of the memo to a country’s leadership examining the country’s energy situation, the geopolitical factors affecting it, and steps that country’s leadership might take to address these challenges to strengthen its energy and national security or steps it might take to utilize its energy situation to the country’ international advantage is due 11:59 p.m., Monday, April 28.***

### University-Wide Policies

#### Academic Integrity

Standards of academic conduct are set forth in the university’s [Academic Integrity Code](#). By registering for this course, students have acknowledged their awareness of the Academic Integrity Code and they are obliged to become familiar with their rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly and

disciplinary action will be taken should violations occur. This includes cheating, fabrication, and plagiarism.

#### *Defining and Reporting Discrimination and Non-Title IX Sexual Misconduct Policy*

American University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. The University does not discriminate on the basis of race, color, national origin, religion, sex, pregnancy or parenting, age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under applicable federal and local laws and regulations (collectively "Protected Bases") in its programs and activities. The University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, rape, sexual assault, sexual exploitation and stalking.

As a faculty member, I am required to report discriminatory or harassing conduct to the university if I witness it or become aware of it – regardless of the location of the incident. There are four confidential resources on campus if you wish to speak to someone who is not required to report: Counseling Center, victim advocates in OASIS, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center. If you experience any of the above, you have the option of filing a report with [University Police](#) (202-885-2527), the [Office of the Dean of Students](#) ([dos@american.edu](mailto:dos@american.edu) or 202-885-3300), or the [Title IX Office](#) (202-885-8080 or [TitleIX@american.edu](mailto:TitleIX@american.edu)). For more information, including a list of supportive resources on and off-campus, contact [OASIS](#) ([oasis@american.edu](mailto:oasis@american.edu) or 202-885-7070) or check out the [Support Guide on the Title IX webpage](#).

Review the complete [Discrimination and Non-Title IX Sexual Misconduct Policy](#).

#### *Defining and Reporting Title IX Sexual Harassment Policy*

American University does not discriminate on the basis of sex in the education program or activity that it operates, which includes admission and employment. Consistent with the procedures set forth and referenced in this Policy, the University will take steps to eliminate Title IX Sexual Harassment, prevent its recurrence, and remedy any discriminatory effects for members of the AU Community.

It is the responsibility of every member of the AU Community to foster an environment free of Title IX Sexual Harassment. All members of the AU Community are encouraged to take reasonable and prudent actions to prevent or stop an act of Title IX Sexual Harassment. Taking action may include direct intervention when safe to do so, enlisting the assistance of friends, contacting law enforcement, or seeking assistance from a person in authority.

AU Community members employed by the University (including student employees, such as teaching assistants, resident assistants, and orientation leaders) and individuals covered by the University's Out-of-State Staffing Policy have a duty to report Title IX Sexual Harassment to the [Title IX Coordinator](#) (202-885-8080), when they become aware of such conduct.

Review the complete [Title IX Sexual Harassment Policy](#).



### *Emergency Preparedness*

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the University be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or the use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU email and Canvas, while students must inform their faculty immediately of any emergency-related absence. Students are responsible for checking their AU email regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the [AU website](#), and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college specific information.

### *Student Code of Conduct*

The central commitment of American University is the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community. The [Student Code of Conduct](#) is designed to benefit the American University community and to assist in forming the highest standards of ethics and morals among its members. By registering for this course, students have acknowledged their awareness of the Student Code of Conduct and they are obliged to become familiar with their rights and responsibilities as defined by the Code.

### *Religious Observances*

Students will be provided the opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes. Please send this notification through email to the professor. For additional information, see American University's [religious observances policy](#).

### *Use of Student Work*

The professor will use academic work that you complete for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.

## **Academic Support Services**

### *Academic Success Coaching*

[Academic Success Coaching](#) is a free one-on-one meeting between a student and a professional academic coach to build or enhance time management, organizational, reading, notetaking, test taking and study skills. Students can work with an academic coach to develop an academic action plan, better understand how to break down large assignments, and discuss overcoming procrastination. Coaching services are open to all students. (Location in Clark Hall Rooms 106/113 – Schedule appointments on the [Academic Coaching You Can Book Me](#) – [academiccoaching@american.edu](mailto:academiccoaching@american.edu))

### *ASAC Tutoring Lab*

The [ASAC Tutoring Lab](#) provides free one-on-one and drop-in tutoring for selected courses in disciplines such as accounting, biology, chemistry and economics. In your 30 minutes or hour appointment, a peer tutor can assist with understanding course content, providing hands-on practice, and discussing best strategies for studying. ([Schedule tutoring appointments on WC Online](#) – [tutoring@american.edu](mailto:tutoring@american.edu))

### *International Student & Scholar Services*

[International Student & Scholar Services](#) has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources. (202-885-3350, Butler Pavilion 410).

### *Mathematics & Statistics Tutoring Lab*

The [Mathematics & Statistics Tutoring Lab](#) provides free drop-in tutoring and scheduled one-on-one tutoring appointments to American University students for exam review, homework assignments, and understanding concepts. The Lab tutors Mathematics concepts up to Calculus II and Statistics concepts up to Intermediate Statistics. (Drop-in to Don Myers Building Room 103 or [Schedule tutoring appointments on WC Online](#))

### *Supplemental Instruction*

[Supplemental Instruction](#) (SI) is a free group tutoring program that supports historically challenging courses in disciplines such as accounting, biology, chemistry and economics. SI Leaders facilitate weekly group review sessions that reiterate course content. In your one or two hour session, an SI Leader can assist with learning course concepts, facilitating group learning, and sharing best strategies for studying and note taking. ([siprogram@american.edu](mailto:siprogram@american.edu))

### *Writing Center*

The [Writing Center](#) offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. (Bender Library – 1st Floor Commons – [Schedule tutoring appointments on WC Online](#) – 202-885-2991)

## **Student Support Services**

### *Center for Diversity & Inclusion (CDI)*

[CDI](#) is dedicated to enhancing LGBTQ, multicultural, first-generation, and women's experiences on campus and to advancing AU's commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center (202-885-3651, MGC 201 & 202).

### *Counseling Center*

The Counseling Center offers a variety of psychological services, online resources, and referrals

to off-campus mental health care. Please visit the Center's website for more information: [www.american.edu/counseling](http://www.american.edu/counseling).

#### *Dean of Students Office*

The Office of the Dean of Students offers individual meetings to discuss issues that impact the student experience including academic, social, and personal matters. Staff work with students and make referrals to appropriate campus resources for resolution.

Additionally, while academic regulations state that medical absences are to be excused, if faculty require correspondence to verify the student's explanation, medical documentation should be submitted to the Office of the Dean of Students ("DOS"). The DOS staff will review the documentation and verify the medical excuse. Faculty have the discretion to approve absences and do not need permission from the Office of the Dean of Students to excuse absences. Students should be referred to the Office of the Dean of Students only if faculty require further proof or if they have concerns about the impact of absences on the student's ability to succeed (202-885-3300; Butler Pavilion 408; [www.american.edu/dos](http://www.american.edu/dos))

#### *Food and Housing Insecurity Statement*

Students facing challenges securing food or housing should be referred to the Office of the Dean of Students ([www.american.edu/dos](http://www.american.edu/dos) or 202-885-3300) for support and referral to resources.

#### *Office of Advocacy Services for Interpersonal and Sexual Violence*

[OASIS](http://www.american.edu/oasis), which is housed within the Health Promotion & Advocacy Center (HPAC), provides free and confidential advocacy services for students who have experienced sexual assault, dating or domestic violence, sexual harassment, and/or stalking. These services are available during office hours, Monday through Friday to all students and to friends and family members of survivors. To schedule an appointment with one of the two confidential victim advocates, book via <http://auhpac.youcanbook.me>. The advocates are also available via email ([oasis@american.edu](mailto:oasis@american.edu)) or by phone (202-885-7070). HPAC/OASIS is located in Hughes Hall, Suite 105.

#### *Respect for Diversity*

As stated in [the American University Discrimination and Non-Title IX Sexual Misconduct Policy](#):

"American University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. The University does not discriminate on the basis of race, color, national origin, religion, sex, pregnancy or parenting, age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under applicable federal and local laws and regulations (collectively "Protected Bases") in its programs and activities. The University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, rape, sexual assault, sexual exploitation and stalking."

The above website includes further details, including how to report instances of discrimination and your responsibilities as a member of the campus community in relation to the policy; you are strongly encouraged to familiarize yourself further with this policy.

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As a student, you are able to change how your preferred/proper name shows up through email, Blackboard, and on your AU ID Card. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your preferred/proper name, you can do so by looking at the [guidelines and frequently asked questions](#) from the Center for Diversity and Inclusion.

#### *Students with Disabilities*

If you wish to receive accommodations for a disability, please notify me with a memo from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or [asac@american.edu](mailto:asac@american.edu). For more information, visit AU's [Disability Accommodations web page](#).