

# Energy Law

*A Context and Practice Casebook*

**Joshua P. Fershee**

WEST VIRGINIA UNIVERSITY COLLEGE OF LAW



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# Contents

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Table of Principal Cases	xiii
Series Editor's Preface	xv
<b>Chapter 1 · Introduction to Energy Law</b>	<b>3</b>
A. Introduction	3
B. About This Casebook: Goals and Structure	4
C. A Brief History of Energy Law	4
D. Administrative Law as Energy Law	6
Terry Fox, <i>Challenges to Federal Agency Action</i>	6
<i>Chevron U.S.A., Inc. v. Natural Resources Defense Council, Inc.</i>	10
Notes & Questions	21
<i>BP America Production Co. v. Burton</i>	22
Notes & Questions	29
E. Property & Contract Law as Energy Law	30
<i>U.S. Bank v. Koenig</i>	30
Notes & Questions	33
<b>Chapter 2 · The Business of Energy Law</b>	<b>35</b>
A. Introduction	35
1. Vocabulary and Concepts	35
2. Client Issue	36
B. Business Organizations & Employment Law as Energy Law	36
<i>Amended Shareholder Derivative Complaint for Breach of Fiduciary Duties,</i> <i>Waste of Corporate Assets, Unjust Enrichment, and Violations of the</i> <i>Securities and Exchange Act of 1934</i>	38
Notes & Questions	48
<i>Employment Agreement</i>	48
Notes & Questions	52
C. Antitrust Law as Energy Law	52
Barak Orbach & D. Daniel Sokol, <i>Antitrust Energy</i>	52
<i>Texaco Inc. v. Dagher</i>	61
Notes & Questions	63

D. Mergers and Acquisitions	64
<i>Commission Approves Exelon-PSEG Merger Transaction</i>	64
Department of the Public Advocate, <i>A Citizen's Guide to the Proposed Merger Between Exelon and PSEG</i>	66
Notes & Questions	71
E. Entity Structure and Fiduciary Duties	72
<i>Sinclair Oil Corporation, Defendant Below, Appellant, v. Francis S. Levien, Plaintiff Below, Appellee</i>	72
Notes & Questions	76
<b>Chapter 3 · Minerals and Mineral Rights: Coal, Oil, &amp; Gas</b>	79
A. Introduction	79
1. Vocabulary and Concepts	79
2. Client Issue	80
B. Coal	81
J. Thomas Lane, <i>Fire in the Hole to Longwall Shears: Old Law Applied to New Technology and Other Longwall Mining Issues</i>	81
<i>U.S. Steel v. Hoge</i>	84
Notes & Questions	93
C. Oil and Gas	94
1. Vocabulary	94
2. Basic Concepts	95
David E. Pierce, <i>Minimizing the Environmental Impact of Oil and Gas Development by Maximizing Production Conservation</i>	95
Notes & Questions	98
D. Extraction & Production	99
1. Underground Mining	99
<i>Citizens Coal Council v. Norton</i>	99
2. Mining: Surface & Mineral Rights	106
Dave Fredley, <i>Surface and Mineral Rights and the Weeks Act</i>	106
<i>Hobbs v. Hutson</i>	109
Notes & Questions	111
3. Strip Mining	112
<i>Bragg v. West Virginia Coal Ass'n</i>	112
4. Drilling for Oil & Gas	119
Kent Holsinger and Peter Lemke, <i>Water, Oil, and Gas: A Legal and Technical Framework</i>	119
Notes & Questions	131
5. Hydraulic Fracturing	132
Joshua P. Fershee, <i>The Oil and Gas Evolution: Learning from the Hydraulic Fracturing Experiences in North Dakota and West Virginia</i>	132
Notes & Questions	138
<b>Chapter 4 · Electricity &amp; Related Resources</b>	141
A. Introduction	141
1. Vocabulary and Concepts	141
2. Client Issue	143
B. Electricity Market Overview	144

The Energy Market Competition Task Force, <i>Report to Congress on Competition on Wholesale and Retail Markets for Electric Energy Pursuant to Section 1815 of the Energy Policy Act of 2005</i>	144
Joshua P. Fershee, <i>Atomic Power, Fossil Fuels, and the Environment: Lessons Learned and the Lasting Impact of the Kennedy Energy Policies</i>	153
Notes & Questions	154
The Energy Market Competition Task Force, Part II: <i>Report to Congress on Competition on Wholesale and Retail Markets for Electric Energy Pursuant to Section 1815 of the Energy Policy Act of 2005</i>	155
The Influence of Price on Generation	167
EIA, <i>Future Power Market Shares of Coal, Natural Gas Generators Depend on Relative Fuel Prices</i>	167
Notes & Questions	168
C. Generation Resources	169
1. Coal	169
Current State and Future Direction of Coal-Fired Power in the Eastern Interconnection	169
2. Natural Gas	172
<i>Gas-Power Interdependence: Knock-On Effects of the Dash to Gas</i>	172
Notes & Questions	177
3. Nuclear	178
Sharon Squassoni, <i>Nuclear Power in the Global Energy Portfolio</i>	178
Notes & Questions	184
4. Hydropower	184
<i>The History of Hydropower Development in the United States</i>	184
Hydropower: Environmental Issues	191
Summary: <i>National Wildlife Federation v. National Marine Fisheries Service</i>	191
Notes & Questions	194
5. Renewables	194
Renewable Electricity Futures Study: Executive Summary	195
<i>Climate Change 1995: The IPCC Second Assessment Report</i>	204
Notes & Questions	207
<i>Enrolled Committee Substitute for H. B. 2803</i>	207
<b>Chapter 5 · Economic Regulation and Market Structure</b>	209
A. Introduction	209
1. Vocabulary and Concepts	209
2. Client Issue	210
3. Ratemaking	211
John S. Moot, <i>Economic Theories of Regulation and Electricity Restructuring</i>	211
<i>People ex rel. Madigan v. Illinois Commerce Comm'n</i>	218
B. Electricity	226
Michael Keegan, <i>Bargaining for Power: Resolving Open Questions from NRG Power Marketing, LLC v. Maine Public Utilities Commission</i>	226
<i>NRG Power Mktg., LLC v. Maine Pub. Utilities Comm'n</i>	232
Notes & Questions	239

Joshua P. Fershee, <i>Misguided Energy: Why Recent Legislative, Regulatory, and Market Initiatives Are Insufficient to Improve the U.S. Energy Infrastructure</i>	239
<i>Southwest Power Pool, Inc. v. Federal Energy Regulatory Commission</i>	254
Notes & Questions	258
C. Natural Gas	258
<i>United Distribution Companies v. F.E.R.C.</i>	258
Notes & Questions	281
<b>Chapter 6 · Energy and Environmental Regulation and Policies</b>	<b>283</b>
A. Introduction	283
1. Vocabulary and Concepts	283
2. Client Issue	284
B. Environmental Laws	285
1. Clean Air Act	285
<i>Understanding the Clean Air Act</i>	285
2. Clean Water Act	286
<i>Summary of the Clean Water Act</i>	286
EPA, <i>History of the Clean Water Act</i>	287
<i>The Clean Water Act: Protecting and Restoring Our Nation's Waters</i>	288
EPA, <i>Core Programs to Protect and Restore the Nation's Waters</i>	288
3. NEPA	290
EPA, <i>National Environmental Policy Act (NEPA)</i>	291
<i>National Wildlife Federation, et al., Petitioners, v. Federal Energy Regulatory Commission, Respondent, The City of Fort Smith, Arkansas, Intervenor.</i>	294
Notes & Questions	302
C. Energy Incentives and Mandates: Traditional and Renewable Resources	302
Joshua P. Fershee, <i>Promoting an All of the Above Approach or Pushing (Oil) Addiction and Abuse?: The Curious Role of Energy Subsidies and Mandates in U.S. Energy Policy</i>	302
Notes & Questions	310
<i>New Mexico Industrial Energy Consumers v. New Mexico Public Regulation Commission</i>	311
Notes & Questions	321
<b>Chapter 7 · Climate Change Law &amp; Policy</b>	<b>323</b>
A. Introduction	323
1. Vocabulary and Concepts	323
2. Client Issue	324
3. The Regional Greenhouse Gas Initiative (RGGI)	325
<i>Regional Greenhouse Gas Initiative</i>	325
3. The Western Climate Initiative (WCI)	325
<i>The Western Climate Initiative, Design Summary</i>	325
4. The Kyoto Protocol	327
<i>United Nations Framework Convention on Climate Change</i>	327
Notes & Questions	329
B. U.S. Climate Law and Regulation	330
<i>Massachusetts v. EPA</i>	330
Notes & Questions	342

C. Adaptation & Mitigation	344
<i>Re California Institute for Climate Solutions</i>	344
Notes & Questions	357
<b>Chapter 8 · The Unique Nature of the Transportation Sector</b>	<b>361</b>
A. Introduction	361
1. Vocabulary and Concepts	361
2. Client Issue	362
B. Promoting Efficiency	363
<i>Center for Biological Diversity v. National Hwy. Traffic Safety Administration</i>	363
Notes & Questions	379
Environmental Protection Agency, Office of Transportation and Air Quality, <i>EPA Issues New Test Methods for Fuel Economy Window Stickers</i>	380
C. Influencing U.S. Gas Prices	381
<i>Gasoline Price Changes: The Dynamic of Supply, Demand, and         Competition</i>	382
Notes & Questions	392
D. Beyond Gasoline	393
Joshua P. Fershee, <i>Struggling Past Oil: The Infrastructure Impediments         to Adopting Next-Generation Transportation Fuel Sources</i>	393
Notes & Questions	406
<b>Appendix A · Coal</b>	<b>407</b>
A. Coal Production Map	407
B. Coal Production, Consumption, & Exports	408
<b>Appendix B · Oil &amp; Gas (Hydraulic Fracturing)</b>	<b>409</b>
A. West Virginia Horizontal Drilling Laws	409
B. West Virginia Horizontal Well Permit Packet	416
<b>Appendix C · Electricity</b>	<b>441</b>
A. U.S. Transmission Grid	441
B. Federal Power Act	442
<b>Appendix D · Natural Gas</b>	<b>503</b>
A. Natural Gas Pipelines Map	503
B. Natural Gas Act	504
<b>Appendix E · Climate Change</b>	<b>531</b>
A. Maine Revised Statutes: RGGI	531
B. Maine Department of Environmental Protection Regulations	540
Index	627

# Table of Principal Cases

---

- BP America Production Co. v. Burton, 549 U.S. 84 (2006), 22
- Bragg v. West Virginia Coal Ass'n, 248 F.3d 275 (4th Cir. 2001), 112
- Center for Biological Diversity v. National Hwy. Traffic Safety Administration, 538 F.3d 1172 (9th Cir. 2008), 363
- Chevron U.S.A., Inc. v. Natural Resources Defense Council, Inc., 467 U.S. 837 (1984), 10
- Citizens Coal Council v. Norton, 330 F.3d 478 (D.C. Cir. 2003), 99
- Hobbs v. Hutson, 733 S.W.2d 269 (Tex. App. 1987), 109
- Massachusetts v. EPA, 549 U.S. 497 (2007), 330
- National Wildlife Federation, et al., Petitioners, v. Federal Energy Regulatory Commission, Respondent, The City of Fort Smith, Arkansas, Intervenor, 912 F.2d 1471 (D.C. Cir. 1990), 294
- New Mexico Industrial Energy Consumers v. New Mexico Public Regulation Commission, 168 P.3d 105 (N.M. 2007), 311
- NRG Power Mktg., LLC v. Maine Pub. Utilities Comm'n, 558 U.S. 165 (2010), 232
- People ex rel. Madigan v. Illinois Commerce Comm'n, 988 N.E.2d 146 (Ill. App. 2d 2013), 218
- Sinclair Oil Corporation, Defendant Below, Appellant, v. Francis S. Levien, Plaintiff Below, Appellee, 280 A.2d 717 (Del. 1971), 72
- Southwest Power Pool, Inc. v. Federal Energy Regulatory Commission, 736 F.3d 994 (D.C. Cir. 2013), 254
- Texaco Inc. v. Dagher, 547 U.S. 1 (2006), 61
- United Distribution Companies v. F.E.R.C., 88 F.3d 1105 (D.C. Cir. 1996), 258
- U.S. Bank v. Koenig, 650 N.W.2d 820 (N.D. 2002) 30
- U.S. Steel v. Hoge, 468 A.2d 1380 (Pa. 1983), 84



# Series Editor's Preface

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Welcome to a new type of casebook. Designed by leading experts in law school teaching and learning, Context and Practice casebooks assist law professors and their students to work together to learn, minimize stress, and prepare for the rigors and joys of practicing law. **Student learning and preparation for law practice are the guiding ethics of these books.**

Why would we depart from the tried and true? Why have we abandoned the legal education model by which we were trained? Because legal education can and must improve.

In Spring 2007, the Carnegie Foundation published *Educating Lawyers: Preparation for the Practice of Law* and the Clinical Legal Education Association published *Best Practices for Legal Education*. Both works reflect in-depth efforts to assess the effectiveness of modern legal education, and both conclude that legal education, as presently practiced, falls quite short of what it can and should be. Both works criticize law professors' rigid adherence to a single teaching technique, the inadequacies of law school assessment mechanisms, and the dearth of law school instruction aimed at teaching law practice skills and inculcating professional values. Finally, the authors of both books express concern that legal education may be harming law students. Recent studies show that law students, in comparison to all other graduate students, have the highest levels of depression, anxiety and substance abuse.

**The problems with traditional law school instruction begin with the textbooks law teachers use.** Law professors cannot implement *Educating Lawyers* and *Best Practices* using texts designed for the traditional model of legal education. Moreover, even though our understanding of how people learn has grown exponentially in the past 100 years, no law school text to date even purports to have been designed with educational research in mind.

The Context and Practice Series is an effort to offer a genuine alternative. Grounded in learning theory and instructional design and written with *Educating Lawyers* and *Best Practices* in mind, Context and Practice casebooks make it easy for law professors to change.

I welcome reactions, criticisms, and suggestions; my e-mail address is mhschwartz@ualr.edu. Knowing the author(s) of these books, I know they, too, would appreciate your

input; we share a common commitment to student learning. In fact, students, if your professor cares enough about your learning to have adopted this book, I bet s/he would welcome your input, too!

Michael Hunter Schwartz, Series Designer and Editor  
Co-Director, Institute for Law Teaching and Learning  
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