

**INTS 421/621: POLITICAL ECONOMY OF RESOURCE EXTRACTION
FALL 2019**

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Office: Charles J. McCaffrey Hall, Room 3034
Office Hours: Mondays 12:00 to 2:00 PM or by appointment
Class Location: Room 10-4560
Class Time: Tuesdays 2:30 PM to 5:20 PM

COURSE DESCRIPTION & OBJECTIVES

This course examines the political economy and ecology of natural resource extraction by delving into such issues as the socio-economic, political, human and environmental dimensions of extractive activities globally. Specific cases studies will be used to explore the concepts of corporate social responsibility, social and environmental justice, sustainable livelihoods, community development, and governance at both domestic and global levels. The first three weeks will be focused on theoretical perspectives, followed by specific issues of interest to the extractive industry as well as governance mechanisms and their contestations. At the end of the course, students will better appreciate the multiple players, structures and discontents that underlie this topic, and should also be able to engage in both empirical and theoretical discussions around the different dimensions of natural resource extraction and its manifestations around the world.

The objectives of the course are as follows:

1. Introducing students to the theory and practical applications of political economy and political ecology
2. Preparing students to apply abstract theoretical formulations to a number of specific issues and topics relevant to resource extraction
3. Getting students acquainted with a variety of ideas and normative instruments that govern several aspects of extraction, including their contestations
4. Helping students develop some expertise on at least one resource-rich country
5. Enhancing the interpersonal communication skills of students through group activities and general class participation
6. Familiarizing students with critical thinking, research and academic writing
7. Developing the leadership skills and confidence of students through seminar presentations

REQUIREMENT & EVALUATION

The final mark/grade that students receive in this class will be a direct reflection of their input throughout the term. Unless under special circumstances, which require written explanation, students are required to complete all components of the course in order to receive a passing grade. Assignments and tests will be assigned percentages with a corresponding letter grade. The distribution of the marks will be as follows:

Seminar Participation	20%	
Seminar Presentation(s)	25%	
Critical Book Review	20%	due Oct. 29 (in class)
Research Paper Abstract	5%	due Nov. 5 (in class)
Research Paper	30%	due Friday Nov. 29 (4:00 p.m.)

GRADING SCHEME/SCALE:

All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the approved scale from the UNBC Calendar: <http://www.unbc.ca/calendar/undergraduate/regulations>

Grading Scale: Undergraduate Students

Numerical Mark (%)	Grade Value	Grade Point (Definition)
90-100	A+	4.33 (Excellent standing)
85-89.9	A	4.0
80-84.9	A-	3.67
77-79.9	B+	3.33 (Good standing)
73-76.9	B	3.0
70-72.9	B-	2.67
67-69.9	C+	2.33 (Satisfactory standing)
63-66.9	C	2.00
60-62.9	C-	1.67 (Marginal standing)
57-59.9	D+	1.33
53-56.9	D	1.00
50-52.9	D-	0.67
0-49.9	F	0.00 (Failure)

For graduate students enrolled in this class, the grading scheme which can be found at: <http://www.unbc.ca/calendar/graduate/regulations> From the scale below, passing grade is B- for all courses taken towards a graduate degree. Courses in which achievement is less than B- are assigned a letter grade of “F”.

Grading Scale: Graduate Students

Numerical Mark (%)	Grade Value	Grade Point (Definition)
90-100	A+	4.33 (Excellent standing)
85-89.9	A	4.0
80-84.9	A-	3.67
77-79.9	B+	3.33 (Good standing)
73-76.9	B	3.0
70-72.9	B-	2.67

NOTES:

- Late essays will be subject to a 5% penalty per day, including weekends.
- Majority of the required journal articles are accessible from the library electronic database or via Google Scholar. Upon an email request, instructor can supply those that are not

available. All books for the critical book review are available at the library in either hardcopy or electronic format. Hardcopy versions have been placed on reserve for daily loan periods. For other issues relating to accessing required reading, contact Kealin McCabe at Kealin.McCabe@unbc.ca

STUDENT RESPONSIBILITIES & SERVICES

All students should familiarize themselves with the Academic Regulations and Policies of the UNBC: <http://www.unbc.ca/calendar/undergraduate/general/regulations.html>

This includes an important reminder about exam policy conduct (#s 39-43) and academic offences, such as plagiarism (45).

Other important notes:

Respectful classroom

This has several aspects. One is that all opinions are welcome and recognized as valuable. Another is that texting, being on Facebook, having a cell phone on etc. is disrespectful to the rest of the class and therefore is not permitted. Leaving the room during lecture or discussion time is also disrespectful and should only occur with prior permission. Being prepared for class discussion by keeping up with the reading and doing the assignments is not only beneficial for your own learning but also respectful to your peers with whom you will be working.

Blackboard/Learn

This course has a Blackboard shell. Students should familiarize themselves with Blackboard. PowerPoint slides and other course materials will be posted to the course site. The site will also be used to provide individual feedback on students' in-class participation, seminar presentation, and other assignments.

Deferrals & Grade Appeals

Upon request of a deferral, the student and the instructor will make arrangements for the timely completion of assignments and examinations. All students have the natural and reasonable right to appeal grades given during the term, the final grade of a course, and other academic policies and decisions of the University. The Senate Committee on Academic Appeals is the final adjudicator in such matters. All formal appeals must be made through the Registrar, in writing and with necessary documentation, within 15 working days of the receipt of the decision in question. See regulations 50-54 for more details.

E-mail Protocol

Although a convenient medium of communication, E-mail should be kept to a minimum. Students are encouraged to ask questions in class or visit me in my office hours. When sending email to the instructor (nathan.andrews@unbc.ca), the student should include the course title and the student's name in the subject line. Unidentified email will not be opened. Furthermore, it is the policy of the university to communicate only through UNBC email (i.e. students should use their university accounts to contact the instructor).

Academic Integrity & Plagiarism

Academic integrity comprises the five core fundamental values of honesty, trust, fairness, respect and responsibility (<http://www.academicintegrity.org/icai/home.php>). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Students are expected to understand the rules and regulations regarding academic dishonesty and plagiarism. If you are at all unsure, consult the University Calendar. At this level, the minimum punishment for plagiarism will be an F in the assignment. For more details on these offences and potential outcomes, see <http://www.unbc.ca/calendar/undergraduate/regulations> (sections 45-47).

Extensions

Extensions on assignments are not permitted, except in case of illness or due to serious extenuating circumstance. In the event of illness or serious extenuating circumstance, the student must inform the instructor before the due date, and documentary evidence of the illness or serious extenuating circumstance must be provided to the instructor. In addition, the student must also provide the instructor with a draft of his or her assignment at the time of the illness or serious circumstance that indicates that substantial progress has already been made towards a final product.

Disability & Accommodations

The mandate of the Access Resource Centre (ARC) is to assist in reducing the physical, attitudinal and systemic barriers faced by students with disabilities. Students with disabilities who would like to receive access and academic accommodations through the ARC need to self-identify and register with the centre. For more information, visit this website: <http://www.unbc.ca/access-resource-centre> Students can also email ARC at arc@unbc.ca or visit the office located in the Teaching and Learning Building Room: 10-1048. Students who require other special accommodation due to some form of disability, illness or family emergency should come and discuss possible arrangements with me.

Academic Success Centre

The Academic Success Centre site provides you with access to:

- Free online tutoring
- Downloadable handouts for writing, study skills, math, and presentation skills
- Access to self-assessment sites for learning styles, grammar, math, etc.
- Information about face-to-face tutoring and how to book an appointment
- Special programs and workshops offered through the Centre

ASC services are provided in part by your student services fees - so take advantage of these services and programs. Annually, over one-third of the UNBC student population benefits from accessing ASC programs. Centre staff work with students who wish to improve their skill set to achieve greater success in their studies. Source: www.unbc.ca/academic-success-centre

Week 1: September 10 Introduction

- Introduction & Welcome: Motivation for Class
- Discussion of Course Outline/Requirements
- Assignment of Presentations
- *Required Reading:* Nygren, Anja, and Sandy Rikoon. 2008. "Political ecology revisited: Integration of politics and ecology does matter." *Society and Natural Resources* 21(9): 767-782. Note that there will be a brief discussion of this reading.

Week 2: September 17

Theoretical Perspectives I: Political Economy/Ecology

- Gamble, Andrew. 1995. "The new political economy." *Political Studies* 43(3): 516-530.
- Walker, Peter A. 2007. "Political ecology: Where is the politics?." *Progress in Human Geography* 31(3): 363-369.
- Forsyth, Tim. 2008. "Political ecology and the epistemology of social justice." *Geoforum* 39(2): 756-764.

Further reading:

- Snyder, Richard. 2006. "Does lootable wealth breed disorder? A political economy of extraction framework." *Comparative Political Studies* 39(8): 943-968.
- Walker, Peter A. 2005. "Political Ecology: Where is the Ecology?." *Progress in Human Geography* 29(1): 73-82.
- Adger, W. Neil, Katrina Brown, and Emma L. Tompkins. 2005. "The political economy of cross-scale networks in resource co-management." *Ecology and Society* 10(2): 9.
- Bryant, Raymond L. 1998. "Power, knowledge and political ecology in the third world: A review." *Progress in Physical Geography* 22(1): 79-94.
- Swyngedouw, Erik, and Nikolas C. Heynen. 2003. "Urban political ecology, justice and the politics of scale." *Antipode* 35(5): 898-918.
- Blaikie, Piers. 2012. "Should some political ecology be useful? The inaugural lecture for the Cultural and Political Ecology Specialty Group, Annual Meeting of the Association of American Geographers, April 2010." *Geoforum* 43(2): 231-239.
- Neumann, Roderick P. 2009. "Political Ecology: Theorizing Scale." *Progress in Human Geography* 33(3): 398-406.

Week 3: September 24

Theoretical Perspectives II: Feminist Political Economy/Ecology

- Bakker, Isabella. 2007. "Social reproduction and the constitution of a gendered political economy." *New Political Economy* 12(4): 541-556.
- Cameron, Jenny, and Julie Katherine Gibson-Graham. 2003. "Feminising the economy: metaphors, strategies, politics." *Gender, Place and Culture* 10(2): 145-157.
- Mollett, Sharlene, and Caroline Faria. 2013. "Messing with gender in feminist political ecology." *Geoforum* 45: 116-125.
- Elmhirst, Rebecca. 2011. "Introducing new feminist political ecologies." *Geoforum* 42(2): 129-132.

Further reading:

- Rocheleau, Dianne, and David Edmunds. 1997. "Women, men and trees: Gender, power and property in forest and agrarian landscapes." *World Development* 25(8): 1351-1371.
- Brown, Michael, and Lynn A. Staeheli. 2003. "'Are we there yet?' feminist political geographies." *Gender, Place and Culture: A Journal of Feminist Geography* 10(3): 247-255.
- Jenkins, Katy. 2014. "Women, mining and development: An emerging research agenda." *The Extractive Industries and Society* 1(2): 329-339.
- Lahiri-Dutt, Kuntala. 2015. "The feminisation of mining." *Geography Compass* 9(9): 523-541.
- Adusah-Karikari, Augustina. 2015. "Black gold in Ghana: Changing livelihoods for women in communities affected by oil production." *The Extractive Industries and Society* 2(1): 24-32.
- Jenkins, Katy. 2017. "Women anti-mining activists' narratives of everyday resistance in the Andes: Staying put and carrying on in Peru and Ecuador." *Gender, Place & Culture* 24(10): 1441-1459.

Week 4: October 1

Theoretical Perspectives III: The Resource Curse Thesis

- Davis, Graham and John Tilton. 2005. "The Resource Curse." *Natural Resources Forum* 29 (3): 233-242.
- Papyrakis, Elissaios. 2017. "The resource curse-what have we learned from two decades of intensive research: Introduction to the special issue." *The Journal of Development Studies* 53(2): 175-185.
- Gilberthorpe, Emma, and Dinah Rajak. 2017. "The anthropology of extraction: critical perspectives on the resource curse." *The Journal of Development Studies* 53(2): 186-204.

Further reading:

- Auty, Richard. 2002. *Sustaining development in mineral economies: The resource curse thesis*. London & New York: Routledge.
- Badeeb, Ramez Abubakr, Hooi Hooi Lean, and Jeremy Clark. 2017. "The evolution of the natural resource curse thesis: A critical literature survey." *Resources Policy* 51: 123-134.
- Mehlum, Halvor, Karl Moene, and Ragnar Torvik. 2006. "Institutions and the resource curse." *The economic journal* 116(508): 1-20.
- Roberts, Chris W.J. 2015. "The Other Resource Curse: Extractives as Development Panacea." *Cambridge Review of International Affairs* 28(2): 283-307.
- Hilson, Gavin, and Tim Laing. "Guyana Gold: A Unique Resource Curse?" 2017. *The Journal of Development Studies* 53(2): 229-248.
- Okpanachi, Eyene, and Nathan Andrews. 2012. "Preventing the oil "resource curse" in Ghana: Lessons from Nigeria." *World Futures* 68(6): 430-450.

Week 5: October 8

Corporate Social Responsibility & Social Licence to Operate

- Hilson, Gavin. 2012. "Corporate Social Responsibility in the extractive industries: Experiences from developing countries." *Resources Policy* 37(2): 131-137.
- Frynas, Jędrzej G. 2005. "The false developmental promise of Corporate Social Responsibility: Evidence from multinational oil companies." *International Affairs* 81 (3): 581–598.
- Wilson, Emma. 2016. "What is the social licence to operate? Local perceptions of oil and gas projects in Russia's Komi Republic and Sakhalin Island." *The Extractive Industries and Society* 3(1): 73-81.
- Bice, Sara. 2014. "What gives you a social licence? An exploration of the social licence to operate in the Australian mining industry." *Resources* 3(1): 62-80.

Further reading:

- Parsons, Richard, Justine Lacey, and Kieren Moffat. 2014. "Maintaining legitimacy of a contested practice: How the minerals industry understands its 'social licence to operate'." *Resources Policy* 41: 83-90.
- Owen, John R., and Deanna Kemp. 2013. "Social licence and mining: A critical perspective." *Resources Policy* 38(1): 29-35.
- Luning, Sabine. 2012. "Corporate Social Responsibility (CSR) for exploration: Consultants, companies and communities in processes of engagements." *Resources Policy* 37(2): 205-211.
- Ackah-Baidoo, Abigail. 2012. "Enclave Development and 'Offshore Corporate Social Responsibility': Implications for oil-rich Sub-Saharan Africa." *Resources Policy* 37: 152-159.
- Andrews, Nathan. 2013. "Community Expectations from Ghana's New Oil Find: Conceptualizing Corporate Social Responsibility as a Grassroots-Oriented Process." *Africa Today* 60 (1): 55-75.
- Osei-Kojo, Alex and Nathan Andrews. 2018. "A Developmental Paradox? The 'Dark Forces' against Corporate Social Responsibility in Ghana's Extractive Industry." *Environment, Development & Sustainability*: <https://doi.org/10.1007/s10668-018-0233-9>

October 15 & 22: Instructor expecting new baby ☺ No classes to be held but use class time to complete book review assignment.

Week 6: October 29

Book Review Due (in class)

Community Development & Impact and Benefit Agreements (Australia & Canada)

- O'Faircheallaigh, Ciaran. 2010. "Aboriginal-mining company contractual agreements in Australia and Canada: Implications for political autonomy and community development." *Canadian Journal of Development Studies* 30(1-2): 69-86.
- Cameron, Emilie, and Tyler Levitan. 2014. "Impact and benefit agreements and the neoliberalization of resource governance and indigenous-state relations in northern Canada." *Studies in Political Economy* 93(1): 25-52.
- Heisler, Karen, and Sean Markey. "Scales of benefit: Political leverage in the negotiation of corporate social responsibility in mineral exploration and mining in rural British Columbia, Canada." *Society & Natural Resources* 26(4): 386-401.

Further reading:

- O’Faircheallaigh, Ciaran. 2013. "Women's absence, women's power: indigenous women and negotiations with mining companies in Australia and Canada." *Ethnic and Racial Studies* 36(11): 1789-1807.
- O’Faircheallaigh, Ciaran. 2013. "Community development agreements in the mining industry: an emerging global phenomenon." *Community Development* 44(2): 222-238.
- Papillon, Martin, and Thierry Rodon. 2017. "Proponent-Indigenous agreements and the implementation of the right to free, prior, and informed consent in Canada." *Environmental Impact Assessment Review* 62: 216-224.
- Bowles, Paul, and Fiona MacPhail. 2017. "The town that said “No” to the Enbridge Northern Gateway pipeline: The Kitimat plebiscite of 2014." *The Extractive Industries and Society* 4(1): 15-23.
- Veltmeyer, Henry, and Paul Bowles. 2014. "Extractivist resistance: the case of the Enbridge oil pipeline project in Northern British Columbia." *The Extractive Industries and Society* 1(1): 59-68.

Week 7: November 5 Seminar + Research Day

Artisanal Small-Scale Mining & the Poverty Trap (Africa)

- Hilson, Gavin. 2012. "Poverty Traps in Small-Scale Mining Communities: The Case of sub-Saharan Africa." *Canadian Journal of Development Studies* 33: 180-197.
- Andrews, Nathan. 2015. "Digging for Survival and/or Justice? The Drivers of Illegal Mining Activities in Western Ghana." *Africa Today* 62 (2): 3-24.
- Hilson, Gavin and James McQuilken. 2014. "Four Decades of Support for Artisanal and Small-Scale Mining in sub-Saharan Africa: A Critical Review." *The Extractive Industries and Society* 1(1): 104-118.
- Labonne, Beatrice. 2014. "Who is Afraid of Artisanal Small-Scale Mining (ASM)?" *The Extractive Industries and Society* 1(1): 121-123.

Further reading:

- Persaud, Anthony W., Kevin H. Telmer, Maycira Costa, and Michele-Lee Moore. 2017. "Artisanal and Small-Scale Gold Mining in Senegal: Livelihoods, Customary Authority, and Formalization." *Society & Natural Resources* 30(8): 980-993.
- Fisher, Eleanor. 2007 "Occupying the margins: labour integration and social exclusion in artisanal mining in Tanzania." *Development and Change* 38(4): 735-760.
- Geenen, Sara. 2012. "A dangerous bet: The challenges of formalizing artisanal mining in the Democratic Republic of Congo." *Resources Policy* 37(3): 322-330.
- Maconachie, Roy, and Gavin Hilson. 2011. "Safeguarding livelihoods or exacerbating poverty? Artisanal mining and formalization in West Africa." *Natural Resources Forum* 35(4): 293-303.
- Yakovleva, Natalia. 2007. "Perspectives on female participation in artisanal and small-scale mining: A case study of Birim North District of Ghana." *Resources Policy* 32 (1): 29-41.

- Spiegel, Samuel J. 2009. "Socioeconomic dimensions of mercury pollution abatement: Engaging artisanal mining communities in Sub-Saharan Africa." *Ecological Economics* 68(12): 3072-3083.

Week 8: November 12

Capitalist Accumulation, Human Rights & Social Justice (Latin America)

- López, Emiliano, and Francisco Vértiz. 2015. "Extractivism, transnational capital, and subaltern struggles in Latin America." *Latin American Perspectives* 42(5): 152-168.
- López-Feldman, Alejandro, Jorge Mora, and J. Edward Taylor. 2007. "Does natural resource extraction mitigate poverty and inequality? Evidence from rural Mexico and a Lacandona Rainforest Community." *Environment and Development Economics* 12(2): 251-269.
- Nolin, Catherine, and Jacqui Stephens. 2011. "'We Have to Protect the Investors': 'Development' & Canadian Mining Companies in Guatemala." *Journal of Rural and Community Development* 5(3): 37-70.

****Guest Speaker: Sandra Amongin** (INTS MA Candidate) – TBC for second half of class.

Further reading:

- Andreucci, Diego, and Isabella M. Radhuber. 2017. "Limits to 'counter-neoliberal' reform: Mining expansion and the marginalisation of post-extractivist forces in Evo Morales's Bolivia." *Geoforum* 84: 280-291.
- Zalik, Anna. 2009. "Zones of exclusion: Offshore extraction, the contestation of space and physical displacement in the Nigerian Delta and the Mexican Gulf." *Antipode* 41(3): 557-582.
- Bebbington, Anthony. 2009. "Latin America: Contesting extraction, producing geographies." *Singapore Journal of Tropical Geography* 30(1): 7-12.
- Himley, Matthew. 2013. "Regularizing extraction in Andean Peru: Mining and social mobilization in an age of corporate social responsibility." *Antipode* 45(2): 394-416.
- Bennett, Nathan James, Hugh Govan, and Terre Satterfield. 2015. "Ocean grabbing." *Marine Policy* 57: 61-68.
- Borrás Jr, Saturnino M., Cristóbal Kay, Sergio Gómez, and John Wilkinson. 2012. "Land grabbing and global capitalist accumulation: Key features in Latin America." *Canadian Journal of Development Studies* 33(4): 402-416.

Week 9: November 19

Environmental Justice, Sustainability & Governance

- Schlosberg, David. 2013. "Theorising environmental justice: The expanding sphere of a discourse." *Environmental Politics* 22(1): 37-55.
- White, Rob. 2013. "Resource extraction leaves something behind: Environmental justice and mining." *International Journal for Crime, Justice and Social Democracy* 2(1): 50-64.
- Vincent, Eve, and Timothy Neale. 2017. "Unstable relations: A critical appraisal of indigeneity and environmentalism in contemporary Australia." *The Australian Journal of Anthropology* 28(3): 301-323.

- Downey, Liam, Eric Bonds, and Katherine Clark. 2010. "Natural resource extraction, armed violence, and environmental degradation." *Organization & Environment* 23(4): 417-445.

Further reading:

- Clapp, Jennifer. 1998. "The privatization of global environmental governance: ISO 14000 and the developing world." *Global Governance* 4(3): 295-316.
- Adger, W. Neil. 2006. "Vulnerability." *Global Environmental Change* 16(3): 268-281.
- Cassels, Susan, Sara R. Curran, and Randall Kramer. 2005. "Do migrants degrade coastal environments? Migration, natural resource extraction and poverty in North Sulawesi, Indonesia." *Human Ecology* 33(3): 329-363.
- Thapa, Shova, and Daniel S. Chapman. 2010. "Impacts of resource extraction on forest structure and diversity in Bardia National Park, Nepal." *Forest Ecology and Management* 259(3): 641-649.
- Bozigar, Matthew, Clark L. Gray, and Richard E. Bilsborrow. 2016. "Oil extraction and indigenous livelihoods in the northern Ecuadorian Amazon." *World Development* 78: 125-135.
- Martinez-Alier, Joan. 2012. "Environmental justice and economic degrowth: An alliance between two movements." *Capitalism Nature Socialism* 23(1): 51-73.
- Martinez-Alier, Joan, Leah Temper, Daniela Del Bene, and Arnim Scheidel. 2016. "Is there a global environmental justice movement?." *The Journal of Peasant Studies* 43(3): 731-755.

Week 10: November 26

Research Paper due on Nov. 29

Global Governance & Accountability: Survey of Four Norms

- J. Andrew Grant and Ian Taylor. 2004. "Global Governance and Conflict Diamonds: The Kimberley Process and the Quest for Clean Gems." *The Round Table* 93(375): 385-401.
- Soederberg, Susanne. 2007. "Taming Corporations or Buttressing Market-Led Development? A Critical Assessment of the Global Compact." *Globalizations* 4(4): 500-513.
- Aaronson, Susan A. 2011. "Limited Partnership: Business, Government, Civil Society, and the Public in the Extractive Industries Transparency Initiative (EITI)." *Public Administration and Development* 31(1): 50-63.
- Santoro, Michael A. 2015. "Business and Human Rights in Historical Perspective." *Journal of Human Rights* 14 (2): 155-61.

Further reading:

- Andrews, Nathan. 2019. "Normative spaces and the UN Global Compact for transnational corporations: the norm diffusion paradox." *Journal of International Relations and Development* 22(1): 77-106.
- Alorse, Raynold Wonder, W.R. Nadège Compaoré and J. Andrew Grant. 2015. "Assessing the European Union's Engagement with Transnational Policy Networks on Conflict-Prone Natural Resources." *Contemporary Politics* 21 (3): 245-257.
- Haufler, Virginia. 2010. "Disclosure as Governance: The Extractive Industries

- Transparency Initiative and Resource Management in the Extractive World.” *Global Environmental Politics* 10 (3): 53-73.
- Sovacool, Benjamin K. and Nathan Andrews. 2015. “Does Transparency Matter? Evaluating the Governance Impacts of the Extractive Industries Transparency Initiative (EITI) in Azerbaijan and Liberia.” *Resources Policy* 45: 183-192.
 - Sethi, S. Prakash and Donald H. Schepers. 2014. “United Nations Global Compact: The Promise–Performance Gap.” *Journal of Business Ethics* 122: 193-208.
 - Hamann, Ralph, Paresha Sinha, Farai Kapfudzaruwa and Christoph Schild. 2009. “Business and Human Rights in South Africa: An Analysis of Antecedents of Human Rights Due Diligence.” *Journal of Business Ethics* 87: 453-473.

Week 11: December 3

Last day of classes

Developmentalism, Resource Nationalism & Neo-Extractivism

- Childs, John. 2016. “Geography and resource nationalism: A critical review and reframing.” *The Extractive Industries and Society* 3(2): 539-546.
- North, Liisa L., and Ricardo Grinspun. 2016. “Neo-extractivism and the new Latin American developmentalism: The missing piece of rural transformation.” *Third World Quarterly* 37(8): 1483-1504.
- Andrews, Nathan and Chilenye Nwapi. 2018. “Bringing the State Back in Again? The Emerging Developmental State in Africa’s Energy Sector.” *Energy Research and Social Science* 41: 48-58.

Further reading:

- Fine, Ben. 1999. "The developmental state is dead—long live social capital?." *Development and change* 30(1): 1-19.
- Andreasson, Stefan. 2015. "Varieties of resource nationalism in sub-Saharan Africa's energy and minerals markets." *The Extractive Industries and Society* 2(2): 310-319.
- Ovadia, Jesse Salah. 2016. "Local content policies and petro-development in Sub-Saharan Africa: A comparative analysis." *Resources Policy* 49: 20-30.
- Nwapi, Chilenye, and Nathan Andrews. 2017. "A New Developmental State in Africa: Evaluating Recent State Interventions vis-a-vis Resource Extraction in Kenya, Tanzania, and Rwanda." *McGill Journal of Sustainable Development Law* 13 (2): 223-267.
- Veltmeyer, Henry. 2012. "The natural resource dynamics of postneoliberalism in Latin America: New developmentalism or extractivist imperialism?." *Studies in Political Economy* 90(1): 57-85.
- Yates, Julian S., and Karen Bakker. 2014. "Debating the ‘post-neoliberal turn’ in Latin America." *Progress in Human Geography* 38(1): 62-90.
- Burchardt, Hans-Jürgen, and Kristina Dietz. 2014. "(Neo-) extractivism—a new challenge for development theory from Latin America." *Third World Quarterly* 35(3): 468-486.

EVALUATION GUIDELINES

1. Seminar Participation (20%)

Participation constitutes a significant portion of the final grade. Students are therefore expected to be engaged in discussions at all times. Such engagement requires students to have read required texts prior and possibly taken brief notes on pertinent issues the articles address. The final mark for this component of the course will be based on both attendance and active participation. Yet, mere seminar attendance will not guarantee students any more than 30% of the mark. Students cannot be evaluated if they do not attend seminars.

2. Seminar Presentation (25%)

Each week, a student or group of students will lead the discussion for the first half of the 2.5-hour seminar, which includes **15-20 minutes of reflection** on the ideas and themes in the assigned readings. It is expected that students would have read the required reading so the **presentation should not merely provide a summary of who said what**. Rather, it should include a critical reflection by the presenter(s) to highlight their voice. The crux of the presentation is the questions that follow after this brief summary so students should hand out a brief for their presentation (approx. 1-2 pages), including a list of questions for discussion. These questions should be able to stimulate, provoke and engage the minds of fellow students for the first half of the seminar period. Presenters can use a combination of PowerPoint, audiovisuals, and other activities or methods to enhance their presentation. Although group work is encouraged, the final grade will take into account individual contributions during the presentation and follow-up discussions. During the second half, the instructor will return the class to some of the outstanding questions and issues in the readings. This will entail another round of discussions and/or group activities. Depending on class size, students should be ready to do two or more presentations in order to get a passing mark for this component of the course.

3. Research Paper Abstract (5%) Due in class on ‘Research Day’

Captured as ‘seminar + research day’, week 7 will be focused on both seminar and a discussion of students’ term papers. Students will be required to present a brief abstract of the topic or issue they have chosen for their research paper. Each student will get about 10 minutes to present the abstract (i.e. the ideas behind the term paper they intend to write). After every group of three to five students, 10 minutes will be allowed for feedback. The **one-page abstract** will be submitted at the end of the class for a grade. An excellent abstract has a title and body, containing the thesis statement or main argument for the paper and the author’s main contribution to the field of study or the chosen topic (see the links below for more details).

4. Critical Book Review (20%) Due October 29 (in class)

For this assignment, students are at liberty to select one of the books listed in this syllabus to review. The review should entail a careful evaluation of the content of the chosen book, the main argument of the author(s) and its coherence, and a brief reflection on how the book fits (or does not fit) into the broader topic of the political economy of resources extraction. This analysis should be preceded by a general introduction that highlights some of the broader debates the chosen book is situated in, and a concise argument by the reviewer (i.e. the student). The essay should be **five pages long** (typed and double-spaced 12pt Times New Roman font). To properly situate the book in the bigger field of study, **at least five scholarly articles** should be used in addition to the book. All references should be cited at the end of the paper using the Chicago Manual of Style (author-date or footnote version).

See format: http://www.chicagomanualofstyle.org/tools_citationguide.html To differentiate the requirements for undergraduate and master's students enrolled in this course, **INTS 421 students can choose to write a review of three pages and/or use at least three scholarly articles.**

Required Books for Review (select one):

1. Allen, Matthew G. 2018. *Resource Extraction and Contentious States: Mining and the Politics of Scale in the Pacific Islands*. Singapore: Palgrave Pivot.
2. Arce, Moisés. 2014. *Resource Extraction and Protest in Peru*. Pittsburgh, PA: University of Pittsburgh Press.
3. Bowles, Paul and Gary N. Wilson eds. 2016. *Resource Communities in a Globalizing Region: Development, Agency and Contestation in Northern British Columbia*. Vancouver & Toronto: UBC Press.
4. Butler, Paula. 2015. *Colonial Extractions: Race and Canadian Mining in Contemporary Africa*. Toronto: University of Toronto Press.
5. Carmody, Pádraig Risteard. 2011. *The New Scramble for Africa*. Cambridge & Malden: Polity Press.
6. Gordon, Todd and Jeffery R. Webber. 2016. *Blood of Extraction: Canadian Imperialism in Latin America*. Winnipeg: Fernwood Publishing.
7. Lambertini, Luca. 2013. *Oligopoly, the Environment and Natural Resources*. New York: Routledge.
8. Melody Hessian, Michael Howlett and Tracy Summerville. 2005. *Canadian Natural Resource and Environmental Policy: Political Economy and Public Policy*. Vancouver & Toronto: UBC Press.
9. Rajak, Dinah. 2011. *In Good Company: An Anatomy of Corporate Social Responsibility*. Stanford: Stanford University Press.
10. Welker, Marina. 2014. *Enacting the Corporation: An American Mining Firm in Post-Authoritarian Indonesia*. Berkeley: University of California Press.

5. Research Paper (30%) Due Friday November 30 at 4:00 p.m.

Students will write a **15-page** (typed and double-spaced 12pt Times New Roman font) paper on a topic of choice. The paper should be based on one or more of the themes discussed in the course and should identify a specific case study around the world which sheds light on such theme(s). This is an analytical scholarly writing exercise; essays that merely describe or narrate past or present events in an uninteresting manner will not receive a high grade. Please consult with the instructor about selected topic/issue before beginning the writing process. This consultation should be done prior to the presentation of the research topic and abstract in class on the 'research day'. An excellent research paper will have the following:

- A creative title/heading with appropriate in-text sub-headings and clear topic sentences for each paragraph
- Three main sections: introduction, body and conclusion
- A well thought out thesis statement, which should typically be stated in the introduction
- A good combination of both theory (e.g., political economy, feminist political ecology, resource curse) and practically relevant case(s) and examples
- Proper organization of overall arguments to ensure both brevity and coherence

- Shows evidence of research by buttressing argument with verifiable sources from peer-reviewed scholarly journal articles. **Wikipedia is not a scholarly source.** A **minimum of 12 sources** is required for the paper, excluding news articles and online sources but including academic books and book chapters. Sources to be used should include readings not listed in this syllabus
- Proper usage of an accepted citation format (i.e. Chicago Manual of Style)
- A list of cited sources (references) on the last page. Only include sources that you actually used in the paper
- Proofreading to detect and correct avoidable typographical errors.
- **NOTE:** To differentiate the requirements for undergraduate and master's students enrolled in this course, **INTS 421 students can write a 10-12 page essay and/or use 8-10 scholarly sources.**

OTHER RESOURCES, WEBSITES, ETC.

- Academic Success Centre: <https://www.unbc.ca/academic-success-centre>
- Other Support Services: <https://www.unbc.ca/northern-advancement-program/services>
- Online Writing Resources: <https://www.unbc.ca/academic-success-centre/online-writing-resources>
- How to Write an Abstract, <http://www.uq.edu.au/student-services/phdwriting/phlink08.html>
- Sample Abstracts, http://writing.wisc.edu/Handbook/presentations_abstracts_examples.html
- How to Write a Critical Book Review, https://cdn.dal.ca/content/dam/dalhousie/pdf/library/CoreSkills/Book_Reviews.pdf See also, <https://apps.carleton.edu/curricular/history/resources/study/criticalbookreview/>
- How to Write your Research Paper, <http://library.queensu.ca/research/guide/research-strategy-guide/writing-your-paper>