CAS/GRS New Course Proposal Form
This form is to be used when proposing a new CAS or GRS course.

This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pg1@bu.edu. For further information or assistance, contact Associate Dean Susan Jackson (617-353-2410; sjackson@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: Pardee School

DATE SUBMITTED: 9-16-14

COURSE NUMBER: CAS IR/GE 308

INSTRUCTOR(S): Julie Michelle Klinger, PhD, Assistant Professor of International Relations

TO BE FIRST OFFERED: Sem./Year: _S_/ 2017_

SHORT TITLE: The "short title" appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.

Introduces students to the relationship between natural resources, geopolitics, and conflict. Examines the effect of this relationship on development, peace, and security around the globe. Emphasis on conflict minerals, energy commodities, and technology metals.

PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites: NONE

2. Explain the need for these prerequisites:

CREDITS: (check one)

☐ Half course: 2 credits
☐ Full course: 4 credits
☐ Variable: Please describe.
☐ Other: Please describe.
Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

This course will meet twice weekly for 90-minute lectures. Students will sign up for on 60-minute weekly discussion section. The reading, writing, and participation requirements anticipate 12 – 18 hours/week of student effort to achieve course objectives. See attached syllabus.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?

☐ No.
☐ Yes. If yes, please indicate which division ________________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?

☐ Every semester  ☐ Once a year, fall  ☒ Once a year, spring  ☐ Every other year

☐ Other: Explain:

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate comment form if this course is intended to serve students in specific other programs. See FURTHER INFORMATION below about cognate comment.)

This course fulfills the need for an introductory course on geopolitics, the environment, and conflict. The course enables students to understand and analyze the dynamic relationship between natural resource use and violent conflict—two issues generally taught separately. Its even-handed emphasis on matters of the environment, violent conflict, development, and security is designed to draw together students interested in specializing in any one of these areas, thereby cultivating interdisciplinary appreciation and multi-issue awareness.

This course offering strengthens the curriculum at the Pardee School of Global Studies and the Department of Earth & Environment by introducing students to the schools of geopolitical thought
and methods of geopolitical analysis in specific relation to environmental, economic, and natural resource issues. As such, it is intended to fulfill requirements for majors and minors in International Relations as well as for majors and minors in Environmental Analysis and Policy. Because of its focus on energy commodities and training in commodity chain analyses, it will also enhance the elective options of the Earth & Environment minor in Sustainable Energy and the Questrom School of Business Liberal Arts Distribution Requirements.

The students most likely to be served by this course are those in the College of Arts & Sciences interested in International Relations, Environmental Science, Natural Resources, Global Conflicts, and Development. It is expected to attract students from the Pardee School of Global Studies, the Department of Earth & Environment, and the Questrom School of Business. As such it is expected that it will contribute to learning outcomes of these students in the following ways:

- **Pardee School of Global Studies:** By introducing students to the material bases of many global conflicts today, and training them in methods of geopolitical analysis (See “Semester Project” on attached syllabus) this course will contribute to learning outcomes of the Pardee School of Global Studies by cultivating a broad mastery of international affairs among students, while the focus on multiple case studies from around the globe will introduce students to fruitful areas in which to develop in-depth expertise.

- **Earth & Environment:** By introducing students to the schools of geopolitical thought that govern and interpret natural resource conflicts in diverse sites across the globe, this course will contribute to the department’s learning objectives related to content. The assignments are designed to enable students to analyze resource-based conflicts and to describe complex matters of global resource geopolitics, thereby contributing to the department’s methods, tools, and communications learning outcomes objectives.

- **Questrom School of Business:** The topic of the course equips students with the tools to analyze risks and constraints related to natural resource use and development. The course assignments are designed to improve written and verbal communication skills.

**ENROLLMENT:** How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?

50 – 60 undergraduate students

**CROSS-LISTING:** Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

The course is intended to be cross-listed with Earth & Environment.

**OVERLAP:**

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   - [X] No.
   - [ ] Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.
NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

There is no significant overlap between the proposed course and those currently offered.

FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities, equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

Currently available facilities are adequate for the proposed course.

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

This is a new course to be offered by a current faculty member. Depending on actual enrollment, there may be the need for a grader, TA, or TF. We expect that there will be no problem securing an appropriate graduate student from among PhD students in EE or MA students in Pardee.

BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

As noted, depending on enrollment, it may be necessary to hire a grader, TA, or TF. Any such cost will be covered by the Pardee School's discretionary budget, as determined by the Pardee School Dean.

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.

FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

- A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Excellence & Innovation in Teaching
Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

- Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Susan Jackson (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION: Elaine Bidianos, Academic Affairs Manager
DEPARTMENT CONTACT EMAIL AND PHONE: elaineb@bu.edu, 3-9282

DEPARTMENT APPROVAL: [Signature]
Associate Dean for Academic Affairs

Other Department Chair(s) (for cross-listed courses)

Date: 8/18/16

See cognate form
Cognate Comment Request

TO: Name: David Marchant
Department: Earth & Environment

FROM: Name: Elaine Bidianos
Department: Pardee School
Telephone: elaineb@bu.edu

Course Number: IR/GE 308 and IR 512/GE 506

Course or Program Title: (1) IR/GE 300 Introduction to Global Resource Geopolitics: Natural Resources, Development, and Conflict. (2) IR/GE 500 Global Resource Geopolitics.

Our Department would like to request cognate comments on this course (or program). A complete proposal is attached for your review. If you need further information, please do not hesitate to contact me.

Kindly return the signed original to me by ____________ so that I may include your comments when submitting our proposal for review and approval. Please do not send any cognate letters directly to the dean’s office. Thank you.

COMMENTS: Professor Klingler’s proposed two-course “sequence” represents a welcome addition to the list of elective courses available for majors and minors in Environmental Analysis & Policy. At present, we have few courses that integrate geopolitics, the environment, and conflict. However, given the fairly scripted sequence of courses for our majors, we do not envision adding IR/GE 303 or 500 to our list of required courses. However, we suspect that both courses will be popular electives for undergraduate students in Sustainable Energy and Environmental Analysis & Policy, as well as MA students in our new program in Energy & Environment.

I fully endorse these two new courses.

Signature: _____________________________

Date: 9/1/16

Title: Chair, Earth & Environment
Introduction to Global Resource Geopolitics: Natural Resources, Development, and Conflict

Lecture and Discussion [Date/Time]
Professor: Julie Michelle Klinger, PhD
Email: jklinger@bu.edu (checked on weekday mornings)
Office Hours: [Date/Time], [Date/Time], or by appointment

Teaching Fellow:
Office:
Email:
Office Hours:

Course Description and Objectives: Conflict over natural resources is often described as the defining feature of our age. As global demand for energy, consumer goods, and high technology increases, so our geopolitical contests seem to intensify. Technological development continues to change the definition of resources, the nature of conflicts, and the manner in which resources are valued, extracted, exchanged, and controlled across the globe. Meanwhile, diverse actors and institutions are experimenting with diverse political measures to govern the immense, essential, and deeply problematic enterprises responsible for wresting raw materials from the earth and transforming them into the hardware of everyday life. In a time of multiple environmental and political crises, it is especially important to understand how global resource geopolitics shape our lives in ways big and small.

This introductory course equips students with the tools they need to understand the relationship between conflict, natural resources, and the effects of this relationship on development, peace, and security. The course is divided into two parts. Part I familiarizes students with key concepts in global resource geopolitics and examines the historical transformations that led to our present moment of global conflict, climate crisis, and widespread predictions of resource exhaustion. Part II examines key cases and governance approaches to global resource geopolitics, looking in particular at conflict minerals, oil and gas, and rare earth elements. Throughout the course, we examine cases from the Americas, Eurasia, and Africa. Students will complete a semester-long research project that analyzes the resource geopolitics of an approved place and resource of their choice.

Required Materials

All reading materials are available on Blackboard.

Course Requirements, Assignments, and Grading: This is a challenging course, but the requirements for success are simple: Read the assigned readings closely. Attend lecture and participate in discussion. Complete all assignments on time. Take pride in your work. Be respectful. Listen to each other. Take notes. If at any point you are concerned about your grade or any other aspect of the course, bring it up with your
professor or teaching fellow.

The course has four components: participation in lecture and discussion, a semester-long research project (described below), a midterm exam, and a final exam. Your grade consists of the following:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation in lecture and discussion</td>
<td>20%</td>
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<tr>
<td>Research project</td>
<td>35%</td>
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<tr>
<td>Midterm exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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**Participation (20%):** Your attendance and preparation are important to achieving the greatest possible learning outcomes for you and your peers. Participation is evaluated based on your attendance, engagement, preparation, and completion of all in-class assignments and activities.

**Attendance:** Students are responsible for keeping up with the material covered in all classes. Planned absences must be reported in advance.

**Excused:** Religious holiday observance, major life events (births and deaths), and health matters (physical or mental), matters of professional or academic importance (conference participation, job interview, etc.), apocalypse.

**Unexcused:** Any planned absence not reported within 24 hours of the missed class. Two unexcused absences will lower your grade by one full letter.

**Engagement:** Attendance is more than being physically present. You must be mentally present, too. If you are prone to distraction, sit in the front of the class. Your phones must be off and out of sight for the duration of lecture and section. You must also engage with each other. Learn each other’s names, and take notes when your classmates are speaking.

**Preparation:** It is not only acceptable but expected that some readings will challenges you as you proceed through the course. That is, after all, the point. Bring your questions and quandaries to class, present them in a respectful way, and we will work through them together.

**Weekly Sidebar:** A Sidebar is a parallel discussion that occurs during an important event or meeting, generally with the purpose of sharing especially relevant information that is vital to understanding the larger issue or questions at hand. These will be done in the first 10 minutes of the first lecture session each week, in the style of a morning briefing of a UN mission. You will be responsible for one during the course of the semester. Sign-ups will be held during the second week of the semester.

**Semester Research Project (35%):** Students will complete a semester-long research project that analyzes the resource geopolitics of an approved place and resource of their choice. The project consists of the following:
Regional Geopolitical Profile (40% of project grade): This 1500-word research essay provides an overview of the geopolitical, development, sociopolitical, and extractive history of the region or country of your choice. Your selected site must be the same as that for which you complete your commodity chain analysis.

Commodity Chain Analysis (40% of project grade): This 2000-word research essay traces the production chain of the commodity extracted from the site profiled in the first essay. To the fullest extent possible, you will describe the journey of the commodity from its point of origin to its final point of consumption and disposal.

Final Presentation (20% of project grade): The penultimate discussion sessions will be devoted to your final presentation. The final presentation must briefly synthesize your findings from the two essays, discuss the relationship between commodity extraction and regional geopolitics, contain a visual component, and allow time for a brief Q&A.

Complete assignment details and grading criteria will be distributed in Lecture.

Exams: The purpose of the final exam is to assess and reinforce your grasp of the concepts covered in the course. Study guides will be provided in lecture well in advance of the exam dates. You are encouraged to organize study groups with your peers.

Midterm Exam (20% of course grade): The midterm exam will cover all readings and lectures assigned during Part I.

Final Exam (25% of course grade): The final exam will emphasize material covered during Part II, but you will be expected to display your knowledge of key concepts covered during Part I.

Course Communications

Most course information is conveyed through Blackboard. Announcements will be made during lecture and discussion as needed. You are responsible for all information conveyed through Blackboard and in-class announcements. If you have questions, consult your classmates, professor or teaching fellow.

The syllabus may change subject to Professor’s discretion. In the event of syllabus changes, you will be notified through Blackboard. You can always find the current syllabus posted on Blackboard.

Late Work/Extensions
No late assignments are accepted, unless you have arranged an accommodation (see below) in advance with your professor and teaching fellow.

**Accommodations**

**Documented Need:** If you have a documented need for any academic accommodations, inform your professor in writing within the first full week of the course, or within three days of receiving documentation.

**Ad hoc:** Should you experience significant personal hardship that endangers your academic performance, your professor will work with you to complete your course requirements within the timeframe of the semester, so long as you *promptly* communicate your situation. No extenuating circumstances will be considered after the final class meeting.

**Code of Conduct**

It is expected that you will maintain the highest standards of honesty and integrity in all of your work related to this course. What this means for you as a student at Boston University is detailed in the Academic Conduct Code¹ and Disciplinary Procedures². Of particular relevance to this course are violations A and B from the Academic Conduct Code:

“**Cheating on examination.** Any attempt by a student to alter his or her performance on an examination in violation of that examination’s stated or commonly understood ground rules.

“**Plagiarism.** Representing the work of another as one’s own. Plagiarism includes but is not limited to the following: copying the answers of another student on an examination, copying or restating the work or ideas of another person or persons in any oral or written work (printed or electronic) without citing the appropriate source, and collaborating with someone else in an academic endeavor without acknowledging his or her contribution. Plagiarism can consist of acts of commission-appropriating the words or ideas of another-or omission failing to acknowledge/document/credit the source or creator of words or ideas (see [Academic Conduct Code] for a detailed definition of plagiarism). It also includes colluding with someone else in an academic endeavor without acknowledging his or her contribution, using audio or video footage that comes from another source (including work done by another student) without permission and acknowledgement of that source."

It is your responsibility to know the Academic Conduct Code and Disciplinary Procedures in their entirety. Please feel free to raise any questions or concerns in class, section, or during office hours. You may also find the *FAQs about Academic Misconduct and Plagiarism*³ helpful.

All cases of suspected Academic Misconduct will be referred to the Dean’s Office.

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¹ Academic Conduct Code: [http://www.bu.edu/academics/policies/academic-conduct-code/](http://www.bu.edu/academics/policies/academic-conduct-code/)
² Disciplinary Procedures: [http://www.bu.edu/academics/policies/academic-conduct-code/](http://www.bu.edu/academics/policies/academic-conduct-code/)
³ FAQs about Academic Misconduct and Plagiarism: [http://www.bu.edu/cgsnow/academics/plagiarism-academic-misconduct/](http://www.bu.edu/cgsnow/academics/plagiarism-academic-misconduct/)
**Week 1 – Course Introductions**  
*Lecture Theme: Introduction to Resource Geopolitics*  
NO READINGS

**Part I: Key Concepts**

**Week 2 – Geopolitics**  
*Lecture and Discussion Themes: Classical Geopolitics; Critical Geopolitics; Environmental Geopolitics*

**Required Reading:**  


**Week 3 – Environment and Production**  
*Lecture and Discussion Themes: Geopolitical and Geoeconomic organization: Society vs. Nature, Core and Periphery, Town and Hinterland, The Greater Good and Sacrifice Zones*

**Required Reading:**  


**Week 4 – Natural Resources and Thresholds**  
*Lecture and Discussion Themes: Geopolitical Assumptions: Scarcity vs. Surplus; The Population Debate; Conservation vs. Production*

**Required Reading:**  

Week 5 – Trade and Development
Lecture and Discussion Themes: Free Market vs. Planned Economies; The Resource Curse?; Declining Terms of Trade; Sustainable Development Goals

Required Reading:


Week 6 – Anatomy of a Resource War
Lecture and Discussion Themes: What Constitutes a Resource War?

Required Reading:

Midterm Exam: Key Concepts in Resource Geopolitics

Part II: Key Issues and Case Studies

Week 7 – Conflict Minerals I: Coltan
Lecture and Discussion Themes: Congo and Colombia, The History and Economics of Conflict Minerals from Boston to Beijing

Required Reading:

Week 8 – Conflict Minerals II: Governance
Lecture and Discussion Themes: EITI, Dodd-Frank Legislation, Conflict – Free Smelter Program
**Required Reading:**


**Week 9 – Energy I: Oil and Gas**

*Lecture and Discussion Themes: Carbon Dependency Past and Present*

**Required Reading:**


**Week 10 – Energy II: Governance**

*Lecture and Discussion Themes: OPEC; Climate Change; Accountability, Violence, and Corruption in the Oil Sector*

**Required Reading:**


**Week 11 – Critical Materials I: Rare Earth Elements**

*Lecture and Discussion Themes: Keys to a Clean Energy Future: History, Applications, and Production of Rare Earth Elements*

**Required Reading:**

Week 12 – Critical Materials II: Governance
Lecture and Discussion Themes: Environmental Conflicts of Interest: Governance Challenges

Required Reading:


Week 13 – Course Conclusions
Lecture and Discussion Themes: What have we learned? Where do we go from here?
NO READINGS

Final Exam: Key Concepts, Issues, and Case Studies in Resource Geopolitics