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 pgl@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

COURSE NUMBER: CAS IR 512/GE 506

COURSE TITLE: Global Resource Geopolitics

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

TO BE FIRST OFFERED: Sem./Year: Fall 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.

R E S G E O P O L I T I C S

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.

Students explore in-depth the relationship between conflict, natural resources, development, and security, and practice developing solutions to complex problems. Analyzes the most contentious themes in the political economy of resources: violence, population, energy, and agro-food production.

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: CAS IR/GE 308

   Undergraduates: Introduction to Global Resource Geopolitics, Senior Standing, or Consent of Instructor

   Graduates: No Prerequisites

2. Explain the need for these prerequisites:

   Undergraduates will need to have a working knowledge of schools of geopolitical thought and basic concepts of environmental geopolitics provided in the introductory course, and a strong record of performing well in demanding courses in order to demonstrate their ability to keep up with seminar readings and fulfill the policy research paper requirement.

1
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 once weekly for a 150 minute seminar. The combined reading, research, writing, and participation requirements are anticipated to require 12 – 18 hours per week of student effort to achieve course objectives.

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 seminar fulfills the need for an advanced course on geopolitics, the environment, and conflict that builds on the concepts, methods, and empirics covered in the proposed introductory course. As such, it addresses one key area of graduate student demand within the Pardee School of Global Studies, which is to offer more courses that unite the fields of environment, development, policy, and security. In particular, it enhances the offerings available to students in the MA programs in International Affairs,
International Relations and Environmental Policy and Global Development Policy. The course enables students to analyze in-depth the dynamic relationship between natural resource use and violent conflict—two issues generally offered in separate functional tracks. Its even-handed emphasis on matters of the environment, violent conflict, development, and security is designed to draw together students interested in specializing in one or more 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 training students in the methods of geopolitical analysis in specific to environmental governance and natural resource use and development issues. As such, it is primarily intended to fulfill functional track requirements for students in the abovementioned Master’s programs, and secondarily to fulfill the requirements for majors and minors in International Relations as well as for majors and minors in Environmental Analysis and Policy.

This proposed seminar will strengthen the offerings to MA students in the Department of Earth & Environment by enhancing the offerings of elective courses within the Energy & Environment degree program. Because of its emphasis on the theory, methods, and empirics of environmental geopolitics, it is also expected to appeal to students enrolled in the Doctorate of Philosophy in Geography. It will also fulfill course requirement for undergraduate majors and minors in Environmental Analysis and Policy.

Because of its focus on food and energy commodities, it will also enhance the elective options of the Earth & Environment minor in Sustainable Energy, and potentially the Questrom School of Business Liberal Arts Distribution Requirements.

The students most likely to be served by this course are graduate students, advanced undergraduate students, and those who have taken the proposed Introduction to Global Resource Geopolitics. These students are expected to be within the College of Arts & Sciences International Relations majors and MA programs, as well as in the Department of Earth & Environment MA programs. It is expected to attract students interested in energy, environment, and agro-food issues from the Questrom School of Business BSBA and the Energy and Environmental Sustainability MBA programs. As such it is expected that it will contribute to learning outcomes of these students in these programs in the following ways:

- **Pardee School of Global Studies**: By providing students with a roadmap through the important literature, policy approaches, and empirical research on natural resources, development, and geopolitics as well as training them in advanced methods of geopolitical analysis (See “Policy Research Paper” on attached syllabus) this course will contribute to learning outcomes of the Pardee School of Global Studies by: (1) cultivating a broad mastery of international affairs, and; (2) preparing them with the tools needed to work on the more contentious issues of resource geopolitics that continue to challenge private and public sector institutions at multiple scales and at multiple sites across the globe.

- **Earth & Environment**: By examining the most contentious issues in the political economy of resources—violence, population, energy and food production—this course will enable students to connect environmental transformation with broader political, economic, and cultural dynamics, thereby enabling students to fulfill the learning outcome of demonstrating a thorough and multi-dimensional understanding of energy and environment issues. By training students in advanced methods of geopolitical analysis, including the critical appraisal of
quantitative data, and requiring them to provide topical presentations in the style of a UN mission briefing, this course contributes to the department learning outcomes related to methods, tools, argumentation, analysis, and communication.

- **Questrom School of Business:** The topic of the course equips students with the tools to analyze the multi-dimensional risks and constraints related to natural resource use and development. The course assignments are designed to further develop written and verbal communication skills as well as collaborative work.

**ENROLLMENT:** How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?
10 – 20 students, graduate and undergraduate, are expected to enroll in this course.

**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.

This course is expected to be cross listed with Earth and Environment.

**OVERLAP:**

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?

   ☑ 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 this course and others 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 and equipment 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 seminar proposed by a current faculty member.

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.)

No additional budgetary needs are anticipated for this course.

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 website.) 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: 

Associate Dean for Academic Affairs

Date

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

Date
DEAN'S OFFICE CURRICULUM ADMINISTRATOR USE ONLY

CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved Date: ________________
☐ Tabled Date: ________________
☐ Not Approved Date: ________________

Divisional Studies Credit:

☐ Endorsed

☐ HU
☐ MCS
☐ NS
☐ SS

☐ Not endorsed

______________________________
Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year ________________

______________________________
Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY: Faculty Meeting Date: ________________ ☐ Approved ☐ Not Approved

______________________________
Curriculum Administrator Signature and Date

Comments:
IR512/GE506: Global Resource Geopolitics
Seminar [Date/Time]
Professor: Julie Michelle Klinger, PhD
Office: 152 Bay State Road #G04D
Email: jklinger@bu.edu (Checked on weekday mornings)
Office Hours: [Date/Time], [Date/Time], or by appointment

Prerequisite: IR/GE 308: Introduction to Global Resource Geopolitics or Consent of Professor.

Course Description and Objectives: This seminar provides students with a roadmap through the important literature, policy approaches, and empirical research on natural resources, development, and geopolitics. The overarching objective of the course is to untangle the most contentious themes in the political economy of resources, specifically: violence, resources and population, energy matters, and agro-food production. In other words, we will look closely at the material basis of most conflicts defining the world today. We focus on resource development policies and practice for global markets and large-scale use systems, paying particular attention to the processes of production and competition for key natural resources by states, societies, and corporations, which are critical to the construction of the global economy. These processes of production and competition transform the material conditions of societies, thereby shaping the policy, governance, and development prospects of those societies. Since most resources are place-specific, we examine how the globalization of resource consumption has generated unprecedented conflict and cooperation.

Building on Introduction to Global Resource Geopolitics: Natural Resources, Development, and Conflict, this course enables students to explore in-depth the relationship between conflict and natural resources; the effects of this relationship on development, peace, and security; and to practice developing solutions to these complex problems. Toward that end, students will explore how major schools of thought approach the fundamental issues of nature, production, and violence. Because there are multiple conflicting perspectives on the best way to address the most contentious issues in global resource geopolitics, students will learn how to navigate diverse theoretical frameworks and formulate meaningful proposals for action. Toward that end, students will develop a policy research paper over the course of the semester on a resource conflict of their choice.

Required Texts:

All other materials are posted on Blackboard.

**Course Requirements, Assignments, and Grading**

This seminar is, among other things, a collective intellectual project. Attendance is mandatory, as is participation in discussion. All assigned readings must be completed before the seminar for which they are assigned. If you struggle with the volume of reading material, take some time at the beginning of the course to organize reading or discussion groups with your colleagues. Learn how to skim. Effective skimming is a vital professional skill. If at any point you are concerned with your grade or your performance in the course, come see me.

Your grade will consist of the following:

20% Participation
   (Weekly responses, paired presentation, and seminar discussions)
10% Morning Briefings
   (1 each per student, sign-up on the first day of class)
30% Research Paper Dossier
40% Research Paper

**Participation**

You are expected to come to seminar prepared to engage as equals. This is only possible if you complete the readings and have taken time to organize your thoughts on them prior to the seminar for which they are assigned. In seminar, you are expected to engage your peers in active discussion. This means: posing questions, practicing active listening, taking notes when your colleagues are speaking, and referring to each other by name.

**Laptops and Phones:** Laptops are permitted solely for note-taking and relevant course activities. This means that all other programs must be closed if you rely on your laptop for taking notes. Both your phone and your computer must be in ‘airplane mode.’ This means that the wireless transmitting capabilities are turned off and you cannot check email or do any extra-curricular surfing that takes you out of the precious here and now that we have together. Any violations of this will result in losing all participation credit for the course. The sole allowable exceptions to this policy are if: (1) English is not your first language and you rely on an online dictionary, or (2) Wireless capabilities are required for an in-class activity. (3) You have medical accommodations to use your technology in ways beyond those permitted for the course.
Weekly Reading Responses: You must write a 1-2 page summary and commentary on the readings and upload it to the course website by 9 pm the night before class. You must list full citations of the readings covered at the top of the page. The purpose of this is for you to gather and organize your thoughts before coming to class so that you can engage more fully in discussion. Your reading response should: summarize the main points of the readings, consider how they relate to each other, other themes and materials covered in the course, current events, and your own ongoing research project, when relevant.

Monday Morning Briefing: Each student will sign up to give a 10-minute presentation in the style of a UN mission briefing. Your purpose is to outline the big picture in relation to the topic featured in the assigned reading, not to summarize the reading itself. Provide visual aids, whether in the form of maps, financial data, photographs, or institutional insignia, to give your peers a comprehensive summary of the most significant players and developments related to the topic of the week. A general topic is provided for your guidance on the sign-up sheet; beyond that, you are expected to exercise leadership in thought, research, and analysis as you prepare your briefing.

Paired Presentation: This assignment will be given on during the third week of the semester. Working with a partner, you will research and prepare a 3-5 min presentation on a major international resource treaty, convention, or initiative. You have the option to choose your partner and the treaty; otherwise treaties will be assigned to pairs. Presentations will be delivered in seminar on Week 5.

Research Paper and Dossier

The research paper is a major component of this course, which you will develop week by week over the semester. You must choose to focus on a specific country, a specific commodity, or a specific resource conflict event. You are required to integrate a minimum of five sources from a language other than English; keep this in mind when selecting your topic. You will document your process by building a well-organized policy research dossier, and we will devote a select amount of time in several class meetings for you to share and develop various components of your paper.

Policy Research Paper Schedule
Week 1: Brainstorm, with a pen and paper, a list of possible research topics.
Week 2: Exploratory research on your possible topic(s) of interest. Familiarize yourself with library databases—they take you much deeper than google. Discuss ideas with classmates or in office hours. Exploratory Research. Request interlibrary loan books.
*Week 3: Preliminary Annotated bibliography. Make sure there exists a rigorous diversity of sources for your research. Draft a list of possible contacts for interviews if appropriate. Request interlibrary loan books.
Week 4: Introductory paragraph to paper and research proposal outline.
Week 5: In-class proposal workshop. Revise proposal and ongoing research agenda based on suggestions.

Week 6: Research, reading, line up potential interviews.

*Week 7: Outline paper. Research and reading
*Week 8: Introductory section of paper. Research and reading
*Week 9: Rough draft. Interviews if appropriate.
*Week 10: Rough draft. Interviews if appropriate.

Week 11: Exchange completed rough draft with classmate(s) for comments/revisions. Interviews. Integrate editors’ comments into final draft. Prepare presentation. Rehearse!

Week 12: Final Presentation. Integrate critiques into final paper.

[Final Exam Week]: **Final Paper Due** on [Date] along with research paper dossier at my office, *no later than 5 pm.*

**Office Hours**

Office hours are held on [Date/Time] and [Date/Time] at 152 Bay State Road #GO4D.

You are required to attend office hours once a month in order to discuss progress on your paper—*and you must bring your up-to-date research dossier*. You may come to office hours at any time to discuss anything related to the course; recommended points to discuss your paper are indicated with a “*”.

**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 spelled out in the Academic Conduct Code¹ and Disciplinary Procedures². Of particular relevance to this course are violations “B” and “C” from the Academic Conduct Code:

*“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.*

*“Misrepresentation or falsification of data* presented for surveys, experiments, reports, etc., which includes but is not limited to: citing authors that do not exist; citing interviews that never took place, or field work that was not completed.”

¹ Academic Conduct Code: [http://www.bu.edu/academics/policies/academic-conduct-code/](http://www.bu.edu/academics/policies/academic-conduct-code/)

GRS Academic Conduct Code: [http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/academic-discipline-procedures/](http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/academic-discipline-procedures/)

² Disciplinary Procedures: [http://www.bu.edu/academics/policies/academic-conduct-code/](http://www.bu.edu/academics/policies/academic-conduct-code/)
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 or during office hours. You may also find the FAQs about Academic Misconduct and Plagiarism helpful.

All cases of suspected academic misconduct will be reported to the Dean’s Office.

**Absences**

Planned absences must be reported in advance.

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

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

**Late Work/Extensions**

No late assignments are accepted, unless you have arranged an accommodation (see below) in advance.

**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 personal hardship that affects 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.

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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/)
Seminar Schedule

Week 1 – Introduction to the Seminar and to Resource Geopolitics


Week 2 – Classical Political Economy of Resources


Week 3 – The Specter of Malthus – Assumptions on Population, Nature and Resources


Week 4 – Reconceptualizing Population, Nature and Resources I: The Geopolitics of Life and Death


Week 6 – Sustainability, Food, and the Global Economy I: The Geopolitics of Hunger


Week 7 – Sustainability, Food, and the Global Economy II: The Geopolitics of Contemporary Food Production


Peruse: Monsanto Corporation “Feeding the World: Asia’s Prospect of Plenty” Read the pages accessible from the left-hand menu: Improving Agriculture; Why Does Agriculture Need to be Improved? What is Monsanto Doing to Help? How Are We Doing It? Available at: http://www.monsanto.com/improvingagriculture/pages/feeding-the-world.aspx

Week 8 – Food and Security: The Geopolitics of the Contemporary Agro-Food Economy

Watch: Michael Pollan “Cooked” Episode 3: Air.

Week 9 – Energy and the Global Economy I: The Geopolitics of Oil


Week 10 – Energy and the Global Economy II: The Geopolitics of Oil and Climate Change


Week 12 – Final Presentations