



An agent of Brazil's Environmental Agency takes cover as an illegal gold dredge burns on the Uraricoera River on April 15, 2016. Photo by Bruno Kelly/Reuters for *The Atlantic*

IR512/GE506: Global Resource Geopolitics

Seminar: Mondays and Wednesdays, 4:30 – 5:45, September 6, 2017 – December 11, 2017
CAS 218

Professor: Julie Michelle Klinger, PhD

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Email: jklinger@bu.edu; checked on weekday mornings

Office Hours: Must be booked via: <https://professorklinger.youcanbook.me>

Mondays, 11 – 12:30 and Tuesdays, 1:30 – 3:15 pm

Prerequisite for Undergraduate and BA/MA students: 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, conflict, 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, which emerge from a resource nexus between food, water, and energy sources. 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 and the primary flashpoints in global politics. These processes of production and competition transform the material conditions of societies, thereby shaping the policy, governance, security, and development prospects of those societies.

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. Students will explore how major schools of thought approach the fundamental issues of nature, scarcity, 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 have the choice between (a) developing a series of policy memos addressed to specific actors and issues over the course of the semester, culminating in a policy dossier on a resource conflict of their choice, or (b) developing an academic journal article over the course of the semester, culminating in submission to a journal of their choice.

Required Texts:

Check the library to see which books are available to check out, get through interlibrary loan, or available as e-books through the library website.

Bello, W. 2009. *The Food Wars*. London: Verso.

Black, Maggie. 2016. *The Atlas of Water: Mapping the World's Most Critical Resource*. University of California Press.

Polanyi, Karl. 1944. *The Great Transformation: The Political and Economic Origins of Our Time*. Beacon Press. (2001 Edition with Foreword by Joseph Stiglitz).

Haraway, D. J. (1991) *Simians, Cyborgs, and Women: The Reinvention of Nature*. New York: Routledge.

Davis, M. 2002. *Late Victorian Holocausts: El Nino Famines and the Making of the Third World*. London: Verso.

Patel, Raj (2012) *Stuffed and Starved: The Hidden Battle for the World Food System*. Revised and Expanded Edition. Melville House Publishers.

Yergin, Daniel (2012) *The Quest: Energy, Security, and the Remaking of the Modern World*. Penguin Books.

For Journal Article Writers: Belcher, W.L. 2009. *Writing Your Journal Article in Twelve Weeks*. Princeton University Press.

All other materials are posted on Blackboard.

Course Requirements, Assignments, and Grading

This graduate-level seminar is, among other things, a collective intellectual project. A collective intellectual project only functions if each member of the seminar pulls their own weight by completing the assigned readings and preparing to engage in productive discussion each and every time we meet.

Attendance is mandatory, as is participation in discussion.

If you struggle with the volume of reading material, take some time at the beginning of the semester to organize reading or discussion groups with your colleagues. Work together. Learn how to skim, even if you don't like it. 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 consists of the following:

- 20% Participation (Seminar discussion, readings briefings, Monday briefings)
- 50% Weekly policy memos (10 total) OR documented progress toward journal article
- 20% Final policy dossier OR final draft of journal article
- 10% Final Presentation

Participation (20%): You are expected to come to seminar prepared to engage as equals. You prepare by completing the readings and your assignments in a timely manner, and by preparing a few questions or talking points prior to seminar. In seminar, you are expected to concentrate your discussion and commentary around the assigned readings and to engage your peers in active discussion. Engage in active listening by taking notes when your colleagues are speaking. Refer to each other by name.

Laptops and Phones: Laptops are permitted solely for 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' to help you resist the urge to do any extra-curricular surfing that takes you out of the precious here and now that we have together. Any single violation 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) Due to a vital emergency, you are expecting a phone call concerning an important matter. In such an extremely rare and unfortunate instance, I expect you to let me know before class that such an interruption might occur. (3) Wireless capabilities are required for an in-class activity, or you are using an electronic version of the assigned reading. (4) You have medical accommodations to use your technology in ways beyond those permitted for the course.

Monday 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. 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.

Readings Briefing: Each student will sign up to give two readings briefings per semester. The briefing must be 5 minutes in length, gloss the main themes of the assigned readings, and provide a question or two in order to launch the seminar discussion. The purpose of this is for you to develop public speaking skills and to practice demonstrating mastery over a newly acquired set of knowledge.

Weekly Assignments (50% total)

At the beginning of the semester, you will choose whether you would like to focus your weekly assignments on developing policy memos or an academic journal article.

Policy Memos: You must write a 1-2 page summary and analysis on the assigned reading and upload it to the course website by 7 pm the night before class. This must adhere to the following guidelines:

- Presented in the format of a policy memo (see 9/6 in-class policy memo handout)
- Addressed to one of the following: a major appointed official (e.g. Minister of the Environment), elected official (e.g. President of Turkmenistan), elected representative (Chairperson of the Committee on Energy and Mines of the Congress of Peru) social movement (e.g. Via Campesina), major organization (e.g. UN Mission to the Congo), philanthropic foundation (e.g.

Ford Foundation) private firm (e.g. Coca-Cola) or other decision-maker (e.g. Development Bank VP of Risk Management).

- The assigned reading must be your primary source. Your memo must display a firm grasp of issues covered in the assigned reading.
- Include one relevant news article in English and one in a second language.
- List full citations of the readings covered at the end of the memo.
- Upload as a word or PDF attachment to the correct discussion forum on Blackboard by 7 pm on the Sunday before class.

The purpose of this is for you to organize your thoughts before coming to seminar and to practice translating newly acquired knowledge into focused, real-world solutions.

OR

Weekly Progress Toward Journal Article: You must assiduously follow the 12-week program laid out in the W.L. Belcher book. Instead of uploading your policy memo, you will upload a scan, image, or photocopy of your completed chapter exercises. You will have corresponding components due for the in-class workshopping activities.

Final Product (20%)

Final Policy Dossier: Your final paper will consist of an expanded policy memo. You may choose to build on a memo you completed during the semester, or you can choose a specific issue of your choice. It must adhere to all of the guidelines of the weekly policy memo, with the following modifications:

- It must be between 8 – 15 pages, excluding references.
- You are required to integrate a minimum of five sources from a language other than English.
- You will build a well-organized policy dossier throughout the semester. The dossier must include the following (in order):
 - 1-page profile of the individual to whom your memo is addressed. The profile must include:
 - Professional biography and brief personal background
 - Strategy statement: why is the person likely to adopt your recommendations, and why is this person likely to refuse your recommendations
 - 1-page diagram or description of the how your policy recommendation relates to existing policies, institutions, or initiatives
 - 1-page institutional diagram that shows the pathway of implementation for your proposed policy
 - 1-page reflection that includes:
 - A personal assessment of the strengths and weaknesses of your performance during your final presentation and Q&A
 - Steps you will take to submit the brief to its named recipient

We will devote a select amount of time in several class meetings for you to share and develop various components of your dossier.

OR

Article Submission Portfolio: Instead of a final policy dossier, you will submit a portfolio of your submitted journal article. This will include:

- Your blind copy of your journal article
- A cover letter to the editors of the journal
- Any additional tables, illustrations, or figures

- A copy of the official email or confirmation page that affirms your submission of the article
- 1-2 page reflection that includes:
 - A personal assessment of your strengths and weaknesses in preparing your journal article. What went well? What would you do differently?
 - Steps you will take in the event of a rejection.
 - A brief statement of your goals for the article and for your academic career

Final Presentation (10%): You will deliver a final 8-minute presentation during seminar on [date].

Policy Dossiers: Your final presentation will be addressed to the intended recipient of your policy memo within their current institutional context. For example, if your intended recipient is the Deputy Assistant Secretary of Defense for Southeast Asia, you should prepare your presentation to address her and her team. If it is to the CEO of Exxon, you should prepare your presentation to the CEO and board of directors. Your classmates will play the role of your intended recipient(s). Your presentation must contain the following elements:

- A 30 second introduction in which you inform your classmates of the role they will be playing.
- A statement of the problem and relevant context
- A brief description of your policy recommendation
- Two possible implementation scenarios
- A visual component of your choice

Your classmates will provide written feedback on your final presentation.

OR

Journal Articles: Your final presentation will be addressed to an academic or specialist audience appropriate for your selected topic and/or journal. For example, if you have prepared an article for submission to the journal *Energy Policy*, you should prepare your presentation as though you were addressing an interdisciplinary conference of the editors and key contributors. If you have prepared an article for submission to the journal *Geopolitics*, then you should prepare your presentation to address geographers. Your classmates will play the role of your intended recipient(s). Your presentation must contain the following elements:

- A 30 second introduction in which you inform your classmates of the role they will be playing.
- A statement of your research question or topic and its contribution to the journal
- A brief description of your literature review and theory
- Your main argument and conclusion
- A visual component of your choice

Your classmates will provide written feedback on your final presentation.

Office Hours

Office hours must be booked via: <https://professorklinger.youcanbook.me>

Office hours are held on Mondays, 11 – 12:30 and Tuesdays 1:30 – 3:15 pm at 152 Bay State Road #GO4D.

You are required to attend office hours once a month. If you have regular work, class, or family obligations that conflict with my scheduled office hours, please get in touch by email to schedule a time to meet.

Research, Development, and Writing Schedule

Time	Policy Dossier	Journal Article
Week 1	Brainstorm, with a pen and paper, a list of possible issues, policy areas and intended recipients.	Brainstorm Article Topics. Read <i>Introduction</i> in Belcher.
Week 2	Exploratory research on your topic(s) of interest and possible audiences. Familiarize yourself with library databases—they take you much deeper than google. Discuss ideas with classmates or in office hours. Request interlibrary loan books.	<i>Week 1: Designing Your Plan for Writing.</i> Upload scans or photos of completed exercises and writing plan to Blackboard.
Week 3	Research and reading. Familiarize yourself with relevant institutional and policy contexts. Draft a list of possible contacts for interviews if appropriate. Request interlibrary loan books if needed.	<i>Week 2: Starting Your Article.</i> Upload scans or photos of completed exercises to Blackboard.
Week 4	Bring 1-3 page description of policy problem, research approach, draft recommendations, and intended recipient(s) to seminar for in-class workshop and discussion.	<i>Week 3: Advancing Your Argument.</i> Upload scans or photos of completed exercises to Blackboard. Bring a 1-3 pg description of your research question, arguments, evidence, and intended journal for in-class workshop and discussion.
Week 5	Continue research.	<i>Week 4: Selecting a Journal.</i> Upload scans or photos of completed exercises to Blackboard.
Week 6	Continue research.	<i>Week 5: Reviewing the Related Literature.</i> Upload scans or photos of completed exercises to Blackboard.
Week 7	Work on rough draft.	Continue with <i>Reviewing the Related Literature.</i>
Week 8	Work on rough draft. Interviews if appropriate.	<i>Week 6: Strengthening Your Structure.</i> Upload scans or photos of completed exercises to Blackboard.
Week 9	Work on rough draft. Interviews if appropriate.	<i>Week 7: Presenting your Evidence.</i> Upload scans or photos of completed exercises to Blackboard.
Week 10	Work on rough draft.	<i>Week 8: Opening and Concluding Your Article.</i> Upload scans or photos of completed exercises to Blackboard.
Week 11	Exchange completed rough draft with classmate(s) for comments/revisions.	<i>Week 9: Giving, Getting, and Using Others' Feedback.</i> Peer Review. Upload scans or photos of completed exercises to Blackboard.
Week 12	Integrate editors' comments into final draft. Prepare presentation and final dossier.	<i>Week 10: Editing your Sentences.</i> Upload scans or photos of completed exercises to Blackboard.
Week 13	As above	<i>Week 11: Wrapping Up Your Article.</i> Upload scans or photos of completed exercises to Blackboard.
Week 14	As above	<i>Sending your article!</i>
Week 15	Final Presentation Integrate critiques into final paper. Prepare final documentation.	Final Presentations
Week 16	Complete final policy dossier due in my office on Monday December 18, <i>no later than 5 pm.</i>	Complete final submission portfolio due in my office on Monday December 18, <i>no later than 5 pm</i>

You must choose your semester-long project at the beginning of the semester. Your decision must be finalized by the beginning of Week 2 (Monday, September 11).

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:

¹ Academic Conduct Code: <http://www.bu.edu/academics/policies/academic-conduct-code/>

² Disciplinary Procedures: <http://www.bu.edu/academics/policies/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.”

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*³ helpful.

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

Absences and Late Arrivals

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.), 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.

Late Arrivals: You are allowed one late arrival over the course of the semester. You are late if you are not in your seat at 4:30 pm (according to the classroom clock). Subsequent late arrivals will lower your letter grade by one third for each late arrival. Respect everyone’s time by being on time.

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.

³ FAQs about Academic Misconduct and Plagiarism: <http://www.bu.edu/cgsnow/academics/plagiarism-academic-misconduct/>

Seminar Schedule

Week 1 – Introduction to the Seminar and to Resource Geopolitics

Wednesday, September 6

OECD. *Material Resources, Productivity, and the Environment: Key Findings*. Available at: http://www.oecd.org/greengrowth/MATERIAL%20RESOURCES,%20PRODUCTIVITY%20AND%20THE%20ENVIRONMENT_key%20findings.pdf

Dalby, Simon. 2013. Rethinking Geopolitics: Climate Security in the Anthropocene. *Global Policy*. 5(1): 1 – 9

Purdy, Jedediah. 2015. Anthropocene Fever. *Aeon Magazine* 31 March 2015. Available at: <http://aeon.co/magazine/science/should-we-be-suspicious-of-the-anthropocene/>

Week 2 – Classical Political Economy of Resources

Monday, September 11

Smith, A. (1776) *The Wealth of Nations*, Book I: Chapter 8; Book 2: Introduction, chapters I and V. Bantam Classics. (e-book available in library)

Malthus, T. 1998 (1798). *An Essay on the Principle of Population*, Chapters 1 through 7. Electronic Scholarly Publishing Project. [cited January 8 2016]. Available from <http://www.esp.org/books/malthus/population/malthus.pdf>.

Wednesday, September 13

In-class documentary: How Many People Can Live on Planet Earth? BBC.

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

Monday, September 18 & Wednesday, September 20

Harding, G. (1968) The Tragedy of the Commons. *Science* 162 (3859):1243-1248. Available from: <http://www.sciencemag.org/cgi/reprint/162/3859/1243.pdf>

Kaplan, R. D. (1994) The coming anarchy: how scarcity, crime, overpopulation, tribalism, and disease are rapidly destroying the social fabric of our planet. *The Atlantic Monthly*, 44 ff. (21).

Hartmann, B. (1995) The Malthusian Orthodoxy. Chapter 2 in *Reproductive Rights and Wrongs: The Global Politics of Population Control and Contraceptive Choice*. South End Press. Pp. 13 – 40.

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

Monday, September 25

Sen, Amartya (1993) The Economics of Life and Death. *Scientific American*. May. Pp. 40 – 47.

Harvey, D. (1996) *Justice, Nature, and the Geography of Difference*.
Malden, MA: Blackwell Publishing. Part II: The Nature of
Environment Pp. 117- 204

Wednesday, September 27

Haraway, D. J. (1991) *Simians, Cyborgs, and Women: The Reinvention of Nature*.
Introduction, Chapter 1, 3 & 10. New York: Routledge.

Week 5 – Reconceptualizing Population, Nature and Resources II: The Geopolitics of Land and Liberty
Monday, October 2 & Wednesday, October 4

Polanyi, Karl. 1944. *The Great Transformation: The Political and Economic Origins of Our Time*.
Beacon Press. (2001 Edition with Foreword by Joseph Stiglitz).

Week 6 – Sustainability, Food, and the Global Economy I: The Geopolitics of Hunger
Tuesday, October 10 & Wednesday, October 11

Demeritt, D. (2011) The Antinomies of Sustainable Development: Sustaining What, How, and For Whom. In *The SAGE Handbook of Economic Geography*, eds. A. Leyshon, R. Lee, L. McDowell & P. Sunley, 231-241. London: SAGE.

Davis, M (2001) *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*. Part IV: The political ecology of famine. Pp. 277-340.

Peruse: United Nations Sustainable Development Goals. Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture. Available at:

<http://www.un.org/sustainabledevelopment/hunger/>

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

Monday, October 16

Patel, Raj (2012) *Stuffed and Starved: The Hidden Battle for the World Food System*. Revised and Expanded Edition. Melville House Publishers. Pp. 1 - 128

Wednesday, October 18

Patel, Raj (2012) *Stuffed and Starved: The Hidden Battle for the World Food System*. Revised and Expanded Edition. Melville House Publishers. Pp. 129 - 324

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

Monday, October 23

Bello, W. 2009. *The Food Wars*. London: Verso.

Wednesday, October 25

Braütigam, D. Chinese engagements in African agriculture: fiction and fact. In Tony Allan, Martin Keulertz, Suvi Sojamo and Jeroen Warner (eds). *Handbook of Land and Water Grabs in Africa: Foreign Direct Investment and Food and Water Security*. London and New York: Routledge. pp. 91 – 103

Custodis, Johann. Keep calm and carry on: what we can learn from the three food price crises of the 1940s, 1970s, and 2007-2008. In Tony Allan, Martin Keulertz, Suvi Sojamo and Jeroen Warner (eds). *Handbook of Land and Water Grabs in Africa: Foreign Direct Investment and Food and Water Security*. London and New York: Routledge. pp. 299 – 310.

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

Week 9 – Water and War: The Geopolitics of Water

Monday, October 30

Black, Maggie. 2016. *The Atlas of Water: Mapping the World's Most Critical Resource*. University of California Press.

Wednesday, November 1

Norman, Emma S. Christina Cook, and Alice Cohen. Introduction: Why the Politics of Scale Matter in the Governance of Water. In Norman, Emma S. Christina Cook, and Alice Cohen (eds) *Negotiating Water Governance: Why the Politics of Scale Matter*. London and New York: Routledge. pp. 1 – 16

Stucki, Virpi and Sovi Sojamo. Nouns and Numbers if the Water – Energy – Security Nexus in Central Asia. In Stucki, Virpi, Kai Wegerich, Muhammad Mizanur Rahaman, and Olli Varis (eds). *Water and Security in Central Asia: Solving a Rubik's Cube*. New York and London: Routledge. Pp. 5 - 25

Week 10 – Energy and the Global Economy I: The Geopolitics of Oil

Monday, November 6 & Wednesday, November 8

Yergin, Daniel (2012) *The Quest: Energy, Security, and the Remaking of the Modern World*. Penguin Books. Parts I, II & III.

Week 11 – Energy and the Global Economy II: The Geopolitics of Oil

Monday, November 13

Yergin, Daniel (2012) *The Quest: Energy, Security, and the Remaking of the Modern World*. Penguin Books. Parts IV, V, & VI.

Wednesday, November 15

In-class Peer Review

Week 12 – Energy, Security, and Conflict: The Geopolitics of Fossil and Alternative Energy Sources

Monday, November 20

Watts, Michael (2012) A Tale of Two Gulfs. *American Quarterly* 64(3): 437 – 467

Klinger, Julie (2015) The Environment – Security Nexus in Contemporary Rare Earth Politics. Chapter 7 in Kiggins, Ryan (ed) *The Political Economy of Rare Earth Elements: Rising Powers and Technological Change*. Palgrave Macmillan. Pp. 133 - 155

Week 13 – Class Choice: To be discussed

Monday, November 27

Wednesday, November 29

Week 14 – Gold, Forests, and Indigenous Peoples: The Geopolitics of an Amazonian Frontier

Monday, December 4

Class will be meeting at 121 Bay State Road for the Special Panel Session with guest speakers from Brazil:

Floriza da Cruz Pinto, President of *Kumirayoma*, the Yanomami Women's Association

Maria de Jesus Yanomami, Member of the Council of Elders of *Kumirayoma*

Marina Vieira, Ecologist with *Instituto Socioambiental*

Marcelo Leite, Science Journalist, *Folha de São Paulo*

Wednesday, December 6

Concluding discussions

Week 15 - Final Presentations

Monday, December 11

Final Presentations