

**Carleton University  
Fall 2020**

**GINS 4090 A: Political Economy of Extractive Industries  
in the Developing World  
Wednesdays 11:35 am - 2:25 pm  
Class held online**

Instructor: Pablo Heidrich

Office Hours: Thursdays, 9:30am-11am or by appointment

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### **Introduction**

Extractive industries, such as mining and oil and gas, represent one of the single most relevant challenges and opportunities for local communities and entire nations in resource-rich regions of Latin America, Africa, the Middle East and Central Asia. Since colonial times until the 1970s, extractive industries have provided there the main connection with the global economy, accounting for the bulk of trade and investment linkages. In the late XX Century, neoliberal governments invoked their developmental promise to open local economies to foreign capital, including to a great number of Canadian mining companies, and energy companies from Europe and the United States. In later times, a notable number of Chinese and other BRICS companies have joined them in what has become for some observers, a global scramble for natural resources.

The responses from developing countries hosting these resources and foreign investments have varied considerably. In Latin America since the early 2000s, fiscal revenues from extractive industries have enabled New Left governments to launch innovative social policies to reduce poverty while also accelerating the pace of resource extraction. In Africa, governments have sought to coordinate their bargaining through regional initiatives while balancing conflicting pressures from China versus already established investors from Europe and the USA. In the Middle East and Central Asia, more individual responses have prevailed, as some countries attempted to move beyond a resource-dependent economy to one driven by services; while others have engaged in a “resource nationalism”, maximizing current rents even if that might lower future investments.

However, in all parts of the resources-rich developing world, resulting tensions have heightened between local communities, often indigenous and/or rural, paying most of the environmental and social costs of this extractivist model of development; and the larger urban societies in these countries, which receive most of the economic and social gains, as well as foreign investors, who accrue extraordinary profits. This confrontation has grown into a crucially defining one for contemporary politics in the Global South, as well as in development practices and discourses.

To interpret these dilemmas in developing countries, this course will cover the major political economy debates regarding natural resources-dependent development (Dependencia, resource curse, Dutch disease, accumulation through dispossession, etc.). Secondly, it will bring in analysis of the distributional effects of extractive industries along local, regional and national spaces, as well as across class, ethnic and gender dimensions. Finally, the course will integrate environmental and Indigenous interpretations of natural wealth and wellbeing to the current extractive industries debates. All along, examples of specific policies and cases from developing countries as well as regional trends will be used.

Fourth year standing at BGIInS is a pre-requisite to take this course.

### **Note on online class format**

The class will be held exclusively online. Even though a 3hrs block is assigned per calendar to the course, we will not be using the whole time. Instead, more time will be required for preparation for the online sessions.

Each week, the instructor will post on Tuesdays a pre-recorded lecture of 30-40 minutes on CU Learn for students to watch it.

On Wednesdays at 11:35am, we will meet online via Zoom for approximately 60 minutes for three main purposes:

- a. Instructor will present a case where the material from the assigned weekly readings and the pre-recorded lecture should be applied to analyze it. The application will be done in a seminar format where students will provide their viewpoints, based on the readings. That matters for the participation portion of the course grade.
- b. Student assigned the debate reading will make their presentation and pose the discussion questions. Student will be made co-host of the meeting to facilitate their management of the online seminar discussion.
- c. Instructor will answer any questions arising from the pre-recorded lecture and the weekly readings.
- d. In classes 2, 3 and 4 we will have 20 minutes quizzes to be done on CU Learn. The purpose is to secure a basic understanding of the concepts specific for the rest of the seminar.

All student work will be submitted via CU Learn. Country reports and final policy memo should be uploaded as DOC or PDF files. Research presentation will be uploaded as a video file in a format compatible with CU Learn.

More detailed instructions will be forthcoming during the semester.

### **Evaluation and Class Administration**

Weekly attendance and oral participation:	15%
Weekly quizzes (3)	15%
Discussion leading:	15%
Country report:	35% <b>(due 1 week after the last class)</b>
Final policy memo:	20% <b>(due 10 days into examination period)</b>

Only 10 discussion readings are to be assigned. Those students who do not sign up for discussion leading will have their final policy memo weighted at 35%, instead of 20%.

There are between approximately 150 pages of reading per week, starting the second week of class. To get a good grade and grasp of the subject, students need to carefully read the required readings, prepare weekly reading notes, including questions for discussions, and actively participate in discussions.

1. Attendance and participation: Regular participation and willingness to engage in discussions, based on informed comments directly related to the readings, is a key component of this 4th year seminar course.
2. Quizzes: there will be 3 weekly-quizzes between weeks 2 and 4 to make sure everyone is doing all the basic readings. Each quiz will evaluate understanding of all the readings of that week. They will be done online in a time slot previously agreed.
3. Discussion Leading: pairs of students will lead a 30-minute discussion with an article presentation and trigger a debate on its main arguments, as linked to those of the rest of weekly reading list. Goal is to strengthen understanding of that week's topic. That includes recording a short 5 to 7-minute presentation and setting of 3 questions for the online in class discussion.
4. Country report: each student will select a country from a given list and investigate the relevant aspects of extractive industries assigned to it in a summary form. The report will contain 2-page summaries of each 6 topics taken from classes 5 through 12. That makes a total expected output of 12 pages for the whole report.
5. Final policy memo: Each student will write a 5-page memo addressed to a hypothetical policymaker, corporate executive or NGO leader on a topic of direct relevance to the course. The topic must be cleared with the instructor by week 9, and a detailed table of contents and bibliography provided by week 10.

For the country report and the policy memo, the bibliography may include internet sources but must include at least 12 (for the report) and 6 (for the memo) refereed journal articles or books from academic publishers. These assignments will be graded based on the quality of your writing, research and analysis, the depth of research on the topic, and the coherence and originality of your argument.

**Late Policy:** assignments are due on the dates and in the way specified in the course outline. **Late papers will be subject to a penalty of one grade per day including weekends.** Assignments will not be accepted 10 days after the due date. No extensions will be permitted. Exceptions will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation.

#### **Policies on Assignments:**

All assignments in this course must be 12 pt. Times New Roman fonts, single-spaced and have standard one-inch margins. They should be free of spelling and grammatical errors. They must

include appropriate citations and bibliography. Assignments that do not have any citations from academic sources will be returned to the student with an F grade. You must use consistently a recognized citation format (See:

<http://www.carleton.ca/sasc/peer-assisted-study-sessions/workshop-handouts/week-ten/writing-resources/citation-styles/> ).

### **Class 1 – General instructions and presentation**

General discussion of expectations of the seminar. Fine-tuning of the syllabus, explanation of assignments, and tentative allocation of presentations' slots.

Optional Readings:

Dunbar, Scott W. 2015. *How mining works*. Englewood, CO: Society for Mining, Metallurgy, and Exploration. Chapters 2-6. **Posted on CU Learn**

Introductory reading on Oil and Development **Posted on CU Learn**

### **Class 2 – Natural Resources in the Conceptualization of Development**

Cardoso, F. and Faletto, E. Dependency and Development in Latin America, 1979, Preface and Ch. 1 & 2, pp. vii-xxv and 1-28. **Posted on CU Learn**

Wallerstein, I. 1974. The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis. *Comparative Studies in Society and History*: 16(4), pp. 387-415.

<http://proxy.library.carleton.ca/login?url=https://www-jstor-org.proxy.library.carleton.ca/stable/178015>

Przeworski, Adam and Fernando Limongi. 1997. Modernization: Theories and Facts. *World Politics* v 49: 155(29). <http://proxy.library.carleton.ca/login?url=https://www-jstor-org.proxy.library.carleton.ca/stable/25053996>

Optional reading:

Harvey, D. 2004. The 'New' Imperialism: Accumulation by Dispossession. *Socialist Register*, pp. 64-89. <https://socialistregister.com/index.php/srv/article/view/5811>

No discussant needed.

### **Class 3 – Theorizing on Natural Resources from a Development Perspective 1**

Auty, R.M. 2001. The political economy of resource-driven growth. *European Economic Review*. 45(4-6), pp. 839-846. [https://doi.org/10.1016/S0014-2921\(01\)00126-X](https://doi.org/10.1016/S0014-2921(01)00126-X)

Karl, T. L. 2007. Oil-led Development: Social, Political, and Economic Consequences. Working paper 80. Stanford: Stanford Center on Democracy, Development, and the Rule of Law. <https://doi.org/10.1016/B0-12-176480-X/00550-7>

Sachs, Jeffrey D.; Warner, Andrew M. 1995. 'NBER Working Paper 5398: Natural resource abundance and economic growth', <http://ideas.repec.org/p/nbr/nberwo/5398.html>

Debate reading:

Brunnschweiler, C.N. , Bulte, E.H. 2008. The resource curse revisited: a tale of paradoxes and red herrings. Journal of Environmental Economics and Management: 55(3), pp. 248-264. <https://doi.org/10.1016/j.jeem.2007.08.004>

Optional reading:

Frankel, Jeffrey A. 2012. The Natural Resource Curse: A Survey of Diagnoses and Some Prescriptions. HKS Faculty Research Working Paper Series RWP12-014, John F. Kennedy School of Government, Harvard University. <http://nrs.harvard.edu/urn-3:HUL.InstRepos:8694932>

#### **Class 4 – Theorizing on Natural Resources from a Development Perspective 2**

Stevens, P.; Dietsche, E. 2008. Resource curse: an analysis of the causes, experiences, and possible ways forward. Energy Policy: 36, pp. 56-65. <https://doi.org/10.1016/j.enpol.2007.10.003>

Naazneen H. Barma. 2016. The Rentier State at Work: Comparative Experiences of the Resource Curse in East Asia and the Pacific. Asia & the Pacific Policy Studies: 1(2), pp. 257–272. <https://doi.org/10.1002/app5.26>

Collier, P. 2010. The Political Economy of Natural Resources. Social Research: 77(4), pp. 1105-1134. <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.690.1129&rep=rep1&type=pdf>

Debate reading:

Hertog, Steffen. 2010. Defying the Resource Curse: Explaining Successful State-Owned Enterprises in Rentier States. World Politics: 62(2), pp. 261-301. <https://doi-org.proxy.library.carleton.ca/10.1017/S0043887110000055>

Optional reading:

Herb, Michael. 2005. No Representation Without Taxation? Rents, Development, and Democracy. Comparative Politics: 37 (April), pp. 297-316. <https://doi.org/10.2307/20072891>

Abubakr Badeeb, Ramez; Lean, Hooi Hooi & Clark, Jeremy. 2017. The evolution of the natural resource curse thesis: A critical literature survey. *Resources Policy*: 51, pp. 123-134. <https://doi.org/10.1016/j.resourpol.2016.10.015>

Mironova, Valeriy & Anna Petronevich. 2015. Discovering the signs of Dutch disease in Russia. *Resources Policy*: 46(2), pp. 97–112. <https://doi.org/10.1016/j.resourpol.2015.09.007>

**Class 5 – *Institutional Capacity in Resource-Abundant Countries***

Vivoda, V. 2016. Rise of state-firm bargaining in the 2000s. In: P. Haslam and P. Heidrich (Eds.), *The political economy of natural resources and development: from neoliberalism to resource nationalism*. London: Routledge: pp. 53-69. <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=4391725>

Pryke, S. 2017. Explaining Resource Nationalism. *Global Policy*: 8(4), pp. 474-486. <https://doi.org/10.1111/1758-5899.12503>

White, S. 2017. Regulating for local content: Limitations of legal and regulatory instruments in promoting small scale suppliers in extractive industries in developing economies. *Extractive Industries and Society*: 4(2), pp. 260-266. <https://doi.org/10.1016/j.exis.2016.08.003>

Debate reading:

Dietsche, E. (2012). Institutional Change and State Capacity in Mineral-Rich Countries. In Hujo, K. (ed.). *Mineral Rents and the Financing of Social Policy*. Basingstoke: Palgrave Macmillan and UNRISD, pp.122-154. **Posted on CU Learn**

Optional readings:

Rosser, Andrew. 2004. “Why Did Indonesia Overcome the Resource Curse?” IDS Working Paper 222, March 2004. <https://opendocs.ids.ac.uk/opendocs/handle/20.500.12413/4017>

Haslam, Paul A., and Heidrich, Pablo. 2016. “From Neoliberalism to Resource Nationalism: States, Firms and Development”, In Paul A. Haslam and Pablo Heidrich, eds., *The Political Economy of Resources and Development: From Neoliberalism to Resource Nationalism*. Basingstoke: Routledge, pp.1-37. <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=4391725>

Nem Singh, J.T. (2014). Towards Post-Neoliberal Resource Politics? The International Political Economy (IPE) of Oil and Copper in Brazil and Chile. *New Political Economy*: 19 (3), pp. 329-358. <https://doi-org.proxy.library.carleton.ca/10.1080/13563467.2013.779649>

Osmel Manzano and Francisco Monaldi. (2008). The Political Economy of Oil Production in Latin America. *Economía*: 9(1), pp. 59-98. <https://muse-jhu-edu.proxy.library.carleton.ca/article/259410>

**Class 6 – *Compensatory Mechanisms in the Political Economy of Natural Resources***

Segal, P. 2012. How to spend it: Resource wealth and the distribution of resource rents. *Energy Policy*: 51, 340-348. <https://doi.org/10.1016/j.enpol.2012.08.029>

Victor, David G. 2009. Untold Billions: Fossil-Fuel Subsidies, their Impacts and the Path to Reform. *The Politics of Fossil-Fuel Subsidies*. Available at SSRN: <https://ssrn.com/abstract=1520984> or <http://dx.doi.org/10.2139/ssrn.1520984>

Gudynas, Eduardo (2016) “Natural Resource Nationalisms and the Compensatory State in Progressive South America.” In Haslam, P. & Heidrich, P. *The Political Economy of Natural Resources. Resource Nationalism as a Development Policy*. Routledge. <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=4391725>

Debate reading:

Thorvaldur Gylfason. (2001). Natural resources, education, and economic development. *European Economic Review*: 45, pp. 847-859. [https://doi.org/10.1016/S0014-2921\(01\)00127-1](https://doi.org/10.1016/S0014-2921(01)00127-1)

Optional readings:

Adésínà , Jimí O.. 2012. Social Policy in a Mineral-Rich Economy: The Case of Nigeria. Chapter 10 in In Hujo, K. (ed.). *Mineral Rents and the Financing of Social Policy*. Basingstoke: Palgrave Macmillan and UNRISD, pp. 285-318. **Posted on CU Learn**

Commander, Simon. (2012). *A Guide to the Political Economy of Reforming Energy Subsidies*. IZA Policy Paper No. 52. Bonn, Germany. <http://ftp.iza.org/pp52.pdf>

El-Katiri, Laura & Bassam Fattouh. (2016). *A Brief Political Economy of Energy Subsidies in the Middle East and North Africa*. Oxford Institute for Energy Studies Paper: MEP 11. Oxford, UK. <https://www.oxfordenergy.org/wpcms/wp-content/uploads/2015/02/MEP-11.pdf>

Sakal, Halil Burak. (2015). Natural resource policies and standard of living in Kazakhstan. *Central Asian Survey*: 34(2), 237-254. <https://doi.org/10.1080/02634937.2014.987970>

**Class 7 – *Natural Resources and Political Regimes in Developing Countries***

Gray, Matthew. 2011. *A Theory of Late Rentierism in the Arab States of the Gulf*. Center for International and Regional Studies, Georgetown University, School of Foreign Service in Qatar. <https://repository.library.georgetown.edu/bitstream/handle/10822/558291/CIRSOccasionalPaper7MatthewGray2011.pdf>

Mazucca, Sebastián L.. 2013. Lessons from Latin America: The Rise of Rentier Populism. Journal of Democracy: 24 (2), pp. 108-122. <https://doi.org/10.1177/002083451306300406>

Ongba, Luc Désiré. 2015. Why Do Some Oil-Producing Countries Succeed in Democracy While Others Fail? World Development: 76(December), pp. 180–189.

<https://doi.org/10.1016/j.worlddev.2015.07.005>

Debate reading:

Rakner, Lise. 2017. Tax bargains in unlikely places: The politics of Zambian mining taxes.

Extractive Industries and Society: 4(3), pp. 525-538. <https://doi.org/10.1016/j.exis.2017.04.005>

Optional readings:

Bayulgen, Oksan. 2005. Foreign Investment, Oil Curse, and Democratization: A Comparison of Azerbaijan and Russia. Business and Politics: 7(1), pp. 1-37.

<https://doi.org/10.1080/13510347.2016.1200560>

Cypher, James Martín. 2010. South America's Commodities Boom: Developmental Opportunity or Path Dependent Reversion? Canadian Journal of Development Studies: 30(3-4).

<https://doi.org/10.1080/02255189.2010.9669319>

Jensen, Nathan and Wantchekon, Leonard. 2004. Resource Wealth and Political Regimes in Africa. Comparative Political Studies, 37(7), pp.816-841.

<https://doi.org/10.1177/0010414004266867>

Jomo K. S. and Wee Chong Hui. 2002. The Political Economy of Malaysian Federalism Economic Development, Public Policy and Conflict Containment. UNU Wider Discussion paper 113.

Helsinki. <https://doi-org.proxy.library.carleton.ca/10.1002/jid.995>

Sandbakken, Camilla. 2006. The Limits to Democracy Posed by Oil Rentier States: The Cases of Algeria, Nigeria, and Libya. Democratization: 13(1), pp. 135-152.

<https://doi.org/10.1080/13510340500378464>

Weitzman, H. 2013. Resource nationalism: beyond ideology. Americas Quarterly, pp.1-11.

<https://search-proquest->

<com.proxy.library.carleton.ca/docview/1353647214/fulltextPDF/5A424F717A9B4E80PQ/1?accountid=9894>

## **Class 8 – Natural Resources and National Conflict in Developing Countries**

Ross, Michael L. 2008. “Why Oil Wealth Fuels Conflict”. Foreign Affairs: 87(3), pp. 2-8.

<https://go-gale->

[com.proxy.library.carleton.ca/ps/i.do?p=AONE&u=ocul\\_carleton&id=GALE%7CA178348423&v=2.1&it=r](http://com.proxy.library.carleton.ca/ps/i.do?p=AONE&u=ocul_carleton&id=GALE%7CA178348423&v=2.1&it=r)

Basedau, Mattias and Lay, Jann. 2009. Resource Curse or Rentier Peace? The Ambiguous Effects of Oil Wealth and Oil Dependence on Violent Conflict. *Journal of Peace Research*, 46:6, pp. 757-776. <https://doi.org/10.1177/0022343309340500>

Philippe Le Billon (2004) The Geopolitical economy of 'resource wars', *Geopolitics*, 9:1, pp.1-28 <https://doi.org/10.1080/14650040412331307812> .

Debate reading:

Cuvelier, Jeroen; Vlassenroot, Koen & Olin, Nathaniel. 2013. Resources, Conflict and Governance: a critical review of the evidence. JSRP Paper 9 (Conflict Research Group, University of Ghent). <http://eprints.lse.ac.uk/56351/>

Omeje, K. (2008) Extractive Economies and Conflicts in the Global South. Multi-Regional Perspectives on Rentier Politics. Taylor & Francis Group. <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=438859>

### **Class 9 - Local Mobilizations and Resistance (or not) to Extractive Industries**

Bebbington, Anthony; Hinojosa, Leonith; Humphreys Bebbington, Denise; Burneo, Maria Luisa and Warnaars, Ximena. Contention and Ambiguity: Mining and the Possibilities of Development. *Development and Change* 39(6), pp. 887–914. <https://doi.org/10.1111/j.1467-7660.2008.00517.x>

Johnson, McKenzie ; Laurent, Rebecca and Kwao, Benjamin. 2020. Constructing a crisis: The effect of resource curse discourse on extractive governance in Ghana. *The Extractive Industries and Society*: 7 (3), pp. 965-974. <https://doi.org/10.1016/j.exis.2020.04.013>

Hilson, G. 2012. Corporate Social Responsibility in the extractive industries: Experiences from developing countries. *Resources Policy* 37(2), pp. 131-137. <https://doi.org/10.1016/j.resourpol.2012.01.002>

Debate reading:

Deonandan, K. (2015). Evaluating the effectiveness of the anti-mining movement in Guatemala: the role of political opportunities and message framing. *Canadian Journal of Latin American and Caribbean Studies*, 40(1), pp. 27-47. <https://doi.org/10.1080/08263663.2015.1031472>

Optional readings:

Watts, Michael J. 2005. Righteous Oil? Human Rights, the Oil Complex, and Corporate Social Responsibility. *Annual Review of Environmental Resources*: 30(9), pp. 1-35.

<https://doi.org/10.1146/annurev.energy.30.050504.144456>

Pierka, Simone & Tysiachniouk, Maria. 2016. Structures of mobilization and resistance: Confronting the oil and gas industries in Russia. *The Extractive Industries and Society*: 3(4), pp.997–1009. <https://doi.org/10.1016/j.exis.2016.07.004>

Gilberthorpe, E. and Elissaios Papyrakis. 2015. The extractive industries and development: The resource curse at the micro, meso and macro levels. *Extractive industries and Society*: 2(2) pp. 381-390. <http://dx.doi.org/10.1016/j.exis.2015.02.008>

Conde, M., Jonathan Gamu and Philippe Le Billon. 2015. The Rise in Conflict Associated with Extractive Sector Projects - What Lies Beneath? CIRDI. <https://cirdi.ca/wp-content/uploads/2017/04/conflict-literature-review.pdf>

### **Class 10 – Global Politics and Natural Resources**

Humphreys, David. (2013). New mercantilism: A perspective on how politics is shaping world metal supply. *Resources Policy*: 38, pp. 341–349

<https://doi.org/10.1016/j.resourpol.2013.05.003>

Bridge, G. & Lebillon, P. (2017) *Oil*. 2<sup>nd</sup> edition. Chapter 5: Securing Oil. Wiley Editors.

[https://doi.org/10.1111/1478-9302.12100\\_63](https://doi.org/10.1111/1478-9302.12100_63)

Rosales, A. (2016). Deepening extractivism and rentierism: China's role in Venezuela's Bolivarian developmental model. *Canadian Journal of Development Studies / Revue canadienne d'études du développement*, 37(4), pp. 560-57

<https://doi.org/10.1080/02255189.2016.1208605>

Debate reading:

Collier, P. (2014) The ethics of natural assets, *Journal of Global Ethics*: 10(1), pp. 45-52.

<https://doi.org/10.1080/17449626.2014.896573>

Optional readings:

Corrigan, C. 2014. Breaking the resource curse: Transparency in the natural resource sector and the extractive industries transparency initiative. *Resource Policy*: 40, pp. 17–30.

<https://doi.org/10.1016/j.resourpol.2013.10.003>

Steven, David; O'Brien, Emily and Jones, Bruce. 2014. The new politics of strategic resources: energy and food security challenges in the 21st century. Brookings Institution Press.

<https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=1793973>

## **Class 11 - Canada's Role in Global Extractive Industries**

Studnicki-Gizbert, Daviken. (2016). Canadian mining in Latin America (1990 to present): a provisional history. *Canadian Journal of Latin American and Caribbean Studies / Revue canadienne des études latino-américaines et caraïbes*, 41(1), pp.95-113.

<https://doi.org/10.1080/08263663.2015.1134498>

Gordon, Todd and Webber, Jeffery R. 2008. Imperialism and Resistance: Canadian Mining Companies in Latin America. *Third World Quarterly*: 29(1), pp. 63-87.

<https://doi.org/10.1080/01436590701726509>

Heidrich, P. (2016) Determinants, Boundaries, and Patterns of Canadian Mining Investments in Latin America (1995–2015). *Latin American Policy*, December 2016.

<https://doi.org/10.1111/lamp.12106>

Debate reading:

Haslam, P. et al. 2018. Do Canadian Mining Firms Behave Worse Than Other Companies? Quantitative Evidence from Latin America. *Canadian Journal of Political Science*. 51(3), pp. 521–551 <https://doi-org.proxy.library.carleton.ca/10.1017/S0008423918000185>

Optional Readings:

Campbell, B. and Premont, M. 2017. What is behind the search for social acceptability of mining projects? Political economy and legal perspectives on Canadian mineral extraction. *Mineral Economics* 30, pp.171–180 <https://doi.org/10.1007/s13563-017-0123-x>

Katz-Lavigne, Sarah G. 2016. The renegotiation window: Resource contract renegotiations in the mining industry in Africa from 2000 to 2013. *Resources Policy*: 51 (March), pp. 22–30.

<https://doi.org/10.1016/j.resourpol.2016.11.001>

## **Class 12 – Environmentalist and Indigenous Questioning of Extractivism**

Merino Acuna, R. 2015. The politics of extractive governance: Indigenous peoples and socio-environmental conflicts. *The Extractive Industries and Society* 2, pp. 85–92.

<http://dx.doi.org/10.1016/j.exis.2014.11.007>

Conde, M. & Philippe Le Billon. 2018. Why do some communities resist mining projects while others do not? *Extractive Industries and Society*, 4, pp. 681-697,

<http://dx.doi.org/10.1016/j.exis.2017.04.009>

Thomson, Bob (2011). Pachakuti: Indigenous Perspectives, Buen Vivir, Sumaq Kawsay and Degrowth. *Development*. 54(4), pp. 448-454. <https://search-proquest->

[com.proxy.library.carleton.ca/docview/918021970/fulltextPDF/F81AD22C59A44357PQ/1?accountid=9894](http://com.proxy.library.carleton.ca/docview/918021970/fulltextPDF/F81AD22C59A44357PQ/1?accountid=9894)

Debate reading:

Szablowski, D. (2010) Operationalizing FPIC in the Extractive Industry Sector? Examining the Challenges of a Negotiated Model of Justice. *Canadian Journal of Development Studies*: 30 (1-2), pp. 111-130. <https://doi.org/10.1080/02255189.2010.9669284>

Optional Readings:

Tetteba (2010) "Pitfalls and Pipelines: Indigenous Peoples and Extractive Industries." Available at: [http://www.iwgia.org/iwgia\\_files\\_publications\\_files/0596\\_Pitfalls\\_and\\_Pipelines\\_-\\_Indigenous\\_Peoples\\_and\\_Extractive\\_Industries.pdf](http://www.iwgia.org/iwgia_files_publications_files/0596_Pitfalls_and_Pipelines_-_Indigenous_Peoples_and_Extractive_Industries.pdf)

Conde, M. 2016. Resistance to Mining. A Review. *Ecological Economics*: 132, pp. 80-90. <https://doi.org/10.1016/j.ecolecon.2016.08.025>

**Class 13 – Final review and wrap-up**

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**Academic Accommodations:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-5206608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (*if applicable*).

**Accommodation for Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**Accommodation for Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- x reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- x submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- x using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- x using another’s data or research findings;
- x failing to acknowledge sources using proper citations when using another is works and/or failing to use quotation marks;
- x handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Intellectual Property:** Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

**Submission and Return of Term Work:** Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the BGIoS office in 2404R, River Building. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail.

Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6

85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton E-mail Accounts:** All email communication to students from BGIInS will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

**Official Course Outline:** The course outline posted to the BGIInS website is the official course outline.

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