

**Faculty of Environmental and Urban Change
York University
UNDERGRADUATE COURSE SYLLABUS**

Course: EUC 4310/5070 Extraction and its Discontents: A Social History and Political Economy

Term: Winter 2025

Calendar Description

This course examines current political, economic and social debates concerning extractive industry, placing these in the context of longer histories of global imperialism and colonialism. Following a review of conceptual approaches to natural resource `extraction`, the course will examine contemporary global regulation and resistance to it, focusing upon the state, the corporation, the resource, the affected community, and the (global) social movement as units of analysis.

Required readings will be available through the York University Library. **An eclass site** will be employed for uploading assignments and to which electronically available readings will be linked. Undergraduate and graduate commentaries will be visible. Students should also pay attention to current information concerning extractive industries, including media coverage of pipelines, tar sands and debates on Canadian global mining activities. See, for instance regular reporting from miningwatch.ca among others as well as business and civil society materials available via newspaper websites.

Prerequisite(s)

Fourth year standing or by permission of the instructor. Students with Third year standing may have access subject to space availability and approval from the Faculty.

Course Director

Dr. L. Anders Sandberg

Office/course consultation hours: Wednesday, 11.30 – 1230, Room: HNE 267

You can also request a Zoom meeting at:

<https://yorku.zoom.us/j/98498819335?pwd=Rk9DRlY1MG9OWkNSQ2xFMXR2aDhSUT09>

Course Management

Please note that this course will be offered in person. We will meet for the first class on January 8th. This is a seminar course and thus attendance is expected during regular hours. If you are unable to attend on a specific due to connection issues, please let the instructor as soon as possible

Time and Location

Wednesdays 8.30-11:20 am in person in HNE 036

Purpose and Objectives of the Course

Conceptually, this course defines `extraction` broadly, to include forms of direct resource harvesting from

land/nature that alter the socio-ecological metabolism of that context. The course will assist students to:

1. Consider how earth matter is defined as minerals and as objects of extraction and how this may obscure or erase other ways of seeing such matter.
2. Define extraction through a socio-ecological lens that considers the ways in which natural resources have been harnessed for the purposes of economic growth and accumulation.
3. Gain an understanding of key historical approaches to resource extraction, with particular relation to Indigeneity, imperialism and colonialism.
4. Place existing literatures in the context of debates on the construction of race, sex and class hierarchies in the extractive enclave.
5. Contextualize theoretical material through an examination of the global and domestic resource extraction and the socio-ecological abuses with which it is associated.
6. Consider similarities and variations between varying sorts of resource extraction, including mining, particularly sand and stone (aggregates) extraction and production and their relationship to contemporary `land grabbing`.
7. Consider the infrastructural dimensions of the mining of aggregates and their relationship to contemporary economic structures, socio-ecological crises, and global capital regulation.
8. Identify the various kinds of knowledges produced on extraction and extractive industry and the sociology and politics undergirding schools of thought and communities of knowledge creation (including Corporate Social Responsibility, sustainable mining, critique of industry, human and environmental rights discourse).
9. Allow students to place theoretical and empirical cases in the context of their own particular area of interest.

Organization of the Course

The course will be delivered through in-person lectures and seminar discussions. Assigned readings will be posted to e-class. On certain dates external speakers will join the class via zoom. Students are expected to read or view all assigned materials in advance of the class in question and to arrive at class prepared to engage in a lively discussion.

Evaluation

<u>100 word case description</u>	<u>5 % (Ja 28)</u>
<u>Take home mid-term</u>	<u>25% (Fe 12)</u>
<u>Essay proposal</u>	<u>10% (Mar 5)</u>
<u>Final Essay</u>	<u>25% (Ap 9)</u>
<u>Presentation on readings + case</u>	<u>15% (Mar 26 or Ap 2)</u>
<u>Participation (including optional log)</u>	<u>20% (Ap 5)</u>

PLEASE NOTE: Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

1. **Each student's case will be selected in first month of class with a 100 word description of the case uploaded to eclass – worth 5%. You can select to do this as a group project with other students, and possibly in conjunction with a community organization.** You can modify this as the course proceeds, and this would ultimately contribute to shaping your final essay. Two or more sources should be cited, at least one of which should be a scholarly publication (book, book chapter or journal article); the other

may be from media, or an NGO or trade/business source. A topic pertaining to the case will be the subject of your final essay.

2. **Write a take home mid-term exam.** The exam will consist of two essay questions which will ask you to elaborate your understanding of the course material to date. The questions will be distributed in class on **February 5** and will be **due the Wednesday before reading week, February 12.**
3. Prepare a proposal for the Final Essay or alternative format project. The proposal is due in Eclass, 500 words maximum. The proposal must cite 3 course readings and should lay out a thesis statement and key sub-sections for the paper/project. It should also show original library research related to your topic (i.e. from scholarly journals).
4. **The Final Essay is due on Wednesday April 9;** essay is 2000 words maximum (or equivalent in alternate format), on a topic related to your case. It must cite at least 3 course readings with reflection.
5. **Participate actively** in class discussions (including online eclass). A high grade in this area will be based on frequent and active contributions in seminar, spoken or online, offering comments and questions based on knowledge of the required readings, constructively engaging with fellow students. Attendance is expected at all classes. See the final page of the syllabus for further guidance.
6. Provide a presentation on the case you have selected on March 26 or April 2, if you wish – as a group project- linking the case to the course materials for the week in question. The presentation will offer new information to the class through the lens of one or more of the articles for the week. It will not exceed 10 minutes in length, but should be organized, informative and engaging. Employ a clear structure – i.e. *“In this presentation I will provide information on the x, advancing the following 3 key points.”* Then do so. You may use power point if you wish, for illustrations or to provide an outline, but are not required to do so. If you are conducting this as a group project, the presentation target length may exceed 10 minutes (max. 15).

Lateness Penalty

Assignments received later than the due date will be penalized 5% of the value of the assignment *per day* that the assignments are late. For example, if an assignment worth 20% of the total course grade is a day late, 1 point out of 20 (or 5% per day) will be deducted. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc. will be entertained by the Course Director.

Missed Tests

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., may request accommodation from the Course Instructor. When you contact the Course Instructor, state accommodation arrangement (e.g., allowed to write a make-up test on a certain date). Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Case Selection

The intention of this assignment is to allow you to think through the course material via a particular theme of interest, which will also assist in identifying the final essay topic early in the term. For those already engaged with extraction and environmental justice issues, students may wish to select particular examples or regulatory initiatives from sites and thematic areas of interest or ongoing research. For those who are relatively new to the subject matter, check the websites of organizations such as, Mining Watch, the Polaris Institute, Oil Watch, Indigenous Environmental Network, SOMO Netherlands, London Mining Network, as well as business sources like infomine for possibilities. Examples of cases include: one of the current pipeline projects in North America, a particular refinery or processing plant under debate, a mining project or type of extractive industry in a particular region or country, a specific voluntary (or binding) code of conduct for extractive industry, questions of racism and sexism in particular industrial structures or in the discourse of those who critique industry,

consumption of a particular mineral in various products (including in ‘transition’ energy systems) an activity or industry less represented in the readings for this week (for instance export processing, genetic mining, organ trading etc. – selecting perhaps a particular example as per the aforementioned suggestions, a current legal case underway in Canada or internationally). For Tar Sands and pipelines related cases and legal suits see Yellowhead Institute, Pembina Institute, Polaris Institute, Defenders of the Land, Indigenous Climate Action, Indigenous Environmental Network, Parkland Institute, Sierra Club, Greenpeace, Environmental Defence among others. For other legal cases see law firm Klippenstein’s and the International Human Rights Clinic at Harvard among others. Many authors we read in the course have published extensively on subjects related to extraction. Those with specific interests in material related to the scholarship or activism of specific authors are advised to look up their other publications.

Course Schedule and Readings

Class topic,	Readings
<p>Week 1 January 8</p> <p><i>Introducing and Defining Extraction, Discontents, Course Organization, and Land (Ac)Knowledge</i></p>	<p>Introduction and Land (Ac)Knowledge</p> <p>What is meant by the terms extraction and discontents? What is meant by the terms political economy/ecology/geology? How may they help us understand extraction and its discontents?</p> <p>Recommended readings:</p> <p>Mining Watch et al (2020). “Voices from the Ground: How the Global Mining Industry is Profiting from the COVID 19 Pandemic” at https://miningwatch.ca/sites/default/files/covid-19_and_mining_-_snapshot_report.pdf</p> <p>Moore, J. (2017). Who is Responsible for the Climate Crisis? In <i>Maize</i> What is Capitalocene at https://www.maize.io/magazine/what-is-capitalocene/</p> <p>POEM AND FILM: Project Shift, <i>Poetry by Pablo Neruda (Standard Oil)</i> https://www.youtube.com/watch?v=rFc-afPmrso</p>
<p>Week 2 January 15</p>	<p>On Soils, Stones, Symbols and Earth Matter</p> <p>What constitutes earth matter? What are some of the ways to define and conceive of earth matter? What conceptions of earth matter exist? How have earth matter come to be defined as life-force and minerals? How has earth matter come to be seen more as natural resource than life-force? What is gained and lost when earth matter is reduced to natural resources? Does earth matter have agency? Does earth matter listen and speak?</p> <p>Plumwood, V. (2007). Journey to the Heart of Stone. <i>Nature, Culture and Literature</i>, (5), 17-36,250. https://ezproxy.library.yorku.ca/login?url=https://www.proquest.com/scholarly-journals/journey-heart-stone/docview/89196575/se-2</p>

	<p>Povinelli, E. (1995). Do Rocks Listen? The Cultural Politics of Apprehending Australian Aboriginal Labor. <i>American Anthropologist</i>, 97, 3: 505-518.</p> <p>Saunders, N. (2013)., pp. 123-141. In <i>Soils, Stones and Symbols: Cultural Perceptions of the Mineral World</i>, edited by Nicole Boivin and Mary Ann Owoc. London: Routledge. The chapter offers “a brief overview of the role of geology and geography in a worldview that [is] a fusion of what in Western understanding are indissolubly separate spheres of natural phenomena and cultural activity. What emerges ... is a view of a cultural world composed of complex and nuanced ideas concerning the nature and role of various kinds of minerals and landforms that challenge simplified Western conceptions of nature/culture distinctions” (124).</p> <p>Tacon, P. (2013). Ochre, Clay, Stone and Art: The Symbolic Importance of Minerals as Life-Force Among Aboriginal Peoples of Northern and Central Australia, pp. 31-42.</p> <p>Video: The Legend of the Sacred Mountain, Ancient Native American Wisdom. https://www.youtube.com/watch?v=ifiEP8sGQts</p> <p>Video: Minerals for Kids – Classification and Uses - Science https://www.youtube.com/watch?v=xbkEITV7sok</p> <p>Recommended Reading</p> <p>Bainton, Nicholas. 2020. Mining and Indigenous People. Oxford Research Encyclopedias Anthropology</p> <p>Boivin, Nicole and Mary Ann Owoc, eds., <i>Soils, Stones and Symbols: Cultural Perceptions of the Mineral World</i>. London: Routledge. This book illustrates “the complex ways in which the materiality of minerals links together monuments, rock art, technologies and landscapes into a unified story that contradicts traditional archaeological categorisations of the material world”(3).</p> <p>Boivin, N. (2013). From Veneration to Exploitation: Human Engagement with the Mineral World, pp. 1-29. In <i>Soils, Stones and Symbols: Cultural Perceptions of the Mineral World</i>, edited by Nicole Boivin and Mary Ann Owoc. London: Routledge.</p> <p>Moro Abadia, Oscar and Martin Porr, editors. 2021. <i>Ontologies of Rock Art: Images, Relational Approaches, and Indigenous Knowledges</i>. Routledge.</p>
<p>Week 3</p> <p>January 22</p>	<p>Sacred Traditions: The Case of the Red Pipestone Quarry</p> <p>How do Indigenous people conceive of earth matter? What is their relationship with the earth? How is it similar and different from the way in which settlers and mining companies view minerals? What lessons can we learn from the history of the Red Pipestone Quarry? What is there to despair, regret, celebrate, and feel hopeful about with regards to this place?</p>

	<p>Grant, D.M. (2017). Writing “Wakan”: The Lakota Pipe as Rhetorical Object, <i>College Composition and Communication</i>, 69(1), 61-86.</p> <p>Corbett, William (1978). “The Red Pipestone Quarry: The Yanktons Defend a Sacred Tradition,” <i>South Dakota History</i>, 8, 2, 99-116.</p> <p>Film: Pipestone: An Unbroken Legacy. 22.55 minutes. https://www.nps.gov/pipe/learn/photosmultimedia/pipestone-an-unbroken-legacy.htm</p> <p>Recommended reading:</p> <p>Creese, J. (2016). “Making Pipes and Social Persons at the Keffer Site: A Life History Approach,” pp. 27-49. In E.A. Bollwerk and S. Tushingham, editors, <i>Perspectives on the Archaeology of Pipes, Tobacco and other Smoke Plants in the Ancient Americas</i>. Switzerland: Springer International.</p> <p>Roth, S. (2015). Argillite, faux-argillite and black plastic: The political economy of simulating a quintessential Haida substance, <i>Journal of Material Culture</i>, 20, 3, 299-312</p>
<p>Week 4</p> <p>January 29</p>	<p>The Development of the Science of Geology</p> <p>The western science of geology underpin and support the development of the extractive industry, but it did not drop from the sky. How and when did the science of geology emerge? What other ways of seeing earth matter did it challenge and replace/displace? What shape did geology take initially? How has it changed over time? What is its relationships to the state and the extractive industry? Who were some of its spokespeople and promoters? How is it expressed in and across Canada and in Canadian history?</p> <p>Braun, Bruce (2000). Producing Vertical Territory: Geology and Governmentality in Late Victorian Canada, <i>Ecumene</i>, 7, 1, 7-46.</p> <p>Bobbette, A., Gamble, R., Lee, C-T, and Wilson, C. (2021). Decolonizing Geology: A Discussion, <i>GeoHumanities</i>, 7 2, 647-655.</p> <p>Simpson, Michael (2019). “Resource Desiring Machines: The Production of Settler Colonial Space, Violence, and the Making of a Resource in the Athabasca Tar Sands,” <i>Political Geography</i>, 74, 102044.</p> <p>Recommended readings/viewings:</p> <p>Bobbette, A. and Donovan, A., editors (2019). <i>Political Geology: Active Stratigraphies and the Making of Life</i>. Cham, Switzerland: Palgrave Macmillan.</p> <p>VIDEO: Video Artist Amie Siegel in conversation with Beatrice Galilee. https://www.youtube.com/watch?v=TznEK4df2Fc</p>

	<p>VIDEO: Amie Siegel: Quarry. Quarry https://www.sfu.ca/galleries/audain-gallery/past1/amiesiegel-quarry.html</p> <p>Zeller, Susan (2000). The Colonial World as Geological Metaphor: Strate(gems) of Empire in Victorian Canada. <i>Osiris</i>, 15, 85-107.</p>
<p>Week 5</p> <p>February 5</p>	<p>The Mining Cycle</p> <p>What is the mining cycle or mining sequence? What are its different stages? How has it evolved over time? What are its strengths and weaknesses as an explanatory device of the extractive industry? What does it include and exclude?</p> <p>Akong, C. (2020). Reframing Matter: Towards a material-discursive framework for Africa’s minerals. <i>The Extractive Industries and Society</i>, 7, 461-469.</p> <p>Huber, Matthew (2022). Theorizing the subterranean mode of production, <i>Political Geography</i>, 94 (Complete), 1-3. Introduction to special issue on “Earth Politics: Territory and the Subterranean.</p> <p>Kuyek, Joan (2019). <i>Unearthing Justice: How to Protect Your Community from the Mining Industry</i> (Toronto: Between the Lines), chapter 2, The Mining Sequence.</p> <p>Spalding, Rose. 2023. Mining Conflict and Policy Alternatives. In https://academic.oup.com/book/45796/chapter-abstract/400635194?redirectedFrom=fulltext</p>
<p>Week 6</p> <p>February 12</p>	<p>Indigenous People and the Extractive Industry</p> <p>What is the relationship between Indigenous people and the extractive industry? How has the relationship changed over time and space? Are interests of Indigenous peoples, the extractive industry and state compatible or incompatible? Are these actors friends or foes? Is the “extractive option” a Faustian bargain or necessary compromise for Indigenous people? Is it an assimilationist or integrative strategy of development for Indigenous people? Is it an end itself or a means to another different end for Indigenous people?</p> <p>Kuyek, Joan (2019). <i>Unearthing Justice: How to Protect Your Community from the Mining Industry</i> (Toronto: Between the Lines), chapter 4, Mining and Colonialism on Turtle Island.</p> <p><i>Guardians of Eternity</i>. 45 minutes. Sheebafilms. http://www.toxiclegacies.com/project/the-guardians-of-eternity-film/ What is perpetual care? What shape should it take?</p> <p>Recommended readings:</p> <p>Keeling, A. and Sandlos, J. editors (2015). <i>Mining and Communities in Northern</i></p>

	<p><i>Canada: History, Politics, and Memory</i>. Calgary: University of Calgary Press. This is an Open Access E-book. https://library.oapen.org/handle/20.500.12657/57489</p> <p>Neale, T. and Vincent, E. (2017). Mining, indigeneity, alterity: or, mining Indigenous alterity? <i>Cultural Studies</i>, 31, 2-3, 417-439</p> <p>Pasternak, S., Collis, S, and Dafnos, T. (2013). Criminalization at Tyendinaga: Securing Canada’s Colonial Property Regime through Specific Land Claims,” <i>Canadian Journal of Law and Society</i>, 28, 1, 65-81.</p> <p>Sandlos, John, Arn Keeling, Caitlynn Beckett, and Rosanna Nicol. “There is a Monster Under the Ground: Commemorating the History of Arsenic Contamination at Giant Mine as a Warning to Future Generations” <i>Papers in Canadian History and Environment</i>, no. 3 (October 2019): 1-55. DOI: dx.doi.org/10.25071/10315/36516</p>
<p>February 19</p>	<p>Reading Break</p>
<p>Week 7</p> <p>February 26</p>	<p>Grey Extractivism: The Case of the Aggregate Industry, the State, and Discontents</p> <ol style="list-style-type: none"> 1. Why is aggregates extraction considered to be an important (integral) part of the global capitalist economy? 2. Companies in the aggregates industry often emphasize their efforts to reduce carbon emissions during the production of aggregates products, and to restore/rehabilitate land once a quarry is abandoned. Why is this described as “environmental rhetoric”? What would need to be included for a fuller picture of environmental impact? 3. What is the ‘spatial fix’ described in the Sandberg and Wallace paper, and what is it ‘fixing’? 4. The authors discuss examples of aggregate extraction in India, Southern Ontario, and Northern Scotland. Although they do not explain it directly in these terms, their analysis reveals the contradictory tendencies of spatial differentiation and equalization that Neil Smith identified as inherent in capitalism. How are these tendencies manifest in the aggregates industry? <p>Sandberg, L.A. and L. Wallace (2013). Leave the Sand in the Land, Let the Stone Alone: Pits, Quarries and Climate Change, <i>ACME: An International E-Journal for Critical Geographies</i>, 12 (1), 65-87.</p> <p>Beiser, V. 2019) There is a global sand crisis and no one is talking about it. TEDx talk. https://www.ted.com/talks/vince_beiser_there_s_a_global_sand_crisis_and_no_one_is_talking_about_it</p> <p>“sand is just one aspect, one element of the much larger problem with over consumption. If we are running out of that, we really need to think about how we are using everything.” Vince Beiser</p> <p>Recommended readings:</p>

	<p>Vince Beiser, <i>The World in a Grain</i> (2018).</p> <p>Leffers, D., Wekerle, G. and Sandberg, L.A. (2021). Competing Claims in Land-Use Policy: Property Development and Mineral Aggregates Industries, <i>Journal of Environmental Planning and Management</i></p> <p>Virtual Launch Event, Reform Gravel Mining Coalition (2022). Reform Gravel Mining Coalition. https://www.youtube.com/watch?v=r57kOUqlf_g</p> <p>Mira Quarry, Government Silence, and a Community Destroyed. Why? How? (2019) https://www.youtube.com/watch?v=uCikE81WkAM</p> <p>As I See It: Proposed Mira Quarry Expansion Outside Fredericton, Earthquakes, and Who Decides. https://www.youtube.com/watch?v=Lm1c52-8ozE</p> <p>Sandberg, L. Anders (2014). "Environmental Gentrification in a Post-Industrial Landscape: The Case of the Limhamn Quarry, Malmö, Sweden," <i>Local Environment: The International Journal of Justice and Sustainability</i>, 19, 10, pp. 1068-1085. Different Concepts of Mineral Resources and the Subterranean Modes of Production</p>
<p>Week 8</p> <p>March 5</p>	<p>Grey Extractivism and its Impact on Black Bodies</p> <p>El-Hadi, Nehal 2022. Poetics, Politics, and Paradoxes of Sand. https://www.youtube.com/watch?v=leT1M2Yj0aI</p> <p>Black materialism is the effect of matter on black people and black geographies. ... a black materialist approach takes into consideration how the materiality of sand and its extraction, distribution, and uses specifically affect people of African descent. (29.35)</p> <p>"I ask that we consider sand as a repository both of feeling and of experience, of affect and of history, in the Caribbean region. Here sand links us unswervingly to place, to a particular landscape that bears traces of both connection and loss. I imagine it to be "saturated" with the presence of people who have walked on and carried it, but simultaneously "empty" of the archaeological and forensic traces that would testify to that presence. If water is the romantic metaphor that has irredeemably made its place in Caribbean and African diasporic studies, sand is the less embraced referent that returns us to the body's messy realities. Water washes, makes clean. Sand gets inside our bodies, our things, in ways at once inconvenient and intrusive. It smoothes rough edges but also irritates, sticking to our bodies' folds and fissures." Vanessa Agard-Jones (2012), <i>What the Sands Remember</i></p>

	<p>Chen, Eve (2022). Sun, Sand and Civil Rights: Uncovering Black History at the Beach and Beyond, <i>USA Today</i>, January 31. https://ca.movies.yahoo.com/movies/sun-sand-civil-rights-uncovering-100216695.html</p> <p>Nesbitt, F. (2021). Black Sand is the California surf crew for justice on the water. <i>United States of i-D</i>, May 20. https://i-d.vice.com/en/article/epnn4j/black-sand-california-surfing-collective-racism</p>
<p>Week 9</p> <p>March 12</p>	<p>The Global Reach and Impact of (Green) Extractivism: The Case of the Lithium Industry, the State, and Discontents</p> <p>Is there something called green extractivism or is it an illusion? How does lithium figure in this question? What are the global and local impacts of lithium mining on the globe? Do the green and gray economies contrast or complement each other?</p> <p>Going Green with Lithium Has Environmentalists Torn https://www.youtube.com/watch?v=VzrNgJg-25s</p> <p>Gravitas Plus: The dark side of Electric Vehicles https://www.youtube.com/watch?v=RFHvq-8np1o</p> <p>Riofrancos, T. (2022). The Security-Sustainability Nexus: Lithium Onshoring in the Global North, <i>Global Environmental Politics</i>, forthcoming.</p> <p>Voskoboynik, D. and Andreucci, D. (2022). Greening Extractivism: Environmental discourses and resource governance in the “Lithium Triangle,” <i>Nature and Space</i>, 5, 2, 787-809.</p> <p>Jason Henderson (2020) EVs Are Not the Answer: A Mobility Justice Critique of Electric Vehicle Transitions, <i>Annals of the American Association of Geographers</i>, 110:6, 1993-2010, DOI: 10.1080/24694452.2020.1744422</p>
<p>Week 10</p> <p>March 19</p>	<p>The Spatial Differentiation and Equalization of Lithium: Select Case Studies</p> <p>What are some of the different shapes, impacts and struggles against lithium mining across the globe? How successful are local resistances against lithium mining? What are some of the international alliances against lithium mining? What are the best ways, if at all, to fight the new extractive economy?</p> <p>Dragojlo, S. (2022). ‘It’s [Not] Over’: The Past, and Present, of Lithium Mining in Serbia, <i>BalkanInsight</i>, April 13. https://balkaninsight.com/2022/04/13/its-not-over-the-past-and-present-of-lithium-mining-in-serbia/</p> <p>Soto Hernandez, D. and Newell, P. (2022). Oro Blanco: Assembling Extractivism in the Lithium Triangle, <i>The Journal of Peasant Studies</i>, 49, 5, 945-968.</p> <p>Stepanovic, I. (2022). The True Cost of Technology: Double Extractivism and Green</p>

	Criminology in Serbia, <i>Journal of Criminology and Crime</i> , 60, 25.
Week 11 March 26	Presentations on case study/term paper
Week 12 April 2	Presentations on case study/term paper

Required Readings

All required readings will be posted to e-class.

Supplementary Reading

Students without previous courses related to international development and globalization are encouraged to consult Philip McMichael's *Development and Social Change: A Global Perspective*; or P. McMichael and H. Weber's *Development and Social Change: A Global Perspective* as important background reading for the course. Journals that cover material related to course themes include the following:

Annual Review of Environment and Resources	Politics and Society
Antipode	Progress in Development Studies
Arctic	Progress in Human Geography
Canadian Journal of Development Studies	Public Culture
Capital and Class	Review of International Political Economy
Capitalism, Nature, Socialism	RECIEL
Comparative Studies in Society and History	Studies in Comparative International Development
Cultural Anthropology	Studies in Political Economy
Development and Change	Sustainable Development
Development in Practice	Third World Quarterly
Development Policy Review	World Development
Economy and Society	
Economic Geography	Numerous journals in Area and Country Studies,
Environment and Planning - Society and Space	History, Natural Resource law among others.
Extractive Industries and Society	
Geoforum	
Global Environmental Change	
Global Environmental Politics	
Historical Materialism	
IDS Bulletin	
International Journal of Feminist Politics	
International Journal of Urban and Regional Research	
Journal of Development	
Journal of Developing Areas	
Journal of Sustainable Development	
Monthly Review	
New Political Economy	
Organization and Society	
Political Geography	

Further guidance regarding the participation grade.

18-20 marks	<ul style="list-style-type: none"> - participates frequently with obvious signs of digesting the readings - makes contributions of a high quality (are well conceived and presented, insightful, or beneficial to the group) and are offered in a timely way - offers new ideas and responds to others' ideas in a positive manner
16-17	<ul style="list-style-type: none"> - offers consistently relevant contributions related to the readings - offers new ideas and responds to others' ideas in a positive manner - makes information available to others in a timely way.
14-15	<ul style="list-style-type: none"> - offers relevant contributions related to the readings - offers some new ideas and responds to others' ideas - contributes information and does so in a timely way
12-13	<ul style="list-style-type: none"> - makes some relevant contributions - occasionally offers ideas and responds to others' ideas. - contributes some information to group and does so on time
10-11	<ul style="list-style-type: none"> - contributions are inconsistent - doesn't offer new ideas and responds to others' ideas only when asked to do so. - contributes information only after it has been requested - OR is monopolizing discussion without listening to others' contributions
8-9	<ul style="list-style-type: none"> - provides passive or reluctant interaction with others - offers little participation - does not understand content - is contributing little information and rarely on time
7 and under	<ul style="list-style-type: none"> - ignores responses of others and is disagreeable when participating - participates little in discussions - contributes information only when insisted upon. - doesn't contribute information on time