

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number Geography 98T
 Course Title Geographies of Extractive Capitalism: Mining and Minerals in Social and Political Perspective
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The course investigates mining and minerals through social science research in geography, as well as anthropology, sociology, economics, and others. It exposes students to the social science debates about mining, as well as introducing them to the dominant methodologies and concepts of the field.

3. List faculty member(s) who will serve as instructor (give academic rank):

Ashley Fent, Teaching Fellow; Eric Sheppard, Faculty Mentor

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No X

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course:

2017-2018	Fall	Winter	Spring	X
	Enrollment _____	Enrollment _____	Enrollment _____	

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

- General Knowledge

This course provides a broad overview of various debates around mining, drawing from a variety of fields and paradigms.

- Integrative Learning

The course combines insights and concepts from a variety of disciplines, including the natural sciences and the social sciences.

- Ethical Implications

We will discuss issues of labor conditions and social and environmental justice around mining.

- Cultural Diversity

This seminar addresses mining in numerous cultural and geographic contexts, including areas of Europe, the US, West Africa, and South America.

- Critical Thinking

Students will practice critical thinking through deep reading and discussion of texts, discourse analysis, and independent research.

- Rhetorical Effectiveness

- Problem-solving

- Library & Information Literacy

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|------------|---------|
| 1. Lecture: | 3 | (hours) |
| 2. Discussion Section: | N/A | (hours) |
| 3. Labs: | N/A | (hours) |
| 4. Experiential (service learning, internships, other): | N/A | (hours) |
| 5. Field Trips: | 0.5 | (hours) |

(A) TOTAL Student Contact Per Week **3.5** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|------------|---------|
| 1. General Review & Preparation: | 1.5 | (hours) |
| 2. Reading | 3 | (hours) |
| 3. Group Projects: | 1 | (hours) |
| 4. Preparation for Quizzes & Exams: | 1.5 | (hours) |
| 5. Information Literacy Exercises: | N/A | (hours) |
| 6. Written Assignments: | 2 | (hours) |
| 7. Research Activity: | 2 | (hours) |

(B) TOTAL Out-of-class time per week **10.5** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **15** **(HOURS)**

CUTF Seminar Sample Syllabus and Reading List Social Geographies of Mines and Minerals

Instructor: Ashley Fent

Instructor Email: ashleyfent@ucla.edu

Seminar Time and Location: TBD

Office Hours: TBD

COURSE DESCRIPTION AND LEARNING OBJECTIVES

In this course, our objective is to understand the ways that particular mineral substances, their specific locations on/in the earth, and the methods of their extraction give rise to different social, economic, and political geographies. This requires that we take seriously both the "agency" and physical characteristics of these resources themselves, as suggested by the work of Actor-Network Theory (e.g. Latour, 2005; Mitchell, 2011), as well as the ways they interact with particular human-created political economies. We will first trace some of the history of industrial centers in the Global North, examining, for instance, relationships between coal mining, railroads, and urbanization, and will move to discussions of historical and contemporary debates around oil sovereignty, resource curses, and mining peripheral and hard to access reserves.

Viewing minerals as commodities that mediate our relationships to each other, we will investigate the geographic links and imaginative tropes through which minerals connect us and divide us. We will ask a series of questions about these disparate resources we group together as "minerals": What are the labor requirements of their extraction in particular places and at particular times in history? Do these different labor arrangements yield different social and economic geographies? Can they be easily removed and transported by individuals (e.g. gemstones, gold), or do they require large-scale capital investment (e.g. petroleum)? How do existing socio-political and/or cultural geographies shape the extraction of minerals? How does historical experience of mining (or lack thereof) shape the regulation of new mines?

*Latour, B. (2005). *Reassembling the Social: An Introduction to Actor-Network-Theory* (Vol. 7). New York: Oxford University Press., Mitchell, T. (2011). *Carbon Democracy: Political Power in the Age of Oil*. London: Verso.

By the end of the course, students should be able to:

- Draw out central arguments from texts and critically analyze their merits and shortcomings
- Identify and participate in some of the overarching debates about mining
- Evaluate mining and other development projects based on attention to place-specific social issues, economic costs and benefits, and environmental challenges

COURSE REQUIREMENTS:

• **Participation (30%)**

Active participation is defined by contributing thoughtful questions, comments, and conversation during **every** class and on the course Moodle forum. Students should come prepared to discuss all of the assigned readings in detail.

• **Supplementary Article Presentation (5%)**

In Week 1, students will sign up for a supplementary article (from a list) for which they will provide a brief summary to classmates in Week 2. This summary should include the topic or focus of the article, the methods used, the theoretical paradigms (if any), the findings and conclusions, and the student's critique of the article. NB: a successful critique both appreciates strong points of the reading **and** analyzes shortcomings or internal contradictions.

• **Seminar Facilitation and Review (10%)**

Students will co-facilitate one seminar, which means coming up with a series of insightful questions prior to the class and using these to lead a dynamic discussion based on the readings. The week you present, you will also write a synthesis of that week's readings, which will be due in class (in hard copy). Each individual is expected to write his/her own paper independently, although facilitation will be with a partner.

- **Final Paper and Peer Review (40%)**

The paper will need to focus on a particular mineral resource, its chemical composition and how/where mined; and examine the social/political/economic issues in one place where it has been or is being mined. Papers are to be between a minimum of 8 pages and maximum of 10 pages, double-spaced, with 1-in margins and 11 point font (Times New Roman). Students may **not** write papers on the same mine but are encouraged to write about the same mineral (as part of the Group Presentation requirement, below). For this reason, students with strong interest in researching a particular mining project should speak with me very early in the term. In **Week 3**, students will sign up for their chosen mineral and mine, and based on this will be assigned groups for the final group presentation. In **Week 8**, students will be expected to turn in a **two copies of a full rough draft** of the term paper, one of which will be exchanged at random in class and the other of which will be distributed to me. Students will conduct a thorough **peer review**, suggesting substantive edits to the paper--this means comments on organization, clarity, and persuasiveness of the argument, rather than proofreading. In **Week 9**, students will receive suggested edits from their classmate and from me, and will have two weeks to complete the paper, taking these suggestions into account. The final paper is due Finals Week, and will be graded according to a rubric that will be developed collaboratively by the instructor and students.

- **Group Presentation (15%)**

Students will be grouped into teams of 3-4 people, based on similar types of mines or similar geographic areas. Presentations should be 10 minutes, and should involve synthesis, comparison, and contrast among the projects studied by the co-presenters. This means that the presentation should be a group effort, rather than a few minutes for each person to present his/her individual case study. An example of a successful presentation would include: 1) basic information on the mineral composition and its social history, 2) presentation of cases/sites, 3) common social and environmental issues, and 4) similarities and differences in the economic/political/social geographies of its extraction across the sites being studied.

When submitting assignments, keep in mind that:

- *Late work will not be accepted.* Assignments are due at the beginning of class. Extensions also will not be granted, except with a note from a doctor or counselor explaining why you require an extension and submitted well in advance of the deadline.
- Earning an "A" on these assignments means that you exceeded basic expectations and provided an exceptional quality of work. Not earning an "A" means that there is room for improvement in the future—it does not constitute failure, nor does it reflect on you as a person.
- Aggressive grade disputation will not be tolerated. Any requests for re-grading must be submitted in writing, no later than one week after receiving your grade for the assignment in question. Your grade may increase, decrease, or remain the same upon re-examination.
- **Plagiarism and cheating are direct violations of UCLA's code of academic integrity.** It is your responsibility to be familiar with university policies regarding plagiarism and cheating. Plagiarism involves the copying of texts without appropriate citation. If you are unsure what constitutes a violation of the UCLA Honor Code, please review the following site: http://www.deanofstudents.ucla.edu/Code_choice.php and/or contact professionals at the Office of the Dean of Students. Violations or attempted violations of academic integrity include, but are not limited to: cheating, fabrication, plagiarism, multiple submissions, or facilitating academic dishonesty (see University of California Policies Applying to Campus Activities, Organizations, and Students, 102.01).

CLASSROOM PRINCIPLES

- **Provisionality:** We agree to be patient, supportive, and slow to take offense when others are speaking. We are all allowed to say something, take it back, and/or rework ideas and understandings as a group.
- **Community:** We will be aware of discussion dynamics and avoid having one or two people dominate the conversation. This means that those who are comfortable speaking at length must create space for others who are less comfortable, and that those who are uncomfortable must assert themselves.

- **Mutual Respect:** We may encounter divisive debates or topics that we feel passionately about, but we will maintain a comportment that demonstrates respect for others and their ideas. Bias-motivated behavior such as hate speech or nonverbal harassment of the TA or other students will negatively impact your grade for section, may result in your exclusion from section, and may be reported to the Dean of Student Affairs for further action.
- **Proactive Problem-Solving:** We will deal with problems proactively, before they escalate. If you do not understand something, have other concerns, or have life circumstances that will interfere with your performance or attendance, it is your responsibility to talk with me about solutions as early as possible.

SEMINAR SCHEDULE AND READINGS

Week 1: Basic Theory and Questions

Introduction to the Course: Syllabus Review, Discussion of Student Objectives and Evaluation, Mini-Lecture on Conceptual Frameworks Guiding the Course

What defines a “commodity”? What is “commodity fetishism” and how does this concept help us understand the relationship of labor and social organization to mines and minerals?

Appadurai, A. (1986). Introduction: Commodities and Value. In A. Appadurai (Ed.), *The Social Life of Things: Commodities in Cultural Perspective* (pp. 3–63). New York: Cambridge University Press. [60pp]

Marx, K. (1887/2011). The Fetishism of Commodities and the Secret thereof. In *Capital Volume I* (pp. 81-96). Dover Publications. [15pp]

Bakker, K., & Bridge, G. (2006). Material worlds? Resource geographies and the “matter of nature.” *Progress in Human Geography*, 30(1), 5–27. [22pp]

Week 2: Mines and Commodity Fetishism in Historical Perspective

What are the roles of mines and minerals in histories of capitalism and industrialization?

Taussig, M. (1980). Chapters 2 & 14 In *The Devil and Commodity Fetishism*. Chapel Hill, NC: The University of North Carolina Press. (pp. 13-40, 223-228) [32pp]

Marichal, C. (2006). The Spanish-American Silver Peso: Export Commodity and Global Money of the Ancien Regime, 1550-1800. In *From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500-2000*. (Eds. Topik, S., Frank, Z., & Mariachal, C.). Durham, NC: Duke University Press. pp. 25-52. [27pp]

Week 3: Mining Regulation, Multinationals, and the State

SIGN UP FOR PAPER TOPIC

What kinds of regulation are required for mining endeavors? How do different state capacities interact with availability of mineral reserves?

Bridge, G. (2014). Resource geographies II: The resource-state nexus. *Progress in Human Geography*, 38(1), 118–130. [12pp]

Duffy, R. (2005). Global Environmental Governance and the Challenge of Shadow States: The Impact of Illicit Sapphire Mining in Madagascar. *Development and Change*, 36(5), 825–843. [18pp]

Bedi, H. P. (2013). Environmental Mis-Assessment, Development and Mining in Orissa, India. *Development and Change*, 44(1), 101–123. [22pp]

Week 4: The "Resource Curse"

What kinds of minerals are considered “curses”? How do civil war, violence, and dictatorship correspond (or not) to mineral wealth?

Collier, P. & Hoeffler, A. (2012). High-value natural resources, development, and conflict: Channels of causation. In *High-Value Natural Resources and Peacebuilding*, ed. P. Lujala and S. A. Rustad. London: Earthscan, 297-318. [21pp]

Ross, M. L. (2001). Does Oil Hinder Democracy? *World Politics* 53(3): 325-361. [36pp]

Week 5: The Rise and Fall of "Socially Thick" Mining

What kinds of urban, cosmopolitan forms are produced through labor-intensive mining? How do these forms endure or falter following boom-bust cycles? What is meant by “artisanal mining”?

Turnbull, G. (1987). Canals, coal and regional growth during the industrial revolution. *The Economic History Review*, 40(4), 537-560. [23pp]

- Bryceson, D., & MacKinnon, D. (2012). Eureka and beyond: mining's impact on African urbanisation. *Journal of Contemporary African Studies*, 30(4), 513–537. [24pp]
- Hilson, G., & Potter, C. (2005). Structural Adjustment and Subsistence Industry: Artisanal Gold Mining in Ghana. *Development and Change*, 36(1), 103–131. [18pp]

Week 6: Social Disembeddedness

GUEST LECTURE: Dr. Hannah Appel (Department of Anthropology)

How has mining become “socially thin” and removed from socio-political contexts?

- Ferguson, J. (2005). Seeing Like an Oil Company: Space, Security, and Global Capital in Neoliberal Africa. *American Anthropologist*, 107(3), 377–382. [5pp]
- Appel, H. (2012). Offshore work: Oil, modularity, and the how of capitalism in Equatorial Guinea. *American Ethnologist*, 39(4), 692–709. [17pp]
- Mitchell, T. (2011). Introduction. *Carbon Democracy: Political Power in the Age of Oil*. London: Verso. pp. 1-11. [11pp]
- Watts, M. (2004). Oil as money: the devil's excrement and the spectacle of black gold. In *Reading Economic Geography*, eds. T. J. Barnes et al. Malden, MA: Blackwell Publishing, 205-19. [14pp]

Week 7: The Production of Scale in Mining Conflicts

How does geographic scale/extent become important in defining costs and benefits of mining projects?

- Fent, A. Draft Dissertation Chapters.
- Urkidi, L. (2011). The defence of community in the anti-mining movement of Guatemala. *Journal of Agrarian Change*, 11(4), 556–580. [24pp]
- Haarstad, H., & Fløysand, A. (2007). Globalization and the power of rescaled narratives: A case of opposition to mining in Tambogrande, Peru. *Political Geography*, 26(3), 289–308. [19pp]

Week 8: Expanding Extractive Frontiers I

SUBMIT PAPER DRAFT FOR PEER REVIEW

How do attempts to access peripheral, hard-to-access, or newly important reserves transform places?

- Lave, R., & Lutz, B. (2014). Hydraulic Fracturing : A Critical Physical Geography Review. *Geography Compass*, 8(10), 739–754. [15pp]
- Sheppard, E. (2013). Thinking through the Pilbara. *Australian Geographer* 44(3): 265-282. [17pp]
- Nuttall, M. (2012). Imagining and governing the Greenlandic resource frontier. *The Polar Journal*, 2(1), 113-124. [11pp]
- Smith, J. H. (2011). Tantalus in the Digital Age: Coltan ore, temporal dispossession, and “movement” in the Eastern Democratic Republic of the Congo. *American Ethnologist* 38(1): 17-35. [18pp]

Week 9: Expanding Extractive Frontiers II

PEER REVIEW DUE

How do attempts to access peripheral, hard-to-access, or newly important reserves trigger environmental and social justice movements and/or reiterations of indigenous rights?

- Gedicks, A. (2001) Excerpts from *Resource Rebels: Native Challenges to Mining and Oil Corporations*. South End Press. [~30pp]
- Temper, L., & Martinez-Alier, J. (2013). The god of the mountain and Godavarman: Net Present Value, indigenous territorial rights and sacredness in a bauxite mining conflict in India. *Ecological Economics*, 96, 79–87. [8pp]

Week 10: Can we compare? Presentations and Final Course Reflections

STUDENT PRESENTATIONS



New Course Proposal

Geography 98T Geographies of Extractive Capitalism: Mining and Minerals in Social and Political Perspective

Course Number	Geography 98T	
Title	Geographies of Extractive Capitalism: Mining and Minerals in Social and Political Perspective	
Short Title	EXTRACTIV CAPITALISM	
Units	Fixed: 5	
Grading Basis	Letter grade only	
Instructional Format	Seminar - 3 hours per week	
TIE Code	SEMT - Seminar (Topical) [T]	
GE Requirement	Yes	
Major or Minor Requirement	No	
Requisites	Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.	
Course Description	Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Investigation of mining and minerals at various historical and geographical junctures through topics such as labor, conflict, economic development, and environment. Critical analysis of texts, discussions about mining, and research projects. Letter grading.	
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows	
Syllabus	File Fent_Syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.	
Supplemental Information	Instructor (Ashley Fent) UID: 504197854 Professor Eric Sheppard is the faculty mentor for this course.	
Grading Structure	Participation (30%) Supplementary Article Presentation (5%) Seminar Facilitation and Review (10%) Final Paper and Peer Review (40%) Group Presentation (15%)	
Effective Date	Spring 2018	
Discontinue Date	Summer 1 2018	
Instructor	Name Ashley Fent	Title Teaching Fellow
Quarters Taught	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	
Department	Geography	
Contact	Name MICHELLE CHEN	E-mail mchen@oid.ucla.edu
Routing Help		

ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed

Role: Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590

Status: Added to SRS on 8/31/2017 11:19:11 AM

Changes: Description

Comments: Course description edited into official version.

Role: Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253

Status: Added to SRS on 8/30/2017 11:42:53 AM

Changes: Short Title

Comments: No Comments

Role: FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040

Status: Approved on 8/25/2017 4:16:43 PM

Changes: No Changes Made

Comments: Approved by College FEC Chair, Joe Bristow. Routing to Doug Thomson in the Registrar's Office.

Role: FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173

Status: Approved on 8/20/2017 8:06:32 PM

Changes: No Changes Made

Comments: No Comments

Role: FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 8/4/2017 4:40:55 PM

Changes: No Changes Made

Comments: Routing to Joe Bristow for FEC approval.

Role: CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Approved on 7/14/2017 6:08:36 PM

Changes: No Changes Made

Comments: on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee

Role: Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Submitted on 7/14/2017 4:11:04 PM

Comments: Initiated a New Course Proposal

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