Course Syllabus

TRT2641HF – Development, Communities, and Sustainability
Trinity College
Faculty of Divinity
in the Toronto School of Theology
Summer 2017

This description is intended to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before or during the course in accordance with, and subject to the restrictions of, the policies and procedures of the TST Basic Degree Handbook.

Instructor Information

Instructor: Mauricio Ferro, Th. D.,
Office Location: 
Telephone: (647) 501-0560
E-mail: mauricio.ferro@utoronto.ca
Office Hours: 1:00 pm to 4:00 pm during the course. Later by appointment,

Course Identification

Course Number: TRT2641 HF
Course Format: In-class
Course Name: Development, Communities, and Sustainability
Course Location: 212, Larkin Building
Class Times: 9:00 – 12:00
Prerequisites: None

Course Description

Christian faith and values can and should make a difference in the business of natural resource extraction. The industry is quite important in Toronto, and plays an important role in the Canadian economy. Many mining companies are headquartered here, and many of the junior companies that conduct exploration and development activities in the developing world are located here. This course will provide some tools and skills to analyse the impacts that extractive industries have on the people that live around mining projects and facilitate working with those affected in ways that create a sustainable future for them. Being able to impact the decision-making processes of this industry is equally important, so that mining improves the lives of people.

Companies are becoming aware that their decisions must be taken from a perspective of justice and fairness towards all their stakeholders and not only from the perspective of maximizing profits for owners or investors. Obtaining and maintaining the "Social License to Operate" is critical to their success.

The course aims to strengthen analytical skills as well to provide tools to work bottom up with communities, knowing that stakeholders have their own interests and agendas not necessarily seeking to maximize the long term welfare of the communities.
Key questions to explore are:
- Impact evolution during the Lifecycle of a mining Project
- What are stakeholders? Stakeholder theory of the Firm
- Who owns the natural resources? What history tells us. Civil vs Common Law.
- What is the “Social Licence to Operate?"
- What is poverty?
- What is development and how to measure it? Economic, Social, Human?
- What is sustainability? Sustainable Livelihoods?
- Working with/for Communities. Dialogue and Empowerment
- The role of women and girls.
- The role of the state, mining companies, third parties and affected communities

Course Resources

Required Course Texts/Bibliography
- There is no textbook. For each session the appropriate bibliography will be available online, either as a downloadable .pdf or as a link to a website.
- In this syllabus you will find a bibliography that can be used for further reading and for the project

Other Learning Resources & Information
You may also find the following websites useful:
- On development Economics approaches and issues see: [http://www.mruniversity.com/courses/development-economics-0](http://www.mruniversity.com/courses/development-economics-0)
- Info on mining and mining issues: [http://www.miningfacts.org/](http://www.miningfacts.org/)
- The Informal Education Pages provide some excellent information about community development and a whole array of related practices [http://www.infed.org/index.htm](http://www.infed.org/index.htm)
- A site for info and data on development issues from the Institute of Development Studies at the University of Sussex: [http://www.eldis.org/](http://www.eldis.org/)
- International Association for Community Development: [www.iacdglobal.org/](http://www.iacdglobal.org/)
- The Centre for Social Responsibility in Mining (CSRMI) is a part of the Sustainable Minerals Institute (SMI) at the University of Queensland: [https://www.csrm.uq.edu.au/](https://www.csrm.uq.edu.au/)

**Course Website(s)**

- Blackboard [https://weblogin.utoronto.ca/](https://weblogin.utoronto.ca/)

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at [http://portal.utoronto.ca](http://portal.utoronto.ca) and login using yourUTORid and password. Once you have logged in to the portal using yourUTORid and password, look for the **My Courses** module, where you’ll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at [http://www.portalinfo.utoronto.ca/content/information-students](http://www.portalinfo.utoronto.ca/content/information-students). Students who have trouble accessing Blackboard should ask for further help.

**Course Learning Objectives/Outcomes**

Students successfully completing this course will be able to demonstrate the following learning outcomes:

1. Identify who the stakeholders are, what their stakes are, how powerful they are to shape outcomes, how they relate to other stakeholders and actors
2. Identify community challenges, underlying causes and potential solutions.
3. Plan technically sound development projects that achieve measurable results by engaging the community and capturing the commitment of key stakeholders
4. Assess and critically discuss the role a church and a minister/pastor/priest could or should play in the interactions between the community and the different stakeholders of a mining project.

**Requirements and Evaluation**

This course has an intensive two-week format during the summer term meeting for three hours in the morning. Each session will be divided in two parts with a ten-minute pause at the middle.

During the course the instructor will be available in the afternoons from 1:00 pm till 4:00 pm for clarifications and support in the course work. Afterwards by appointment.

**The 'Flipped Classroom' and Workload Expectations**

The students will be organized in small teams working together around a project that will be developed as work in progress during the course. Each session should advance the project. The project works around a case of a mining project chosen from a set of cases proposed by the instructor.

The course uses the “flipped classroom” methodology, which involves:

- There are in Blackboard a set of readings, videos, and websites with lectures and information, for all participants to go over before class with a brief discussion template to prepare for the class meetings and help consolidate the work done before every session begins.
- Each team will propose and facilitate a workshop exercise to help the class develop skills required to work with communities around issues affecting them, and being able to produce results as a team.
- In class, we don’t have traditional lectures. Rather, we will spend class time in a workshop format analysing, discussing, and reviewing the issues in the discussion template, or other ones proposed by the participants. The discussions will be driven by theoretical frameworks and tools from the readings and materials posted in the system.
- Each team will produce a briefing product in bullet point form after each class session, summarizing the key points of the session and providing feedback on the contributions, underlying strengths, weaknesses, lessons learned and points to improve. The briefing products should help in writing the project.
Briefing should be sent to the instructor before the next session.

This 'flipped' approach is employed to facilitate as much in-team discussion in-class as possible to help develop the skills required to work with people in communities, learn to use some tools, employ the applicable theoretical frameworks, hone analytical skills, and provide evidence based arguments and conclusions.

It is a demanding approach on all of us, and requires constant work and responsibility for participants in the course. The responsibilities are as follows:

1. Every participant must read the session instructions on the eLearning system before every class.
2. Every participant must study the materials and watch the videos before every session.
3. Every participant must attend all class sessions, be present and prepared to participate in the discussions and exercises, working collegially in teams.
4. Every participant must do the peer review as explained before.
5. Every participant must make a clear and precise contribution to the project of her or his team.

Students shall be responsible for engaging in class discussions related to the question, topic, or issues of the day.

The grade for your participation will reflect the extent to which you make relevant, informed, thoughtful, and clear contributions to the discussions.

Your participation will be evaluated according to the following criteria, as appropriate:

- familiarity with unit content, readings, videos, or websites
- clarity and reasonableness of contributions, i.e., statements are supported by appropriate references to theories, facts, and explicit reasoning, and not merely asserted

Criteria also include your ability to:
- pay attention to others, their arguments, proposals,
- explain yourself clearly and in a compelling way
- elaborate on factual information
- provide illustrations and examples when making a point
- demonstrate understanding of key themes and principles
- propose explanations and creative solutions to problems
- critique competing views based in solid theoretical arguments or in empirical evidence
- propose alternative courses of action

The final grade for the course will be based on evaluations in the following areas.

1) The **project** which has the following components:
   a) **Stakeholder analysis**: identifying who they are and which are their stakes (15%)
   b) **Sustainable Livelihood subproject**: propose a livelihood project for the community (20%)
   c) **Logframe subproject**: propose a development project for the community using this methodology (20%)
   d) **Role of the church and its leaders**: What could be done and how (25%)

   The subprojects and the outline for the final project will be established with support from the instructor, and submitted to the class for discussion and comments. Subprojects a), b), and c) should not exceed two thousand (2,000) words, excluding footnotes and bibliography.
   Subproject d) could be longer, but should be discussed and agreed with the instructor. Further guidelines will be discussed in class.

2) **Briefings** (15%)
3) Class Participation (5%) – Contribution to the class discussion

Grading System

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalents</th>
<th>Grade Point</th>
<th>Grasp of Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90–100%</td>
<td>4.0</td>
<td>Profound &amp; Creative</td>
</tr>
<tr>
<td>A</td>
<td>85–89%</td>
<td>4.0</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A-</td>
<td>80–84%</td>
<td>3.7</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>77–79%</td>
<td>3.3</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>73–76%</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>70–72%</td>
<td>2.7</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>FZ</td>
<td>0–69%</td>
<td>0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc.).

Late work. Students are expected to hand in assignments by the date given in the course outline. There is a penalty of 15% for each day of late submission.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/policies/grading.htm) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST Basic Degree Handbook and the Graduate program Handbooks (linked from http://www.tst.edu/academic/resources-forms/handbooks and the University of Toronto Code of Behaviour on Academic Matters http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871. A student who plagiarizes in this course will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters http://www.governingcouncil.utoronto.ca/policies/behaveac.htm.
**Back-up copies.** Please make back-up copies of essays before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. **Students should check utoronto email regularly** for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. **All email communications from students should be sent from a utoronto email address.** Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses.

**Course Schedule**

### Session 1a
*Monday, May 15*

**Introduction to the course and its methodology:** Course work and expectations. Course load, deliverables, grading and evaluation, readings. The course Project. Bibliography and eLearning system use. Organization of teams. Theory & personal skills. Methods & tools.

### Session 1b
*Monday, May 15*

**Overview of Community Development and Mining.** Lifecycle of a mining project and impacts evolution.

### Session 2a
*Tuesday, May 16*

**What is poverty?** How can we measure it?

### Session 2b
*Tuesday, May 16*

**What is development** and how we measure it? Economic, Social, Human, Other? People centred vs. growth centred approaches?

### Session 3a
*Wednesday, May 17*

**What are stakeholders?** Stakeholder theory of the Firm.

### Session 3b
*Wednesday, May 17*

**The Church and its leaders as stakeholders** What ought to be their stakes?

### Session 4
*Thursday, May 18*

**Who owns the natural resources?** What history tells us. Civil vs Common Law.

### Session 4b
*Thursday, May 18*

**What is sustainability?** What is Community?

### Session 5a
*Friday, May 19*

**What is the “Social Licence to Operate”?**

### Session 5b
*Friday, May 19*

**Extractive industries and conflict.** The role of the state, mining companies, third parties and affected communities.
**Session 6a**
*Tuesday, May 23*

**Sustainable Livelihoods.** The sustainable livelihoods methodology.

**Session 6b**
*Tuesday, May 23*


**Session 7a**
*Wednesday, May 24*

**Logical Framework Analysis Methodology I:** Problem tree / Solution tree analysis.

**Session 7b**
*Wednesday, May 24*

**Logical Framework Analysis Methodology II:** Logframe Matrix development

**Session 8a**
*Thursday, May 25*

**Monitoring and Evaluation:** How do we know how far along have we gone. Do we need to make adjustments? Which and how?

**Session 8b**
*Thursday, May 25*

**The role of Women and girls:** Which one/ones? What are the main obstacles? How can we overcome them?

---

**Bibliography**


Australian Government Department of Industry Tourism and Resources (LPSDP) *Community Engagement & Development 2006* Available on Internet on 19-04-2016


Centre for Social Responsibility in Mining (CSRM) *Assessing and Managing the Socioeconomic Impacts of Projects.* University of Queensland CSRM Brisbane, QLD, Australia, 2007 Available on Internet on 19-04-2016


evelopment.pdf

management-guidance.pdf

Donaldson Th.; Preston L.E The Stakeholder Theory of the Corporation: Concepts, Evidence, and

Elkington, D. Roman Mining Law Mining History 2001 14, (6), 61- 65

Brigham Young University Law Review 1976, 9, 9-35

Ferro, M. Communities and sustainability: an extractive industries corporate responsibilities analytical
sustainable development, June 7th - 11th 2015, Hosted by Ryerson University, Toronto, Canada

Flynn, S. Desde la Minería a la Nueva Economía- Principios de Diseño para el Desempeño Social The
University of Queensland CSRM Brisbane, QLD, Australia, 2016

Franks, D. Social impact assessment of resource projects International Mining for Development Centre
(IM4DC), Brisbane, QLD, Australia 2012 Available on Internet on19-04-2016 http://im4dc.org/wp-

Freeman, R. E.; Harrison J. S.; Hicks, A.; Parmar, B.; de Colle, S. Stakeholder Theory: The State of the Art
Cambridge University Press: Cambridge, 2010


Underground: Understanding New Developments in Subsurface Production, Transmission, and Storage;
Zillman, D. N. Aileen McHarg, Lila Barrera-Hernandez, Adrian Bradbrook, Eds.; Oxford University Press:

Gutiérrez Guardia, C.A. La propiedad minera Revista del Instituto de Investigaciones FIGMMG, 2010, 13,
(25), 42-48

ICMM (International Council on Mining and Metals) Understanding Company-Community Relations


ICMM (International Council on Mining and Metals) Research on company–community conflict ICM,
London, UK, 2015

ICMM (International Council on Mining and Metals) The role of mining in national economies (2nd

ICMM (International Council on Mining and Metals) Good Practice Guidance on Health Impact
Assessment ICM, London, UK, 2010

IFC Community Relations Tools Available on Internet on19-04-2016:
http://www.ifc.org/wps/wcm/connect/af05f38048855652b9acfb6a6515bb18/12014tools-
pdf?MOD=AIPERES&CACHID=af05f38048855652b9acfb6a6515bb18

IIED International Environment for Institute and Development The Mining, Minerals and Sustainable
Development Project (MMSD) Breaking New Ground: Mining, Minerals and Sustainable Development

http://www.iep.utm.edu/sen-cap/
Kemp, D. and John R. Owen Community relations and mining: Core to business but not “core business” Resources Policy 2013, 38, pp. 523–531
Kim, G. Mikhail Bakhtin: The Philosopher of Human Communication Totem: The University of Western Ontario Journal of Anthropology 2004, 12, 1, 8, pp. 53-62 Available on Internet on 27-10-2016:
http://ir.lib.uwo.ca/totem/vol12/iss1/8
Mining Facts What is the Social Licence to Operate (SLO)? Available on Internet on 19-04-2016 http://www.miningfacts.org/Communities/What-is-the-social-licence-to-operate/
Moffat, K. and Airong Zhang The paths to social licence to operate: An integrative model explaining community acceptance of mining Resources Policy 2014, 39, pp. 61–70
Owen, J. R. and Deanna Kemp Mining and community relations: Mapping the internal dimensions of practice The Extractive Industries and Society 2014, 1, (1), pp. 12–19
Owen, J. R and Deanna Kemp Mining-induced displacement and resettlement: a critical appraisal Journal of Cleaner Production 2015, 87, pp. 478-488
Tuck, J., Julian Lowe and Pam McRae-Williams. Managing community relationships, reputation and sustaining competitive advantage: The case of mining towns Centre for Sustainable Regional Communities, La Trobe University, Bundoora, VIC, Australia. 2005 Available on Internet on 19-04-2016 http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.487.5478
Vergara Blanco, A. Principios y sistema del derecho minero: estudio histórico-dogmático Editorial Jurídica de Chile: Santiago, Chile, 1992
Vergara Blanco, A. Contribución a la historia del derecho minero, I: Fuentes y principios del derecho minero romano Revista de Estudios Histórico-Jurídicos, 1987, 12, 13-47
Viana Garcés, A. *Un Mapa de un Sistema minero incomplete* University of Queensland CSRM Brisbane, QLD, Australia, 2014

Vildósola Fuenzaldia, J. El dominio minero y el sistema concesional en América Latina y el Caribe. Editorial Latina: Caracas, 1999


Zandvliet, L. and Mary B. Anderson, *Getting It Right: Community Engagement for Junior Mining Companies, a Tool Set*. Triple R Alliance, Georgian Bluffs, ON, Canada, 2014