

CPO 3930: Comparative Natural Resource Management

DETAILS

Classroom: BEL 0005

Summer B, M-F 11:00 – 12:15

Course website on Blackboard at campus.fsu.edu

INSTRUCTOR

Mr. William Schultz

Office: Bellamy 557-B (near the political sci graduate computer lab)

Office hours: TUES from 3:00-4:30; THURS from 1:00-2:00.

Email: wbs15@my.fsu.edu

ON COURSE TIMING AND OFFICE HOURS

We will be meeting every day (M-F) for six weeks. I've set aside office hours on Tuesdays and Thursdays for meeting with students in this class. Please come see me with any questions, concerns, things you'd like to learn more about, etc. If you cannot make office hours, please send an email and we'll work something out.

COURSE DESCRIPTION

Environmental social scientists around the world are not all part of one cohesive community. Scholars trained in different traditions (economics; politics; sociology; anthropology, etc.) who use diverse sets of techniques (statistical research; mathematical modeling; historical and case study research) all contribute to our understanding of how human societies use the natural resources on which our livelihoods depend. The main goal of this class is to provide you with a broad overview of issues that are important in environmental debates— especially those issues that are most relevant to political scientists. Therefore, I have chosen readings with an eye towards helping you understand the logic of prominent theories, rather than presenting the most up-to-date empirical evidence available. We will focus the most on deforestation, but we will discuss other natural resources as well.

This course will be discussion based. That also means there are no tests! The presumption each day is that you have done the assigned readings and can engage in critical discussions about them with other students (with some prompting by your instructor). There will be exceptions (particularly in the beginning of semester) where class is conducted more like a traditional lecture. But participation will still contribute to your grade on lecture days.

COURSE MATERIALS

There is no required textbook for this course. All readings will be posted on Canvas. Complete the required readings **before each class**. Readings for each day will be up to around 20 pages, but usually less. As described in more detail below, you will be required to show familiarity with the readings to earn a good grade. If you do not keep up with the readings, you will not do well in this class.

Readings are listed in the class schedule in order, based on their relative importance.

THE SKILLS YOU'LL NEED, AND SOME SKILLS YOU'LL LEARN

We will occasionally represent ideas with math. The most I assume of students is a passing familiarity with basic algebra. All you need beyond that is an open mind to how math can be a useful *means to an end* for studying politics. If you ever find yourself confused, please let me know in class, over email, or drop by my office hours and we can talk.

By the end of this class, you will learn a bit about statistics, and will become more familiar with the basics of formal models. We'll also discuss how qualitative research contributes to science, and you'll get a little experience with some of the software scientists use to track global resource use.

GRADING PHILOSOPHY AND EXPECTATIONS

Grades in college have several purposes: assessment; signaling *knowledge*; and signaling *effort* to master the course material. In my view, the last purpose is most important. That is my priority when designing and grading assignments.

GRADING SCALE

The scale used in this course is standard to many at FSU. Final grades ending in .5 or higher will be rounded up (92.5 earns an A), and final grades below .5 will be rounded down (92.4 earns an A-). Note that the numbers listed below are *percentages*.

A	93 to 100	B-	80 to 82	D+	67 to 69
A-	90 to 92	C+	77 to 79	D	63 to 66
B+	87 to 89	C	73 to 76	D-	60 to 62
B	83 to 86	C-	70 to 72	F	<60

EARNING YOUR GRADE

Your overall grade will be out of 500 points.

Writing/GIS Assignment: 100 points = 20%

FOUR review quizzes on CANVAS: 120 points = 24%

- (30 points each)

Participation: 200 points = 40%

- One discussion question per class (20 points total; 4% of total grade; skip 4 days)
- Attendance (50 points total; 10% of total grade; 2 days excused)
- In class participation / discussion board (130 points; 26% of total grade)

TWO sessions as discussion leader: 80 points = 16%

- (40 points each)

WRITING/GIS ASSIGNMENT

We will discuss this assignment in more detail Friday of the first week. A guide explaining the assignment in detail will be available on Blackboard before class Thursday that week. In short, this will be an approximately **3-page paper, double-spaced**. You will pick a country somewhere in the world, and summarize the drivers of deforestation there between 2000 and today. You will discuss what the most important drivers of deforestation in that country are at both *micro* (households/towns) and *macro*

(industrial agriculture, urban expansion) levels. You will also discuss what appear to be the most important laws, policies, and current events for understanding forest loss in that country today.

As part of this assignment, you will make a map of deforestation in that country using satellite data. This is actually *very easy* to do; I will show you in class. If you cannot download the (free) GIS software I recommend onto your computer, let me know and I'll set up on a computer in the political science graduate computer lab. The whole process only takes about 15 minutes. **The paper and forest loss map are due at 11:59 on the last day of class.** If you send me a rough draft early (once during the semester), I will give you my thoughts and send it back. I will accept rough drafts until the final Wednesday.

REVIEW QUIZZES

Every Tuesday starting May 29th, you must complete a quiz on Canvas **due at 11:59PM**. These quizzes will go up before class the previous Thursday. You can take each twice. The last attempt you complete before 11:59 will be your grade. These quizzes will be 10-15 questions, and will often focus on material we discussed in class (although occasionally they will ask you to look back at passages in an old reading or something new on the course library). You may not work on these quizzes with other students.

IN-CLASS PARTICIPATION

I want to encourage students to think of themselves as active contributors to knowledge, and not just passive consumers of it. For this reason, participation is the most important part of your grade.

I feel that the fairest way to grade participation is holistically. Your participation grade will be primarily based partly on the number of times you speak in class, but also the extent to which you appear to thoughtfully follow class discussions. You will do well if you regularly demonstrate that you have done the assigned readings and are ready to discuss them. You will receive a grade at the end of the semester assessing your overall performance. Twice during the semester, I will publish preliminary grades to give you an indication of how you are doing. I will greatly reward attempts to improve your score.

I understand that some people are quiet learners and don't always feel comfortable speaking in class. I will happily accept emails from students that have thoughts or questions they did not want to share in class. Additionally, posts on the Canvas discussion board will count in your favor viz-a-viz your participation grade just as much as comments made in class (you won't be penalized for not using it). If you post questions or thoughts, I will respond and encourage other students to do the same.

At the end of the semester, you will receive a letter grade on the same scale as the overall course. An "A" earns you 100% of the in-class participation points, an "A-" 92%, and so forth. A document on Canvas describes how I will assign students' participation grades in more detail.

DISCUSSION QUESTIONS AND ATTENDANCE

At the beginning of every class **starting the second week**, please submit one discussion question based on one of the day's readings. I will bring notecards you can write these on. This is a simple pass-fail assignment, to encourage you to think of ideas you are interested in sharing ahead of time. It's also an easy way to earn some points. As long as your question appears to be a good faith attempt to come up with an interesting discussion topic, you will get a point for the day. You can skip up to four days.

To participate in class, you must attend class. Therefore, I will be keeping track of attendance, and this accounts for 10% of your grade. You can miss two days without being marked off. After you have used these two days, I will follow the official University Attendance Policy (see below).

DISCUSSION LEADER SESSIONS

Twice during the semester, each student will lead class discussion **for 20-25 minutes** (with support from myself when necessary). You will have a chance to choose the days you want to be discussion leader during the first week. **Any session is fair game if it is marked with an asterisk (*) in the schedule below.**

When you are leading discussion, you should come to class prepared to help other students to share their thoughts on the readings for at least about 20-25 minutes. I recommend having 5 discussion questions ready (you can use those submitted by your peers that day), and perhaps a follow up question for each of those 5. These can be fact recall questions, set ups for broader debates that are only somewhat related to the readings, or anything in between. If you'd like to use some of that time to give a short presentation on something you find interesting and want to expand on, that's fine, too.

You will be graded primarily based on (1) the effort you put into preparing your class discussion (i.e., having enough material to present and keep your peers talking). You will also be graded on **(2)** your effort to keep the class focused on the day's topic. I will grade leniently here, as I understand this may be a new experience for some students.

The lowest grade you can get for each session is a C- (76%). Perfect preparation (no struggles to fill time and your material was thoughtful) yields a 100%. If you struggle only a little to fill time, you will receive a 92%. If you struggle only a little to fill time and do not attempt to keep discussion focused, this will yield an 89%. You will get an 86% if there are several occasions in which you struggle to fill time, but the material you did have was thoughtful. You will receive an 82% if you did not have enough material for half of your allotted time. If you prepare nothing at all, you receive a 76%.

EXTRA CREDIT - NEWS BRIEFS

To earn extra credit, you can submit a link on Canvas to a news story related to resource management or environmental issues. Although you can focus on stories about the United States, I encourage you use this as an opportunity to expand your horizons and learn more about life other places. You can submit up to two news briefs. They are worth up to 15 points each. They must be submitted before 11:59PM the last day of class. This is extra credit, so you will not lose points if you don't submit any.

Along with the link, write a one paragraph summary of what the news story is about. I want these to cover: (1) what happened; (2) a discussion of why the story is important; and (3) how does this relate to material we've covered in class? You don't have to cover these three points in that exact order. You will receive 3 points for addressing (1), and 5 points each for addressing (2) and (3). You will receive a score of "Good," "OK," or "Needs improvement (NI)" for each category. You will also be docked 2 points if there is more than 1 grammatical or spelling error.

There will be a “News Brief Guidelines” document on Canvas, containing: an example of what I want these briefs to look like; some resources on how to write and think about a news story; and examples of the types of news agencies you should be drawing on.

ACADEMIC HONOR POLICY

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and... [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

AMERICANS WITH DISABILITIES ACT

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

UNIVERSITY ATTENDANCE POLICY

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

MISSED/LATE ASSIGNMENTS

It is University policy to accept missed exams and tests for documented medical reasons, family crises, call to active military duty or jury duty, religious holy days, and official University activities. I follow these guidelines gladly. I also give deference to parents with dependent children who are sick.

Late assignments drop 10% of their full worth for each day they are late. I will still accept them by email.

PETITIONS FOR A GRADE CHANGE

I consider written petitions for a change of grade on assignments. However, I require students to wait two business days after receiving a grade before submitting their petition.

TECHNOLOGY POLICY, and CLASSROOM COURTESY

I require cell phones to be at least silenced and put away during lecture. I have no issue with students taking notes on laptops. But if it seems like use of your laptop is distracting other students, I reserve the right to ask you to put it away. On a similar note, do not engage in private conversations during class, as it is disrespectful to other students who are trying to pay attention.

Please arrive on time, and let me know if you have a compelling reason to leave early. When entering late or leaving early, please do so quietly and with minimal interruption. I reserve the right to dismiss disruptive individuals from the classroom and report them to the Dean of Students.

EMAIL POLICY

Please include your first and last name and course information in the subject line of your email. When I receive your email, I will make effort to respond in a timely manner, usually within 48 hours. You may receive a reply sooner than that, but you should not expect an immediate response. Please treat all email correspondences with your instructor as you would treat any other professional exchange. I expect emails to be respectful and polite, to use correct grammar and complete sentences.

SYLLABUS CHANGE POLICY

Except for changes that substantially affect parameters of evaluation, including grading, this syllabus is subject to change at discretion of the instructor. I will provide you with advance notice in class and via your university registered email contact.

TENTATIVE SCHEDULE

The tentative course schedule is below. Topics covered and dates are subject to change with advance notice. Due dates of assignments will not change.

Schedule

Class 1, May 14th — First day attendance and reviewing the syllabus. Introducing the class.

Class 2, May 15th — What is politics?

Read for today:

- **The Guardian** – ‘You can’t live in a museum’: the battle for Greenland’s uranium
- **The Washington Post** – “Interior looks at behind-the-scenes land swap to allow road through wildlife refuge”
- **Adams, et al.** (2003). Managing tragedies: understanding conflict over common pool resources. *Science*. ~3 pages

Class 3, May 16th — Studying natural resources

Read for today:

- **Kerr, R. A.** (1991). Geothermal tragedy of the commons: once a shining example for geothermal energy developers. *Science*. ~2 pages
- **Jayachandran, S., et al.** (2017). Cash for carbon: A randomized trial of payments for ecosystem services to reduce deforestation. *Science*. ~3 pages
 - Read up to “Empirical Strategy,” then skip to “Discussion.” Be sure to also read the abstract. What do you think is the point of Table 1?
- **[skim] Comparative Environmental Politics**, page 8-10, page 36-38
 - Why compare? How is comparative research useful? What topics does CEP focus on?

Class 4, May 17th — Resources around the world today

Read for today:

- **Hansen, M. C., et al.** (2013). High-resolution global maps of 21st-century forest cover change. *Science* ~2 pages
- **Kissinger, G. M., et al.** (2012). Drivers of deforestation and forest degradation: a synthesis report for REDD+ policymakers. ~5 pages
 - Executive summary; “key messages” of sections 2, 4, and 5
- **Kroodsma, D. A. et al.** (2018). Tracking the global footprint of fisheries. *Science* ~0 pages
 - Read the abstract. There are a number of figures in this paper. Try to figure out what information each is passing along.

Class 5, May 18th — The basics of geospatial data

Read for today:

- No readings. We’ll talk about your writing assignment.

Class 6, May 21st — What is science? The scientific method, the rules of logic, and causation

Read for today:

- **Ostrom, et al.** (2007). Going beyond panaceas. *Proceedings of the National Academy of Sciences*. ~3 pages
- **[skim] Platt, J. R.** (1964). Strong inference. *Science*.

Class 7, May 22nd — Formal theory and economic models. What is “rent-seeking?”

Read for today:

- **Tullock, G.** (1990). The costs of special privilege. *Perspectives on positive political economy*. ~9 pages

****Class 8, May 23rd** — The economics of resource overuse

Read for today:

- **Hardin, G.** (1968). The Tragedy of the Commons. *Science*. ~7 pages

****Class 9, May 24th** — The “Ostrom School,” and the modern research program, 1

Read for today:

- **Feeny, D., et al.** (1990). The tragedy of the commons: twenty-two years later. *Human ecology*. ~13 pages
 - The sections that begin with “Evidence” (page 6 to page 12) are most important

****Class 10, May 25th** — The “Ostrom School,” and the modern research program, 2

Read for today:

- **Ostrom, et al.** (1999). Revisiting the commons: local lessons, global challenges. *Science*. ~6 pages
- **Ostrom et al.** (1994). Rules, Games, and Common Pool Resources. Ch. 1 ~10 pages
 - Page 3 to the bottom of page 9; page 15 to page 19
 - Pay attention to the terminology they introduce

No class, May 28th — Memorial Day

****Class 11, May 29th** — Designing resource management institutions

Read for today:

- **Ostrom et al.** (1994). Rules, Games, and Common Pool Resources. Ch. 14 ~15 pages
- **Cox, M, et al.** (2010). A review of design principles for community-based natural resource management. ~0 pages
 - Just look at Table 3. Can you tell what’s going on in this table by skimming the surrounding text? What do you conclude, based on this evidence?

Class 12, May 30th — Institutions and local economic inequality

Read for today:

- **Torpey-Saboe, N., et al.** (2015). Benefit sharing among local resource users: the role of property rights. *World Development*. ~11 pages
- **[skim] Oli, B. N. et al.** (2016). The relative importance of community forests, government forests, and private forests for household-level incomes in the Middle Hills of Nepal. *Forest Policy and Economics*.
 - What are their research questions? What evidence do they use? What are their findings?

****Class 13, May 31st** — Gender inequity in resource access

Read for today:

- **Ray, I.** (2007). Women, water and development. *Annual Review of Environment and Resources* ~7 pages
 - “Women, Gender and Development,” 424-425 (**optional**)
 - “Gender, water, and participation,” 430-432
 - “Gender, irrigation and participation,” 435-438
- **Mwangi, E., Meinzen-Dick, R., & Sun, Y.** (2011). Gender and sustainable forest management in East Africa and Latin America. *Ecology and society*. ~ 3 pages
 - Read the abstract, section on data collection, dependent variables, and explanatory variables. Read the results and discussion; what do they find?
- **Agarwal, B.** (2009). Gender and forest conservation: The impact of women's participation in community forest governance. *Ecological economics*. AND. **Agarwal, B.** (2009). Rule making in community forestry institutions: The difference women make. *Ecological Economics*. ~1 page
 - Read the abstracts of each study. Why might results differ from above?

Class 14, June 1st — Social networks and social diversity

Read for today:

- **Barnes, M. L., et al.** (2016). Social networks and environmental outcomes. *Proceedings of the National Academy of Sciences*. ~6 pages
- **Alesina, A., et al.** (2014). Public goods and ethnic diversity: Evidence from deforestation in Indonesia (No. w20504). *National Bureau of Economic Research*. ~8 pages
 - Read Introduction, Institutional Background, and Conclusion. You should be able to summarize their argument.

****Class 15, June 4th** — Conflict and institutional failure

Read for today:

- **Magnus Theisen, O.** (2008). Blood and soil? Resource scarcity and internal armed conflict revisited. *Journal of Peace Research*. ~4 pages
 - Read Introduction, and “Faulty Theory or Poor Testing?”
- **Bennett, E., et al.** (2001). Towards a better understanding of conflict management in tropical fisheries: evidence from Ghana, Bangladesh and the Caribbean. *Marine Policy*. ~11 pages

****Class 16, June 5th** — Conflicts between locals and NGOs

Read for today:

- **Steenbergen, D. J., & Visser, L. E.** (2016). Caught between mediation and local dependence: Understanding the role of non-government organisations in co-management of coastal resources in eastern Indonesia. *Anthropological Forum*.
 - From “Recent Marine Conservation History in KK-1” to end. ~12 pages
 - KK-1 and KK-2 are two villages in Indonesia that are the focus of this study. They are given fake names, for reasons you’ll see.

****Class 17, June 6th** — The crowding-out effect in conservation policy

Read for today:

- **Agarwal, A., et al.** (2015). Motivational crowding in sustainable development interventions. *American Political Science Review*. ~15 pages

****Class 18, June 7th** — NGOs and local collective action

Read for today:

- **Barnes, C., & Laerhoven, F. V.** (2013). Helping to Self-Help? External Interventions to Stimulate Local Collective Action in Joint Forest Management, Maharashtra, India. *International Forestry Review*. ~17 pages

****Class 19, June 8th** — Is local resource degradation really “local?”

Read for today:

- **Dove, M. R.** (1993). A revisionist view of tropical deforestation and development. *Environmental conservation*. ~8 pages

****Class 20, June 11th** — National politics and deforestation in Indonesia

Read for today:

- **Dauvergne, P.** (1993). The politics of deforestation in Indonesia. *Pacific Affairs*. ~17 pages
 - Read pages 499-516 (“Tropical Government Explanations” until the Conclusion)

****Class 21, June 12th** — When are environmental regulations effective?

Read for today:

- **Oye, K. A., & Maxwell, J. H.** (1994). Self-Interest and Environmental Management. *Journal of Theoretical Politics*. ~16 pages
 - Beginning to page 609. I want you to understand the gist of the case studies, but you don’t need to know the details in and out. Just be able to explain generally what happened.

****Class 22, June 13th** — Resource extraction industries

Read for today:

- **Reed, D.** (2002). Resource extraction industries in developing countries. *Journal of Business Ethics*. ~5 pages
 - Section 3, 204-207
 - Section 5, 211-213
- **Haufler, V.** (2010). Disclosure as governance: the extractive industries transparency initiative and resource management in the developing world. *Global Environmental Politics*. ~8 pages
 - Pages 55-63

****Class 23, June 14th** — Foreign debt service

Read for today:

- **Gullison, R. E., & Losos, E. C.** (1993). The role of foreign debt in deforestation in Latin America. *Conservation Biology*. ~9 pages

****Class 24, June 15th** — Resources, civil wars, and interstate wars

Read for today:

- **Koubi, V., et al.** (2014). Do natural resources matter for interstate and intrastate armed conflict? *Journal of Peace Research*. [~6 pages]
 - Read at least until “Discussion of potential shortcomings and avenues for further research.”

****Class 25, June 18th** — The resource curse, an overview

Read for today:

- **Ross, M. L.** (1999). The political economy of the resource curse. *World politics*. [**~11 pages**]
 - “Is There a Resource Curse?” P. 300
 - P. 308-313 (finish the paragraph at the top)
 - P. 319 to the end.

Class 26, June 19th — The impact of oil nationalization

Read for today:

- **Andersen, J. J., & Ross, M. L.** (2014). The big oil change: A closer look at the Haber–Menaldo analysis. *Comparative Political Studies*. [**~9 pages**]
 - Read the beginning to page 1003. Scroll down to look at Figure 5, also.

****Class 27, June 20th** — Decentralization and forest management

Read for today:

- **Andersson, K. P., et al.** (2004). The politics of decentralized natural resource governance. *PS: Political Science & Politics*. **~6 pages**
- **Ribot, J. C., et al.** (2006). Recentralizing while decentralizing: how national governments re-appropriate forest resources. *World development*.
 - “Discussion: Compromising Decentralization Reforms,” 14-18. **~4 pages**

****Class 28, June 21st** — The Environmental Kuznets Curve

Read for today:

- **Carson, R. T.** (2009). The environmental Kuznets curve: seeking empirical regularity and theoretical structure. *Review of Environmental Economics and Policy*. **~18 pages**
 - Feel free to just skim the country study sections.

****Class 29, June 22nd** — International bargaining and conservation regimes

Read for today:

- **Humphreys, D.** (2008). The politics of ‘Avoided Deforestation’: historical context and contemporary issues. *International Forestry Review*. **~9 pages**
- **Muradian, R., et al.** (2013). Payments for ecosystem services and the fatal attraction of win-win solutions. *Conservation letters*. [**read the abstract and skim**]

Extra topics not assigned

Legacies of the past

Read for today:

- Larcom, S., et al. (2016). Precolonial institutions and deforestation in Africa. *Land Use Policy*.
- Janssen, M. A., et al. (2003). Sunk-cost effects and vulnerability to collapse in ancient societies. *Current anthropology*.

Uncertainty and resource harvesting

Read for today:

- Gatewood, J. B. (1984). Cooperation, competition, and synergy: information-sharing groups among Southeast Alaskan salmon seiners. *American Ethnologist*.