

University of California, San Diego
Winter Quarter, 2004

Political Science 125A: Communities and the Environment

Instructors:

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Contact 1: _____

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Course Meeting Times and Location:

Tues and Thurs: 12:30 – 1:50

WLH 2205

Overview:

A popular new idea in environmental protection is to include local communities in conservation efforts. But what are these communities? What challenges do they face in governing their own resources? Does community conservation work? This course uses both theory and case studies from around the world to explore the politics and economics of community-based conservation.

Course Requirements and Grading:

The final grade is based on how many of the 100 possible points students earn during the course. The points are distributed in the following manner:

1. In-class Assignments **15 total points / 15% of your final grade**

Each assignment is worth 7.5 points (3 in class assignments given – the two best scores will be used for your final grade).

2. Discussion **5 total points / 5% of your final grade**

Your participation will be evaluated daily by me and the teaching assistant.

3. Reading Quizzes **35 total points / 35% of your final grade**

Each quiz is worth 7 points (7 quizzes given – the 5 best scores will be used for your final grade).

4. Exams

Each exam is worth 15 points.

45 points / 45% of your final grade

Important Notes Regarding Requirements and Grading:

- 1) This course focuses heavily on in-class activities. If you prefer classes which require less attendance and allow you to “catch up” with the readings, do not take this course.
- 2) Quizzes and in-class assignments CANNOT be made up. Your allowance on assignments that can be dropped (2 quizzes, 1 in-class assignment) should be used judiciously. Make up tests for the exams should be scheduled with me.
- 3) Discussion grades are 5% of your final grade.

Course Materials

Elinor Ostrom, *Governing the Commons*, Cambridge University Press 1990.

Arun Agrawal and Clark Gibson, *Communities and the Environment*, Rutgers Univ. Press 2001.

David Hulme and Marshall Murphree, *African Wildlife and Livelihoods*, Heinemann, 2001.

Note: Bring the current reading to class with you each class meeting.

Reading Assignments

Note: Reading is to be finished for the date listed (e.g., you should have read Ostrom 1-28 before the class meeting on 9/29).

9/27	Introduction
9/29	Ostrom 1-28
10/4	Gibson, Ostrom, and McKean, to be provided
10/6	Agrawal and Gibson (AG) 1-31
10/11	Hulme and Murphree (HM) 9-37
10/13	HM 38-58 Jones and Murphree
10/18	<u>Test # 1</u>
10/20	HM 227-243 Bond; HM 160-194 Jones. Murphree
10/25	HM 208-226, 244-255 Emerton, Murombedzi
10/27	Ostrom 58-87
11/1	Ostrom 88-101
11/3	No class meeting. Ostrom 143-178
11/8	<u>Test # 2</u>
11/10	AG 32-62 McDermott
11/15	AG 89-110 Ilahiane
11/17	To be provided.
11/22	AG 180-189 McCay
11/29	AG 157–179 Li
12/1	<u>Test # 3</u>

Suggestions on How to Read for this Course (and Others)

As I have indicated in class, much of the course material you read for this class is at the cutting edge of studies of community based natural resource management. I choose this material intentionally so that you can be exposed to the best thinking on the subject. But, as a result, the material can be difficult for some students.

Let me offer a few suggestions on reading the selections assigned in this class.

1. Pay attention to titles

The title of an article often gives you an indication about what you should learn from reading it. For example, if a chapter is titled "How South Africa tamed the frontier" you should be able to list and explain most if not all of those things the author thinks are important in SA's taming of the frontier. If you cannot do this after reading the selection the first time, then you probably need to skim or to read the article again to absorb this information.

2. Pay attention to headings and subheadings

Headings and subheadings are clear clues as to what information an author seeks to give you. One way to make sure you understand an author's intentions is to change the heading into a question, and then find answers to that question in the section. For example, if the heading for a section is "Creating wildlife policies" your question could be "How to create wildlife policies?" You then would look for the answer to this question in the section. If you could do this for every section of an article or chapter, you will understand most of what the author seeks to convey. This is a very thorough technique that can be used for almost any written work.

3. Pay attention to lists, outlines, tables

When an author uses numbers to identify concepts -- either using the number itself (1, 2, 3...), using words (First, Firstly, Second, Secondly, etc.) or putting concepts in an outline or a table -- it is a good indicator that she or he is addressing a subject of major interest. By listing these numbered concepts and making sure you understand why the author has listed them (Of what are they examples? Why are these included and not others?), you will probably comprehend one of the author's most significant arguments.

4. Pay attention to topic sentences in paragraphs

This is the most time consuming and difficult of the techniques listed here. It is also the best. Some authors write very simply and use obvious topic sentences to signal what they will discuss. For example, the topic sentence "In this essay, I will discuss the relationship between communities and their forests" indicates fairly clearly what the author will do in her article. Other authors are not so obvious in their writing. If you have read an article or chapter and applied the techniques listed above and still do not understand it, you may have to find the topic sentences of many of the paragraphs to help you comprehend the overall direction of the work.

Special Note: I generally use techniques 1-3 to create questions for your reading quizzes.