

**NRRT 400: Environmental Governance**  
**Department of Human Dimensions of Natural Resources**  
**Colorado State University**  
**Fall 2015**

**Instructor:** Dr. Rebecca Gruby

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**Classroom:** Engineering 106

**Meeting time:** Monday, 3:00pm – 4:50pm; Wednesday, 3:00pm-3:50pm

**Office Hours:** Wednesday 4:00-5:00pm, and by appointment

In 2009, Nobel Laureate Elinor Ostrom concluded:

“All efforts to solve resource [conservation/management] problems need to be viewed as experiments based on partial analyses of specific problems. Theory and evidence play a key role in increasing the probability of selecting rules leading to better as contrasted to worse outcomes. Theory cannot, however, eliminate the need to view all policies as ongoing experiments that need to be monitored, evaluated, and adapted over time” (Ostrom 2005, page 220<sup>1</sup>).

Effective environmental governance requires an understanding of why and when certain interventions (i.e. formal and informal rules/norms/policies/laws) may work better than others. This course engages interdisciplinary scholarship across the social sciences to critically explore a range of prevalent environmental governance ‘experiments’ in diverse contexts. We begin with an introduction to fundamental concepts and frameworks for diagnosing the social and political dilemmas that underwrite environmental problems. We will then examine arguments for particular governance approaches – including multilateral environmental agreements, self-governance, multi-level regimes, and market-based instruments – and consider how these approaches have actually played out in practice in particular cases. This is a challenging, high-level course from which you will gain a conceptual toolkit for diagnosing environmental problems and evaluating potential solutions.

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<sup>1</sup> Ostrom, E., 2005. *Understanding Institutional Diversity*, Princeton: Princeton University Press.

**Grading scale:**

Percentage	Letter Grade
98-100%	A+
92-97%	A
90-91%	A-
88-89%	B+
82-87%	B
80-81%	B-
78-79%	C+
72-77%	C
70-71%	C-
65-69%	D
<65%	F

**Evaluation and assignments:**

Assignment	Total possible points	Due Date
Active participation and attendance	50	Ongoing, with mid-semester self-assessment
Reading journal	75	Ongoing
Teach the class	115	Varied between Sept 23- Nov 18
Teach the class peer evaluations	10	Varied between Sept 23- Nov 18
Podcast proposal	10	October 7
Podcast	90	Nov. 9 and 11
Midterm exam	75	October 14
Final exam	75	December 9
<b>Total</b>	<b>500</b>	

*Active participation and Attendance:*

We share responsibility for making this course successful. I will do my best to intrigue and challenge you, but what you get out of the class will also be a function of what you put into it. Participation is not only coming to class everyday, but also becoming a part of the class itself. A significant portion of our meetings will include in-class discussions and activities. Students are expected to come to class having completed all the readings for that week and prepared to discuss them. We will cover significant ground in each class meeting. If you need to miss a class due to an illness or emergency, be proactive about notifying me. If you miss class and without a university-approved excuse, your participation grade will suffer. I take attendance.

### Teach the class:

Students working in small groups will lead a Wednesday class session during which we will explore an in-depth case study of the environmental governance approach covered in class the preceding Monday. The best way to think about this assignment is as a research paper that you will present orally rather than in writing.

### Reading journal:

To help stimulate your thinking about the readings and facilitate engaging class discussions, students will write critical reviews of assigned readings. I will be looking for informed critical analysis and high quality writing. Students who successfully complete 5 journal entries during the semester will receive full credit (15 points each). Entries are due at midnight the day before class so that we can bring your ideas/questions into class discussions.

### Podcast:

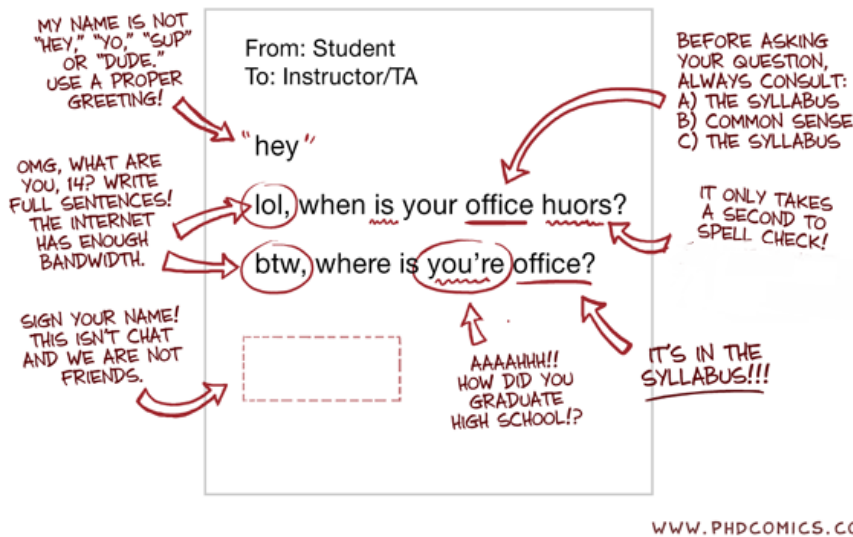
Working in groups of two, your challenge is to create a five-minute documentary-style podcast that investigates a controversial environmental problem (current or past). Your audience for this public is the general public. This project challenges you to creatively, accurately, succinctly, and clearly describe an environmental governance problem and intervention. One paragraph topic proposal due: October 5 (10 points). Final podcasts due: November 9 and 11 (90 points).

### **Course Policies**

*Adaptability:* This syllabus is a living document and therefore may be updated to reflect changing needs in the course. I might adjust the schedule, readings and assignments as appropriate and/or necessary throughout the semester.

*Email:* Do not expect immediate responses from me. The best – and most under-utilized – way to reach me is to come to my office hours. I will do my best to respond to email within 48 business hours. I do not respond to email at night or on weekends. Further, I will only respond to emails constructed with an appropriate level of professionalism (refer to comic below for a humorous take on how to write an email to your instructor). What do I mean by professionalism? Emails should be properly addressed and should use full sentences with words completely spelled out (e.g., ‘Dr. Gruby, I missed class on Wednesday because of an illness’ rather than simply ‘Missed class b/c of illness.’). Professional writing does not imply lengthy writing – you can be brief and concise while professional. I will let you know if you need to rewrite your email.

## HOW TO WRITE AN E-MAIL TO YOUR INSTRUCTOR OR T.A.



*Late Assignments:* Assignments must be submitted on time. Late submissions will be penalized by 20% of the total possible points for each day late, including weekends. Grade contestations will result in a full re-grading, which may result in an increase, maintenance, or decrease in your final grade.

*Physically and Learning Disabled Students:* Any physically or learning disabled student who is working with the Learning Disabilities Program or Academic Advance Program, please talk to me during the first week of class.

*Colorado State University Student Conduct Code:* All activities of HDNR students, including those in this course, are governed by the Colorado State University Student Conduct Code, available here: <http://www.conflictresolution.colostate.edu/prohibited-conduct-individuals>. In this course there is zero tolerance for plagiarism, cheating, and any other form of academic misconduct.

*Course Etiquette:* Do not browse the Internet, check your email, or text while in class. If you are late to class, please enter quietly; I'd prefer a minor disruption to you missing an entire class.

*Make-up policy:* Students who miss an exam will receive a zero unless you have a documented CSU-approved absence.

Course Schedule		
Topic	Date	Readings & Assignments
<b>Part I. Diagnosing environmental problems</b>		
Course introduction	Monday Aug. 24	<i>Introduction, syllabus</i>
What is environmental governance?	Wednesday Aug. 26	Lemos, M. C., & Agrawal, A. (2006). Environmental Governance. <i>Annual Review of Environment and Resources</i> , 31(1), 297-325.
Embracing complex causality	Monday Aug. 31	Forsyth, T. 2003. <i>Critical Political Ecology: The Politics of Environmental Science</i> . New York: Routledge. Chapter 2: Environmental science and myths
Collective action	Wednesday Sept. 2	Hardin, G. (1968). The tragedy of the commons. <i>Science</i> , 162(3859), 1243–1248.  Ostrom E., Gardner, R., Walker, J. 1994. Rules, games and common pool resources. University of Michigan Press, Chapter 1 pp. 3-21
	Monday Sept. 7	<b>Labor day – No class</b>
Collective action	Wednesday Sept. 9	<b>**Tragedy of the commons simulation. Meet in Morgan Library Computer Classroom 175 **</b>
<b>Part II: Intervening</b>		
Self governance (Emergence)	Monday September 14	Ostrom, E. (2000). The danger of self-evident truths. <i>Political Science and Politics</i> , 33(1), 33–44.  National Public Radio, Planet Money, Bottom of the Well, July 22 2015 (listen to podcast- MP3 file)

<b>Self governance case study</b>	<b>Wednesday Sept. 16</b>	Acheson, J. (1998) Lobster Trap Limits: A Solution to a Communal Action Problem. <i>Human Organization</i> 57 (1).
<b>Self governance (Maintenance)</b>	<b>Monday Sept. 21</b>	Ostrom, E. 1990. <i>Governing the Commons</i> . Cambridge University Press: New York. Chapters 2- 3.
<b>Self governance case study</b>	<b>Wednesday Sept. 23</b>	Basurto X (2005). How Locally Designed Access and Use Controls Can Prevent the Tragedy of the Commons in a Mexican Small-scale Fishing Community. <i>Society and Natural Resources</i> 18.
<b>Community-based management</b>	<b>Monday Sept. 28</b>	Dressler, W., Büscher, B., Schoon, M., Brockington, D., Hayes, T., Kull, C. et al. (2010). From hope to crisis and back again? A critical history of the global CBNRM narrative. <i>Environmental Conservation</i> , 37(01), 5–15.
<b>Community-based management Case study</b>	<b>Wednesday Sept. 30</b>	Kull, Christian a. 2002. “Empowering Pyromaniacs in Madagascar: Ideology and Legitimacy in Community-Based Natural Resource Management.” <i>Development and Change</i> 33 (1): 57–78.
<b>Co- governance</b>	<b>Monday Oct. 5</b>	Singleton, S. 2000. Co-operation or Capture? The Paradox of Co-management and Community Participation in Natural Resource Management and Environmental Policy-making. <i>Environmental Politics</i> 9(2): 1-21  <b>Podcast workshop with Tom Plant, Senior Policy Advisor Center for the New Energy Economy</b>
<b>Co- governance Case study</b>	<b>Wednesday Oct. 7</b>	Armitage, Derek, Fikret Berkes, Aaron Dale, Erik Kocho-Schellenberg, and Eva Patton. 2011. “Co-Management and the Co-Production of Knowledge: Learning to Adapt in Canada’s Arctic.” <i>Global Environmental Change</i> 21 (3).  <b>Podcast proposals due</b>
<b>Reviews</b>	<b>Monday Oct. 12</b>	<b>Mid-semester course evaluation, Exam Q&amp;A</b>

<b>Midterm exam</b>	<b>Wednesday Oct. 14</b>	<i>In-class exam</i>
<b>Governing ecosystems</b>	<b>Monday Oct. 19</b>	Grumbine, R Edward. 1994. "What Is Ecosystem Management?" <i>Conservation Biology</i> 8 (1): 27–38. doi:10.1046/j.1523-1739.1994.08010027.x
<b>Governing ecosystems Case study</b>	<b>Wednesday Oct. 21</b>	Olsson, Per, Carl Folke, and Terry P Hughes. 2008. "Navigating the Transition to Ecosystem-Based Management of the Great Barrier Reef, Australia." <i>Proceedings of the National Academy of Sciences</i> 105 (28): 9489–94.
<b>Multilateral global governance</b>	<b>Monday Oct. 26</b>	Speth, J.G., & Haas, P. (2006). <i>Global Environmental Governance</i> . Island Press: Washington. Chapter 4: Environmental Accord: Treaties and International Environmental Law.
<b>Multilateral global governance case study</b>	<b>Wednesday Oct. 28</b>	Rosen, Amanda M. 2015. "The Wrong Solution at the Right Time: The Failure of the Kyoto Protocol on Climate Change." <i>Politics and Policy</i> 43 (1): 30–58.
<b>Polycentric global governance</b>	<b>Monday Nov. 2</b>	Ostrom, E. (2010). Polycentric systems for coping with collective action and global environmental change. <i>Global Environmental Change</i> , 20(4), 550–557.
<b>Polycentric global governance case study</b>	<b>Wednesday Nov. 4</b>	Betsill, Michele M. 2001. "Mitigating Climate Change in US Cities: Opportunities and Obstacles." <i>Local Environment</i> 6 (4): 393–406.  Fort Collins Climate Action Plan 2015 pp. 6-12, 17-21
<b>Podcast screening</b>	<b>Monday Nov. 9</b>	<i>In-class screening</i>
<b>Podcast screening</b>	<b>Wednesday Nov. 11</b>	<i>In-class screening</i>

<b>Market-based approaches &amp; Case Study</b>	<b>Monday Nov. 16</b>	<p>Stavins, R. and Whitehead, B 2005. "Market-based environmental policies," <i>Debating the Earth</i>, Chapter 16, pp. 229-238</p> <p>Klooster, Dan. 2005. "Environmental Certification of Forests: The Evolution of Environmental Governance in a Commodity Network." <i>Journal of Rural Studies</i> 21 (4): 403–17.</p>
<b>What is success?</b>	<b>Wednesday Nov. 18</b>	<p>Reading TBA</p> <p><b><i>Guest Lecturer: Dr. Jennifer Solomon, HDNR</i></b></p>
<b>No class</b>	<b>Monday Nov. 23</b>	<b><i>Fall Recess</i></b>
<b>No class</b>	<b>Wednesday Nov. 25</b>	<b><i>Fall Recess</i></b>
<b>Course wrap up</b>	<b>Monday Nov. 30</b>	<b><i>Course wrap-up, Exam Q&amp;A, Course Evaluation</i></b>
<b>Exam prep</b>	<b>Wednesday Dec. 2</b>	<b><i>In-class student-led review session</i></b>
<b>Exam prep</b>	<b>Monday Dec. 7</b>	<b><i>No class – study for exam, visit extended office hours</i></b>
<b>Final exam</b>	<b>Wednesday Dec. 9</b>	<b><i>In class exam</i></b>