



**S F S** THE SCHOOL  
FOR FIELD STUDIES

# Environmental Policy and Socioeconomic Values SFS 3020

## Syllabus

The School for Field Studies (SFS)  
Center for Marine Resource Studies (CMRS)  
South Caicos, Turks & Caicos Islands

This syllabus may develop or change over time based on local conditions, learning opportunities, and faculty expertise.  
Course content may vary from semester to semester.

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## COURSE CONTENT SUBJECT TO CHANGE

***Please note that this is a copy of a recent syllabus. A final syllabus will be provided to students on the first day of academic programming.***

SFS programs are different from other travel or study abroad programs. Each iteration of a program is unique and often cannot be implemented exactly as planned for a variety of reasons. There are factors which, although monitored closely, are beyond our control. For example:

- Changes in access to or expiration or change in terms of permits to the highly regulated and sensitive environments in which we work;
- Changes in social/political conditions or tenuous weather situations/natural disasters may require changes to sites or plans, often with little notice;
- Some aspects of programs depend on the current faculty team as well as the goodwill and generosity of individuals, communities, and institutions which lend support.

Please be advised that these or other variables may require changes before or during the program. Part of the SFS experience is adapting to changing conditions and overcoming the obstacles that may be present. In other words, the elephants are not always where we want them to be, so be flexible!

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## Course Overview

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Studying the use and conservation of marine and coastal natural resources requires scrutiny from many different natural science and social science perspectives. We will focus on human interactions with local natural systems, and vice versa. Understanding the roles that nature-society interactions such as agriculture, resource extraction, fishing, tourism, and associated development play in the protection of natural areas from human disturbance is crucial to the present and the future of the Turks and Caicos Islands (TCI). Our primary goal is to discover how we may encourage sustainable human-environment relationships. With a hands-on, team-work focus on conservation and sustainable development, this course will help you comprehend the connections between theory and practice. It will also provide you with the on-the-ground practical skills and tools necessary to critically analyze management of the human-environment nexus. Because tourism, development, fishing, and conservation are simultaneously social, cultural, economic, and ecological phenomena, holistic critical thinking can help to create more sustainable programs that will benefit natural and social worlds.

## Learning Objectives

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After completing this course, you should:

- 1) Be able to describe the key events in the history of the Turks and Caicos Islands, as well as comprehend the social, economic and cultural dynamics of the country.
- 2) Understand the assumptions and theories behind economic and political decision-making when applied to natural resources.
- 3) Be able to describe a variety of ways (economically, ethically, emotionally, rationally, aesthetically, ecologically, anthropocentrically) that people assign value to natural resources and ecological systems, and be able to use tools that measure such value.
- 4) Comprehend the different types of information that social science approaches can collect, and where such information is best applied or otherwise.
- 5) Be able to explain the need for environmental policy and discuss the practical and ethical issues surrounding management of fisheries and tourism development.
- 6) Be able to discuss the ethical and social implications of treating natural, biological, and ecological systems as 'natural resources' that are amenable to scientific 'management' or as 'environments' for human occupation, rather than as entities with inherent value and non-utilitarian rights to exist.
- 7) Be able to explain the social, economic, cultural, and ecological costs and benefits of various approaches to marine management and policy-making, including in relation to the governance of protected areas. You should be able to do this with focus on the TCI.
- 8) Describe the potential economic, social, and environmental costs and benefits of tourism development on small island developing states.
- 9) Be able to use a variety of social science techniques to conduct your own successful research with a variety of marine environment stakeholders.

## Thematic Components

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This course will be divided into four thematic components:

1. The Turks and Caicos (human) context – history, economics, politics, culture
2. Social science tools and methods (qualitative and quantitative)
3. Assumptions and theories behind natural resource decision-making
4. Decision-making and policy with regard to two major TCI economies – fisheries and tourism

The course will generally follow these topics in this order; however, some topics may be covered out of order, such as the mid-semester field trip for instance.

## Assessment

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The evaluation breakdown for the course is as follows:

Assessment Item	Value (%)
Class Exercises & Participation	25
Reflection Papers (3)	5
	5
	5
TEV Report	15
Policy Presentation	15
Survey Design & Presentation	15
Final Exam	15

### **Class Exercises & Participation (25%)**

This is not a lecture-dominated class where the instructor speaks, and the students passively listen. Many classes will be broken up into small discussion groups, or “seminars”. Everybody should be prepared for each academic session. This implies reading the materials for each session with enough detail to be able to ask relevant questions; and to participate in analytical discussions about the key issues. Active participation during classes, discussions, assignments and field trips is expected. Given the small seminar sizes, it will be evident to all of those in attendance whether you are prepared to discuss the readings. Each student should be prepared to share with the class questions that the readings raised and be able to identify the most significant points or contribution that the author(s) make. Your participation grade will be lowered due to poor class preparation, lack of enthusiastic participation in class exercises, or failure to treat others in the classroom with respect. Simply put, in order to receive an ‘A’ in this class you must be a civil, active contributor to class and not merely score well on exams and assignments.

As part of this grade, you will also be assigned a date to present to the class about local TCI news, in order to inform the class further about the TCI context – history, economics, politics, culture, etc. While this assignment will not receive an official grade, the effort you put into this assignment will be considered as part of your participation grade.

### **Reflection Papers (15%)**

You will write three reflection papers over the course of the semester (each worth 5% of your final grade). Each paper will be approximately 500 to 700 words in length. The first paper will be a reflection on your personal values, beliefs and attitudes towards the natural world. The second paper will be a reflection about your experiences during the field trip. The last paper will be a reflection about the values, beliefs and attitudes you’ve discovered over the course of the semester that the people of South/the TCI hold towards the natural world. This last reflection paper will also incorporate your new knowledge of social science research approaches.

### **Total Economic Valuation Report (15%)**

This field exercise will give you the chance to apply an economic valuation method used in policy making to an important South Caicos natural area. After learning about this method in class, we will visit a

nearby area to assess the status of the ecosystems present. You will be working as a team to write up a formal report on the value of ecosystem goods and services in this area.

**Policy Presentation (15%)**

An important component of the scientific process involves the communication and dissemination of information. Although writing documents is the norm in many disciplines, scientific meetings of all kinds are widely used to disseminate information to colleagues and other stakeholders. To practice and learn how to give good presentations, students will present their findings on policies that are in place across the globe to protect marine megafauna. This project will continue to further our understanding of how humans value natural entities in different ways, as well as demonstrate critical analysis through development of policy recommendations.

**Survey Design and Presentation (15%)**

In class before the field trip, we will create a survey which we will conduct in Providenciales. Based on the data we collect, you will work in teams to analyze the data and develop a formal presentation discussing the results and implications of our survey. This project will focus on improving our understanding of tourism in the TCI.

**Final Exam (15%)**

Exams are based on all aspects of the course, including lectures, readings, and field exercises. You will need to prepare for these exams throughout the course, as the days preceding the exams can be busy with other activities and assignments, for this course as well as your other courses. You are fully responsible for staying on top of the material, including required reading as well as everything covered during course lectures, field trips, and exercises.

Grade corrections in any of the above items should be requested in writing at least 24 hours after assignments are returned. No corrections will be considered afterwards.

**Grading Scheme**

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A 95.00 - 100.00%	B+ 86.00 - 89.99%	C+ 76.00 - 79.99%	D 60.00 - 69.99%
A- 90.00 - 94.99%	B 83.00 - 85.99%	C 73.00 - 75.99%	F 0.00 - 59.99%
	B- 80.00 - 82.99%	C- 70.00 - 72.99%	

**General Reminders**

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**Readings** – You are expected to have read all the assigned readings prior to each class. Assigned readings will be available on the student server. Anything contained in the readings is fair game for the exams. You may read some things you don't agree with, but that is part of being a scholar.

**Plagiarism** – using the ideas or material of others without giving due credit – is cheating and will not be tolerated. A grade of zero will be assigned for anyone caught cheating or aiding another person to cheat either actively or passively.

**Deadlines** – Deadlines for written and oral assignments are instated to promote equity among students and to allow faculty ample time to review and return assignments before others are due. As such, deadlines are firm; extensions will only be considered under extreme circumstances. Late assignments will incur a penalty of at least 10% of your grade for each day you are late. After two days past the deadline assignments will not be accepted anymore.

**Appropriate use of technology** – SFS has worked hard to provide internet access to all its staff and students. Inappropriate uses include gaming or video/music downloading. **Laptops/tablets are permitted in lectures for the sole purpose of note taking.** Any inappropriate use (e.g. accessing the internet, working on assignments etc) will result in this privilege being withdrawn. **Cellphones are not permitted in lectures.**

**Naming assignments:**

1. Word documents, Excel documents, and PDFs for all individual assignments, exams, reports should be saved as... **FirstName\_LastName\_Assignment**

Example... John\_Smith\_Literature Review

3. Group assignments should be named...

**Group#\_Assignment**

Example... Group1\_DataAnalysis

**Participation** – Since we offer a program that is likely more intensive than you might be used to at your home institution, missing even one lecture can have a proportionally greater effect on your final grade simply because there is little room to make up for lost time. Participation in all components of the course is mandatory, it is important that you are prompt for all activities, bring the necessary equipment for field exercises and class activities, and simply get involved.

**Course Content**

**Type:** L: Lecture; S: Seminar; GL: Guest Lecture; FEX: Field Exercise; DEX: Desk Exercise; E: Exam; P: Presentation

No.	Title and outline	Required Readings	Type	Hours
EP01	<b>Course Introduction:</b> We will go over the syllabus and discuss the structure and characteristics of the course.		L	1
EP02	<b>A Brief History of the TCI:</b> In this class we will begin to cover Turks and Caicos Islands history, including the rise and fall of several industries as well as the evolution of several socio-cultural phenomena. We will start before the ‘landfall’ of	<b>Sadler, H. E.</b> 1997. <i>Turks Islands Landfall: A History of the Turks and Caicos Islands.</i> United Cooperative Printers Ltd: Kingston. p. 96-101; 132-151; 259-264. <b>Mills, C (Ed.).</b> 2008. <i>A History of the Turks and Caicos Islands.</i> Macmillan: Oxford. Chapter 25.	L	1

No.	Title and outline	Required Readings	Type	Hours
	Columbus, take in the eras of slavery and colonialism and finish on modern day South Caicos.	<i>Optional:</i> <b>Mills, C</b> (Ed.). 2008. <i>A History of the Turks and Caicos Islands</i> . Macmillan: Oxford. Chapter 10-13, 16.		
EP03	<b>Guest Lecture</b>		GL	0.5
EP04	<b>Introduction to the Social Sciences:</b> In this lecture you will be introduced to the various social science fields and the research approaches used in them. You will learn all the steps you need to take before embarking on social science research. This will include the design of field materials, the gaining of permission for research, ethical considerations, and the choosing of field sites/study sites and sample populations. You will also be introduced to some of the basic methods for analyzing social science data.		L	2
EP05	<b>Values:</b> This seminar will examine how charismatic species are valued in varying ways from multiple perspectives. We will also discuss our personal values, beliefs and attitudes towards the natural world, and start to think about the role of conservation.	<b><u>Due: 1st Reflection Paper</u></b> <b>Gordon, E. R., Butt, N., Rosner-Katz, H., Binley, A. D., &amp; Bennett, J. R.</b> (2019). Relative costs of conserving threatened species across taxonomic groups. <i>Conservation Biology</i> . <b>Campbell, L. M., &amp; Godfrey, M. H.</b> (2010). Geo-political genetics: Claiming the commons through species mapping. <i>Geoforum</i> , 41(6), 897-907. <b>Frazier, J. G.</b> (2005). Flagging the flagship: valuing experiences from ancient depths. <i>MAST</i> 3(4), 273-303.	S	1
EP06	<b>Introduction to Decision Making and Policy</b>	<b>Zacharias, M.</b> (2014). <i>Marine policy: an introduction to governance and international law of the oceans</i> . Routledge, New York. Ch. 3 <b>Bache, S. J.</b> (2005). Marine policy development: the impact of a flagship species. <i>MAST</i> 3(4), 241-271.	L	2
EP07	<b>Ecosystem Services:</b> Ecosystems	<b>Plummer, M.L.</b> (2009). Assessing benefit	L	1

No.	Title and outline	Required Readings	Type	Hours
	like coral reefs, mangroves and seagrass beds are more than just habitats for marine organisms; they provide a number of ecosystem services. Scientists and policy makers are now starting to attach monetary values to these ecosystems.	transfer for the valuation of ecosystem services. <i>Frontiers in Ecology and the Environment</i> 7(1): 38-45.		
EP08	<b>Total Economic Valuation FEX:</b> In this field exercise you will work in teams to survey a designated ecosystem, which you will then have to attach a value to. In this first part of the practical you will collect all the data you need.		FEX	2
EP09	<b>TEV DEX:</b> A chance to write up your total economic valuation paper based on the fieldwork in EP08.		DEX	2
EP09	<b>TEV DEX:</b> A chance to write up your total economic valuation paper based on the fieldwork in EP08.		DEX	1
EP10	<b>US Protection Policies for Marine Megafauna &amp; Protection Policies DEX:</b> This class will examine the policies the U.S. uses for protecting marine megafauna in its territorial waters. You will then be introduced to your next assignment.	TBA	L DEX	2
EP11	<b>'Nature':</b> This seminar will help us to begin to think about the socially constructed concept of 'nature'.	<b>Cronon, W.</b> (1996). The trouble with wilderness: or, getting back to the wrong nature. <i>Environmental History</i> , 1(1), 7-28 <b>TBA</b>	S	2
		<b><u>Due: TEV Report</u></b>		
EP12	<b>Knowledge:</b> This seminar will explore the dichotomy of scientific knowledge and traditional ecological knowledge in the context of marine park	<b>Silver, J. and Campbell, L.</b> Fisher participation in research: dilemmas with the use of fisher knowledge. <i>Ocean &amp; Coastal Management</i> 48.9-10 (2005): 721-741.	S	2



No.	Title and outline	Required Readings	Type	Hours
	development and fisheries management.	<b>Johannes RE, Freeman MMR and Hamilton RJ.</b> 2000. Ignore fishers' knowledge and miss the boat. <i>Fish and Fisheries</i> 1: 257-271. <b>Walley, C. J.</b> They Scorn us Because We are Uneducated: Knowledge and Power in a Tanzanian Marine Park. <i>Ethnography</i> 3.3 (2002): 265-298.		
EP13	<b>Protection Policies Presentations</b>		P	2
EP14	<b>Guest Lecture – Leon Mach:</b> Leon, the EP from SFS TIBS, will speak with the class about his research, including surf tourism and common pool resources		GL	0.5
EP15	<b>Ecotourism:</b> This seminar we will consider the successes and failures of low-impact nature-based tourism.	<b>West, P. and Carrier, J.</b> Ecotourism and Authenticity: Getting Away from it All? <i>Current Anthropology</i> 45: 483-498 (2004). <b>TBA</b>	S	1
EP16	<b>Neocolonialism:</b> This class explores the idea of a new type of colonialism through tourism and other phenomenon.		L	1
EP17	<b>Common Pool Resources and Behavioral Economics:</b> This seminar will explore the fields of common pool resource management and game theory, as well as examine the theory that humans are rational and self-interested beings.	<b>Hardin, G.</b> 1967. The tragedy of the commons. <i>Science</i> 162: 1243-1248. <b>Ostrom, E.</b> (2008). The challenge of common-pool resources. <i>Environment: Science and Policy for Sustainable Development</i> , 50(4), 8-21. <b>TBA</b>  <i>Optional:</i> <b>Feeny, D., Hanna, S., &amp; McEvoy, A. F.</b> (1996). Questioning the assumptions of the "tragedy of the commons" model of fisheries. <i>Land economics</i> , 187-205.	S	2
EP18	<b>Survey Preparation</b>		L DEX	2
EP18	<b>Survey Preparation</b>		DEX	2
EP19	<b>Tourism and Industry in the TCI:</b> You will receive a tour of North		L	5

No.	Title and outline	Required Readings	Type	Hours
	and Middle Caicos, its tourist sites, and its sites of social, ecological and cultural interest. The following day you will explore the tourists sites of Providenciales and learn about the culture from a TCI leader.			
EP19	<b>Social Science Research Techniques: Providenciales:</b> In this field practical you will put into use the lessons learned in EP04.		FEX	5
EP20	<b>Field Trip Debrief</b>	<u><i>Due: 2nd Reflection Paper</i></u>	L	2
EP21	<b>Survey Analysis:</b> Students will be introduced to survey analysis methods and techniques.		L	2
EP22	<b>Survey DEX:</b> Students have time to analyze their survey data.		DEX	0.8
EP22	<b>Survey DEX:</b> Students have time to analyze their survey data.		DEX	0.8
EP23	<b>Survey Presentations</b>		P	1
EP24	<b>Field Trip – Fish Processing Plant:</b> The seafood industry is the biggest industry on South Caicos. You will get a chance to see local fish being landed into the island’s seafood plants and to see the processing of this fish to a state where it is ready for sale.		L	1
EP25	<b>Social and Economic Impact of Marine Protected Areas:</b> This seminar will consider the impacts of MPAs on humans.	<b>West, P., Igoe, J., &amp; Brockington, D.</b> (2006). Parks and peoples: the social impact of protected areas. <i>Annu. Rev. Anthropol.</i> , 35, 251-277. <b>TBA</b>	S	1
EP26	<b>Small Scale Fisheries:</b> This seminar examines the impacts to small fishing communities as a result of changing fisheries management schemes.	<b>Carothers, C.</b> (2008). “Rationalized out”: discourses and realities of fisheries privatization in Kodiak, Alaska. In <i>American Fisheries Society Symposium</i> (Vol. 68, pp. 55-74). <b>St. Martin, K.</b> (2001). Making space for community resource management in fisheries. <i>Annals of the Association of</i>	S	1

No.	Title and outline	Required Readings	Type	Hours
		<i>American Geographers</i> , 91(1), 122-142.		
EP27	<b>Small Scale Fisheries</b>	<b>Acheson, J., &amp; Gardner, R.</b> (2011). The evolution of the Maine lobster V-notch practice: cooperation in a prisoner's dilemma game. <i>Ecology and Society</i> , 16(1). <b>TBA</b>	S	1
EP28	<b>Neoliberalism/Conservation:</b> This seminar will explore the impacts of neoliberalism on conservation, as well as an exploration of conservation as a practice.	<b>Chapin, M.</b> (2004). A Challenge to Conservationists. <i>WORLD WATCH</i> . 17(6):17-31 <b>Jeanrenaud, S.</b> (2002). Changing people/nature representations in international conservation discourses. <i>IDS BULLETIN</i> . 33(1):111-122. <b>TBA</b>	S	1
EP29	<b>Politics of Marine Management:</b> This stakeholder negotiation simulation will demonstrate the politics, values, power differentials, and knowledges involved in developing marine protected areas in developing countries.		DEX	2
EP30	<b>South Values:</b> This seminar will explore the values, beliefs and attitudes you have uncovered about the South community towards the natural world.	<b><u>Due: 3rd Reflection Paper</u></b>	S	1
EP31	<b>Exam</b>		E	4
EP32	<b>Exam Debrief</b>		L	1
		<b>Total hours</b>		60

## Reading List

\*Readings in **Bold** are required.

**Cronon, W.** (1996). The trouble with wilderness: a response. *Environmental History*, 1(1), 47-55.

**De Fontaubert, C. and Harding, J.** The Conquerors of the Deep (2003) [www.timespub.tc/2003/06/the-conquerors-of-the-deep/](http://www.timespub.tc/2003/06/the-conquerors-of-the-deep/)

**Hardin, G.** 1967. The tragedy of the commons. *Science* 162: 1243-1248.

**Johannes RE, Freeman MMR and Hamilton RJ.** 2000. Ignore fishers' knowledge and miss the boat. *Fish and Fisheries* 1: 257-271

**Mills, C** (Ed.). 2008. *A History of the Turks and Caicos Islands*. Macmillan: Oxford.

**Nichols, W. J.** (2014). *Blue mind: The surprising science that shows how being near, in, on, or under water can make you happier, healthier, more connected, and better at what you do*. Little, Brown.  
[selections TBA]

**Sadler, H. E.** 1997. *Turks Islands Landfall: A History of the Turks and Caicos Islands*. United Cooperative Printers Ltd: Kingston. p. 96-101; 132-151; 259-264.

**Silver, J. and Campbell, L.** Fisher participation in research: dilemmas with the use of fisher knowledge. *Ocean & Coastal Management* 48.9-10 (2005): 721-741.

Walley, C. J. They Scorn us Because We are Uneducated: Knowledge and Power in a Tanzanian Marine Park. *Ethnography* 3.3 (2002): 265-298.