THE SCHOOL FOR FIELD STUDIES

Marine Conservation Governance
SFS 3020

Syllabus
4 credits

The School for Field Studies (SFS)
Center for Marine Resource Studies (CMRS)
South Caicos, Turks and 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 they may present. In other words, this is a field program, and the field can change.

Course Overview

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 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, teamwork 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

After completing this course, you should be able to:

1) 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) 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) Differentiate various forms of information that social science approaches can collect, and where such information is best applied.
5) Explain the need for environmental policy and discuss the practical and ethical issues surrounding management of fisheries and tourism development.
6) 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) Articulate the social, economic, cultural, and ecological costs and benefits of various approaches to marine management and policymaking, including in relation to the governance of protected areas.
8) Describe the potential economic, social, and environmental costs and benefits of tourism development on small island developing states.

Thematic Components and Research Direction

This course will cover four thematic components:

1. The Turks and Caicos (human) context – history, economics, politics, culture
2. Communicating science
3. Assumptions and theories behind natural resource decision-making
4. Decision-making impacts relating to two major TCI economies – fisheries and tourism

Assessment

The evaluation breakdown for the course is as follows:

Assessment Item	Value (%)
Class Exercises and Participation	20
Treaty Presentation	20
Reflection Papers	10
Midterm Exam	10
FEX: Total Economic Evaluation	10
Podcast Exercise	10
Discussion Leader	10
Final Exam	10
TOTAL	**100**

Participation (20%)

This is not a lecture-dominated class where the instructor speaks, and the students passively listen. 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. 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. As part of this grade, you will also be assigned a date to present to the class about local TCI news, 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. Simply put, 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.

Treaty Presentation (20%)

This group assignment emphasizes the link between theory and practice. Working with your group, you will produce two progressive segments of work, culminating in a presentation to the class.

SEGMENT #1 (10-12 double-spaced pages) (10%):
Pick an International Environmental Agreement as a group. Start by visiting the International Environmental Agreements (IEA) at Database Project at https://iea.uoregon.edu/. You can choose any of the environmental treaties except Climate Change (I will discuss them in more detail). Your group will be responsible for teaching the class about the types of problems addressed by the body and the politics surrounding those problems as well as the basic governance structures that shape the regime. Through comparative analysis, students will also examine common issues in global environmental governance and policy, such as implementation and compliance, finance, capacity building, technology transfer, and mechanisms for civil society engagement.

SEGMENT #2 (approximately 15 pages, + class presentation) (10%):
Each group will present their findings to class. Presentations should last 12-15 minutes and will be followed by comments and questions from your classmates. I will meet with each group to discuss this.

Reflection Papers (10%)

You will write two reflection papers, each worth 5% of your final grade. Each paper will be approximately 500 to 700 words in length. The first paper will reflect your values, beliefs, and various perspectives towards the natural world. The second paper will be a reflection about your experiences in the TCI and South Caicos.

FEX: Total Economic Valuation (10%)

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 nearby areas to assess the status of the ecosystems present. You will be working as a group of 4 to 5 to develop a poster on the value of ecosystem goods and services in this area.

Podcast Exercise (10%)

Effective science communication is an ever-important skillset for conservationists, scientists, and policymakers. The popularity of podcasts as a medium for information dissemination continues to grow. Podcast creators now include ENGO's, federal agencies, as well as universities. Utilizing the knowledge gained on marine socio-ecological issues learned throughout this course, you will develop your own podcast addressing an issue of your choice (topic must be approved by me first). This assignment will be submitted as an audio recording in addition to a document citing the references you used. You will be expected to demonstrate critical thinking and a thorough review of your topic, as well as tie in content covered in class. Besides peer-reviewed journal articles you may consider using news articles, interviews, etc. as your sources of information. How you decide to do your podcast is largely up to your creative whims, however, it should be accessible for all audiences, keep your listeners interested, and you should provide evidence to support your claims.

Discussion Leader (10%)

Each student will help lead a seminar discussion over the course of the semester. You and one to three other students will work together to present and discuss the readings assigned for this session. The following classes will be seminar based: EP08 Values, EP11 Ecosystem Services, EP14 Ecotourism, EP27 Neoliberalism & Conservation, and EP28 Small-Scale Fisheries & Fishing Communities.

Midterm and Final Exam (20%; 10% each)

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

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

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 10% of your grade for each day you are late. After two days past the deadline assignments will not be accepted anymore. Assignments will be handed back to students after a one-week grading period.

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.

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.

Course Content

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

***Readings in bold are required**

No	*Title and outline*	*Type*	*Hours*	*Readings*
EP 01	**Course Introduction** We will go over the syllabus and discuss the structure and characteristics of the course.	L	1.0	
EP 02	**A Brief History of the TCI** We will begin to cover Turks and Caicos Islands history, including the rise and fall of several industries as well as the evolution of socio-cultural phenomena. We will start before the 'landfall' of Columbus, take in the eras of slavery and colonialism and finish on modern day South Caicos.	L	2.0	**Sadler, H. E. (1997).** Mills, C (Ed.). (2008).
EP 03	**Public Goods Theory** This seminar will examine various aspects of managing environmental commons and the policy implications of such management.	L	1.0	

No	*Title and outline*	*Type*	*Hours*	*Readings*
EP 04	**Common Pool Resources and Behavioral Economics** 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.	L	1.0	**Hardin, G. (1967).** **Ostrom, E. (2008).**
EP 05	**Common Pool Simulation DEX** Students have time to manage and negotiate among themselves as to how to manage common resources. They will be working in different groups representing different nation-states.	DEX	1.0	
EP 06	**Marine Socio-Ecological Issues** In this session we will explore the different topics covered in the documentary *Seaspiracy*, and critically examine the information from the film.	S	2.0	**Aswani, S., et al. (2018).**
EP 07	**Values** This session 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. Ecosystems 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.	S	2.0	**Mars, R. (Host) (2015).** **Gordon, E. R., et al. (2019).** **Campbell, L. M., & Godfrey, M. H. (2010).** **Frazier, J. G. (2005).** **Kull, C. A., de Sartre, X. A., & Castro-Larrañaga, M. (2015).** **Adler, S. (Host) (2021).**
EP 08	**Ecosystem Services** Ecosystems like coral reefs, mangroves, and seagrass beds are more than just habitats for marine organisms; they provide several ecosystem services. Scientists and policy-makers are starting to attach monetary values to these ecosystems.	L	2.0	**Plummer, M.L. (2009).**
EP 09	**Total Economic Valuation FEX** 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	2.0	
EP 10	**(Eco)Tourism** This class we will consider the successes and failures of low-impact nature-based tourism.	L	2.0	**West, P. and Carrier, J. (2004).** Paradis, J. (Host). (2021)
EP 11	**Gringo Trails**	S	1.0	

No	*Title and outline*	*Type*	*Hours*	*Readings*
	A film examining 30 years of tourism and its long-term impact on cultures, economies, and the environment.			
EP 12	**Introduction to Decision Making and Policy** In this class you will dig deeper into environmental and marine policymaking and the stakeholders involved. You will also be introduced to your next DEX assignment. **Policy Model**. We will use the Policy Model throughout the semester to help interrogate and solve critical environmental problems	FEX	2.0	**Bache, S. J. (2005).** **Zacharias, M. (2014).** Bennett, N. J. (2019).
EP 13	**Policy Model DEX** Students will work in groups, using the policy models, to propose or evaluate an existing environmental policy.	DEX	1.0	
EP 14	**Exam Review / Class Catch-up**	L	1.0	
EP 15	**Midterm Exam**	E	1.0	
EP 16	**Level of Analysis and Local to Global Linkages**	S	2.0	**Boyer, Mark A. (2013). pg. 79–98.**
EP 17	**Governmental Organizations and Bureaucracy As Agential Actors**	S	2.0	**Chasek et al. (2016). pg. 51-94.** **Bauer. (2006). pg. 23–33**
EP 18	**Non-Governmental Organizations (NGOs)**	L	1.0	**Betsill and Corell. (2001).**
EP 19	**Climate Change Negotiation 101** In this class, we will discuss the Architecture of climate change negotiation and the role of Small Island Developing States (SIDS) play in addressing issues of climate change.	L	1.0	**Oculi and Scott Stephenson.**
EP 20	**Vulnerabilities of Island States to Climate Change Across Multiple Scales** In this class, we will examine some of the geospatial data on SIDS to evaluate potential Sea Level Rise Scenarios and other vulnerabilities. We will also discuss climate change as a security threat for SIDS.	L	2.0	**Boyer and Oculi. (2019). pp. 116-142**
EP 21	**Politics of Marine Management** This stakeholder negotiation simulation will demonstrate the politics, values, power differentials, and knowledges involved in developing marine protected areas in developing countries.	DEX	2.0	
EP	**Small Scale Fisheries**	S	1.0	**Carothers, C. (2008).**

No	*Title and outline*	*Type*	*Hours*	*Readings*
22	This seminar examines the impacts to small fishing communities as a result of changing fisheries management schemes.			St. Martin, K. (2001).
EP 23	**Social and Economic Impact of Marine Protected Areas** This seminar will consider the impacts of MPAs on humans.	S	1.0	**West, P., Igoe, J., & Brockington, D. (2006).**
EP 24	**Intro to Podcasting** We will begin to think about and plan your final project.	L	2.0	**De Sousa, E., Loring, P., & Harrison, H. (2021).**
EP 25	**Neoliberalism & Conservation** This seminar will explore the impacts of neoliberalism on conservation, as well as an exploration of conservation as a practice.	S	2.0	**Chapin, M. (2004).** **Jeanrenaud, S. (2002).** **Fletcher, R. (2020).** Holmes, G. (2011).
EP 26	**Field Trip Briefing**	L	1.0	
EP 27	**Seafood Markets and Marketing** In this class you will learn about the seafood industry and seafood marketing. In particular you will learn about steps taken by industry and NGOs to ensure that seafood sold is sustainable, and the caveats to seafood certification.	L	2.0	**Paul Greenberg | TED Talk** **Seafood | The Guardian** Dan Barber | TED Talk The Ocean Solution | Patagonia Provisions
EP 28	**Food security on SIDS** This seminar will look at the social, environmental and economic implications of food policies on SIDS.	L	1.0	
EP 29	**Tourism and Industry in the SIDS** You will receive a tour of North and Middle Caicos, its tourist sites, and its sites of social, ecological and cultural interest.		7.0	**Prince, M. (2020).**
EP 30	**Science Communication**	L	1.0	
EP 31	**South Values** This seminar will explore the values, beliefs, and attitudes you have uncovered about the South community towards the natural world. **Podcast DEX**	S; DEX	2.0	**Chapin, M. (2004).** **Jeanrenaud, S. (2002).**
EP 32	**Podcast DEX**	DEX	2.0	
EP 33	**Exam Debrief and Course Wrap-up**	L	1.0	
EP 34	**Exam**	E	1.0	
	Total Hours		**57**	

Reading List

Readings in bold are required.

1. **Adler, S. (Host). (2021, May 27).** The Rhino Hunter [Audio podcast episode]. In Radiolab. WNYC Studios. https://www.wnycstudios.org/podcasts/radiolab/articles/rhino-hunter
2. **Aswani, S., Basurto, X., Ferse, S., Glaser, M., Campbell, L., Cinner, J. E., & Christie, P. (2018).** Marine resource management and conservation in the Anthropocene.Environmental Conservation,45(2),192-202.
3. **Bache, S. J. (2005).** Marine policy development: the impact of a flagship species. MAST 3(4), 241-271.
4. **Bauer. 2006.** Does Bureaucracy Really Matter? The Authority of Intergovernmental Treaty Secretariats in Global Environmental Politics. Global Environmental Politics. 6(1).
5. **Bennett, N. J. (2019).** In political seas: engaging with political ecology in the ocean and coastal environment. Coastal Management, 47(1), 67-87.
6. **Betsill and Corell. 2001**. "NGO Influence in International Environmental Negotiations: A Framework for Analysis." Global Environmental Politics. 1(4).
7. **Boyer and Oculi. (2019).** "Securitizing the environment: Climate change as first-order threat." In Securitization Revisited, pp. 116-142. Routledge, 2019.
8. **Boyer, Mark A. 2013**. "Global Climate Change and Local Action: Understanding the Connecticut Policy Trajectory." International Studies Perspectives 14(1).
9. **Campbell, L. M., & Godfrey, M. H. (2010).** Geo-political genetics: Claiming the commons through species mapping. Geoforum, 41(6), 897-907.
10. **Carothers, C. (2008).** "Rationalized out": discourses and realities of fisheries privatization in Kodiak, Alaska. In American Fisheries Society Symposium (Vol. 68, pp. 55-74).
11. **Chapin, M. (2004).** A Challenge to Conservationists. WORLD WATCH. 17(6):17-31
12. **Chasek et al. 2016.** Global Environmental Politics.
13. **De Sousa, E., Loring, P., & Harrison, H. (Hosts). (2021, January 27).** The methods section (#20) [Audio podcast episode]. In Social FISHtancing. Coastal Routes Radio. https://soundcloud.com/conservechange/social-fishtancing-episode-20-the-methods-section
14. **Fletcher, R. (2020).** Neoliberal Conservation. In Oxford Research Encyclopedia of Anthropology.
15. **Frazier, J. G. (2005).** Flagging the flagship: valuing experiences from ancient depths. MAST 3(4), 273-303.
16. **Gordon, E. R., Butt, N., Rosner-Katz, H., Binley, A. D., & Bennett, J. R. (2019).** Relative costs of conserving threatened species across taxonomic groups. Conservation Biology.
17. **Hardin, G. 1967.** The tragedy of the commons. Science 162: 1243-1248.
18. Holmes, G. (2011). Conservation's friends in high places: neoliberalism, networks, and the transnational conservation elite. Global Environmental Politics, 11(4), 1-21.
19. **Jeanrenaud, S. (2002).** Changing people/nature representations in international conservation discourses. IDS BULLETIN. 33(1):111-122.
20. **Kull, C. A., de Sartre, X. A., & Castro-Larrañaga, M. (2015).** The political ecology of ecosystem services. Geoforum, 61, 122-134.
21. **Mars, R. (Host). (2015, August 19).** Lawn Order (No. 177) [Audio podcast episode]. In 99% Invisible. Stitcher. https://99percentinvisible.org/episode/lawn-order/

22. Mills, C (Ed.). 2008. A History of the Turks and Caicos Islands. Macmillan: Oxford. Chapter 1; 10-13, 16; 25.
23. **Oculi and Scott Stephenson.** "Conceptualizing climate vulnerability: Understanding the negotiating strategies of Small Island Developing States." Environmental Science & Policy
24. **Ostrom, E. (2008).** The challenge of common-pool resources. Environment: Science and Policy for Sustainable Development, 50(4), 8-21.
25. Paradis, J. (Host). (2021, October 14). Tourism Spoils [Audio podcast episode]. In Outside/In. New Hampshire Public Radio. https://podcasts.apple.com/us/podcast/outside-in/id1061222770?i=1000538608458
26. **Plummer, M.L. (2009).** Assessing benefit transfer for the valuation of ecosystem services. Frontiers in Ecology and the Environment 7(1): 38-45.
27. **Prince, M. (2020).** The History of Mary Prince, A West Indian Slave (pp. 345-364). Routledge.
28. **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.
29. St. Martin, K. (2001). Making space for community resource management in fisheries. Annals of the Association of American Geographers, 91(1), 122-142.
30. Starting Your Podcast: A Guide for Students - https://www.npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students
31. **West, P. and Carrier (2004).** J. Ecotourism and Authenticity: Getting Away from it All? Current Anthropology 45: 483-498.
32. **West, P., Igoe, J., & Brockington, D. (2006).** Parks and peoples: the social impact of protected areas. Annu. Rev. Anthropol., 35, 251-277.
33. **Zacharias, M. (2014).** Marine policy: an introduction to governance and international law of the oceans. Routledge, New York. Ch. 3