

**NRSM 475.01 AND NRSM 575.01  
ENVIRONMENT AND DEVELOPMENT**

**Tuesdays & Thursdays 11:10 – 12:30 in Forestry 301**

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***Course Description***

Environmental problems and their range of possible solutions are increasingly well-publicized and discussed around the world. However, what is considered a solution is based on how one diagnoses the “problem.” Understanding root causes of environmental problems is very complex. It is complex for a variety of reasons. First, many assume that “environmental” problems only have environmental causes. But as we will examine they often involve social processes which may not be immediately associated with environmental conditions. Second, the intersection of social and environmental forces is likely to be invisible from where their point of impact or physical outcome appears at a particular point in time. Third, there are different social forces that can potentially be at play notably cultural, economic and political; and they operate across (multiple) time and space scales. Hence historical analysis is necessary as well as consideration of future conditions and impacts. Lastly, even when social forces are included in understanding environmental conditions, people tend to focus on one (familiar) force or theory and disregard those which may challenge deeply held understandings as well as necessitate attention to politics and conflict.

In this course, we will use an environmental sociological lens to examine social and environmental processes related to international development and to current challenges and concerns. We will explore how particular framings and assumptions about society, environment and development lead to different assumptions of what is viewed as a “problem” as well as a “solution”, and how such solutions themselves may create their own set of conflicts. As such, we will pay close attention to the politics of environment and development, including environmental justice. We will do this through multi-scalar interrogations of individuals, communities, nation-states and transnational or global actors and institutions, and their interactions with local to global processes including colonialism, capitalism, international development and globalization. We will investigate the opportunities and challenges involved with efforts today to re-envision and re-create society, environment and development to be more mutually beneficial (such as towards sustainability, resilience, environmental justice).

The emphasis in this course is on learning to understand, think, and write critically about social forces associated with environment and development rather than on surveying all of the major environmental issues or conservation strategies in the world today. The subject matter and approach taken in this class is complex and may make you uncomfortable at times, because it may challenge you to rethink some of your own views and ideas and to consider new processes you may not have previously considered relevant. The instructor will help explain difficult and new concepts, and ground them in current issues and real life experiences. I expect that by enrolling in this class you are agreeing to do your best to undertake this challenge and to let me know when you do not understand something or wish to examine it further or in a different way.

***After completing this course, you will be able to:***

- **Describe** key social forces influencing society-environment-development-conservation interactions and strategies;
- **Analyze** different perspectives on the origins, consequences and potential management of environment including major debates; and
- **Evaluate** the opportunities and challenges of various strategies, programs and policies to reconcile tensions between environment and development, and how their costs and benefits also vary for different social groups.

***Course Structure and Expectations***

The course involves the following types of activities: lecture, class discussions, short writing exercises, small group break-out and report-back sessions, debate and viewing videos. I will routinely offer presentations to provide background and to highlight the reading material and videos. I expect students to engage in all course activities, take responsibility for their own educational development, and contribute towards a healthy learning community.

***Expectations for reading-based reflection and discussion:***

Classroom time is structured around students' engagement with the assigned readings (see below), so it is imperative you read and think about the material before each class so you are prepared to contribute to professional discussion. To help you prepare for each class, please consider the following:

1. What questions do you have about this reading?
2. How does this reading challenge your assumptions? (Describe your "aha!" moments.)
3. How does this reading connect to other readings in this course?

I recognize that there are many readings, especially in the beginning and you are likely to find them challenging. I encourage you to bring your questions to class where our in-depth discussions and other learning activities can assist you to understand the material. ***All views are welcome in class but they must be communicated in a civil and never hostile manner.***

***Required reading materials:***

**475:** Reading assignments are listed under the date in which they are due under "Topics and Reading Assignments" below. There is one required book available for purchase at the UM bookstore:

- Carolan, M. 2013. Society and the Environment: Pragmatic Solutions to Ecological Issues. Boulder, CO: Westview Press.

All other required readings (besides from the text) are available (1) to download by week/topic from UM Moodle; search <http://umonline.umt.edu/> and login with your username/password and find our course (listed under NRSM 475) or (2) check out a CD with the readings from the Mansfield Library Reserve Desk (note a preliminary syllabus is included on the CD).

**575:** Graduate students enrolled in NRSM 575 are required to complete all assignments for 475 plus additional readings labeled as **575**. These readings are optional for undergraduates. Depending on schedules, we will try to arrange a few out of class "graduate seminar-style meetings." I recommend that graduate students purchase the following book for your own reference:

- McMichael, P. 2012. Development and Social Change: A Global Perspective (5<sup>th</sup> ed.). Thousand Oaks: SAGE Publications.

***Grading:***

<b><u>Assignment</u></b>	<b><u>Due Date</u></b>	<b><u>% of Final Grade</u></b>
Participation	Throughout	10
Four Video Critiques	Class after video shown	20
Exam 1	Feb 26	20
Exam 2	March 26	20
Abstract Final Paper	April 14	5
Final Paper	May 11	<u>25</u>
		<b>100%</b>

**Grading Policy and Assignments:**

Please mark exams and assignment due dates on your calendar and plan accordingly. Please note that **extensions require my prior approval** and that in the absence of such approval (and presuming no serious emergency), **a zero will be given if you fail turn in an assignment or exam on time**. This class is offered for traditional letter grade only; it is not offered under the credit/no credit option.

Grades will be allocated using the following scale:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 & below

***More detailed information on assignments:*****PARTICIPATION (10% of final grade):**

Participation includes attendance, punctuality, attentiveness, effort, completing all readings prior to class, and offering your thoughts, ideas, opinions, and questions during discussion. Your participation grade is not based on knowing the "right" answers or the quantity or length of your comments but rather your willingness to contribute, evidence that you have completed and thought through material presented in the reading, and the increasing quality of your contributions.

### **FOUR VIDEO CRITIQUES (20% of final grade):**

We will view seven videos during the semester. You are required to submit critiques of **four** of the films. I will use the following criteria to grade your critiques: *excellent* (correct summary, critical application of theory and insightful questions), *good* (good attempt to summarize, apply theory and raise questions but room for improvement) and *unsatisfactory* (did not summarize correctly, nor sufficiently engage with the readings and/or raise good questions as noted in the guidelines below).

Each critique is due in hard copy (please do not email me your critique) in the class immediately after the one in which the video was shown.

The purpose of the video critiques is to critically apply theory, major concepts and raise insightful questions. Each video critique will entail two double-spaced pages (12 point font, 1 inch margins). Please follow this format for completing each video critique:

1. *Title*: Write the video title on the top of the first page.
2. *Description*: Very briefly summarize the major theme or points of the video (one paragraph).
3. *Analysis*: Discuss how the video engages two key concepts or theories discussed in class.
4. *Evaluation*: Drawing on your analysis, judge the video in terms of its application of (or failure to consider) a particular theory or body of knowledge, *or* its major conclusions or recommendations. Provide ample evidence and clear reasoning for your evaluation.
5. *Questions*: List three specific questions inspired by the video that are related to the course and your ongoing reflection on what you are learning.

<b>Examples of key concepts and theories:</b>
social constructionism landscape as symbolic meaning colonialism development ecological footprint modernization theory dependency theory world system theory Malthusian theory Hardin's theory (derived from Tragedy of the Commons) globalization capitalism neoliberalism environmental externality sustainability environmental justice traditional ecological knowledge free vs. fair markets participation community-based conservation

**TWO IN-CLASS EXAMS (20% each/total 40% of final grade):** These will involve short answer and/or essay questions. No multiple choice. No need to bring blue books.

**475 FINAL PAPER: CASE STUDY ANALYSIS AND EVALUATION (30% of final grade):**

Each student is required to conduct independent research on an initiative or organization involved in reconciling the tension between environment and development. You will submit an abstract with five references (5% of grade), be prepared to discuss findings in class, and submit a final paper (25% of grade).

*Purpose:*

The purpose of the final paper involving a case study is for you to assess a current initiative or organization involved in resolving tensions between environment and development (i.e., working towards creating “sustainable” and/or “resilient” societies and environment) and describe, analyze, and evaluate it according to criteria, lessons and evidence learned from class and your own readings, videos and discussions. The assignment will also enhance your professional writing skills.

*Selecting a topic:*

Please select an initiative or organization as the focus of your case study analysis and evaluation. Pick an organization or initiative that has an explicit concern for environment/conservation/sustainable development. If the scope of the initiative or organization is very large, it is important to select a smaller program or project associated with it. You may choose something that is operating internationally, in the USA, or in Montana. You may make your selection based on the novelty of the initiative or organization’s approach, a noteworthy project, its geographical location, or prior experience with the organization. I encourage you to choose a topic that you would like to know more about and/or even volunteer or work for in the future. Do not select an initiative or organization with scant information as you will not be able to complete the assignment. I have included a list of possible initiatives and organizations in this syllabus. The listed initiatives and organizations are just suggestions; you do not have to pick from this list.

*Abstract:*

The purpose of the abstract is to ensure that you have selected an initiative or organization that is in keeping with the objective of the assignment and which you can find sufficient information to complete it. Summarize, in one, double-spaced page, the initiative or organization you have selected for your case study analysis and evaluation and provide a very brief description what you plan to examine. The latter should specify if you are focusing on the overall initiative or organization or a particular dimension or project or regional application. Include *five references* you will use in completing the requirements for the case study.

*Final Paper:*

**You must follow the format below and label each section as outlined.** The final paper should be no longer than 8 pages (12 point font, 1 inch margins). You are welcome to discuss your paper with class members or anyone else with knowledge about the initiative or organization. *However, the analysis, evaluation, and writing of the final paper must be your own individual work.* The case study and evaluation must have the following sections:

1. *Contact Information:* At the top of the first page provide the name and contact information for the initiative or organization, including its website, mailing address, and phone number. **(Half page)**
2. *Description:* Building on your abstract, very briefly describe the initiative or organization and its overall mission or the particular project you have chosen. This section should be around **1 page**.
3. *Analysis:* In this section, I expect you to examine what the initiative or organization claims to be doing and why. Interrogate their assumptions, claims, and contradictions. The point of this analysis is to dive beyond face value acceptance of what is listed on an organization's web page or pamphlets. It will require your critical analysis using class readings, lectures and discussions. To do the analysis, select *two* of the key concepts we have used in class (including but not limited to the ones noted above) appropriate to your topic and use them as a basis for the analysis, including how the initiative or organization defines its problem, selects an approach towards a solution(s) and explains its successes or failures. Use the knowledge you have gained in the course to critically examine and *ask questions of the organization and its projects, even if you do not know the answer.* This section should be around **3 pages**.
4. *Evaluation:* Drawing on your analysis, briefly evaluate or judge what you see as the initiative/organization/project's major strengths and/or limitations. This could be related to their framing of problems and mission, chosen strategy, practical accomplishments or ongoing struggles. *Be as specific as possible with regard to your reasoning and the evidence you provide for your evaluation.* Be attentive to real social and ecological conditions so your suggestions are feasible and practical. This section should be around **3 pages**.
5. *Literature cited:* I expect you to cite all the literature you use to describe, analyze, and evaluate the organization. It is fine to use material from class as well as additional readings (e.g. website and internet resources, reports, articles, book chapters, information from key informant interviews). Please follow conventional social science citation protocols (author last name and year in parentheses in the text and a complete bibliography at the end, including the full web address for any online resource). **(Half page)**

**Please note that *the analysis and evaluation sections are the most important.*** You will need to do both original research and thinking. Search the library and internet for information about your organization and its activities. There may be formal evaluations available for larger organizations. Closely examine its website and other relevant sites. You are likely to need to email your chosen organization. Email someone involved with the initiative or associated with your organization early on with a concise list of questions, or if local, try to contact them by phone. Be polite and persistent, but realize that they are busy and may not respond immediately; hence the need to email them early and possibly often.

On the next page are some examples of international organizations and topics; feel free to use one of these or select one of your own choice.

<p><b>International NGOs (including initiatives)</b></p> <p>Community Conservation, Inc.  Food First  Coral Cay Conservation  Wetlands International  Population Institute  Borneo Project  La Via Campesina  Highlander Research and Education Center  Women’s Environment &amp; Development Organization (WEDO)  Community Forestry International  Fair Trade Federation  Catholic Relief Services  CARE  SmartWood  Heifer International    World Wildlife Fund (WWF)  Conservation International (CI)  The Nature Conservancy (TNC)  Corporate Watch  Inter-American Foundation  Global Exchange  Earthjustice  Friends of the Earth</p> <p><b>NGO Directories</b></p> <p>Environmental Grantmakers Association  <a href="http://www.ega.org/ngos/profile.php?op=list">http://www.ega.org/ngos/profile.php?op=list</a>  WANGO (Global)  <a href="http://www.wango.org/resources.aspx?section=ngodir">http://www.wango.org/resources.aspx?section=ngodir</a>  Central and Eastern Europe  <a href="http://www.rec.org/rec/databases/ngodirectory/ngofind.html">http://www.rec.org/rec/databases/ngodirectory/ngofind.html</a></p>	<p><b>U.S. NGOs (some have state chapters)</b></p> <p>Quivera Coalition  Sonoran Institute  Yellowstone to Yukon (Y2Y)  Defenders of Wildlife (US)  Greater Yellowstone Coalition  Rainforest Alliance  Pesticide Action Network  Trust for Public Land  The Nature Conservancy  National Network of Forest Practitioners  Sand County Foundation  Sustainable Northwest  Land Trust Alliance  The Wilderness Society  Institute for Local Self-Reliance  Natural Resources Defense Council  National Wildlife Federation</p> <p><b>Montana (and region)</b></p> <p>AERO (Alternate Energy Resources Organization)  Intermountain West Joint venture  Clark Fork Coalition  Institute for Biomimicry  Five Valleys Land Trust  Wildlands CPR  National Center for Appropriate Technology  Citizens for a Livable Montana (CALM)  Blackfoot Challenge (Blackfoot Community Project)  Garden City Harvest  Northwest Connections (Montana Legacy Project)  Swan Ecosystem Center  Montana Land Reliance</p>
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### 575 Final Paper

Graduate students have the option to complete the final paper assignment for 475, or to make special arrangements to pursue a topic which engages course material and concerns but which responds more directly to their graduate research. The latter requires a discussion and agreement with the instructor on the topic and structure of the paper, and should occur with enough time to enable graduate students to submit final paper abstracts on April 5.

### Important Dates Restricting Opportunities to Drop a Course Spring 2015:

To 15th instructional day	Students can drop classes on Cyberbear	February 13 = last day
16th to 45th instructional day	Drop requires form with instructor and advisor signature, a \$10 fee from registrar's office, student will receive a 'W'.	February 17 through April 6
Beginning 46th instructional day	Students are only allowed to drop a class under very limited and unusual circumstances. Not doing well in the class, deciding you are concerned about how the class grade might affect your GPA, deciding you did not want to take the class after all, and similar reasons are not among those limited and unusual circumstances. If you want to drop the class for these sorts of reasons, make sure you do so by the end of the 45th instructional day of the semester.	April 7

#### Academic Conduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at: [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php). Academic misconduct may result in being given a zero on any/all work and expelled from this course.

#### Advising

I encourage you to e-mail, phone, or come to my office during office hours. I also welcome you to make an appointment outside of my office hours (schedules permitting). I encourage you to talk with me as soon as you have questions or difficulties with the material. Do not wait until the day before an exam or an assignment is due.

The University of Montana Writing Center welcomes all students in all disciplines to take advantage of free support as they write for any course. To make an appointment and learn more about The Writing Center's by-appointment and drop-in hours, visit [www.umt.edu/writingcenter](http://www.umt.edu/writingcenter) or call 243-2266.

#### Accommodation for Students with Disabilities

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications.

## **TOPICS AND READING ASSIGNMENTS**

### **January 27 Introduction to the course**

#### ***I. Setting the Context***

### **January 29 Society, Environment, and Development: Intersections**

- King, L., and D. McCarthy. 2005. Introduction: Environmental problems require social solutions. In: *Environmental Sociology: From Analysis to Action*. ed. L. King and D. McCarthy, xi–xxi. Rowman & Littlefield Publishers.
- Carolan, M. 2013. *Society and the Environment: Pragmatic Solutions to Ecological Issues*, Introduction, 1-11
- Greider, T. and L. Garkovich. 1994. Landscapes: the social construction of nature and the environment. *Rural Sociology* 59(1):1–24.

**575:** Robbins, P. 2012. Political versus apolitical ecologies. Oxford: Blackwell Pub. Chap 1.

### **February 3 What is “progress”? Are there limits to growth? Can humans’ control nature? Who suffers from ecological disasters?**

**Video #1 Cadillac Desert: Mulholland’s Dream**

[also available from: <https://www.youtube.com/watch?v=hkbebohnCjA>]

#### ***II. Historical Foundations: Key Global Processes***

[Be Forewarned – this unit involves very theoretical and challenging reading material, especially if you are new to the topic. Please reserve sufficient time to read carefully and bring questions to class]

### **February 5 Colonialism and Decolonialism**

- McMichael, P. 2012. Chapter 2, 26-46. In: *Development and Social Change: A Global Perspective* (5<sup>th</sup> ed.), Thousand Oaks: SAGE Publications.

**575:** McMichael, P. 2012, Chap 1, 1-23

### **February 10 Instituting the Development Project: Modernization and Markets**

- McMichael, P. 2012. Chapter 2, 46-54, Chap 3, 55-79.
- Norrgard, R.B. 1988. The rise of the global exchange economy and the loss of biological diversity. In EO Wilson. *Biodiversity*. Chap. 23.

### **February 12 What “Counts” in Development?**

- Zencey, E. G.D.P.R.I.P. *New York Times*. August 9, 2009. (4 pgs).
- Revkin, A.C. 2005. A new measure of well-being from a happy little kingdom. *New York Times*. November 4, 2005. (7 pgs).

**575:** McMichael, P. 2012, Chap 4

**Video #2: Who’s Counting? Sex, Lies, and Global Economics**

### **February 17 Instituting Globalization**

- McMichael, P. 2012. Chap 5

**575:** McMichael, P. 2012. Chap 6

### **February 19 The Politics and Socio-Ecological Violence of Colonialism, Decolonialism and**

## Globalization: Kenya

Video #3: Taking Root: The Vision of Wangari Maathai

**February 24 Class Discussion/Review for Exam1 (select issue for exercise March 3)**

**February 26 Exam #1 (In class)**

### *III. Tracing “chains of explanations” of Major Global Environment and Development Issues*

**March 3 Major Environment and Development Issues**

- Carolan, M. 2013, chap 2-5, p 15-104; student reads assigned issue/chapter

Group exercise: Break into 4 groups by issue. Assign a note taker and discuss/prepare very clear and succinct answers for reporting back to full class on the following: 1) What is the problem?; 2) what are the main causes or drivers? 3) What are suggested solutions? 4) What is one “aha!” moment/insight garnered from this discussion?

**March 5 What is the role and impact of population growth?**

- Hardin, G. 1968. The tragedy of the commons. *Science* 162:1243-1248
- Carolan, M. 2013, chap 6, 105-125

**Review final paper guidelines and begin exploring a case study/topic.**

**March 10 Why do we need our cars?**

- Carolan, M. 2013, chap 7, 126-147

Video #4: Taken for a Ride

**March 12 Why can't agriculture feed the world?**

- Carolan, M. 2013, chap 8, 148-168

**575:** Check out: De Schutter, O. 2014. The transformative potential of the right to food, Final report drawing conclusions from his mandate, presented to the 25th Session of the UN Human Rights Council. [http://www.srfood.org/images/stories/pdf/officialreports/20140310\\_finalreport\\_en.pdf](http://www.srfood.org/images/stories/pdf/officialreports/20140310_finalreport_en.pdf)

Hossain, N. et al., (2014). Them Belly Full (But We Hungry)': Food rights struggles in Bangladesh, India, Kenya and Mozambique. Synthesis report from DFID-ESRC research project “Brighton: Institute of Development Studies. <http://foodriots.org/publication/view/them-belly-full-but-we-hungry-food-rights-struggles-in-bangladesh-india-kenya-and-mozambique>

**March 17 Who knows best? Whose knowledge matters?**

( Select stakeholder position for debate in next class; do additional research

- Berkes, F. 1999. Context of traditional ecological knowledge. In: Berkes, F. 1999. *Sacred Ecology*, 3–15. Taylor and Francis.

Video #5: Ancient Futures

**March 19 How to power our world?**

- Carolan, M. 2013. Chap 9, 169-188

In class “mock” stakeholder negotiation on hydraulic fracking – can resident communities, government agencies and businesses agree on an “integrated landscape approach” to it? We will build on the exercise below:

[http://www.landscapes.org/e-discussion-can-communities-governments-businesses-agree-approach-fracking/?utm\\_source=November+2014&utm\\_campaign=NEWS+UPDATE+LANDSCAPES&utm\\_medium=email](http://www.landscapes.org/e-discussion-can-communities-governments-businesses-agree-approach-fracking/?utm_source=November+2014&utm_campaign=NEWS+UPDATE+LANDSCAPES&utm_medium=email)

### **March 24      What drives forest change and degradation?**

- Foster, J.B. 1993. The limits of environmentalism without class: lessons from the ancient forest struggle in the Northwest. *A Monthly Review/Capitalism, Nature, Socialism Pamphlet*, pgs. 3–34.
- Vandermeer, J. and I. Perfecto. 1995. Rethinking rain forests: biodiversity and social justice. *Food First Backgrounder*. Summer 1995: 1–8.

**575:** Geist, H.J. and E. F. Lambin 2002. Proximate causes and underlying driving forces of tropical deforestation. *BioScience* 52(2): 143–150.

**Review for exam – bring questions to class**

### **March 26      Exam #2**

<b>No Classes during spring break: March 30 - April 3</b>
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## ***IV. Towards Understanding and Improving Society and Environmental Interactions***

### **April 7      Towards What Objective? Sustainability, Resilience or ?**

**Guest speaker:** Professor Stephen Siebert, Dept of Forest Management, UM

- Walker, B. and Salt, D. 2006. Chap 1 (p1-14), Living in a complex world: an introduction to resilience thinking In: Walker, B and Salt, D. Resilience Thinking: Sustaining ecosystems and people in a changing world. Island Press.

**575:** Benson, M.H. and R.K.Craig. 2014. The end of sustainability. *Society and Natural Resources* 27:7: 777-782.

### **April 9      Environmental Justice in Environmental Activism**

- Carolan, M. 2013. Chap 12, 228-252
- Taylor, D. 2005. American environmentalism: the role of race, class and gender in shaping activism 1820-1995 In: King, L. and D. McCarthy (eds.). 2005. *Environmental Sociology: From Analysis to Action*, 87–106. Rowman and Littlefield Publishers. see next page...

- Check out the United Nations Development Programme page on the MDGs-Millennium Development Goals, especially goals associated with environment, sustainable development, food security and related issues <http://www.undp.org/content/undp/en/home/mdgoverview.html>

### **April 14      Changing Paradigms in Natural Resource Management: Parks, Protected Areas and Working Landscapes**

- Mace, G. 2014. Whose conservation? *Science* 345, 1558
- Terborgh, J. Reflections of a Scientist on the World Parks Congress, *Conservation Biology* 18:619-

620 and Brosius, J.P. Indigenous Peoples and Protected Areas at the World Parks Congress, *Conservation Biology* 18(3):609-612.

- Watch: <http://www.thedailyshow.com/watch/mon-january-24-2011/bird-like-me>)
- 575: Adams, W.M. 2009. Chapter 10: The politics of preservation. In: *Green development: Environment and sustainability in a developing world* (3<sup>rd</sup> ed.), 275–298. Routledge.
- Chapin, M. 2004. A Challenge for Conservationists. *World Watch*. November/December: 17–31.

**Due: Abstract for final paper** (the title of the initiative or organization you have selected a very brief description of what you will examine and five references you will use).

#### **April 16 Public Participation and Collaboration in Conservation**

- Snow, D. 2001. Coming home: an introduction to collaborative conservation. In: Brick, P., D. Snow, and S. Van de Wetering. *Across the Great Divide*, 1–11. Island Press.
- McCloskey, M. 1996. The Skeptic: Collaboration has its limits. *High Country News* 28(9). (3 pgs).
- 575: Carolan, M. 2013. Chap 11, 211-227.
- Video #6: Whose Home on the Range?**

#### **April 21 Promise and Peril of Community-Based Conservation**

- Berkes, F. 2004. Rethinking community-based conservation. *Conservation Biology* 18(3):621–630.
- Belsky, J.M. 1999. Misrepresenting communities: the politics of community-based rural ecotourism in Gales Point Manatee, Belize. *Rural Sociology* 64(4): 641–666.
- Jaffe, E. Good gone wild. *Science News*, vol. 170. Sept 30, 2006: 218–220.

#### **April 23 Managing Wildlife in Montana with Public Participation**

**Guest Lecture:** Dr. Seth Wilson, Coordinator, Wildlife Committee of the Blackfoot Challenge and Postdoctoral Fellow, Yale University. ‘Managing human-wildlife conflicts in the Blackfoot Valley’

- Check out: <http://www.nrccooperative.org/pdfs/Seth-IBN2011May.pdf>

#### **April 28 Market-Based Solutions: Payment for Ecological Services and Fair Trade**

- Carolan, 2013, chap 10, 191-210;
- Ives 2014 In Vietnam, Paying communities to preserve the forests. Download from [http://www.nytimes.com/2014/06/07/business/international/in-vietnam-paying-communities-to-preserve-the-forests.html?\\_r=0](http://www.nytimes.com/2014/06/07/business/international/in-vietnam-paying-communities-to-preserve-the-forests.html?_r=0))
- Conniff 2012 What’s wrong with putting a price on nature? Download from [www.theguardian.com/environment/2012/oct/18/what-wrong-price-on-nature](http://www.theguardian.com/environment/2012/oct/18/what-wrong-price-on-nature)
- 575: The Economist. Why greens should love free trade. *The Economist*. October 9, 1999:17–18; and Daly, H.E. 1996. Free trade: the perils of deregulation. In: Mander, J. and E. Goldsmith. *The case against the global economy and for a turn toward the local*, 229–238.
- Video #7: Buyer Be Fair**

#### **April 30 Pragmatic –Ethical - Politically Feasible Possibilities?**

- Chap 13, 253-273
- Introduction to “Reduced emissions from deforestation and forest degradation” (REDD) <http://www.redd-monitor.org/redd-an-introduction/>  
Watch clips: <http://www.conservationbridge.org/casestudy/comaco-a-market-driven->

[community-based-approach-to-conservation/](#) and [Cheat Neutral] [https://www.youtube.com/watch?v=f3\\_CyYDDpk](https://www.youtube.com/watch?v=f3_CyYDDpk)

**May 5 Class discussion on final projects (students with last names A-K)**

Be prepared to share:

- 1) very briefly describe the initiative or organization and its overall mission or the particular project;
- 2) very briefly state the *two* key concepts you are using to ground your analysis and what you have found thus far.

**May 7 Class discussion on final projects (students with last names L-Z) and Class Evaluation**

Be prepared to share:

- 1) very briefly describe the initiative or organization and its overall mission or the particular project;
- 2) very briefly state the *two* key concepts you are using to ground your analysis and what you have found thus far.

**Class evaluations**

***Final Paper due May 11***

Your final paper / case study is due no later than by 6:00 pm on Monday, May 11. You may submit it earlier. Deliver a **hard copy** to your instructor's office door #410 Clapp Building (place in black wire basket).

Graded paper and final grade can be picked up in the Dept of Society & Conservation main office, #412 Clapp Building (across from my office) after May 20.



**HAVE A GREAT SUMMER!**