THE SCHOOL FOR FIELD STUDIES

Marine Conservation Governance
SFS 3022

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.

www.fieldstudies.org

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. Explain the need for environmental policy and discuss the practical and ethical issues surrounding management of fisheries and tourism development.
5. 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.
6. 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.

Assessment

The evaluation breakdown for the course is as follows:

Assessment Item	Value (%)
Reflection Papers	10
Sense of Place Infographic	10
Policy Presentation	15
Exam I	15
TEV Poster	15
Exam II	15
Class Exercises and Participation	10
Discussion Leader	10
TOTAL	**100**

Reflection Papers (10%)

You will participate in two reflective exercises, each worth 5% of your final grade. Each exercise is a written reflective piece that will be approximately 500 words in length. The first exercise will reflect on your values, beliefs, and various perspectives towards conservation and the natural world coming into your experience at CMRS. The second exercise will be a reflective exercise with your peers, looking back on your experiences in the TCI and South Caicos.

Sense of Place (10%)

This field exercise will give you the chance to explore the physical landscape of South Caicos as well as historical locations and structures to begin establishing a sense of place that will serve as a foundation for understanding governance and policy in the Turks and Caicos Islands. You will produce an informative infographic based on your observations in the field, photographs you've taken, and background research you conduct.

Policy Presentation (15%)

This group assignment emphasizes the link between theory and practice. Working with your group members, you will produce two progressive segments of work, culminating in a presentation of your project to the entire class. Each group will be comprised of 2-3 students.

SEGMENT #1 Logic Flow Chart: 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 slides + class presentation): Each group will present their findings to class. During the presentation, all group members will present to the class and be responsible for answering questions. Presentations should last 10 - 12 minutes and will be followed by comments and questions from your classmates. I will meet with each group to discuss this.

Total Economic Valuation Poster (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 nearby areas to assess the status of the ecosystems present. You will be working as a group of 2 to 3 to develop a poster on the value of ecosystem goods and services in this area.

Class Exercises & Participation (10%)

Active participation during classes, discussions, assignments, and field exercises is expected. Each student should be prepared to share with the class questions about what 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 goal driven participation in class exercises, or failure to treat others in the classroom with respect.

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: *CG10 Ecotourism, CG13 Ecosystem Services, CG14 Values, CG28 Small-Scale Fisheries & Fishing Communities, and CG29 Neoliberalism & Conservation.*

Exams (30%)

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.

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

Honor Code and Misconduct – SFS places high expectations on their students and we hold students accountable for their behaviors. SFS students are held to the honor code below. SFS has a zero-tolerance policy towards student *cheating, plagiarism, data falsification, and any other form of dishonest academic and/or research practice or behavior*. Using the ideas or material of others without giving due credit is cheating and will not be tolerated. Any SFS student found to have engaged in or facilitated academic and/or research dishonesty will receive no credit (0%) for that activity.

> *"SFS does not tolerate cheating or plagiarism in any form. While participating in an SFS program, students are expected to refrain from cheating, plagiarism and any other behavior which would result in a student receiving credit for work which they did not accomplish on their own. Students are expected to report any instance of cheating or plagiarism by others."*

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 no longer be accepted without prior permission from faculty.

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**.

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.

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.

Content Statement – Every student comes to SFS with unique life experiences, which contribute to the way various information is processed. Some of the content in this course may be intellectually or emotionally challenging but has been intentionally selected to achieve certain learning goals and/or showcase the complexity of many modern issues. If you anticipate a challenge engaging with a certain topic or find that you are struggling with certain discussions, we encourage you to talk about it with faculty, friends, family, the HWM, or access available mental health resources.

Course Content

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

***Readings in bold are required**

Code	*Title and outline*	*Type*	*Hours*	*Required Readings*
CG01	**Course Intro + TCI Culture:** We will go over the syllabus and discuss the structure and characteristics of the course. A brief overview of the culture of the Turks and Caicos Islands	L	2	
CG02	**TCI History Guest Lecture by Carlton Mills**	L	2	
CG03	**TCI Natural and Social History**	L	2	**Bahamas Natural History Guide (Intro)**
CG04	**Sense of Place:** This session will place you in the physical space that is South Caicos, taking a ground up approach establishing a sense of place to guild our learning in the TCI.	FEX	1	**Rediscovery of North America**
The Commons: A Marine Perspective				
CG05	**Rachel Carson Lecture:** Ocean Governance: Past, Present, Future	S	1	
CG06	**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. **We will use the Policy Model throughout the semester to help interrogate and solve critical environmental problems**	L	2	**Bache, S. J. (2005).** **Zacharias, M. (2014).** Bennett, N. J. (2019).
CG07	**Policy Model DEX**	DEX		
CG08	**Common-pool Resources + Behavioral Economics**	L	2	**Hardin, G. (1967).** **Ostrom, E. (2008).**
GC09	**Policy Presentations**	P	3	

Code	Title and outline	Type	Hours	Required Readings
	Marine Conservation Policy			
CG10	**(Eco)Tourism Discussion Group:** This class we will consider the successes and failures of low-impact nature-based tourism.	S	1	**Ecotourism and Authenticity: Getting Away from it All? (2004).** Paradis, J. (2021). Tourism Spoils [Audio podcast episode] Robinson, D., Newman, S. P., & Stead, S. M. (2019).
GC11	**Marine Socio-Ecological Issues:** In this session we will explore the different topics covered in the documentary *Seaspiracy*, as well as critically examine the information presented in the film.	S	2	**Aswani, S., et al. (2018).**
CG12	**Discussing Seaspiracy**	S	1	
CG13	**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 policymakers are now starting to attach monetary values to these ecosystems.	L	1	**Plummer, M.L. (2009).**
	Valuation of Marine Ecosystems			
CG14	**Values:** 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.	S	1	**Mars, R.. (2015). Lawn Order [Audio podcast episode].** **Gordon, E. R., et al. (2019).** Campbell, L. M., & Godfrey, M. H. (2010). Frazier, J. G. (2005).
CG15	**Politics of Marine Management:** This stakeholder negotiation simulation will demonstrate the politics, values, power differentials, and knowledge involved in developing marine protected areas in developing countries.	L	3	
CG16	**Social and Economic Impact of Marine Protected Areas**: This seminar will consider the impacts of MPAs on humans.	L	2	**West, P., et al. (2006).** Casola, W. R., et al. (2022).
CG17	**Valuing Nature:** The class will review concepts in both market and non-market economics, including cost and value associated with the marine environment and its resources.	L	2	**Kull, C. A., et al. (2015).** **Adler, S. (Host). (2021). The Rhino Hunter [Audio podcast episode]**
CG18	**Exam 1 + Expedition Briefing**	L	1	
CG19	**Total Economic Valuation FEX:** In this FEX you will work in teams to survey a designated ecosystem, which you will then attach a value to. In this first part of the practical you will collect all the data you need.	FEX	1	**Plummer, M.L. (2009).** Zuidema, C., Plate, R., & Dikou, A. (2011).

Code	Title and outline	Type	Hours	Required Readings
GC20	**TEV DEX:** A chance to produce your poster from CG19 FEX	DEX		
CG21	**Exam 1 Review**	L	1	
CG22	**Midterm Exam**	E		
CG23	**Expedition to North & Middle Caicos & Provo**	FEX	6	
CG24	**Oceans for Climate Change Solutions** In this class, we will discuss the ways in which the ocean has helped and will continue to help us combat climate change	L	2	**Boyer, Mark A. (2013).**
CG25	**SIDs + Climate Change**	L	1	
CG26	**DamNation**	S	2	
CG27	**Discussing DamNation**	S	1	
CG28	**Small Scale Fisheries & Fishing Communities:** This seminar examines the impacts on small fishing communities as a result of changing fisheries management schemes.	S	1	**Carothers, C. (2008).** **St. Martin, K. (2001).**
CG29	**Neoliberalism & Conservation:** This seminar will explore the impacts of neoliberalism on conservation, as well as an exploration of conservation as a practice.	S	1	**Chapin, M. (2004).** **Fletcher, R. (2020).** Jeanrenaud, S. (2002).
CG30	**Food Security on SIDs:** This This class will look at the social, environmental, and economic implications of food policies on SIDS.	L	2	**What is Food Security?** https://www.worldbank.org/en/topic/agriculture/brief/food-security-update/what-is-food-security **Higgs, N. D. (2021).** Lachaud, et al. (2021).
CG31	**South Values Reflection:** This seminar will explore the values, beliefs, and attitudes you have uncovered about the South community towards the natural world.	S	1	
CG32	**Exam II Review**	L	1	
GC33	**Final Exam**	E		
GC34	**Exam Debrief and Course Wrap-up**	L	1	
	Total		**50**	
	UMN Instructional Hours*		**60**	

**UMN defines* an instructional hour as a 50-minute block. SFS syllabi are written in full 60-minute hours for programming purposes. Therefore 50 full hours = 60 UMN instructional hours (for four credit courses) and 25 full hours = 30 UMN instructional hours (for two credit courses).*

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.
3. **Bache, S. J. (2005).** Marine policy development: the impact of a flagship species. MAST 3(4), 241-271.
4. Bennett, N. J. (2019). In political seas: engaging with political ecology in the ocean and coastal environment.
5. **Boyer, Mark A. (2013).** "Global Climate Change and Local Action: Understanding the Connecticut Policy Trajectory." International Studies Perspectives 14(1). Read pg. 79–98.
6. Campbell, L. M., & Godfrey, M. H. (2010). Geo-political genetics: Claiming the commons through species mapping. Geoforum, 41(6), 897-907.
7. **Carothers, C. (2008).** "Rationalized out": discourses and realities of fisheries privatization in Kodiak, Alaska. In American Fisheries Society Symposium (Vol. 68, pp. 55-74).
8. Casola, W. R., Rehnberg, M., Peterson, M. N., Blake, K., Thorne, T., & Langerhans, R. B. (2022). Drivers of long-term support for marine protected areas in The Bahamas. Ocean & Coastal Management, 217, 106000–. https://doi.org/10.1016/j.ocecoaman.2021.106000
9. **Chapin, M. (2004).** A Challenge to Conservationists. WORLD WATCH. 17(6):17-31
10. **Ecotourism and Authenticity: Getting Away from it All?** Current Anthropology 45: 483-498 (2004).
11. **Fletcher, R. (2020).** Neoliberal Conservation. In Oxford Research Encyclopedia of Anthropology.
12. Frazier, J. G. (2005). Flagging the flagship: valuing experiences from ancient depths. MAST 3(4), 273-303
13. **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.
14. **Hardin, G. (1967).** The tragedy of the commons. Science 162: 1243-1248.
15. **Higgs, N. D. (2021).** Impact of the the COVID-19 pandemic on a queen conch (Aliger gigas) fishery in the Bahamas. PeerJ (San Francisco, CA), 9, e11924–e11924. https://doi.org/10.7717/peerj.11924
16. Jeanrenaud, S. (2002). Changing people/nature representations in international conservation discourses. IDS BULLETIN. 33(1):111-122.
17. **Kull, C. A., de Sartre, X. A., & Castro-Larrañaga, M. (2015).** The political ecology of ecosystem services. Geoforum, 61, 122-134.
18. Lachaud, Michee & Bravo-Ureta, Boris & Ludena, Carlos. (2021). Economic effects of climate change on agricultural production and productivity in Latin America and the Caribbean (LAC). Agricultural Economics. 53. 10.1111/agec.12682.
19. **Mars, R. (Host). (2015, August 19).** Lawn Order (No. 177) [Audio podcast episode]. In 99% Invisible. Stitcher. https://99percentinvisible.org/episode/lawn-order/
20. **Ostrom, E. (2008).** The challenge of common-pool resources. Environment: Science and Policy for Sustainable Development, 50(4), 8-21.
21. 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

22. **Plummer, M.L. (2009).** Assessing benefit transfer for the valuation of ecosystem services. Frontiers in Ecology and the Environment 7(1): 38-45.

23. **Plummer, M.L. (2009).** Assessing benefit transfer for the valuation of ecosystem services. Frontiers in Ecology and the Environment 7(1): 38-45.

24. Robinson, D., Newman, S. P., & Stead, S. M. (2019). Community perceptions link environmental decline to reduced support for tourism development in small island states: A case study in the Turks and Caicos Islands. Marine Policy, 108, 103671–. https://doi.org/10.1016/j.marpol.2019.103671

25. **St. Martin, K. (2001).** Making space for community resource management in fisheries. Annals of the Association of American Geographers, 91(1), 122-142.

26. **West, P., Igoe, J., & Brockington, D. (2006).** Parks and peoples: the social impact of protected areas. Annu. Rev. Anthropol., 35, 251-277.

27. **What is Food Security?** https://www.worldbank.org/en/topic/agriculture/brief/food-security-update/what-is-food-security

28. **Zacharias, M. (2014).** Marine policy: an introduction to governance and international law of the oceans. Routledge, New York. Ch. 3

29. Zuidema, C., Plate, R., & Dikou, A. (2011). To preserve or to develop? East Bay dredging project, South Caicos, Turks and Caicos Islands. Journal of Coastal Conservation, 15(4), 555–563. https://doi.org/10.1007/s11852-011-0144-5