

University of Florida

GEO 6938 (Section:133D)

Parks and People

GEO6938-133D (14276)

AFS6905-133D(22110)

[AFS 4935 \(22109\)](#)

Associate Professor: Brian Child

Department of Geography
Centre for African Studies

Classroom:	remote officially (but also synchronous, voluntary	Dr Brian A. Child E-mail: bchild@ufl.edu
Office:	remote	
Office Hours:	(appointment best)	
Time:	Friday Period 3-5 (9:35-12:35)	

(Attendance is departmentally controlled and capped at 20)

Course Description

Parks are invaluable to humankind, yet are under-funded and undersupplied, and poorly managed, the world over. The hypothesis underlying this class is that the underperformance of parks stems from a lack of clarity of what they are, and who they are for. Parks are hugely valuable, but we have made too little progress in converting this value into a commitment to funding and managing parks well. We have also emphasised biodiversity goals without defining what these goals really are, or recognizing that they are intertwined with other, equally legitimate, societal or community outcomes.

The class is designed to bringing greater clarity to the meaning and management of parks. It approaches this by (1) reading and thinking critically about their history, conservation, economics, and social effects, while (2) working out how to measure these ideas using SMART performance metrics. To develop practical skills, I will ask students to write a park plan in the form of a project document that requires them to combine conceptual thinking with practical management.

A key them of this class is the difference between financial and economic analysis. This manifests itself in the massive gap between the high values that parks provide to society, and the wholly inadequate funding and management of most parks. Public parks are also floundering, so we will look at new and innovative models including private conservation and community based natural resource governance and management (CBNRM). Parks have at least two desired outcomes – biodiversity conservation and the upliftment of people. We will conceptualise these through a brief understanding of ecology and economics, with the main purpose of converting these into measurable performance metrics in our park plans.

Key themes:

1. What are parks and who are they for?
2. What are parks, who are they for, what are they for? The history of parks from ancient Arabian *hema*'s, through Yellowstone, to contemporary park management;
3. Project management as a framework for your assignments.
4. Humans, the environment and parks – an historical perspective.
5. How can we apply the changing science of ecology and biodiversity conservation towards measuring the effectiveness of protected areas?
6. What are the values of parks, and how do we measure them?
7. From public parks to private conservation and the sustainable governance approach
8. Community conservation – practice and principles

Grading:

Attendance and Participation	10%
Presentations of class readings	15%
Essay 1 (park situation analysis)	25%
Essay 2 (park finances and economics)	25%
Final presentation (park plan/project)	25%

Grading scale

A = 94-100	B = 83-86%	C = 73-76%	D = 63-66%
A- = 90-93%	B- = 80-82%	C- = 70-72%	D- = 60-62%
B+ = 87-89%	C+ = 77-79%	D+ = 67-69%	E = <60%

1. Attendance and Participation (10% of final grade)

Students will be expected to be in the classroom on time. The class will break for 10 minutes at an appropriate mid-point. Being consistently late will count against a student in the final grade. Active participation in class discussions is critical to this class, and could make a difference in the final grade.

2. Presentations (15% of final grade)

Students will be expected to work in pairs to give one, or possibly two, 10-20 minute presentations related to the readings and topics of the week.

3. Short Papers and Final presentation (70% of final grade)

Your work during this semester will be structured as if you are conducting a consultancy to write a park plan or project document. This is an important skill, while the juxtaposition of conceptual ideas with the discipline of defining objectives and indicators is a sorely needed capability in the aspirational world of conservation. We will do this through three papers.

- Paper 1: Situation analysis and environmental status and goals. This may be your longest essay (6,000 words).

The “situation analysis” should describe the geography and the history of the park in question.

The second purpose of this paper is to describe the park's key environmental and biodiversity attributes, and the risks to the park. One of the weaknesses of most park plans is the failure to set targets and measurable indicators for the health and diversity of the ecosystem; I would like you to try to do this, noting that to be realistically achievable ecological monitoring is highly unlikely to be provided with more than 10% of the park's budget.

- Paper 2: Park finances and economics; including communities and society.

In this paper, you will need to identify what the benefits from the park are, and what they should be, setting measurable indicators for them. It is usually sensible to look at these from the perspective of if the park can pay for its management (financial), what benefits it provides to society (economic assessment), with a specific comment on local communities.

Please analyse the park financially and economically, comment critically on the differences between these analyses, and their implications for park sustainability and management.

You should also look at the park's relationships and impacts with local communities in terms of buffer zone management, as well as the park's potential as an engine for local economic growth

and landscape conservation. Finally, think through how the park affects the greater society and national economy.

- Paper 3: Park/Project Policy Document or Plan.

Please write a very succinct park policy document that builds on the two papers you have already written. I recommend that you start this exercise by drawing up a table in the format of a logical framework. This is an excellent way of organizing goals, together with the discipline of using indicators to describe these goals. Once you have a table, use it to describe the vision and goals for the park in a 5-7 page narrative document. Of course, this is an iterative process as you jump between your text and table. I will ask you to present this to the class as a final presentation, as it will summarize your whole case study (I may also do this through the semester to learn from each other).

Method:

1. Describe the **Vision** for the park, which is generally a measurable (but motherhood) statement.
2. Describe its medium term **goals** (purpose), which sets out how to manage the park in the next five years. This often focus on how to structure the governance of the park.
3. Under this, describe the key **outcomes/activities** required to manage the park, including (1) resource protection, monitoring and management (2) tourism and/or business (3) communities and society (4) infrastructure and equipment and (5) management systems.

My goals for this exercise are:

- to take you through the process of writing a project document of the kind that you will often need for writing non-research grants,
- to demonstrate how to write an implementable park plan (rather than the usual huge documents that are currently produced but can't be implemented),
- to use management techniques (objective-orientated performance planning) to guide you to think about conservation more holistically.
- To help you learn, so don't get stressed out; just do your best and learn from the process!

Papers will be properly referenced, and should contextualize your case study within the principles developed through classes and readings. Good papers will demonstrate that you have extended yourself beyond these readings, displayed critical thinking, and are able to structure and communicate your findings.

4. Peer review of Papers (0%)

To promote group learning, each student will be expected to peer-review three papers written by their colleagues, and to submit a semi-standardized review to both the writer of the paper and to the Professor. The template is appended to the syllabus.

Weekly Schedule of Topics and Learning Objectives

Section Title and Methods	Learning objectives and readings
<p><i>Week 1. Introduction and Expectations</i></p> <p><i>What are parks, and who and</i></p> <ul style="list-style-type: none"> • Power point outlining course • Participatory introduction exercises. • PowerPoint and discussion about what parks are and who they are for • Power point presentation about park planning 	<p>Introduction to course (PowerPoint 1)</p> <ul style="list-style-type: none"> • Outlines the course • Clarify expectations of students, assignments, grading, etc. • Introduce each other <p>Set question for course (Power Point 2):</p> <ul style="list-style-type: none"> • What are parks, and who and what are they for? • Why are parks, which are so valuable, being neglected or disappearing? <p>Describe the assignment in terms of making a park plan/project document (Power Point 3)</p> <p>Required readings</p> <p>Phillips, A. (2003). "Turning Ideas on Their Head: The New Paradigm For Protected Areas." <u>The George Wright Forum</u> , June 2003, 20(2): 8-32.</p>
<p>Week 2</p> <p>A brief history of human impact on the planet</p> <ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Reviews the impact of mankind on the planet, through hunter-gathering, farming, and industrialization. • Proposes assessing rapidly changing relationships between humans and nature by describing the evolution of human technology, cognition, and institutions (rules). • Hypothesizes that we are exceeding nature’s boundaries in the ‘ungoverned spaces’ where we fail to fully pay for the resources we extract or the waste we dump. • Introduces concepts of total economic value, ecosystem services, and economic and financial prices. • Asks of forests or drylands can be conserved or rewilded by capturing the full economic value of natural systems in the pricing signals that farmers use to allocate land. • Explains new economic institutions that include local ownership and global markets for wild species. • Introduces a broad overview of why current policies for wild resources may be delivering the wrong outcomes, and offers a general hypothesis for a different approach. <p>Required readings:</p>

	<p>Child 2018 A brief history of human impact on the planet, Chapter 2</p> <p>Ripple et al 2015. Collapse of the world’s largest herbivores. <i>American Association for the Advancement of Science</i>, 12.</p> <p>Anon (2011). "A Global Perspective on the Anthropocene." <i>Science</i> 334.</p> <p>Additional materials:</p> <p>SANCHEZ, P. A. 2015. En route to plentiful food production in Africa. <i>Nature Plants</i>, 1</p>
<p>Week 3</p> <p>Ecological principles – the emergence of a science of nature and its management</p> <ul style="list-style-type: none"> • Student presentation of readings • Lecture • Seminar/discussion 	<p>Uses the history of ecological thought to introduce basic theories of ecology in the context of sustainable use, ending with the need to manage complexity:</p> <ul style="list-style-type: none"> • The “balance of nature” and simple Clemenisan succession • Trophic / energy levels – producers, consumers, competition, niches, diseases, predators, prey, etc. • Limiting factors (forest ecology and savanna ecology) • Maximum sustainable yield • Disturbance and dis-equilibrium, non-linear complex systems • Adaptive management • Conservation biology • New Conservation <p>Required readings:</p> <p>Borgerhoff Mulder, M. and P. Coppolillo (2005). Conservation. Linking Ecology, Economics, and Culture. Princeton, Princeton University Press. Chapter 3,</p> <p>Walker, B., et al. (2004). "Resilience, Adaptability and transformability in Social-ecological Systems." <i>Ecology and Society</i> 9(2): 2-10.</p> <p>Wallington, t. J., et al. (2005). "Implications of Current Ecological Thinking for Biodiversity Conservation: a Review of the Salient Issues." <i>Ecology and Society</i> 10(1): 1-15.</p> <p>Holmes, G., C. Sandbrook, et al. (2017). "Understanding conservationists’ perspectives on the new-conservation debate." <i>Conservation Biology</i> 31(2): 353-363.</p> <p>Additional materials:</p> <p>Grumbine, E. R. (1997). "Reflections on "What is Ecosystem Management?"." <i>Conservation Biology</i> 11(1): 41-47.</p> <p>MacKinnon, J., K. MacKinnon, et al. (1986). Managing Protected Areas in the Tropics. Gland, Switzerland, International Union for the Conservation of Nature and Natural Resources. (read chapter 3 “Basis for Selection of Sites for Protected Areas: 27-54)</p>
<p>Week 4</p>	<ul style="list-style-type: none"> • Describes the emerging and rapidly changing philosophy of

<p>The history of parks</p> <ul style="list-style-type: none"> • Student presentation of readings • Lecture • Seminar/discussion 	<p>protected areas and state based conservation.</p> <ul style="list-style-type: none"> • Assess ‘fit’ of this model given different priorities and capabilities of developing countries. • Asks of protected areas are important as engines of economic growth because they tap into new products – the tourism and bio-experience economy. <p>Required readings:</p> <p>Grainger, J. and O. Llewellyn (undated). Sustainable use: lessons from a cultural tradition in Saudi Arabia.</p> <p>Phillips, A. (2007). A Short History of the International System of Protected Areas Management Categories. Andalusia, Spain, IUCN World Commission on Protected Areas Task Force: IUCN Protected Area Categories.</p> <p>Murphree, M., W. (2002). "Protected Areas and the Commons." <u>The Common Property Resource Digest</u> 60(March 2002): 1-3.</p> <p>Calef, W. (1980). "Book review. National Parks: The American Experience." <u>Annals of the Association of American Geographers</u> 70(3): 425-426.</p> <p>Shelhaus, J. (2001). "The USA national parks in international perspective: have we learned the wrong lesson?" <u>Environmental Conservation</u> 28(4): 300-304.</p> <p><u>Required to look through (don't read the whole thing)</u></p> <p>Grazia Borrini-Feyerabend, et al. (2013). <u>Governance of Protected Areas. From understanding to action</u>. Gland, Switzerland, IUCN.</p> <p>UNEP-WCMC <u>Protected Planet Report 2012. Tracking progress towards global targets for protected areas</u>. Cambridge, UK, United Nations Environment Programme World Conservation Monitoring Centre (UNEP-WCMC).</p> <p>Additional materials:</p> <p>Runte, A. (1977). "The National Park Idea: Origins and Paradox of the American Experience." <u>Forest & Conservation History</u> 21(2): 64-75</p> <p>Pouliquen-Young, O. 1997 Evolution of the system of protected areas in Western Australia, <u>Environmental Conservation</u> 24 (2) : 168-181.</p> <p>Mittermeier, R.A., Do Fonesca, G.A.B., Rylands, A.B. and Brandon, K. 2005 A Brief History of Biodiversity Conservation in Brazil, <u>Conservation Biology</u> 19 (3) : 601-607.</p>
--	--

<p>Week 5</p> <p>Measuring the effectiveness of parks</p> <ul style="list-style-type: none"> • Student presentation on literature for measuring park performance • Seminar on development planning • Discussion of how to use these methods for parks 	<ul style="list-style-type: none"> • Discuss the literature on the performance of parks, illustrating different methods of measuring performance (mainly biological performance). • Compare this by development assistance projects of a logical framework for designing and tracking the performance of projects and operationalizing a theory of change (in juxtaposition to the ‘casualness’s of park performance management). • Suggest clearer mechanisms for planning and measuring parks. <p>Note: Watson et al provide a good synopsis of the status of parks, Lawrence et al provide methods for assessing forest parks, and Bruner provides the first large scale analysis. The file labelled METT includes the key tool used by World Bank, Global Environmental Facility (GEF), etc. for tracking park performance and assessments of the tool.</p> <p>Drucker, P. 1973 Management: Tasks, Responsibilities, Practices, p 58-73, 131-166</p> <p>Cumming, D. 2004 Performance and Parks in a Century of Change, In: Child, B. (editor) Parks in transition. Biodiversity, Rural Development and the Bottom Line : 105-124.</p> <p>Watson, J. E. M., N. Dudley, D. B. Segan and M. Hockings (2014). "The performance and potential of protected areas." <u>Nature</u> 515(7525): 67-73.</p> <p>Laurance at al (2012). "Averting biodiversity collapse in tropical forest protected areas." <u>Nature</u> 489: 290.</p> <p>Aaron G. Bruner, Raymond E. Gullison, Richard E. Rice and G. A. B. d. Fonseca (2001). "Effectiveness of Parks in Protecting Tropical Biodiversity." <u>Science</u>: 125-128.</p> <p>Geldmann, J., L. Coad, M. Barnes, I. D. Craigie, M. Hockings, K. Knights, F. Leverington, I. C. Cuadros, C. Zamora, S. Woodley and N. D. Burgess (2015). "Changes in protected area management effectiveness over time: A global analysis." <u>Biological Conservation</u> 191: 692-699.</p> <p>Additional materials:</p>
<p>Week 6</p> <p>Institutional economics and the changing paradigms of public and private conservation</p>	<ul style="list-style-type: none"> • Introduces the concept of institutional economics • Describes four phases of conservation: pre-colonial, frontier economy, public, and sustainable governance approach (private and community)

<ul style="list-style-type: none"> • Student presentation on readings • Lecture • Discussion 	<ul style="list-style-type: none"> • Using the economic history of the Western World as a backdrop, describes the importance of economics and political institutions for human prosperity, and suggests that these same rules apply to ungoverned wild species and spaces. <p>Required readings: NORTH, D. C. 1990. <i>Institutions, Institutional Change and Economic Performance</i>, Cambridge, Cambridge University Press. Chapter 1 or Menard, C. and M. M. Shirley (2011). "The Contribution of Douglass North to New Institutional Economics." STROUP, R. & BADEN, J. 1983. <i>Natural Resource Economics. Bureaucratic myths and environmental management</i>, Cambridge, Massachusetts, Ballinger Publishing Company. Chapter 1-3 Child 2018 Institutions and ungoverned spaces, Chapter 4 Child, 2018 Institutional history of wildlife, chapter 7</p> <p>Additional readings: NORTH, D. C. 2005. <i>Understanding the Process of Economic Change</i>, Princeton, New Jersey, Princeton University Press. ACEMOGLU, D. & ROBINSON, J. 2012. <i>Why Nations Fail: The Origins of Power, Prosperity, and Poverty</i>, Crown Business. Child B 2018: The emergence of Humans, governance and rules, Chapter 2 MENARD, C. & SHIRLEY, M. M. 2011. The Contribution of Douglass North to New Institutional Economics. <i>halshs-00624297</i>.</p>
<p>Week 7-8</p> <p>Private conservation, simple economic tools, and the sustainable governance approach</p> <ul style="list-style-type: none"> • Student presentation of what literature has to say about private conservation • Film about private conservation • Lecture and seminar 	<ul style="list-style-type: none"> • Describes the largely undocumented emergence of private conservation areas using the southern African case study • Introduces methods for assessing if wildlife is viable or has an economic comparative advantage • Introduces an alternative paradigm to public conservation, the sustainable governance approach, and its four elements: proprietorship, price, subsidiarity, and collaborative adaptive management. <p>Required readings for Private Conservation: Film. <i>Save Valley Conservancy, 2002. Directed by TAYLOR, S. Zimbabwe</i> Child, B. (2015). "Wildlife policy in southern Africa: Why not crop the game?" <i>WRSR Rhino Supplement</i>: 21-24. Child, B. 2018 Changing the game. Chapter 8. Martin, G. 2012. <i>Game Changer. Animal Rights and the Fate of Africa's Wildlife</i>, University of California Press. Chapter 1-3 Benedikt Hora, C. Marchant and A. Borsdorf (2018). "Private</p>

	<p>Protected Areas in Latin America: Between conservation, sustainability goals and economic interests. A review. <u>Management & Policy Issue 10(1)</u>.</p> <p>Krug, W. (2001). <u>Private Supply of Protected Land in Southern Africa: A Review of Markets, Approaches, Barriers and Issues</u>. World Bank / OECD International Workshop on Market Creation for Biodiversity Products and Services, Paris, Centre for Social and Economic Research on the Global Environment (CSERGE), University College London.</p> <p>Child, B 2018 The Sustainable Governance Approach, Chapter 10</p> <p>Additional readings for private conservation: Sue Stolton, K. H. Redford and Nigel Dudley (2014). The Future of Privately Protected Areas. <u>Protected Area Technical Report Series No.1</u>, IUCN WCPA with the CBD and UNEP-WCMC.</p> <p>The Economist 2010 Game conservation in Africa Horns, claws and the bottom line</p> <p>Parks, Volume 15 (2) – a set of articles on private conservation</p> <p>Martin, R. 2009a. From Sustainable Use to Sustainable Development. Evolving Concepts of Natural Resource Management. IUCN - Southern African Sustainable Use Specialist Group.</p> <p>Child B 2018 Price, markets and exchange, Chapter 6</p> <p>Child B 2018 Assessing the economics of wildlife, chapter 9</p> <p>Child, B., J. Musengezi, G. Parent and G. Child (2012). "The economics and institutional economics of wildlife on private land in Africa." <u>Pastoralism Journal 2(18)</u>.</p> <p>Child, G. 1995. <i>Wildlife and People: the Zimbabwean Success. How the Conflict between Animals and People became Progress for Both</i>, Harare, Wisdom Foundation. Chapter 3, p 49-80</p> <p>SASUSG 1996. Sustainable use issues and principles. Southern Africa Sustainable Use Specialist Group, IUCN Species Survival Commission.</p> <p>Suich, H. & Child, B. (eds.) 2009. <i>Evolution & Innovation in Wildlife Conservation. Parks and Game Ranches to Transfrontier Conservation Areas</i>, London: Earthscan.</p> <p>Riney, T. 1967. <i>Conservation and Management of African Wildlife</i>, Rome, FAO.</p>
<p>Week 9</p> <p>Assessing the socio-economic performance of parks</p> <ul style="list-style-type: none"> • Seminar and lecture about 	<ul style="list-style-type: none"> • A brief introduction to classical economics and its failures (Beinhocker), and how these principle apply to protected areas, private and community conservation, including wildlife trade. • Introduce students to economic principles including creation of

<p>economics</p> <ul style="list-style-type: none"> • Presentation on methods for evaluating socio-economic impact of parks • Linked to student's assignment to apply these methods to their case studies <p>Brief students on what they need to do for the following weeks on community conservation</p>	<p>wealth, exchange/trade, market failure and the difference between financial and economic analysis, multiple values and ecosystem services</p> <p>Describe methods developed by myself for the Global Development Facility for Estimating the socio economic impacts of protected area, including:</p> <ul style="list-style-type: none"> • Estimating total economic value and economic multipliers • Social Assessment of Protected Areas • Livelihood Surveys <p>Required readings: Beinhocker, E. D. (2006). <u>The origin of wealth. Evolution, complexity and the radical remaking of economics.</u> Boston, Harvard Business School Press. Chapter 2, 3</p> <p>Stynes, D. 2005. Economic significance of recreational uses of National Parks and other public lands. <i>Social Science Research Review</i>, 5, 36.</p> <p>Child et al 2018 Assessing the Socio-Economic Impacts of GEF-Supported Terrestrial Protected</p> <p>Chidakel and Child (in review) Economics of South Luangwa National Park</p> <p>Chidakel and Child (2019) Policy brief on the economics of South Luangwa National Park</p> <p>Methods and manuals: Stynes, D., D. Propst, W. Chang and Y. Sun (2000). Estimating national protected area visitor spending and economic impacts; the MGM2 Model, Michigan State University.</p> <p>Souza, T., A. Chidakel, et al. (in review). Tourism Economic Model for Protected Areas, TEMPAs. Estimating the Economic Impact of Visitor Spending In Developing Country Protected Areas, Scientific and Technical Advisory Panel, Global Environmental Facility, Washington, D.C.</p> <p>Franks, P. and R. Small (2016). Social Assessment for Protected Areas (SAPA). Methodology Manual for SAPA Facilitators. London, IIED.</p> <p>Additional readings: Krutilla, J. V. (1967). "Conservation Reconsidered." <u>The American Economic Review</u> 57(4): 777-786.</p> <p>Reed, T. 1999 The Function And Structure Of Protected Area Authorities Considerations for Financial and Organizational Management, Summer Internship Program World Bank 1999.</p> <p>Jansen, Bond, Child, B. 1992. Cattle, wildlife, both or neither? A survey of commercial ranches in the semi-arid regions of Zimbabwe. Harare: WWF Multispecies Animal Production Project.</p>
---	---

	<p>Emerton, L. 1999. The Nature of Benefits and the Benefits of Nature: Why Wildlife Conservation Has Not Economically Benefitted Communities in Africa. <i>Community Conservation Research in Africa: Principles and Comparative Practice</i>. Manchester: Institute for Development Policy and Management, University of Manchester.</p>
<p>Week 10</p> <p>The emergence of community conservation</p> <ul style="list-style-type: none"> • Lectures on CAMPFIRE, Luangwa • Films on Mahenye community film • Brief student pairs to find examples of community conservation globally, and literature on underlying principles 	<ul style="list-style-type: none"> • Use case studies to illustrate the emergence of CBNRM in southern Africa • Describe CBNRM principles as developed in this region <p>Required readings:</p> <p>Hulme, D. and M. Murphree (2001). Community Conservation in Africa. An Introduction. <u><i>African Wildlife & Livelihoods. The Promise and Performance of Community Conservation</i></u>. D. Hulme and M. Murphree. Oxford, James Currey: 1-37.</p> <p>Child, B 2018 Chapters 11-12 on CAMPFIRE and Luangwa and Chapter 14 on principles</p>
<p>Week 12 Theory – property, common property and scale</p>	<ul style="list-style-type: none"> • Introduce property and common property theory • Debate if wildlife (or forests, etc.) is a public good or not • Look at scale and the design of community institutions <p>Required readings</p> <p>Ostrom, E. (2009). Design principles of robust property-rights institutions: what have we learned? <u><i>Property rights and land policies</i></u>. E. Ostrom, K. G. Ingram and Y.-H. Hong. Cambridge Massachusetts, Lincoln Institute of Land Policy.</p> <p>Ostrom, E. and C. Hess (2007). Private and common property rights. <u><i>Workshop in Political Theory and Policy Analysis</i></u>. Bloomington, Indiana University.</p> <p>Murphree, M. (2000). Constituting the Commons: Crafting Sustainable Commons in the New Millennium. <u><i>Multiple Boundaries, Borders and Scale” at the Eighth Biennial Conference of the International Association for the Study of Common Property (IASCP)</i></u>. Bloomington, Indiana, U.S.A</p> <p>Child 2019 Chapter 14 CBNRM theory</p> <p>Additional readings:</p> <p>Hardin, G. J. (1968). "The Tragedy of the Commons." <u><i>Science</i> 162</u>: 1243-1248.</p> <p>de Soto, Hernando The Mystery of Capital, 21st Annual Morgenthau Memorial Lecture on Ethics and Foreign Policy</p> <p>Child 2019 Chapter 5 Proprietorship</p>
<p>Week 12</p> <p>Examples of CBNRM principles</p>	<ul style="list-style-type: none"> • Student led comparative analysis of community conservation

<p>and practice globally</p> <ul style="list-style-type: none"> • Seminar based around student presentations on CBNRM case studies and principles 	<p>Recommended readings</p> <p>Murphree, M., W. (2004) Communal approaches to natural resource management in Africa: from whence to where? In: Breslauer Symposium on Natural resource Issues in Africa, University of California, Berkeley.</p> <p>Grazia Borrini-Feyerabend, Nigel Dudley, et al. (2013). <u>Governance of Protected Areas. From understanding to action</u>. Gland, Switzerland, IUCN.</p> <p>Gruber, J. S. (2010). "Key Principles of Community-Based Natural Resource Management: A Synthesis and Interpretation of Identified Effective Approaches for Managing the Commons." <u>Environmental Management</u> 45(1): 52-66.</p> <p>Reid, H. (2016). "Ecosystem- and community-based adaptation: learning from community-based natural resource management." <u>Climate and Development</u> 8(1): 4-9.</p>
<p>Week 13</p> <p>Implementing CBNRM in practice</p> <ul style="list-style-type: none"> • Powerpoint and seminar on how to operationalize CBNRM principles 	<ul style="list-style-type: none"> • Having learned that there is a big gap between theory and operationalization of this theory, describe process of implementing CBNRM in practice <p>Readings</p> <p>Child B (2019) Chapters 15 and 16 (manuals of implementation)</p>
<p>Week 14+</p> <p>Final presentations</p>	<ul style="list-style-type: none"> • 20 minute presentations on cases studies on protected area management, covering situation analysis, financial and economic viability, governance and community

Policies and Links:

Policy on Late Papers

Papers not handed in on time will not be marked without prior agreement with me. In the case of unexpected events, I expect the student to contact me within 24 hours to explain their reasons.

Attendance/Participation:

Attendance is mandatory for all students, and is the easiest way to do well in this class. To encourage uninterrupted participation in class, it is expected that cell phone and pagers be SILENCED prior to entering the classroom.

Absences may be excused if they are documentable. For expected absences, students must provide at least two business days advance notice of the absence. Acceptable reasons for absences include but are not limited to personal or family illness or emergency, religious holidays, official university events, etc. Oversleeping, missing the bus, etc., are not excusable excuses. Students may be required to provide written documentation in order to receive an excused absence. For more details on UF attendance policy, please refer to: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

If absence is excused, students are responsible for material missed during any class session (lab or lecture). S/he should obtain notes from a peer for the material covered in class. If the absence is unexcused, assignments not turned in at the assigned time will be considered late and a penalty applied.

Policy on make-up work:

Students are allowed to make up assignments and exams ONLY as the results of official university events, religious holidays, illness, or other unanticipated circumstances warranting a medical excuse and resulting in the student missing a homework or exam. Documentation from a health care provider is required. Assignments and exams missed for any other reason will receive a grade of zero.

UF's honesty policy:

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of TAs in this class.

Cheating and Plagiarism

All students should observe the University of Florida's standards of academic honesty. Progress in the social sciences is predicated on the principle of open access to theories and results produced by other scholars. We staunchly seek to guard our peers' intellectual property because that is the only way we can make sure that science as we know it survives. You are expected to participate fully in our efforts. In the event that a student is found cheating or plagiarizing, the student will automatically fail the course and will be reported to Student Judicial Affairs.

Acts of Cheating and Plagiarism include:

- Turning in a paper or any other assignment that was written by someone else (i.e. another student, a research service, a scholar, downloaded off the internet).
- Copying, verbatim, a sentence or a paragraph of text from the work of another author without properly acknowledging the source through a commonly accepted citation style and using quotation marks.
- Paraphrasing (i.e. restating in your own words) text written by another author without citing that author.
- Using a unique idea or concept, which you discovered in a specific reading without citing the author.

Accommodations for Students with Disabilities:

Students requiring accommodations must first register with the Dean of Students' Office. The Dean of Students' Office will provide documentation to the student, who must then provide this documentation to the faculty member when requesting accommodation. If students experience personal, academic, and social issues, please consider either of the following assistances:

University Counseling Services (P301 Peabody Hall – 392-1575)

<http://www.counsel.ufl.edu/base.asp?include=counselingServices.inc>

Student Mental Health Services in the Student Health Care Center (Room 245, Infirmary Bldg. – 392-1171)

<http://www.health.ufl.edu/shcc>

Instructor Evaluation Policy:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Peer Review Sheet

Date:

Number of Paper:

Name of reviewer:

Paper Structure and Content

Beginning: The subject was introduced well:



Middle: The paper showed a good general understanding of the topic:



End: The topic was drawn to a conclusion with clarity:



For Excellent: Knowledge was extended beyond the basics:



Basics:

Proper referencing



Spelling and Grammar



Use of subtitles to organize text



What was the best thing about this paper?:

What key improvements would you suggest?:

Out of ten, I would give this paper:

Horrible → 1 2 3 4 5 6 7 8 9 10 ← Perfect