

**NR541: Conservation Governance**  
**Department of Human Dimensions of Natural Resources**  
**Colorado State University**  
**Fall 2023**

**Instructor:** Elodie Le Cornu

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**Meeting time:** Wednesday, 10:00am-11:40am

**Classroom:** HMMGT 113 (Conservation House)

**Office Hours:** By Appointment

"The transition to sustainability requires transforming the rules we live by."  
-Paul Steinberg, *Who Rules the Earth* 2015, p.15

Environmental governance refers to the decision-making processes and rules that determine how we relate to one another and our shared environment. *Governance* is much broader than *government*. In the 'new' environmental governance, non-governmental organizations, businesses, communities, everyday citizens, international organizations, and governments are recognized as influential actors in making and enforcing *social rules*. These social rules may be formal laws or they be unwritten norms or social conventions. As you'll learn in this class, many forms of social rules – i.e., not only laws and regulations – are potentially transformative for environmental sustainability.

Throughout the semester we will explore a wide range of environmental governance innovations in diverse contexts. We begin by focusing on the root causes of environmental problems themselves. What are the dilemmas that underwrite environmental problems, and why are these important to understand before we can move toward effective solutions? For the remainder of the course we will draw on real world case studies to critically examine a variety of environmental governance approaches at local, national, and global scales. This is a challenging, high-level course from which you will gain a conceptual toolkit for diagnosing environmental problems, evaluating potential solutions, and effecting change. More broadly, you will leave this class with an understanding and appreciation of the essential role for environmental governance in transitions to sustainability.

**Course Format:**

This course will be taught in person using a mix of lectures, discussions, and activities that cater to a diversity of learning styles.

**Evaluation and assignments:**

Assignment	Total possible points	Due Date
Field trip assignment	100	TBD
Reading journal	75	Continuous
Podcast proposal	10	September 27
Podcast	165	November 15
Policy brief	150	December 8
<b>Total</b>	<b>500</b>	

Grade:	Range:	
A+	100 %	to 96.67%
A	< 96.67 %	to 93.33%
A-	< 93.33 %	to 90.0%
B+	< 90.0 %	to 86.67%
B	< 86.67 %	to 83.33%
B-	< 83.33 %	to 80.0%
C+	< 80.0 %	to 76.67%
C	< 76.67 %	to 70.0%
D	< 70.0 %	to 60.0%
F	< 60.0 %	to 0.0%

#### Reading journals:

To help stimulate your thinking about the readings and facilitate engaging class discussions, you will write a number of critical reviews of assigned readings. Roughly one third of each journal entry should be devoted to summarizing the main points in the readings. The remainder should be an informed and well-supported critique that explores your own views on the subject under consideration. Questions that made guide your critique include: What do you find compelling and why? Where does the author fall short? What do you disagree with and why? How did the reading inform and/or change your thinking on the topic? Each entry must also raise at least one question/issue you would like to discuss in class.

Each entry should be about one page long, and never more than 2 pages (12-point font, single spacing). Entries will be graded on a pass/fail basis. I will be looking for informed critical analysis. **Students who successfully complete 5 journal entries during the semester will receive full credit** (15 points each, 75 points total). **Entries are due by midnight on the Tuesday evenings before class** so that I can bring your ideas/questions into our class discussions the following morning.

#### Podcast:

Working in small groups, your challenge is to create a documentary-style podcast that investigates a controversial environmental problem (current or past). This project challenges you to creatively, accurately, succinctly, and clearly describe an environmental governance problem and intervention.

**Podcast proposals due: September 27**

**Final podcasts due: November 15**

#### Policy Brief

Each student will write a policy brief regarding a current conservation issue related to their prospective project.

**Policy brief due: December 8**

## **Course Policies**

### *Participation:*

We share responsibility for making this course successful. I will do my best to intrigue and challenge you, but what you get out of the class will also be a function of what you put into it. Participation is not only coming to class, but also contributing to discussions and/or activities in a substantive way. A significant portion of our meetings will include in-class discussions and activities. Students are expected to come to class having completed all the readings for that week and prepared to discuss them. We will cover significant ground in each class meeting.

*Adaptability and flexibility:* This syllabus is a living document and therefore may be updated to reflect changing needs in the course.

*Email:* I usually respond to email within 48 business hours. I do not respond to email at night or on weekends.

## **CSU Policies and Resources**

*Accommodations – Documented Disabilities:* Please notify your instructor if you will need any accommodations for a documented disability. The Student Disability Center (formerly Resources for Disabled Students) <http://rds.colostate.edu/> (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be. Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the Student Disability Center.

*Academic integrity:* This course will adhere to the CSU Academic Integrity Policy as found in the General Catalog, the Graduate and Professional Bulletin, and the Student Conduct Code. Academic integrity is conceptualized as doing and taking credit for one's own work. Violations of the university's academic integrity standards include, but are not limited to:

- Cheating—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.
- Plagiarism—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment.
- Unauthorized Possession or Disposition of Academic Materials—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student's work; unauthorized entry to or use of material in a computer file; and using information from or possessing.

For more information: <http://policylibrary.colostate.edu/policy.aspx?id=442>

*Religious Observances:* CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the Religious Accommodation Request form and turn it into the Division of Student Affairs, located on the second level of the Administration building. Students can obtain a form online: <http://www.studentaffairs.colostate.edu/religiousholidays> or from the Division of Student Affairs. Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor. Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

*Financial and Food resources:* Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact your academic advisor or the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. CSU is committed to supporting students who are experiencing undue hardship and providing emergency funds when possible and food relief for our CSU community. If you find yourself in need of emergency funds, please reach out to the Office of Financial Aid, and if you are seeking food relief, please go to the Rams Against Hunger webpage to see which sources of support you are eligible to access: <https://lsc.colostate.edu/slice/slice-engagement/rams-against-hunger/>

#### *CSU Principles of Community:*

This course adheres to the CSU Principles of Community, as follows:

*Inclusion:* We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

*Integrity:* We are accountable for our actions and will act ethically and honestly in all our interactions.

*Respect:* We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

*Service:* We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

*Social Justice:* We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

*Colorado State University Student Conduct Code:* All activities of HDNR students, including those in this course, are governed by the Colorado State University Student Conduct Code, available here: <http://www.conflictresolution.colostate.edu/prohibited-conduct-individuals>. In this course there is zero tolerance for plagiarism, cheating, and any other form of academic misconduct.

*Library and research help:* The CSU Libraries Help Desk provides basic research and technical assistance either in person at Morgan Library or by phone at 970-491-1841. Jocelyn Boice is the librarian supporting this course. Contact her by email at [jocelyn.boice@colostate.edu](mailto:jocelyn.boice@colostate.edu) or by phone at 970-491-3882 to ask questions or to set up an appointment for in-depth research help.+

*Student conduct code:* All activities of HDNR students, including those in this course, are governed by the Colorado State University Student Conduct Code, available here: <http://www.conflictresolution.colostate.edu/prohibited-conduct-individuals>

<u>Course Schedule</u>		
Topic	Date	Readings and Assignments
<b>Course introduction: What is governance?</b>	<b>Wednesday Aug. 23</b>	Paul F. Steinberg, 2015 <i>Who Rules the Earth?</i> Ch 1-2  Armitage, Derek, Rob De Loë, and Ryan Plummer. "Environmental governance and its implications for conservation practice." <i>Conservation letters</i> 5.4 (2012): 245-255.
<b>Part I: Diagnosing the problem</b>		
<b>A diagnostic approach</b>	<b>Wednesday August 30</b>	Ostrom, Elinor, Marco A. Janssen, and John M. Anderies. "Going beyond panaceas." <i>Proceedings of the National Academy of Sciences</i> 104.39 (2007): 15176-15178.  Robbins, P. 2012 <i>Political Ecology</i> Second Edition, Chapters 1 and 4

<b>No class</b>	<b>Wednesday Sept. 6</b>	<b><u>Immersion Week #1: Spatial Applications for Conservation with CNHP</u></b>
<b>Social dilemmas</b>	<b>Wednesday Sept 13</b>	<p>Anderies, John, and Marco Janssen. <i>Sustaining the commons</i>. Arizona State University, 2016. Chapter 1- Why study the commons? AND Chapter 4- Social dilemmas</p> <p>Mildenberger, The Tragedy of the <i>Tragedy of the Commons</i>, Scientific American, April 23, 2019.</p> <p>Hardin, G. (1968). The tragedy of the commons. <i>Science</i>, 162(3859), 1243–1248.</p> <p><i>Bring Laptops or Tablets to Class</i></p>
<b>Part II: Interventions</b>		
<b>No class</b>	<b>Wednesday Sept. 20</b>	<b><u>Immersion Week #2: Conservation Planning with TNC</u></b>
<b>Self-organized governance</b>	<b>Wednesday Sept. 27</b>	<p>Anderies, John, and Marco Janssen. <i>Sustaining the commons</i>. Arizona State University, 2016. Chapter 7- Design principles to sustain the commons</p> <p>Paul F. Steinberg, 2015 <i>Who Rules the Earth?</i> Ch 8</p> <p>National Public Radio, Planet Money, Bottom of the Well, July 22 2015 (listen to podcast- MP3 file)</p> <p><i>Podcast proposals due</i></p>
<b>No class</b>	<b>Wednesday Oct. 4</b>	<b><u>Immersion Week #3: Conservation Leadership with Denver Zoo</u></b>
<b>No class</b>	<b>Wednesday Oct. 11</b>	<p>RMNP (Rocky Mountain Conservancy) Field Trip</p> <p><b><u>TBD</u></b></p>

<b>NGOs and Philanthropy</b>	<b>Wednesday Oct. 18</b>	Blackwatters, Jeffrey E., et al. "More than funders: The roles of philanthropic foundations in marine conservation governance." <i>Conservation Science and Practice</i> 5.5 (2023): e12829.
<b>Governing Protected Areas</b>		Schreckenberg, Kate, et al. "Unpacking equity for protected area conservation." <i>Parks</i> 22.2 (2016): 11-26.
<b>Global governance for biodiversity conservation</b>	<b>Wednesday Oct. 25</b>	Biermann F. Kanie, N. and Kim, R. (2017) Global governance by goal setting: the novel approach of the UN sustainable development goals. <i>Current opinion in environmental sustainability</i> 26: 26-31.  Xu, H., Cao, Y., Yu, D., Cao, M., He, Y., Gill, M., & Pereira, H. M. (2021). Ensuring effective implementation of the post-2020 global biodiversity targets. <i>Nature Ecology &amp; Evolution</i> , 5(4), 411-418.
<b>Evaluating success</b>	<b>Wednesday Nov 1</b>	Bennett, N. J., & Satterfield, T. (2018). Environmental governance: A practical framework to guide design, evaluation, and analysis. <i>Conservation Letters</i> , 11(6), e12600.
<b>Market-based approaches</b>	<b>Wednesday Nov 8</b>	Paul F. Steinberg, 2015 <i>Who Rules the Earth?</i> Ch 5
<b>Podcast screenings</b>	<b>Wednesday Nov 15</b>	In class podcast screenings
<b>Fall Break November 20-24</b>		
<b>No class</b>	<b>Wednesday Nov 29</b>	<b><u>Immersion Week #4: Capstone initial planning</u></b>
<b>Changing the rules – Principles of negotiation</b>	<b>Wednesday Dec 6</b>	Getting to Yes – Assigned chapters TBD  Paul F. Steinberg, 2015 <i>Who Rules the Earth?</i> Ch 10-11  <i>Negotiation simulation instructions – to be distributed</i>