

University of California, San Diego  
Winter, 2008

## **Political Science 125: The Politics of Conservation in Developing Countries**

### **Instructor:**

Professor Clark Gibson

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Office Hours: Wed. 830-930 a.m.

Teaching Assistants:

Nick Warner  
Mike Binder

### **Course Meeting Times and Location:**

2:00pm – 3:20 / Peterson 210

### **Overview:**

This course is designed to introduce students to the politics of environmental issues in developing countries. The course provides students with general tools with which to think about the politics of the environment. It focuses on conservation politics at the community and national level in several regions of the world, and features contemporary debates about several important topics in conservation policy.

### **Course Requirements and Grading:**

The final grade is based on how many of the 100 possible points you earn during the course. The points are distributed in the following manner:

1. In-class Assignments **10 total points / 10% of your final grade**

Each assignment is worth 7.5 points. Three in class assignments given; the two best scores will be used for your final grade.

2. Reading Quizzes **40 total points / 40% of your final grade**

Each quiz is worth 8 points (7 quizzes given – the 5 best scores will be used for your final grade).

3. Exams **50 total points / 50% of your final grade**

Each of the three exams is worth 16.7 points. Exams are not cumulative.

4. Discussion **+ 2 points to final grade**

While participation in the context of more than one hundred students is difficult, it is also encouraged. I will call on students without warning. Your participation will be evaluated daily by Mr. Warner, Mr. Binder, and Professor Gibson.

### **Important Notes Regarding Requirements and Grading:**

- 1) I do not allow laptop use in the classroom.
- 2) This course focuses heavily on in-class activities. If you prefer classes which require less attendance and allow you to “catch up” with the readings, do not take this course.

- 3) Quizzes and in-class assignments CANNOT be made up. You receive an allowance on assignments that can be dropped (2 quizzes, 1 in-class assignment). They should be used judiciously. Make-up tests for the exams, composed of different questions, should be scheduled with me.
- 4) Bring the current reading assignment to class.

### **Course Materials**

Texts to Purchase: These two books can be purchased used.

Gibson, Clark C. 1999. *Politicians and Poachers: The Political Economy of Wildlife Policy in Africa*. Cambridge: Cambridge University Press.

Agrawal, Arun and Clark C. Gibson. 2001. *Communities and the Environment*. New Jersey: Rutgers University Press 2001.

All other readings will be linked to a webpage or provided by me.

### **Schedule of Topics and Reading Assignments**

Note: Reading is to be finished for the date listed (e.g., you should have read Murombedzi “Pre-colonial and Colonial...” and Agrawal and Gibson 1-31 before the class meeting on 1/10.

Jan 8 Introduction

#### The Role of Communities in Wildlife Politics in Africa

Jan 10 Murombedzi “Pre-colonial and Colonial...”  
Agrawal and Gibson (A + G) 1-31

Jan 15 Gibson 119-152 “The Consequences...”  
Marks “On Poaching an Elephant”

Jan 17 Bond 160-194  
Emerton 208-226

Jan 22 McDermott 32-62 (in A + G)  
Ilahiane 89-110 (in A + G)

Jan 24 Dzingirai “CAMPFIRE is not...”  
McCay 180-189 (in A + G)

Jan 29 Test 1

#### Conservation Politics at the National and Sub national Levels

Jan 31 Gibson 49 – 79, “The Political Logic...”

Feb 5 Gibson 83 – 116, “The Bureaucratic Politics...”

Feb 7 Ascher (TBA)

- Feb 12            Ross Chapter 1 “Introduction” and Chapter 4 “Philippines”
- Feb 14            Ross Chapter 5 “Sabah, Malaysia” and Chapter 7 “Indonesia”
- Feb 19            Test 2

Wildlife Politics and the International Arena

- Feb 21            Bonner 39-53, 54-113
- Feb 23            Bonner 114 – 159; Berthge (Spiegel website)

Conservation Dilemmas in the Developing World

- Feb 28            Amazon Forests:  
Hecht “The Logic of Livestock...”  
Fearnside “Deforestation in the Brazilian Amazon...”  
Laurance et al. “Deforestation in Amazonia” Google Scholar: DOI:  
10.1126/science.304.5674.1109b
- Mar 4             Desertification: Ribot “A History of Fear...”  
Hein and Ridder; “Desertification in the Sahel...”
- The Market: Wunder “The Efficiency of Payments...”
- Mar 6             Ecotourism: Belsky 641-666 (in A + G)  
Kiss “Eco-tourism based Conservation...”
- Mar 11            Parks and Reserves: Brandon et al. “Reconciling Biodiversity...”;  
Wishusen et al. “Reinventing...”
- Mar 13            Test 3

## Suggestions on How to Read for this Course (and Others)

As I have indicated in class, much of the course material you read for this class is at the cutting edge of conservation politics in developing countries. I choose this material intentionally so that you can be exposed to the best thinking on the subject. But, as a result, the material can be difficult for some students.

Let me offer a few suggestions on reading the selections assigned in this class.

### **1. Pay attention to titles**

The title of an article often gives you an indication about what you should learn from reading it. For example, if a chapter is titled "How South Africa tamed the frontier" you should be able to list and explain most if not all of those things the author thinks are important in SA's taming of the frontier. If you cannot do this after reading the selection the first time, then you probably need to skim or to read the article again to absorb this information.

### **2. Pay attention to headings and subheadings**

Headings and subheadings are clear clues as to what information an author seeks to give you. One way to make sure you understand an author's intentions is to change the heading into a question, and then find answers to that question in the section. For example, if the heading for a section is "Creating effective wildlife policies" your question could be "How to create effective wildlife policies?" You then would look for the answer to this question in the section. If you could do this for every section of an article or chapter, you will understand most of what the author seeks to convey. This is a very thorough technique that can be used for almost any written work.

### **3. Pay attention to lists, outlines, tables**

When an author uses numbers to identify concepts -- either using the number itself (1, 2, 3...), using words (First, Firstly, Second, Secondly, etc.) or putting concepts in an outline or a table -- it is a good indicator that she or he is addressing a subject of major interest. By listing these numbered concepts and making sure you understand why the author has listed them (Of what are they examples? Why are these included and not others?), you will probably comprehend one of the author's most significant arguments.

### **4. Pay attention to topic sentences in paragraphs**

This is the most time consuming and difficult of the techniques listed here. It is also the best. Some authors write very simply and use obvious topic sentences to signal what they will discuss. For example, the topic sentence "In this essay, I will discuss the relationship between election laws and their effect on wildlife populations" indicates fairly clearly what the author will do in her article. Other authors are not so obvious in their writing. If you have read an article or chapter and applied the techniques listed above and still do not understand it, you may have to find the topic sentences of many of the paragraphs to help you comprehend the overall direction of the work.