GE 535 – Global Land Conservation: Theory and Practice
Fall 2018

Christoph Nolt
chrnolte@bu.edu, STO 445
Office Hours: Tue 11am – 12:30pm
Thu 1pm – 2:30pm

Time & Location
Tue / Thu, 3:30 – 4:45pm
Room: CAS 114B
Credits: 4

Course Description
This course offers an in-depth treatment of the theory and practice of international and domestic land conservation. Widespread concern for the loss of ecosystem services has led to the adoption of a wide range of conservation instruments that aim to influence human land use decisions. Implemented by public and private actors, these instruments vary in rationale, extent, effectiveness, cost, and impact. Whether you want to make a difference by proposing a new conservation instrument or by advocating for changes to an existing one, you need to understand how these instruments work in theory, how they are implemented in practice, and what impact they have on nature and people.

We will cover all major types of land conservation instruments, including regulatory (e.g. parks and land use zoning), “incentive/market-based” (e.g. conservation banking and direct payments), “integrated” (e.g. community forests and indigenous lands), and “supply chain” approaches (e.g. certification and commodity moratoria). We will start with a multi-scale overview of global drivers of ecosystem loss, their impacts on human wellbeing, and the emergence of responses at international, national, and local levels. We then examine each instrument in turn, covering its history, logic, global extent, involved and affected actors, costs and benefits, and linkages to other instruments. The course will also address important crosscutting issues, such as spatial prioritization, leakage, crowding-out, and strategic interactions. Case studies are drawn from policy instruments implemented in the US and around the world.

Course Objectives
After taking this course, you will be able to:
- **Synthesize** key issues in global and domestic land conservation for diverse audiences, including friends and family, public agencies, international donors, and the interested public.
- **Explain** how local decisions about land use affect both private and public benefits, and how they can be influenced through conservation instruments.
- **Identify** opportunities for action, develop proposals for new instruments, and pitch them to donors or political constituencies in writing and speaking.
- **Evaluate** conservation career pathways in governments, NGOs, donor agencies, foundations, and academia, examine their match with your interests, and identify the skill set that will give you an edge.
BU HUB Learning Outcomes

- **Social Inquiry**: you will learn to use key concepts from social and interdisciplinary sciences to analyze how land conservation works in theory and practice. This includes ways people attach value to conservation outcomes, as well as ways to describe, explain and predict human behavior to help inform projects and policy.

- **Oral/Signed Communication**: you will learn to craft and deliver responsible, considered and well-structured arguments through “problem pitches”, the presentation of project proposals, career reflections, and summaries of readings.

- **Research and Information Literacy**: you will engage in self-directed research on the relevance of a conservation issue of your choice, identify potential solutions using a diverse range of information sources, and present results in consecutive steps. You will also research career opportunities using online databases, informational interviews, and data sharing within the class.

**Prerequisites**

Junior standing or consent of instructor

**Instructional Methods and Assignments**

This course is designed to help you think independently about "how to make a difference" in conservation, including your potential role in it. Much of your grade will be based on your ability a) to identify and characterize real-life problems in land conservation, b) to develop ideas for (project-size) instruments that might help bring about desired change, and c) to reflect on the budget, skills and information needed to implement such an instrument. You will not be evaluated on the goals you set yourself to achieve (e.g. save a species, protect local livelihoods, create a recreational experience). What matters is how you synthesize diverse sources of information and theory into a persuasive case on how to make a difference in the real world.

*Project Proposal (50%)*

Suppose a conservation donor, whose interests align with yours, has up to $5 million to spend. What should s/he invest in? You have four months to come up with a proposal. Your project can be academic/analytical, advocacy-based, focused on on-the-ground actions, or any combination of the above. To ensure proper guidance, feedback and advice, the project will be developed in several steps:

- **10%** Problem Identification: a short summary of the issue (400-800 words)
- **5%** Problem Pitch (2 min): persuade the general public (= the class) of the relevance of the issue and the potential of your proposed solution
- **25%** Project Proposal (2500-3500 words): summarize the natural, economic, and social dimensions of the issue, identify knowledge and policy gaps, propose concrete changes, and estimate future impact based on available evidence.
- **10%** Project Presentation (10 min): persuade the donor's board of directors (= the class) of the benefits of your project idea.
Career Reflection (20%)
Is working in conservation an attractive career choice? What skills will make you competitive for the position you want? Get your answers from conservation professionals and scout the market for available positions and skills in demand.

10% Informational Interview: contact two conservation professionals in positions you consider attractive. Learn about their career paths, tasks, skills, salary range for similar positions, benefits, challenges, and recommendations. Summarize insights in a short report (400-800 words) shared with the class.
10% Job Market Research: find advertisements for 10 conservation jobs you consider attractive. Summarize the job requirements in a short report (400-800 words) shared with the class, including pointers towards classes and activities that can help you meet these requirements.

Participation (30%)
Reading the required literature and participating in class discussion is crucial for a rewarding learning experience.

10% Summary of Reading: at the beginning of each class, one student provides a brief summary of the reading and facilitates a short group discussion. Students choose their preferred readings at the beginning of the course.
10% Reading Reflections: several readings come with questions to help students reflect on what they have read. Students will send short answers (<1 page) to the instructor at least 2 hours prior to class.
10% Attendance and in-class participation.

Course Materials
There is no textbook required for this class. All readings are available online or will be posted on the course website on Blackboard Learn.

Course Policies
Attendance: Attending lectures is mandatory. Chronic lateness and more than two absences will result in penalties in the participation component of your grade.

Religious Observances: Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please notify me as soon as possible so that the proper arrangements can be made. For details, consult http://www.bu.edu/chapel/religion/ and http://www.interfaithcalendar.org/

Assignment Completion & Late Work: Assignments are submitted online through Blackboard Learn. Assignments turned in late will result in penalties in the grade of your
assignment. If you anticipate difficulties due to documentable extenuating circumstances, please notify me as soon as possible.

Academic Conduct: Plagiarism, submitting the same work for more than one course, deliberately impeding the academic performance of others, and other forms of academic misconduct are serious offenses. Please read the university’s Academic Conduct Code for further information about definitions, procedures, and sanctions.

- [http://www.bu.edu/academics/policies/academic-conduct-code/](http://www.bu.edu/academics/policies/academic-conduct-code/)
- [http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/academic-discipline-procedures/](http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/academic-discipline-procedures/)

Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu 9/6</td>
<td>Overview I: global change &amp; threats to ecosystem values</td>
<td><a href="http://www.bu.edu/">Pimm et al. 2014</a>, <a href="http://www.bu.edu/">Foley et al. 2005</a>, <a href="http://www.bu.edu/">Brooks et al. 2006</a></td>
</tr>
<tr>
<td>Tue 9/11</td>
<td>Overview II: global conservation actors and instruments</td>
<td><a href="http://www.bu.edu/">Armsworth et al. 2012</a>, <a href="http://www.bu.edu/">Brockington &amp; Scholfield 2010a</a>, <a href="http://www.bu.edu/">2010b</a></td>
</tr>
<tr>
<td>Tue 9/18</td>
<td>Implementing conservation: trade-offs in conservation policy making</td>
<td><a href="http://www.bu.edu/">Bruner et al. 2010</a>, <a href="http://www.bu.edu/">McShane et al. 2011</a></td>
</tr>
<tr>
<td>Tue 9/25</td>
<td>Regulation II: public protected areas: management and enforcement</td>
<td><a href="http://www.bu.edu/">Robinson et al. 2010</a>, <a href="http://www.bu.edu/">Leverington et al. 2010</a></td>
</tr>
<tr>
<td>Tue 10/2</td>
<td>Incentives I: land acquisitions for conservation</td>
<td><a href="http://www.bu.edu/">Nolte 2018</a>, <a href="http://www.bu.edu/">Land Trust Alliance 2016</a></td>
</tr>
<tr>
<td>Tue 10/9</td>
<td>No class (substitute Monday Columbus Day)</td>
<td>-</td>
</tr>
<tr>
<td>Thu 10/11</td>
<td>Incentives IIIa: payments for env. services</td>
<td><a href="http://www.bu.edu/">Engel 2016</a>, <a href="http://www.bu.edu/">Salzmann et al. 2018</a></td>
</tr>
<tr>
<td>Due: six job ads entered in online form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due: three requests for inf. interviews sent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue 10/16</td>
<td>Incentives IIIb: payments for env. services</td>
<td><a href="http://www.bu.edu/">Börner et al. 2017</a>, <a href="http://www.bu.edu/">Ferraro 2008</a></td>
</tr>
<tr>
<td>Due: problem identification reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Readings</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tue 10/23</td>
<td><strong>Guest Speaker: Bob O’Connor, Director, Forest &amp; Land Policy, MA EEA</strong></td>
<td></td>
</tr>
<tr>
<td>Thu 10/25</td>
<td><strong>Student presentations: problem pitches</strong></td>
<td></td>
</tr>
<tr>
<td>Tue 10/30</td>
<td>Systematic conservation planning: prioritization in theory</td>
<td><em>Wilson et al. 2009, Newburn et al. 2006</em></td>
</tr>
<tr>
<td>Thu 11/1</td>
<td>Data for systematic conservation planning: remote sensing, species, and people</td>
<td><em>Rose et al. 2015, Meyer et al. 2015</em></td>
</tr>
<tr>
<td></td>
<td><em>Due: all job market assignments (job ads &amp; interview in form, informational interview report, job market report)</em></td>
<td></td>
</tr>
<tr>
<td>Tue 11/6</td>
<td>Workshop: job market research</td>
<td></td>
</tr>
<tr>
<td>Thu 11/8</td>
<td>Systematic conservation planning in practice</td>
<td><em>Pressey et al. 2013, Armsworth et al. 2006</em></td>
</tr>
<tr>
<td>Tue 11/13</td>
<td>International: Green Aid &amp; REDD+</td>
<td><em>Waldron et al. 2013, Angelsen 2010</em></td>
</tr>
<tr>
<td>Thu 11/22</td>
<td><strong>No class (Thanksgiving)</strong></td>
<td></td>
</tr>
<tr>
<td>Tue 12/4</td>
<td>Evaluation II: analytical tools to assess the impacts of conservation policies</td>
<td><em>Ferraro &amp; Hanauer 2014, Margoluis et al. 2009</em></td>
</tr>
<tr>
<td>Thu 12/6</td>
<td>Open Topic / Course Wrap-Up Assignment due: project proposal</td>
<td></td>
</tr>
<tr>
<td>Tue 12/11</td>
<td><strong>Student presentations: full projects (1-5)</strong></td>
<td></td>
</tr>
<tr>
<td>Thu 12/13</td>
<td><strong>Student presentations: full projects (6-10)</strong></td>
<td></td>
</tr>
<tr>
<td>Tue 12/18</td>
<td><strong>Student presentations: full projects (11-15)</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Readings**


