The Global-Local Commons

POS 225 The Global Local Commons

Winter 2015
Tu/Thu 1:15–3:00
Weitz 235 and ARBORETUM classroom

Barbara Allen
Office hours by appt: Mon–Thu
Sign Up ON MOODLE
Meet Weitz Cafe

The Course

This course introduces students to the study of commons (common pool resources and common property), particularly natural resources commons. The dilemmas of commons governance often reveal links between “governments” and “governance” as well as the global stakes of bettering local livelihoods. Our 2015 focus is on social and ecological systems (SES) linked directly with climate change, including forests and water resources. Our work makes extensive use of the Cowling Arboretum Digital Collection.

We will ask how we might design democratic institutions for sustainable, beneficial use of renewable resources, including flow resources (e.g., rivers, many lakes, fish stocks). We will also consider the sustainable, beneficial use of human-made resource systems such as a farmer-managed irrigation system or the Carleton Cowling Arboretum. These resource systems not only different as physical types but also in terms of the human institutions that define them as resources and determine the practices that we call “sustainable, beneficial use.” Put simply, there is little that is “natural” to resources when we start thinking about physical systems and social institutions.

We may start from the assumption that there are several core questions facing all societies and cultures about how to organize and take action as a whole. Although the dilemmas confronting a particular group, association, or society may manifest as different “issues,” owing to different cultural understandings, periods of institutional development, and so forth, we can step back from the specifics to think about general problems of coordinating our individual activities to produce mutually beneficial or mutually destructive results for the group. People in any association or society have a stake in how the relationships of the group are constituted; if we find even a few general principles about constituting relationships, that knowledge would be valuable.

We will use two frameworks for understanding complex interactions between physical and social systems, the Institutional Analysis and Development and Social-Ecological Systems Frameworks. These are tools for analyzing patterns of activity that have been (and continue to be) developed by Nobel Laureate Elinor Ostrom, Vincent Ostrom, and colleagues around the world associated with the Ostrom Workshop in Political Theory and Policy Analysis. Two fundamental concerns will be at the heart of our work on systems that exist within
systems (i.e. all systems): differences in scale as we think about micro, mezo, and macro activity and differences in scope as we think about the extent of any cause or effect. To put that briefly: we will look at local commons, knowing that all local activity is nested in broader, global activity and we will look at global commons, knowing that there is always a “micro” that comprises the macro. We will also be distinguishing among the types of action that people need to take in dealing with a “commons” of any scope or scale. We distinguish among difficulties in providing collective goods, producing collective goods, organizing institutions for consuming/using a common or shared resource, and organizing a group or association to take collective action. The idea of a “commons” has been used to understand each of these problems. Our main case study for hands-on research will be the Carleton Arboretum—a created resource that is now part of a local and global physical and social world as a rule governed “good” that Carleton College has produced and provided, which many of us consume/use and which has been the subject of collective action dilemmas.

Readings

The readings for the course have been drawn from a number of books and journal articles available through Moodle links.

Grades will be computed as follows on the assignments listed below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Movie Response Paper</td>
<td>15</td>
</tr>
<tr>
<td>Discussion Paper (individual)</td>
<td>10</td>
</tr>
<tr>
<td>Final Team Documentary Presentation</td>
<td>50</td>
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<tr>
<td>Timeline (2nd 5 wks)</td>
<td>10</td>
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<tr>
<td>Interviews (2nd 5 wks)</td>
<td>10</td>
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<tr>
<td>Script and Inventory</td>
<td>10</td>
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<tr>
<td>Final Documentary</td>
<td>20</td>
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<tr>
<td>Individual Documentary Research Report</td>
<td>15</td>
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<tr>
<td>(summation and analysis of research)</td>
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<tr>
<td>Weekly Journal and Analysis</td>
<td>5</td>
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<tr>
<td>Summation of Your Contribution</td>
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<tr>
<td>To Research and Script</td>
<td>10</td>
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Participation: 10
Total: 100

Assignments

Movie Response Paper

On three Wednesday evenings we will meet outside of our class time to view a film related to the themes of the course. On the Thursday following these sessions we will discuss these films. On the following Tuesday you may submit a 2-3 page response paper (typed, double spaced 12 point font). While these papers are open with regard to specific topic (any point of entry into the discussion is acceptable), they must endeavor to: 1) incorporate relevant course readings and 2) find cinematic features that are useful in telling a story about our case of institutional development, the Carleton Arboretum. Students must
submit ONE paper; to ensure an even distribution of the students analyzing one of the three films, you will be asked to sign up in advance to write a paper for the specific film of interest to you.

**Discussion Leading and Discussion Papers**

On Thursday of Week 6 and Tuesday and Thursday of Week 7 (October 22, 27 and 29) we will look at examples of cultural practices that make a difference to how we analyze and understand social-ecological systems. We will consider:

1) How ecological complexity, crisis, and change motivate institutional change and, in specific examples, how institutional evolution results in changes in an ecological system.

2) Issues of difference in terms of heterogeneous (diverse) preferences, asking how to understand the conflicts that arise because of these differences and how institutions develop as a result of conflict resolution.

3 Indigenous or local institutions that pertain to a central difference in human beings—gender role socialization—and some “best practices” for researchers from outside a given cultural group in interpreting and analyzing institutional developments related to these differences.

Each of you will sign up to organize our discussion for either the Tuesday or Thursday readings pertaining to ONE of these topics. In addition to the common readings, the assignment for these days include “additional resources” that carry the arguments and theories concerning these questions beyond the readings required for our general discussion.

Working in pairs, students for each day of readings (including the additional resources), you will develop questions for the class and your responses to the main topic for the day. The group members may advance different views and disagree in their responses; the idea is to present ideas that will help the class understand the various facets of the questions raised by the common and additional readings. Your group presentation, including the visualization(s) used to convey the point may take any form and use any medium of your choice. You can think of structuring the presentation as a debate, as a presentation with discussion, as a game or simulation, as an interactive power point…. The form and media are up to you; one-half of the presentation grade is based on your visual presentation of the main idea or goal of the presentation.

DURING THE CLASS PRIOR TO YOUR DISCUSSION OF THESE TOPICS YOU WILL MAKE AN ASSIGNMENT DRAWN FROM THE READINGS FOR YOUR CLASSMATES TO PREPARE. For example, you may wish to divide the class into groups and assign specific readings to each group.

Each student presenter will be required to submit a paper of no more than 5 pages (typed, double spaced 12 point font) on an aspect of the readings/questions/issues raised in your presentation. The researching and writing of these papers is intended to serve as preparatory exercises for our in-class session. The paper is due on the day of the presentation. You may draw on any of our readings in crafting your response, but in you are specifically tasked with explicating the readings assigned for the day of your presentation in your written analysis.

It is expected that each member of the group will “take the floor” in the presentation—but the specific activities involved and how you divide the work and presentation will be for the group to decide. For each of these discussion sessions the remaining members of the class, who are not presenting on this day, should prepare for these sessions by completing the relevant readings and any other assignments (e.g. preparation of discussion questions) that the presenting group may ask of you. Regardless of the presentation style and form, time should be allotted for questions and general discussion from the class or debriefing of the activity. The class will contribute to the presenters’ work by asking challenging questions. This participation will be a significant component of your participation score (see below).
Final Group Project

The final group project offers an opportunity to form a research team to see how the ideas from our readings and other media help us understand a case of ecological, social, and institutional development as a complex set of interactions. We will collect data on the institutional evolution and physical/environmental system development of the Carleton Arboretum. The overall project involves archival library research on the historical development of the Arb-as-institution (a rule defined social space) as well as the creation and use of data sets based on the measures of the physical resource—the Arb-as-forest. Our data will come in the form of maps, aerial photos, GIS-based data, on-the-ground observation, depth interviews, focus group research, Carleton Board of Trustee (and other significant association) minutes from meetings that created and changed the institutional Arb, journals of key participants in the founding of the Arb, financial documents pertaining to the management of the Arb, and Annual Reports on the Arb—among other resources.

Our ultimate goal is to present a narrative of the social-ecological systems development of the Arb, based on our research findings. Working as a team, we will create a short documentary film that tells this story. Your documentary will be comprised of a script and visual materials reflecting the data collected (excerpts from interviews, graphics relevant to the research, video, audio...) along with an analytical interpretation of these materials. We will screen this film for the public during common time on the last day of our class. The film will be archived on a Web-based platform of the Arb and Carleton Library Archive.

The graded group work for this portion of the class is divided into four major parts:

1) An annotated historical timeline of institutional evolution from Arb founding to the present day.

2) Filmed, transcribed, organized oral histories with individuals in the Carleton and Northfield community who are central to understanding Arb-as-institution-development and filmed examples from the field (film depicting Arb-as-forest/ecological system).

3) Catalogued assets (an inventory or list) used in the project, including metadata collection and cataloging for maps and aerial photos and annotated lists of photographic and interview assets. A script for the final documentary in which the team applies the IAD and/or SES framework(s) to the case study of the Arb and presents the research findings in a narrative accessible to a general (e.g. non-specialist Carleton Community) audience. The script will be reviewed (graded) in terms of your: documentation of the motivating question, research protocol, analysis, interpretation of results, and conclusions/vision regarding your IAD/SES-based analysis of the Arb.

4) The final documentary presentation.

The graded individual work for this portion of the class is in two parts:

1) A weekly journal of your activities as part of the research team, with a summation analysis due on the last day of class.

2) A 3–5-page summary research report applying the IAD and/or SES framework(s) to the case study of the Arb. This summary should be the basis of your contribution to the team-written documentary script (point 4 above).

More information on technique and guides for this project will be forthcoming. Put “Common Time—Public Presentation for POSC 211” on your calendar today. You must be present to win 😊!

Participation

Enthusiastic participation in the reading-centered discussions throughout the term, the discussion leading session, the movie discussions, and critique sessions on the Viz Assignments is essential to each student’s learning process and our classroom community. Participation will be judged relative to an average score of 8.5 pts (85%).
Below average or above average participants will earn bonuses or deductions from that baseline value in accordance with the instructor's evaluation of their conscientious preparedness, commitment, and engagement with the material.

News forum

Planning and Information

Make plans and tell us about them here.

Movie Response Paper

Choose one of the three documentary films, which are screen for our class, and write a three-five page essay that analyzes the argument made by the film, the approach taken by the director, and the degree to which the director's approach "works" in terms of persuasion, clarity, and aesthetics.

Turn In Movie Response Paper Here

Discussion Leader

Discussion Leader Paper

Submit a paper of no more than 5 pages (typed, double spaced 12 point font) on an aspect of the readings/questions/issues raised in your presentation.

Discussion Presentation Materials

Upload the visual and written materials used in your discussion leader group presentation here.

Upload Timeline Here

Upload your Arb Institutional Evolution Timeline Here.

Metadata Catalogue Information

Upload background information on which you based metadata for artifacts such as maps and photographs.

Narrative Script

Upload your script for an analytical narrative of Arb-as-institution and Arb-as-forest development here.

Assets and Asset Inventory
Upload assets used to create the documentary script and the inventory/catalogue of all assets used in the project here.

Final Individual Analytical Research Report

Upload your 5-page FINAL research analysis, contributing to the group narrative by applying the IAD and/or SES framework(s) to the case study of the Arb, here.

Final Documentary Project

Upload final group project (depending on file sizes) here.

Summation of Contributions to Final Group Script and Documentary Project

Journal Summary Analysis

Upload your individual journal summary and analysis here.

Peer Evaluation Timeline

Turn in your peer evaluation of Timeline creation & revision project.

Peer Evaluation Interview Project

Turn in your peer evaluation of the interview project: scheduling, filming, transcription, timecoding, etc.

Peer Evaluation Script Writing and Meta Data Asset Collection

Turn in your peer evaluation of the script writing and collection/cataloguing of meta data assets.

Peer Evaluation Final Documentary Creation and Presentation

Turn in your peer evaluation of work on the final documentary representation of our research.

Forest Inventory Report

Carleton Archive Resources

This page contains links to important resources in the Gould Library Archive.

Ideas and Info

Post ideas and share information here.

Meta Data1
13 September - 19 September

Part 1: The Commons and Common Pool Resource Problems

WK 1 Tues Sept 15  Studying Institutions as Human Artifacts

I. An Overview of Class

I will be discussing ideas from the following books Sept 15 and 17. Required reading is on the syllabus for Sept 17. Listed here is after class optional reading.


Please listen to John Searle after class:

Also discussed today and to be read by Thursday 17 September:


II. Overview of Projects

III. Active Listening and Depth Interview Techniques and Focus Group Protocol, Management, and Moderation Techniques

Thurs Sept 17  MEET IN LIBRARY: FIRST FLOOR, CARLETON ARCHIVE

I. Nat Wilson and Barbara Allen explain archival research and resources for studying the
View Archived photos of the Arb.

The Carleton First Century Report

Oral Histories:

Former Manager of Cowling Arboretum; former Technician in Biology
D. Blake Stewart, Superintendent of Grounds, First Recording and Second Recording

II. The Idea of “Commons” and Common Pool Resource Theory


Interview Workshop PowerPoint

A PowerPoint that covers topics from our discussion of active listening techniques.

Institutions--Definitions

Power point slides with definitions and main points of our discussion.

20 September - 26 September

MEET IN COWLING ARBORETUM CLASSROOM

I. Problems of Scale Part 1: Understanding resources such as maps from different perspectives

WE WILL BE USING THE COWLING ARCHIVE DIGITAL ARCHIVE: "THE COWLING ARBORETUM COLLECTION"


II. Learning to read maps and aerial images to understand a resource system—from the air


Thurs Sept 24 MEET IN ARBORETUM CLASSROOM

I. Problem of Scale Part 2: Understanding “Meta-Data,” Types and Interpretation of Evidence, and Frames of Reference


II. Non-fiction film and political argument. Examples from:


27 September - 3 October

WK 3  Mon Sept 28 Film Screening: Queen of the Sun: What are the bees telling us? Taggart Siegel 2010, 82 min Library 344 @ 7:30pm

Tues Sept 29 MEET IN IDEA LAB

Thurs Oct 1 MEET IN WEITZ 233 CLASSROOM GO TO WEITZ Finishing Room 031 2:00pm

I. The Problem of Scope


4 October - 10 October

WK 4 Tues Oct 6 Set-Up Interviews in Weitz 031 and then MEET IN WEITZ CLASSROOM

Introduction to Social-Ecological Systems and Sustainable Institutions for Resource Governance


Wed Oct 7
12 noon Set-up to Film Interviews in Studio B from 1:00 pm until 3:00 pm
Film Screening *Winged Migration*, Jacques Perrin 2003, 89 min.

Thurs Oct 8  MEET IN Idea Lab and WEITZ CLASSROOM

The Challenge of Institutional Analysis with the IAD and SES Frameworks


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11 October - 17 October

WK 5 Tues Oct 13  MEET IN Weitz CLASSROOM

Variations of SES Frameworks


Thurs Oct 15  Weitz Classroom: SES, Forest, and Economies


18 October - 24 October

MONDAY OCT 19 MIDTERM BREAK

WK 6 Tues Oct 20  SES and Governance: Polycentric Institutional Arrangements


**Thurs Oct 22**  Discussion Leader Presentation I

Applications of IAD and SES I: Complex Ecological Systems and Institutional Evolution

**Common Reading**


**Additional Reading**


25 October - 31 October

**WK 7 Tues Oct 27**  Discussion Leader Presentation II

Applications of IAD and SES II: Heterogeneity and Conflict

**Common Reading**

**Additional Reading**


**Thurs Oct 29  Discussion Leader Presentation III**

Applications of IAD and SES III: Local and Indigenous Institutions

**Common Reading**


**Additional Reading**


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**1 November - 7 November**

**Part 4: Toward Conclusions: Presenting Practical Applications of the IAD and SES Frameworks**

**WK 8 Tues Nov 3  I. Climate Change and Polycentric Institutional Arrangements**


II. Go to PEPS Idea Lab

Workshop I Project Presentation: Assemble materials/assets for presentation and assign tasks

Thurs Nov 5 MEET IN PEPS IDEA LAB—WEITZ
Workshop II Project Presentation Materials

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8 November - 14 November

WK 9 Tues Nov 10 MEET IN PEPS IDEA LAB—WEITZ
Workshop III Project Presentation Materials

Thurs Nov 12 MEET IN PEPS IDEA LAB—WEITZ
Workshop IV Project Presentation Materials

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15 November - 21 November

WK 10 Tues Nov 17 ****Common Time****
Public Project Presentation
Present for Class discussion at Regular Class Time
The Global-Local Commons

Participants
Badges
General
13 September - 19 September
20 September - 26 September
27 September - 3 October
4 October - 10 October
11 October - 17 October
18 October - 24 October
25 October - 31 October
1 November - 7 November
8 November - 14 November
15 November - 21 November

My courses

ADMINISTRATION

Course administration

✎ Turn editing on
⚙ Edit settings
✎ Course completion
👁 Hide course from students

Users
✎ Filters
Reports

☯ Grades
Badges
✎ Backup
✎ Restore
✎ Import
✎ Reset
Question bank
Repositorys

Switch role to...

My profile settings

SEARCH FORUMS
LATEST NEWS

Add a new topic...

Assignments for Second Five Weeks POSC 225
9 Oct, 10:50 Barbara Allen

New Films and Archive Material
8 Oct, 08:03 Barbara Allen

Schedule This Week and Assignments Thru 15 October
5 Oct, 09:14 Barbara Allen

Instructions and Feedback on Interview 1
2 Oct, 15:50 Barbara Allen

Nancy Braker Interview Film
2 Oct, 15:28 Barbara Allen

Older topics ...

UPCOMING EVENTS

Meeting with your Student, Abe Eichner
Monday, 12 October, 2:15 PM
» 2:30 PM

Meeting with your Student, Margaret Edwards
Monday, 12 October, 3:15 PM
» 3:30 PM

posc225-00-f15
Tuesday, 13 October, 1:15 PM
» 3:00 PM

posc225-00-f15
Thursday, 15 October, 1:15 PM
» 3:00 PM

posc225-00-f15
Tuesday, 20 October, 1:15 PM
» 3:00 PM

posc225-00-f15
Thursday, 22 October, 1:15 PM
» 3:00 PM
RECENT ACTIVITY

Activity since Thursday, 8 October 2015, 3:53 PM
Full report of recent activity...

COURSE UPDATES:

Added File
Meta Data 5

Added File
Meta Data 6

Deleted File

Updated Choice
Discussion Leader

Updated Assignment
Final Documentary Project

Updated Assignment
Final Individual Analytical Research Report

Added Assignment
Assets and Asset Inventory

Added Assignment
Summation of Contributions to Final Group Script and Documentary Project

NEW FORUM POSTS:

Barbara Allen 9 Oct, 10:50

"Assignments for Second Five Weeks POSC 225"
Home