

# Foundations of Common Pool Resource Management

Course 8001GED04Y – Block 1 2015

Professor David Zetland

Syllabus – September 2, 2015

## 1 Course description

Common pool resources (CPR) are shared among people who may not agree on how to manage them. Those disagreements underlie the many examples of CPR challenges that we face today, e.g., climate change, depletion of open-water fisheries, local air and water pollution, failures in public provision of education, health and/or transportation, and public and national security.

Students in this 100-level course will explore different management paradigms, successes and failures in managing CPRs using case studies, theoretical readings, experiments, and in-class exercises. A major component of this class — the group project — will give students hands-on experience in understanding and addressing a CPR challenge.

**Themes:** Sustainability, politics, individual and group behavior, incentives, institutions

**Learning objectives:** After completing this class, students will:

- Be able to explain CPR challenges in terms of causes, impacts and potential responses.
- Have a demonstrated mastery of — or experience in tackling — a real world CPR challenge.
- Have extended experience in working within a group charged with delivering results.

## 2 Logistics

**Greetings:** I'm an assistant professor. Call me "Professor" or "David" but not "Doctor"

**Contact:** d.j.zetland@luc.leidenuniv.nl or mobile 06 2890-9774

**Office hours:** Room 4.37, Tuesday and Thursday 14:00–16:00 (or by appointment)

**Technology:** Do not use laptops or mobile phones in class. Take notes

**Classes:** Tuesday (11:00-12:50) and Thursday (17:00-18:50) in Room 3.01, with a 10 minute break at :50

**Dates:** The first class is Tuesday, 25 Aug. The last class is Thursday, 8 Oct. The final is 13 Oct (11-13:00).

### 2.1 Assignments, scoring and grades

This is a 100 level class. You are not expected to know anything about these topics before starting the class.

**Participation:** 15 Percent

**Homework, quizzes and/or reading assignments:** 35 percent

**Individual contribution to group presentation:** 20 percent

**Individual contribution to group report:** 30 percent

Notes:

- The group project is important. Individual grades on group work will be assessed by the instructor.
- Grades are on an A–F scale (with +/-). I may use points/percentages informally before assigning letter grades.
- Plagiarism software will be used to assess written assignments.
- Requests for regrades on assignments must be submitted in writing within one week of receiving graded assignments. Accounting mistakes (mis-adding your points) need not come with a written request.

### 2.2 Instruction, participation and attendance

**Instruction:** The course is taught through two-hour seminars. Students will be expected to participate in both large and small group discussions; present and defend their ideas within an academic setting; and take part in group projects. The instructor will facilitate and ensure the efficient running of the discussion, but students are responsible for its quality. Required reading must be read in advance of class.

**Participation:** Everyone starts with 15 points. Points will be *deducted* for failing to comprehend readings (e.g., "I can't answer that question because I didn't do the reading"), disruption (e.g., using a laptop in class), and/or at professor's discretion. There is *no penalty* for asking questions, giving the wrong answer, etc.

**Attendance:** Students who miss three classes receive an F for the class (per student handbook). As usual, there is no deduction if you're absent due to "extenuated circumstances," but I'll need a doctor's note, approval of your tutor, or equivalent as justification. Arriving more than 10 minutes late counts as "missing the class." *Students who are more than two minutes late will bring "goodies" for everyone in the next class.*

## 2.3 Textbook

Ostrom, Gardner and Walker (1994). *Rules, Games, and Common-Pool Resources*. Ann Arbor Books

## 2.4 Group Project

I will place, randomly, you into groups of 6–7. Your group must identify a *real* CPR challenge and analyze its origins, consequences (costs and benefits) and persistence (barriers to change). You will suggest *and attempt to implement* one or more solutions to this challenge and report on how and why your efforts succeeded or failed.

CPR examples: dirty shared bathrooms or refrigerators, littering, “freeriding” transit, special interest lobbying, coming late to class, cheating, pollution, climate change (maybe too big for this class), etc.

Students last year attempted to reduce AvB elevator congestion between classes and improve bike parking. These areas are not eligible for interventions this year.

Your group will be graded on its written analysis, in-class presentation and practical success (relative to the difficulty of the addressed CPR challenge). Your individual role will be assessed by your peers. I will assign all grades.

**Groups formed:** Tuesday, 25 Aug

**Project proposal:** Tuesday, 1 Sep (I’ll comment/approve by Thurs, 3 Sep)

**Group presentation:** Week 7 (45 min, each group)

**Group report:** Due at the final exam in hard copy *and* via email. Everyone must attend the final to assess peers

## 3 Weekly Schedule

- Don’t worry too much about math; use it to understand the stories and actions
- Homeworks will be due in class one week after distribution
- You should have the reading done *before* class on Tuesday (Thurs in week 1)
- You will be asked to summarize a chapter (5 pts) and bring a topical article to share (5 pts)

**Week 1:** Intro: Supply, Demand, four goods, institutions.

**Ostrom:** Chps 1 and 15

**Assignment:** T: In-class exercise. Groups formed

**Week 2:** Potential solutions to CPR challenges (via Coase, Ostrom)

**Ostrom:** Chps 2–3

**Assignment:** T: In class exercise; proposals due; homework 1 distributed. Th: Project comments

**Schedule!** I will be (30 min) for class on 3 Sep, as I will be coming from Tilburg

**Week 3:** Rules: theory vs lab

**Ostrom:** Chps 4–5

**Assignment:** T: Homework 1 due

**Week 4:** Lab examples of destruction, communication, sanctioning and lessons

**Ostrom:** Chps 6–9

**Assignment:** T: Assign homework 2; in-class quiz

**Schedule!** Th: I will be late (30 min) for class on 17 Sep (coming from Schiphol/London)

**Week 5:** Field studies, mapping from theory, institutions. In-group, out-group

**Reading:** Chps 10–11

**Assignment:** T: In class dynamics; homework 2 due

**Week 6:** Rules and their evolution; lessons learned

**Reading:** Chps 12–14

**Week 7:** Group presentations on 8 Oct

**Confirm?** I will be Scotland on 6 Oct (practice on the 8th?)

**Reading Week:** Group reports due at final exam (13 Oct, 11-13:00)