



## INTERNATIONAL FORESTRY RESOURCES AND INSTITUTIONS



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### Y773 Research Seminar (Section #10284)

International Forestry Resources and Institutions  
Indiana University - FALL 2004

#### Instructors:

Krister Andersson, 521 N. Park, Rm 101, 856-0166 [kanderss@indiana.edu](mailto:kanderss@indiana.edu)  
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Arun Agrawal, [arunagra@umich.edu](mailto:arunagra@umich.edu) University of Michigan (Guest Lecturer)

#### Computer and Database Instructors:

Julie England, Mathers 303A, 855-3196 [england@indiana.edu](mailto:england@indiana.edu)  
Robin Humphrey, Mathers 231, 855-0392 [chumphre@indiana.edu](mailto:chumphre@indiana.edu)

#### Course Logistics:

Nicole Todd, Workshop, Park 1-205, 855-7704 [stodd@indiana.edu](mailto:stodd@indiana.edu)

#### Graduate Assistants:

Diego Pacheco, CIPEC, 855-2863 [dipachec@indiana.edu](mailto:dipachec@indiana.edu)  
Lauren Persha, Workshop, Park 2-200, 856-5029 [lpersha@indiana.edu](mailto:lpersha@indiana.edu)

#### Weekly Schedule: THIS IS A 9 -WEEK COURSE

Graduate Students: Mondays, 9-11a.m., Wednesdays, 9 a.m.-12 p.m., and fieldwork dates.

IFRI Visiting Scholars: Mondays, 9-11a.m., Wednesdays, 9 a.m.-12 p.m., and fieldwork dates. Tuesdays and Thursdays, 9 a.m.- 11.30 a.m. (computer training).  
Intensive database training review, October 25, 2-4:30 p.m., October 26, 9-11:30 a.m. and 2-4:30 p.m. (or as needed).

All participants in the IFRI Research Seminar will learn the theoretical foundation and the practical application of the International Forestry Resources and Institutions research program. Participants will:

- a. Read current literature about the relationship between people and forests.
- b. Discuss the assumptions and hypotheses of the IFRI research program.
- c. Conduct on-site research, hold in-depth discussions with forest users, and record the information on IFRI coding forms.
- d. Learn how to use different measures of forest condition.
- e. Learn how to begin to construct a research design and test hypotheses.
- f. Learn the elements of IFRI relational database.

In addition, IFRI Visiting Scholars will:

- g. Learn how to update, archive, and maintain the IFRI MS Access database, as well as how to enter, extract, and query IFRI data.
- h. Become familiar with writing proposals, budgeting field research, and setting up an IFRI Collaborating Research Center (CRC).

## Introduction

This research seminar is provided for both visiting scholars (“IFRI Trainees”) who are interested in participating in research related to the International Forestry Resources and Institutions (IFRI) research program, and for Indiana University graduate students in diverse disciplines who are interested in learning about multi-method research techniques. Although there are times when the requirements of the two groups do not exactly coincide, we find that the combination produces a very positive learning environment for everyone who participates.

Graduate students and trainees will be working closely together throughout the entire semester so that both learn how to apply theory, do fieldwork, enter data, and analyze data. While graduate students will be primarily responsible for writing the final report for the 2004 training site, IFRI visiting scholars will be expected to participate in outlining the key findings for this study, contribute paragraphs to the final report, and review carefully the final report for completeness, accuracy, and tone. While IFRI scholars are responsible for writing their own research plans, graduate students will participate in the discussion of their plans and contribute ideas to the development of future research programs in several countries.

The topics to be covered during the semester will include background readings related to our efforts to measure institutional arrangements, forest conditions, the activities of human groups, and their impact on forest conditions over time.

**Since this 700-level seminar involves actual field research it requires a substantial investment of time, especially because it is an accelerated, 9-week course. Please consult the overview on page 5 to make certain you can meet the time requirement of this class.**

In addition to the two class times for all participants, we have a substantial number of trips to the field. Visiting scholars also participate in computer classes (graduate students are welcome) to learn the use of the MS Access relational database.

## Schedule and Logistics

The course schedule is quite intense and complicated. We meet at different times and in different rooms. We also meet on several weekends and weekday evenings. All of these times and places are written in the syllabus. Because we have so much to cover in such a short period of time, please arrive to class and other course activities a few minutes before they start, especially fieldwork events. (If the weather is poor or if you do not know where you are going, we advise you to go to class even earlier.) The class will begin precisely at the times listed; if you are late, you are responsible for finding out what you missed from another participant after class.

As with all fieldwork, we will encounter unforeseen challenges. All of the instructors ask for your cooperation and patience - only as a team will we complete the course and the case study successfully.

## Assignments and Expectations

**Visiting Scholars (IFRI Trainees):**

1. Participation:  
Participate in fieldwork and class discussions. Complete assignments given in class. Learning is by doing in this course.  
Write field notes following community visits and interview. Post field notes to Oncourse (<http://oncourse.iu.edu/Default.asp?action=login>) by 10:00 a.m. the following day (except for Saturdays and Sundays in which case notes are due the following Monday by 10:00 a.m.).
2. Weekly Memo:  
Write a weekly memo (2-page maximum). The memo should identify and discuss one major concept used in the previous week's IFRI classes; issues from readings should also be discussed. Due on Monday by class time. The memo can be sent by email, posted on Oncourse or given as a hard copy to Lauren and Krister.
3. Midterm Examination:  
Complete a take-home midterm that covers all the material assigned in class.
4. Research Design:  
Write a research design for your own country or region, which incorporates IFRI methods (6-8 pages). This is due **October 18**. The instructors will meet with you individually about this assignment.
5. IFRI Form Completion:  
Work with graduate students to complete the IFRI forms, due on **October 13** at class time. The final version of the forms must be in neat and legible handwriting or typed (or a combination).
6. Computer Training:  
Participate in the twice-weekly IFRI computer training sessions, which are held every Tuesday and Thursday at the Workshop in Political Theory and Policy Analysis, Park 3 Building, (521 North Park Ave), from 9:30 a.m. to 12:00 p.m. Participate in the IFRI intensive computer workshop (last week of the course). Visiting scholars are expected to attend all computer training sessions.

**Graduate Students:**

1. Participation, Field Notes, Scenarios, Memos, and IFRI Form Completion:  
Participate in fieldwork and class discussions. Complete assignments given in class.  
  
Write field notes following community visits and interview. Post field notes to Oncourse (<http://oncourse.iu.edu/Default.asp?action=login>) by 10:00 a.m. the following day (except for Saturdays and Sundays in which case they are due by Monday at 10:00 a.m.).  
  
Work with IFRI visiting scholars to complete the IFRI forms, due on **October 13** at class time. The final version of the forms must be in neat and legible handwriting or typed (or a combination). Completed IFRI forms are a prerequisite for the case study grade. Forms must identify the individuals who completed them.  
  
Participation is worth 20% of a graduate student's grade.
2. Article Presentation:  
Present orally an assigned article to the class (10 minute maximum). The presentation should identify the author's central question, research design, methods, data, and findings. The presentation must identify at least one way the study could be improved and evaluate its relevance for the ongoing case study.

The article presentation is worth 10% of a graduate student's grade.

3. IFRI Form Presentation:

Analyze, with the assistance of a visiting scholar, the assigned IFRI forms. Present orally a short (10 minute maximum) analysis. The presentation should summarize the form and include: (1) a brief summary of the overall purpose of the form; (2) a brief discussion of the important sections and concepts found in the form; (3) questions that seem susceptible to misinterpretations; and (4) some hypotheses, which can be addressed with the data collected on the form.

The form presentation is worth 10% of a graduate student's grade.

4. Midterm Examination:

Complete a take-home midterm that covers all the material assigned in class.

The midterm is worth 20% of a graduate student's grade.

5. Case Study:

Be responsible for writing the case study. This entails organizing and writing the first, second, and final drafts of the report, with participation of IFRI visiting scholars. The final draft will take longer than the duration of the course. The report must follow the format specified in the *Workshop Style Manual* (manuscript section) in the notebook (see Oct. 11 required readings). Consult the *Chicago Manual of Style* for additional editorial guidelines. The final version of the report is due on **Wednesday, November 17 by 5:00 p.m.** Please submit three complete hard copies, and two digital copies (diskette or CD-ROM) with complete text and appendices, including maps, tables and figures, to Lauren, Krister, and Nicole.

The case study is worth 40% of a graduate student's grade.

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## Y773 Forest Resources and Institutions Fall 2004 Syllabus

### **Required Texts:**

Gibson, Clark, Margaret McKean and Elinor Ostrom, ed. 2000. *People and Forests: Communities, Institutions, and Governance*. Cambridge, MA: MIT Press.

International Forestry Resources and Institutions (IFRI) Field Manual. August 2001 (version 10.0). Bloomington: Indiana University, Workshop in Political Theory and Policy Analysis. (Distributed in class.)

Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. New York: Cambridge University Press.

### **August 30:**

**Introduction**

Mon. 9-11 a.m., 513 N. Park

Mon. 10a.m., IFRI Class Mixer (Cookies and Coffee provided)

**Class Themes**

History of IFRI. Introduction of instructors and class participants. Y773 goals, responsibilities, and syllabus.

**Assignment**

Participants will be assigned IFRI forms for presentation in future class periods.

**Readings**

FAO. 2003. *Status of the World's Forests 2003*. Rome: Food and Agriculture Organization of the United Nations. Part I: The Situation and Developments in the Forest Sector, Forest Resources pp. 1 - 12; Part II: Selected Current Issues in the Forest Sector, pp. 61 - 107. Available on the web

(<http://www.fao.org/DOCREP/005/Y7581E/y7581e00.htm#TopOfPage>).

Gibson, Clark, Margaret McKean, and Elinor Ostrom. 2000. "Explaining Deforestation: The Role of Local Institutions." Pages 1 - 26 in Clark Gibson, Margaret McKean, and Elinor Ostrom, eds., *People and Forests: Communities, Institutions, and Governance*. Cambridge, MA: MIT Press.

Poteete, Amy, and Elinor Ostrom. Forthcoming. "An Institutional Approach to the Study of Forest Resources." In *Impact of Human Activities on Conservation of Biodiversity and Genetic Resources: A Synthesis of Current Knowledge and Impacts*, ed. Robert Nasi and Marieke Sassen. New York: CABI Publishing.

**Recommended for Your Library**

Barracough, Solon, and Krishna Ghimire. 1995. *Forests and Livelihoods: The Social Dynamics of Deforestation in Developing Countries*. New York: St. Martin's Press.

Hecht, Susanna, and Alexander Cockburn. 1990. *The Fate of the Forest*. New York: Harper Collins.

Kaimowitz, David, and Arild Angelson. 1998. *Economic Models of Tropical Deforestation: A Review*. Bogor, Indonesia: Center for International Forestry Research.

Park, Chris C. 1992. *Tropical Rainforests*. New York and London: Routledge.

Rudel, Tom, and Jill Roper. 1997. "The Paths to Rain Forest Destruction: Crossnational Patterns of Tropical Deforestation, 1975-90." *World Development* 25 (1): 53 - 65.

Woodwell, George, and Kilaparti Ramakrishna. 1993. *World Forests for the Future: Their Use and Conservation*. New Haven, CT: Yale University Press.

**Special Note:**

11.00 a.m. IFRI Class Mixer after class at 513 N. Park, Seminar Room.

**September 1:*****Theoretical Foundations***

**IFRI Forms: Site Overview and Forest**

Wed. 9-12 p.m., 513 N. Park

**Class Themes**

History of IFRI.  
Theoretical foundations of IFRI.  
IFRI conceptual model.  
General structure of IFRI forms.

**Readings**

Edwards, V. M. and N. A. Steins. 1998. "Developing an Analytical Framework for Multiple-Use Commons," *Journal of Theoretical Politics* 10(3): 347 - 383.

Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. New York: Cambridge University Press. Chapters 1-3. (102 pp).

Gibson, C.G., J. Williams and E. Ostrom. 2004. "The Importance of Rule Enforcement for Local-Level Forest Management," Forthcoming in *World Development*

**Recommended for Your Library**

Ascher, William. 1995. *Communities and Sustainable Forestry in Developing Countries*. San Francisco: ICS Press.

Baland, Jean-Marie and Jean-Philippe Platteau. 2000 (1996). *Halting Degradation of Natural Resources: Is There a Role for Rural Communities?* New York: Oxford University Press.

Caufield, Catherine. 1984. *In the Rainforest*. Chicago, IL: University of Chicago Press.

Grainger, Alan. 1993. *Controlling Tropical Deforestation*. London: Earthscan.

Honadle, George. 1993. "Institutional Constraints on Sustainable Resource Use: Lessons from the Tropics Showing that Resource Overexploitation is not Just an Attitude Problem and Conservation Education is not Enough." In *Defining Sustainable Forestry*, ed. G. H. Aplet, et al. Washington, DC: Island Press.

Pearce, David, and Katrina Brown. 1994. *The Causes of Tropical Deforestation*. Vancouver: University of British Columbia Press.

Place, Susan E. 1993. *Tropical Rainforests: Latin America Nature and Society in Transition*. Wilmington, DE: Scholarly Resources.

Rudel, T. K. 1993. "A Theory of Tropical Deforestation." In Rudel, *Tropical Deforestation: Small Farmers and Land Clearing in the Ecuadorian Amazon*. New York: Columbia University Press.

Sponsel, Headlund, and Bailey, ed. 1996. *Tropical Deforestation: The Human Dimension*. New York: Columbia University Press.

Utting, P. 1993. *Trees, People and Power: Social Dimensions of Deforestation and Forest Protection in Central America*. London: Earthscan.

**September 3:**

***Tour of Campus, Bloomington and Surrounding Areas – for Visiting Scholars and Other Interested Students***

Fri. 10 a.m.-2 p.m., 513 N. Park

**Special Notes**

Meet at 513 N. Park at 9:30 a.m. Lunch will be provided.

**September 6:**

***IFRI Research Strategy***

***Presentation of IFRI Forms: Site Overview, Settlement, and User Group Forms***

***IFRI Research Program Reports on May Creek Community***

Mon. 9-11 a.m., 513 N. Park

**Class Themes**

IFRI research strategy.

Presentation and discussion of three IFRI Forms: Site Overview, Settlement, and User Group.

Introduction to southern Indiana forest ecology and governance, and the May Creek community.

**Readings**

Agrawal, Arun. 2001. "Common Property Institutions and Sustainable Governance of Resources," *World Development* 29, 10 (October): 1623-48.

Belmont, Jonathon, et al. 2000. "A Return Visit to the May Creek Community." Y773 IFRI research program report (see also W96I-15). W00I-28.

De Castro, Fabio, et al. 1996. "Nature Conservation through Self-Governance: The May Creek Community." Y773 IFRI research program report (see also W00I-28). W96I-15.

IFRI Field Manual Forms: Site Overview, Settlement, and User Group.

Ostrom, Elinor, and Mary Beth Wertime. 2000 (1994). "IFRI Research Strategy." Appendix (pp. 243 - 268) in Clark Gibson, Margaret McKean, and Elinor Ostrom, eds., *People and Forests: Communities, Institutions, and Governance*. Cambridge, MA: MIT Press.

Poteete, Amy R. and Elinor Ostrom. 2002. "In Pursuit of Comparable Concepts and Data about Collective Action." Paper prepared for the CAPRI Workshop on Methods for Studying Collective Action, February 25- March 1, 2002, in Nyeri, Kenya. W02I-4.

Tormoehlen, B., J. Gallion and T.L. Schmidt. 2000. "Forests of Indiana: A 1998 Overview", USDA Forest Service NA-TP-03-00

**September 8:**

***IFRI Field Methods and Ethics (preparing for first community visit) Presentation of IFRI Forms: Forest Association, User Group to Forest Relationship, and Forest Product***

***Malshegu Grove Exercise***

Wed. 9 a.m.-12 p.m., 513 N. Park

**Class Themes**

Presentation and discussion of three IFRI forms.  
 Discussion of User Groups in Malshegu Grove readings.  
 Review of field methods and ethics (discuss memos).  
 Preparation for first visit.  
 Assign scenario #1 for coding.

### **Readings**

Agarwal, Sangeeta, et al. 1999. "Lakes of the Painted Hills Community and Its Forests." Y773 IFRI research program report. W98I-38.

Patton, Michael Quinn 2001. *Qualitative research and evaluation methods*. Thousand Oaks, Calif.: Sage Publications. Chapter 7.

Chambers, Robert. 1994. "The Origins and Practice of Participatory Rural Appraisal." *World Development* 22(7): 953-69.

Dorm-Adzobu, Clement, and Peter G. Veit. 1991. *Religious Beliefs and Environmental Protection: The Malshegu Sacred Grove in Northern Ghana*. Nairobi, Kenya: World Resources Institute.

IFRI Field Manual Forms: Forest Association, User Group to Forest Relationship, and Forest Product.

FAO. 1990. *The Community's Toolbox: The Idea, Methods, and Tools for Participatory Assessment, Monitoring, and Evaluation in Community Forestry*. Rome: FAO Community Forestry Field Manual 2. Bangkok, Thailand: FAO Regional Wood Energy Development Programme in Asia. Pps. 89-92; 103-111; 122-123.

### **Assignments**

Read and identify the IFRI User Group(s) and Forest Association(s) in: Dorm-Adzobu, Clement, and Peter G. Veit. 1991. *Religious Beliefs and Environmental Protection: The Malshegu Sacred Grove in Northern Ghana*. Nairobi, Kenya: World Resources Institute.

### **Recommended for Your Library**

Davies, D.D. 1990. *Community's Toolbox*. Community Forestry Field Manual No. 2. Rome, Italy: FAO of the United Nations.

Holland, Jeremy with Blackburn, ed. 1998. *Whose Voice? Participatory Research and Policy Change*. London: Intermediate Technology Publications, Ltd.

Freudenberger, K. 1994. *Tree and Land Tenure, Rapid Appraisal Tools*. Community Forestry Field Manual No. 4. Rome, Italy: Food and Agricultural Organization (FAO) of the United Nations.

Renzetti, Claire M. and Raymond M. Lee, eds. 1993. *Researching Sensitive Topics*. A Sage Focus Edition. Newbury Park, CA: Sage Publishers.

Thomson, J and K. Freudenberger. 1998. *Crafting Institutional Arrangements for Community Forestry*. Community Forestry Field Manual No. 7. Rome, Italy: Food and Agricultural Organization (FAO) of the United Nations.

### **September 11 SATURDAY:**

#### **Initial Community Visit**

TBA

**Assignment**

Write up field notes and post to Oncourse by 10:00 a.m. on Monday.

**Special Notes**

TBA

Bring a field notebook and a pen or pencil. DO NOT bring your IFRI Field Manual for community visits.

**September 13:*****The IFRI Forms: Forest, Plot, Non-Harvesting Organization and Organizational Inventory***

Mon. 9-11 a.m., 513 N. Park

**Class Themes**

Discussion of scenario #1; assign scenario #2.  
Presentation and discussion of four IFRI forms.  
Review of field methods household survey.  
Discussion of important field findings.

**Readings**

Donnelly, Shanon, et al. 2002. "A Revisit to the Dolan Ridge Community: An Analysis of Change in the Dolan Ridge Community and the Twin Oaks Forest." Y773 IFRI research program report (see also W98I-22). W02I-31.

IFRI Field Manual Forms: Forest, Plot, Non-Harvesting Organization, and Organizational Inventory.

Khamaganova, Erjen Chingissova, et al. 2002. "Revisiting the Lothlorien Community and Its Forest: A Second Report." Y773 IFRI research program report (see also W98I-5). W01I-28.

Poteete, A.R. and Welch, D. 2004. "Institutional Development in the Face of Complexity: Developing Rules for Managing Forest Resources." *Human Ecology* 32 (3): 279-311.

**Assignment**

Read and identify the IFRI User Group(s), Association(s), and Non-harvesting organizations, and Products in scenario #1.

**Recommended for Your Library**

Adhikari, Keshav, et al. 1996. "The Kneadmore Community and Its Forest: A Site Report Prepared for the Kneadmore Life Community Church." Y773 IFRI research program report (see also W00I-28). W95I-15.

Agarwal, Chetan, et al. 1998. "Creating Community through a Natural Sanctuary: Lothlorien and Its Forest." Y773 IFRI research program report (see also W01I-28). W98I-5.

Chung, Won Tae, et al. 2000. "Revisiting the Kneadmore Community and Its Forest: A Second Report Prepared for the Kneadmore Life Community Church." Y773 IFRI research program report (see also W95I-15). W00I-23.

**September 15:*****Forest Mensuration***

Wed. 9 a.m.-12 p.m., 513 N. Park

### **Class Themes**

Discussion of scenario #2.

Research design and hypotheses testing related to forests, with examples from Indiana forests.

How IFRI measures forests.

Forest mensuration techniques and practice session.

### **Readings**

Barbour, M. G. et al. 1987. "Chapter 9 - Methods of Sampling the Plant Community." *Terrestrial Plant Ecology*. Menlo Park: Benjamin/Cummings.

Cox, G. 1990. "Chapter 11 - Population and Community Structure: Quadrant Sampling Techniques" and "Chapter 31 - Measurement of Species Diversity." *Laboratory Manual of General Ecology*.

Schmidt, Thomas, Mark Hansen and James Solomakos. 2000. "Indiana's Forests in 1998." *Resource Bulletin NC-196*, St. Paul, Minnesota: North Central Research Station, Forest Service, USDA. 1-30.

### **Assignment**

Read and identify the IFRI User Group(s), Association(s), and Non-harvesting organizations, and Products in scenario #2.

### **Special Notes**

Class will divide into teams for forest mensuration and form completion.

### **Field Interviews**

Community Visit to Interview Key Informers

5:30 p.m., Workshop parking lot (513 N Park)

### **Assignment**

Graduate students are responsible for posting field notes on Oncourse by 10:00 a.m. the following day.

### **Special Notes**

Meet at Workshop parking lot (513 N Park) at 5:30 p.m.

Field interviews.

## **September 18 SATURDAY:**

### ***Forest Mensuration Work (with groundcover)***

Sat. 7:30a.m.-5 p.m., Workshop parking lot (513 N Park)

### **Readings**

Dowd, Kathleen. "Preparation for the Fieldwork in the Forest." Things to bring for IFRI fieldwork. Unpublished paper.

Longmire, Sam. "The Most Dangerous Things in the Southern Indiana Woods." Unpublished paper.

### **Assignments**

Graduate students are responsible for turning in legible, completed plot forms from their group's work in the forest.

**Special Notes**

Meet at Workshop parking lot (513 N Park) at 8:30 a.m.  
Fieldwork in the forest.

**September 20:*****Important Field Findings and Issues/Paper Presentations***

Mon. 9-11 a.m., 513 N. Park

**Class Themes**

Discussion of important field findings.  
Presentation of assigned papers: property rights.

**Readings**

Banana, Abwoli, and William Gombya-Ssembajjwe. 2000. "Successful Forest Management: The Importance of Security of Tenure and Rule Enforcement in Ugandan Forests." Pp. 87 - 98 in Clark Gibson, Margaret McKean, and Elinor Ostrom, eds. *People and Forests: Communities, Institutions, and Governance*. Cambridge, MA: MIT Press.

Gibson, Clark C., Fabrice E. Lehoucq, and John T. Williams. 2002 "Does Tenure Matter to Resource Management? Property Rights and Forests in Guatemala," *Social Science Quarterly* 83(1): 206-225

McKean, Margaret A. 2000. "Common Property: What Is It, What Is It Good For, and What Makes It Work?" Pp. 27 - 55 in Clark Gibson, Margaret McKean, and Elinor Ostrom, eds. *People and Forests: Communities, Institutions, and Governance*. Cambridge, MA: MIT Press.

Tucker, Catherine. 1999. "Private versus Communal Forests: Forest Conditions and Tenure in a Honduran Community." *Human Ecology* 27(2): 201-230.

**Assignments**

Develop two hypotheses about the IFRI site and the relationship between the local people and their forest resources.

**Recommended for Your Library**

Bromley, Daniel W. 1992. "Property Rights as Authority Systems: The Role of Rules in Resource Management." Pp. 453-69 in P.N. Nemetz, ed. *Emerging Issues in Forestry Property*. Vancouver: University of British Columbia Press.

**Assignments**

Graduate students are responsible for posting field notes on Oncourse by 10:00 a.m. the following day.

**Special Notes**

Turn in progress report.

**September 22:*****Research Design and Hypothesis Testing: Small-N Case Studies, Social and Institutional Aspects***

Wed. 9 a.m.-12 p.m., 513 N. Park

**Class Themes**

Research design in our current case.

**Readings**

Benjamin, Charles. 2001. "Biodiversity and Food Security," Research design prepared for Y773.

Cardenas, Juan-Camilo. 2001. "Introducing Field Experiments into the IFRI Research Strategy (A Research Proposal)." Research design prepared for Y773.

Ghate, Rucha. 2000. "The Role of Autonomy in Self-Organizing Processes. A Case Study of Local Forest Management in India." Working paper. Bloomington: Indiana University, Workshop in Political Theory and Policy Analysis. W00-12.

Gibson, Clark. 2000. "Dependence, Scarcity, and the Governance of Forest Resources at the Local Level in Guatemala." In Joanna Burger, et al, eds. *The Commons Revisited: An Americas Perspective*, Washington, DC: Island Press.

Schweik, Charles. 2000. "Optimal Foraging, Institutions, and Forest Change: A Case from Nepal." Pp. 99 - 134 in Clark Gibson, Margaret McKean, and Elinor Ostrom, eds. *People and Forests: Communities, Institutions, and Governance*, Cambridge, MA: MIT Press.

**Assignments****Field Interviews**

Community Visit to Interview Key Informers  
5:30 p.m., Workshop parking lot (513 N Park)

**Recommended for Your Library**

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press.

Sage Publication series on methods.

**Special Notes**

Meet at Workshop parking lot (513 N Park) at 6:30 p.m.

Field interviews.

Mid-term will be distributed at the end of class. It is due by **5:00 p.m. on Friday, September 24. Please turn it in to Nicole Todd's Office (205) in the Workshop.**

**September 25 SATURDAY:*****Forest Mensuration Work***

Sat. 7:30a.m.-5 p.m., Workshop parking lot (513 N Park)

**Assignments**

Graduate students are responsible for turning in legible, completed plot forms from their group's work in the forest.

**Special Notes**

Meet at Workshop parking lot (513 N Park) at 8:30 a.m.

Fieldwork in the forest.

**September 27:*****Fieldwork Discussion/Paper Presentations***

Mon. 9-11 a.m., 513 N. Park

### **Class Themes**

Discussion of important field findings.

Presentation of assigned papers: perceived values and institutional development.

### **Readings**

Becker, C. Dustin, and Rosario Leon. 2000. "Indigenous Forest Management in the Bolivian Amazon: Lessons from the Yuracaré People." Pp. 163 - 191 in Clark Gibson, Margaret McKean, and Elinor Ostrom, eds. *People and Forests: Communities, Institutions, and Governance*, Cambridge, MA: MIT Press.

Becker, Constance Dustin. 1999. "Protecting a Garúa Forest in Ecuador: The Role of Institutions and Ecosystem Valuation." *Ambio* 28(2)(March): 156-61.

Gibson, Clark C., and C. Dustin Becker. 2000. "A Lack of Institutional Demand: Why a Strong Local Community in Western Ecuador Fails to Protect Its Forest." Pp. 135 - 161 in Clark Gibson, Margaret McKean, and Elinor Ostrom, eds. *People and Forests: Communities, Institutions, and Governance*, 135-61. Cambridge, MA: MIT Press.

Gibson, Clark C., and Tomas Koontz. 1998. "When "Community" Is Not Enough: Institutions and Values in Community-Based Forest Management in Southern Indiana." *Human Ecology* 26(4): 621-47.

### **September 29:**

#### ***Fieldwork Discussion/Paper Presentations***

Wed. 9 a.m.-12 p.m., 513 N. Park

### **Class Themes**

Presentation of assigned papers: population pressures and group characteristics.

Continued discussion of the field case.

Announce hypothesis assignment.

### **Readings**

Agrawal, Arun, and Sanjeev Goyal. 2001. "Group Size and Collective Action: Third Party Monitoring in Common-Pool Resources." *Comparative Political Studies* 34 (1): 63-93.

Poteete, A. R., and Elinor Ostrom. 2004. "Heterogeneity, Group Size and Collective Action: The Role of Institutions in Forest Management." *Development and Change* 35 (3): 435-461.

Varughese, George, and Elinor Ostrom. 2001. "The Contested Role of Heterogeneity in Collective Action: Some Evidence from Community Forestry in Nepal." *World Development* 29 (5): 747-65.

Varughese, George. 2000. "Population and Forest Dynamics in the Hills of Nepal: Institutional Remedies by Rural Communities." Pp. 193 - 226 in Clark Gibson, Margaret McKean, and Elinor Ostrom, eds. *People and Forests: Communities, Institutions, and Governance*, Cambridge, MA: MIT Press.

### **Field Interviews**

Community Visit to Interview Key Informers  
5:30 p.m., Workshop parking lot (513 N Park)

**Special Notes**

Meet at Workshop parking lot (513 N Park) at 6:30 p.m.  
Last session of field interviews.

**October 2 SATURDAY:*****Forest Mensuration Work (no ground cover)***

Sat. 7:30a.m.-5 p.m., Workshop parking lot (513 N Park)

**Assignments**

Graduate students are responsible for turning in legible, completed plot forms from their group's work in the forest.

**Special Notes**

Meet at Workshop parking lot (513 N Park) at 8:30 a.m.  
Fieldwork in the forest.  
Possibly combine interviews.

**October 4:*****Types of Analysis***

Mon. 9-11 a.m., 513 N. Park

**Class Themes**

Comparability of forest data.  
Parametric and non-parametric statistics.  
Types of variables and types of analysis.

**Readings**

Meretsky, Vicky. 2001. "Introduction to Biometrics for IFRI." Unpublished manuscript. SPEA.

Poteete, Amy R. 2001. "Exclusion in Regulating the Use of Forest Resources: How Exclusive?" Workshop in Political Theory and Policy Analysis, Indiana University. Working Papers. W011-27.

**October 6:*****Computer Session: Statistical Analysis of IFRI Data Creating and Testing Hypotheses***

Wed. 9 a.m.-12 p.m., CIPEC Computer Lab

**Class Themes**

Discussion of hypotheses for the present and past studies.  
Exercise using IFRI social/institutional data.

**October 11:*****Computer Session: Hypotheses Testing and Discussion Completing the IFRI Forms***

Mon. 9-11 a.m., CIPEC Computer Lab

**Class Themes**

Discussion of hypotheses for present and past studies; tests for over time changes to forest structure and composition.

Address questions concerning the completion of IFRI forms for this case.  
Analysis using plot data from the present study.

**Readings**

Workshop in Political Theory and Policy Analysis. 2000. "Workshop Style Guidelines." Unpublished.

**Assignments**

Graduate students and IFRI visiting scholars will complete the IFRI forms, which are due in class on **Wednesday, October 13.**

**October 13:*****Discussion of Completed Forms for May Creek***

Wed. 9 a.m.-12 p.m., 513 N. Park

**Class Themes**

Discussion of completed IFRI forms, survey results, case study, and consideration of any outstanding issues with IFRI forms.

Develop outline for case study report.

Work as a class and in groups on sections of the case study report.

**Assignments**

Completed IFRI forms due.

IFRI visiting scholars will submit their research proposals on **Monday, October 18.**

Outline for case study report is due.

**October 18:*****Discussion of the First Draft of the Case Study***

Mon. 9-11 a.m., 513 N. Park

**Class Themes**

Comments and discussion on the first draft of the case study.

**Assignments**

Research proposals from Visiting Scholars are due.

**October 20:*****Course Improvement Discussion/IFRI Visiting Scholars' Presentations/Discussion of Writing the 2nd Draft***

Wed. 9 a.m.-12 p.m., 513 N. Park

**Class Themes**

Three IFRI visiting scholars' presentations.

Discussion of issues related to writing the 2nd draft of the report.

Discussion of course and suggestions for improvement.

**Assignments**

Graduate students will have the 2nd draft of the case study report written and copied for everyone in class on **Friday, October 22.**

**October 25:**

***IFRI Visiting Scholars' Presentations/Discussion of the 2nd Draft***

Mon. 9-11 a.m., 513 N. Park

**Class Themes**

Three IFRI visiting scholars' presentations.  
Discussion of the 2nd draft of the report.

**Assignments**

Graduate students will have the 3rd draft of the case study report written and copied for everyone in class on last day of class, **Wednesday October 27.**

**October 27:*****IFRI Visiting Scholars' Presentations and Discussion of 3rd Draft of Case Study Report***

Wed. 9 a.m.-12 p.m., 513 N. Park

**Class Themes**

The 3rd and final draft of the case study report will be distributed and discussed.  
Final suggestions for modifications made.  
Concluding remarks.

**Special Notes**

Class reception will follow.

8/26/04/NT

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