**Guidelines for Final Papers**

**Anthro 166/266 Political Ecology of Tropical Land Use**

**Overall Content**

Your final paper must incorporate at least several references from class readings, include comparisons or highlight relevance to the political ecology conceptual lens, and provide connections or illustrative examples from class lectures or discussions where appropriate. Most importantly, some specific aspects of political ecology must be used to illustrate points, provide comparative analyses, or contrasts with the major themes and topics addressed. However, political ecology can be evaluated or contrasted as either a suitable method or means to address or interpret the drivers or outcomes of land use change or how interpretations would differ. In addition, you may wish to include and explore the constraints and limitations of applying a political ecology approach to your topic of interest especially for empirical evidence based studies where quantitative evidence is perceived as the only valid evidence by scientists in many disciplines undertaking land change research.

**Approach**

Throughout this class, we will discuss several approaches, methods, and framing to incorporate political ecology into land use change studies and analyses. For example, you may discuss and expose asymmetrical power relations, contested lands, ‘invisible’ farmers’ land use with ‘efficient’ commodity production. Examine governmental discourse and performance to influence public perceptions in favor land-based extractive industries and commodities and their motivations for doing so. Please avoid the oil, natural gas, and energy sector except where discussing biofuels, REDD, carbon trading, and other land-based forces (e.g., land grabs etc.). Your papers may explore historical contexts, the role of the State, both the design, bureaucracy and implementation or selective enforcement of policies that have altered or favored various agents over time. Lastly, you may discuss or highlight the influence of maps, components of studies or aspects not included in scientific investigations, and implicit bias even by ‘evidence’ and positivist scientists that may pervade and thus influence land use change studies.

**Suitable Topics**

All must include some component on the effects or influence these issues have on land use.

1. *Explore an industry or natural resource based commodity*

Soybeans, oil palm, coal, timber: what is similar and different based on conditions, agribusiness supply chains, policies and non-governmental campaigns.

1. *Follow a company* – history, impact, pressures, and socio-economic and political influence (e.g., Cargill, Weyerhauser, Freeport McMoran etc.).
2. *Examine a specific region and natural resource/land use conflicts* –Yunnan, China, Kenya, Hawaii, lowlands of Bolivia, Andes etc. and then examine the forces of land use change in a particular context. Describe and document either the current and/or historical patterns and drivers of land use change and highlight various social, political, economic forces or examine the global to local forces, outcomes, and feedbacks.
3. *Explore nations* such as China and examine how South-South neocolonialism and neoliberalism now dominates trade, land use, and commodities.
4. *Investigate institutions* (i.e., multilateral donors, WTO, UN etc.), global to local markets, and government-private sector policies, shifting roles and their practices.
5. *Explore the roles of social movements, participation and global to local organizations,* How do they identify, define, and represent contested claims and user groups? What methods are used to address ‘environmental justice’? How do they, you or others evaluate their effectiveness focusing this analysis either within a particular sector, issue, or region Examples include NGOs/CBO/ENGOs, human rights organizations and other non-governmental actors with issues, campaigns, target audiences (e.g., consumers, private sector, governmental agencies).
6. *Your creative approaches and topics are most welcome too!* Some examples of a few of the diverse suites of topics explored by participants include: a) drug-trade and means to convert Coca production and crop substitution/land use; b) effects of industrial vs. small-holder gold mining; c) international conservation and livelihood debates; d) property rights from local to global values and views by disciplines; e) the pros and cons surrounding the power and influence of maps and new technologies such as GIS and remote sensing; f) free trade in chocolate & coffee and effectiveness of practices under certification and ecolabeling as well as benefits to local producers; and, g) REDD, carbon trading, and rule of law in Myanmar and other high deforestation frontiers (e.g., Mexico, Brazil, and Indonesia).

Collaborative studies among class members (& others) are encouraged especially if members coordinate specific aspects or complimentary topics either within or across regions. However, final papers submitted must be written independently and explicitly state the roles and contributions of specific collaborators along with any associated paper submissions.

**Format, Structure, & Presentation**

* + **Title, Author, & Abstract (only items on page 1).**
  + **Abstract (~300-500 words).** Includes: introduction, questions or central thesis, debates and contested claims, focal regions or study context, methods used, and major results or insights as well as conclusions. Please conclude this abstract with suggestions for future study or aspects generated from your arguments.
  + that require additional information.

**Body of Text (~5-7 pages): General Headers**

1. Introduction/Background;

2) Questions/Objectives/Issues Explored/Debates Examined;

3) Approach/Methods/Context/Study Region;

4) Results/Analyses/Findings; and

5) Discussion/Synthesis/Conclusions

* + **Please aim for ~5-7** single spaced pages of text; 1 inch margins, 11-12 pt. font with Title Page and Abstract (1 page) and References Cited (~2-4 pages) listed separately.

Although there is no maximum page limit, especially for graduate students, concise and tight arguments are definitely preferred over rambling rather unorganized presentation that then expands to excessive length pages. Yet, those who are too brief may not demonstrate their mastery of the material nor fully develop and defend their arguments. Therefore, you will not be penalized for too few or too many pages; only the content and presentation of your argument will be assessed not page numbers per se.

* + **References Cited.** Please conform to the natural science format for citations (e.g., Pacheco, 2012; Broadie et al. 2017). Title, journal, volume, pages etc. used in our syllabus. Websites cited must provide URLs along with the date accessed. Please avoid footnotes and other extensive notes. **Note: References Cited and the pages required are not included in the pages of text.**
  + **Figures/Tables/Maps.** These may be included (3-5 max), but are not required. These should included only as **separate pages** following References Cited **(e.g., not embedded in text).** Each should include: title, captions/legends, along with proper citations (e.g., accessed from X, Y; weblink or adapted from Pacheco 2012, Table 6 etc.) if sourced from other documents.
  + **Note: Figures/Tables/Maps are not included in the page limits.** Tables and figures may be submitted as a **separate pdf file** with the paper body (submitted in Word).

**Final Paper: Written in Three Stages**

This process allows for feedback and assistance early in the process and provides some structure to plan and to receive sufficient input as well as revise submissions.

1. Email **general paper topic** to Lisa on or before **8 Feb 2017.** We will then scheduleto meet individually so we can then brainstorm re ideas, potential directions, suitable references and approach to these topics. This process is highly effective for initiating the final assignment early in the quarter, efficiently locating key resources, and also avoiding the potential pitfalls of attempting a topic that is either a far too expansive or too limited for this final paper assignment.
2. Prepare either a **1-2 paragraph draft abstract or a brief outline** of your final paper that also includes 5-10 suitable references. Please upload this plan to the class server (your drop box) or email to Lisa ([lmcurran@stanford.edu](mailto:lmcurran@stanford.edu)) on or before **20 February2017.** These submissions are **not graded,** but serve only to facilitate focused assistance from Lisa for additional individual paper development as needed.
3. Brief **<10 minute presentation to class** summarizing your topic and major findings, and unanticipated challenges or issues you encountered during this process. These talks will be presented during our final class week (**14/16 March 2017**).

Class members and instructors are then able to ask questions and provide comments. Please aim to provide a brief synthesis or distill the essence of your work to a diverse audience of peers. Then we can all learn from your work and expand our class involvement.

You may include powerpoint slides or a 1-2 pg handout, but these formats are not necessary given your time constraints.

**Final papers are due by 11:59 pm 20 March2017.**

Submit via email and dropbox in Canvas. Please note: I request a Word file (rather than pdf) for rapid editing and providing comments for detailed and readily incorporated feedback. If tables and figures are large files or originally pdfs, these **supplementary figures may be submitted as pdfs**, but the text as a separate word document.

Please notify Lisa **early in this process** if you require an extension or have complications with these deadlines. I am somewhat flexible, but your bad planning should not be my time crunch. My grades must be submitted by **28 March 2017.**

**For all assignments:** Please label file with your **Surname as the first word in the document in file name** even if deposited in your drop box or emailed to me directly.

**Grading and Evaluation**

1. Final paper is worth 50% of your grade. I typically assign two grades: A/A- etc. The top grade is content, flow of ideas, insights and especially incorporating readings, lectures, and discussion – ideas generated from class. Sophistication of arguments with solid literature review is essential! The bottom grade assessing prose, organization, and presentation. The top grade is weighted more heavily than the bottom in the final grade.
2. Without a pre-arranged extension, late submissions will lose a 1/2 grade for each 24 hr period delayed in final submission.
3. This class is not graded on a curve, yet comparisons are made somewhat when reading all final papers. Moreover, undergraduate and graduate student status is also taken into account when evaluating submissions.
4. Please also let me know if you wish to prepare this work further for a potential honor’s or master’s thesis, graduate prospectus or proposal, or senior project/paper etc. We can meet to either adapt this assignment to compliment or build on these plans. Moreover, I also prepare quite detailed edits especially if conforming to proposal guidelines, thesis format or with the aim for revisions later on during your studies or academic program.