

**ARIZONA STATE UNIVERSITY EAST/TEMPE CAMPUS**  
**GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM**

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

**(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)**

DATE 10/15/08

1. ACADEMIC UNIT: School of Human Evolution and Social Change
2. COURSE PROPOSED: ASB 394 Rules, Games and Society 3  
(prefix) (number) (title) (semester hours)
3. CONTACT PERSON: Name: Alissa Ruth Phone: 5-4628  
Mail Code: 2402 E-Mail: alissa.ruth@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Core Areas

- Literacy and Critical Inquiry-L   
Mathematical Studies-MA  CS   
Humanities and Fine Arts-HU   
Social and Behavioral Sciences-SB   
Natural Sciences-SQ  SG

Awareness Areas

- Global Awareness-G   
Historical Awareness-H   
Cultural Diversity in the United States-C   
(Note: one course per form)

6. DOCUMENTATION REQUIRED.  
(1) Course Description  
(2) Course Syllabus  
(3) Criteria Checklist for the area  
(4) Table of Contents from the textbook used, if available
7. ***In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.***

We were requested to revise and resubmit. Please see attached email. Thank you.

CROSS-LISTED COURSES:  No  Yes; Please identify courses: \_\_\_\_\_

Is this a multisection course?:  No  Yes; Is it governed by a common syllabus? \_\_\_\_\_

Keeth Kuntan  
Chair/Director (Print or Type)

[Signature]  
Chair/Director (Signature)

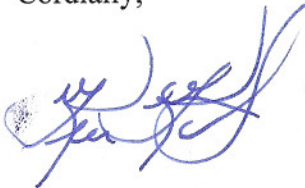
Date: 10/16/08

October 15, 2008

Dear General Studies Committee,

We are respectfully asking for a retroactive date of **Spring 2008** and approval for **Spring 2009** for **ASB 394: Rules, Games and Society**. We will be requesting a permanent course number in Spring 2009. We appreciate your consideration of this request.

Cordially,



Keith Kintigh  
Associate Director SHESC

---

**From:** Sergio Quiros  
**Sent:** Monday, September 08, 2008 4:28 PM  
**To:** Abigail York  
**Cc:** Sander Van Der Leeuw  
**Subject:** ASB 394 L

General Studies Designation

---

DATE: September 8, 2008

TO: Abigail York- School of Human Evolution & Social Change

FROM: Phyllis Lucie, General Studies Office

SUBJECT: General Studies Course Proposal– **Revise & Resubmit**

I regret to inform you that the General Studies council and the Literacy and Critical Inquiry Subcommittee did not approve the following General studies course proposal to retain the (L) designation during the August 28, 2008. General Studies Council meeting.

**ASB 394 RULES, GAMES AND SOCIETY**

The subcommittee for Literacy and Critical-Inquiry provided the following rationale for the denial:

*“Need clarification on the writing involved in the in-class assignments, homework, experiments, presentation, and group project. Other than the essays which are worth 30 points out of a possible 110 points for the course, it is not clear what additional writing constitutes the required 50% and the substantive nature of these assignments.”*

Please contact me at 5-0739, if you have any questions. Thank you.

SZQ/PL

Xc: Sander Van Der Leeuw, Chair/Director- School of Human Evolution & Social  
Change

## Arizona State University Criteria Checklist for

### LITERACY AND CRITICAL INQUIRY - [L]

#### Rationale and Objectives

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

#### Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i></p> <p>Syllabus page 2-4</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p> <p>In this class, <u>66% of the final grade</u> is based on written (56%) and presentation (10%) assignments.</p> <p><b>(1) In-class Assignments (10% of course grade)</b> We will have 10 graded in-class assignments, based on your thoughtful questions, throughout the semester. These assignments are essay examinations written during class.</p> <p><b>(2) Homework assignments (16% of course grade)</b> We will give 5 homework assignments worth 4 points each (4 of which are written assignments). These essays are meant to help you apply the concepts we study to real-world topics that are interesting to you. You will choose your own topic, which you will then focus on for the entire class in homework assignments, essays, and your final presentation. On each assignment we will provide written feedback in order to aid development of your project, improve your writing ability, and refine your critical thinking about your chosen topic.</p> <p><b>(3) Presentation (10% of course grade)</b> Each student will give a 10 minute presentation in class dealing with their project topic. Presentations will start after spring break and will be spread out over the remaining class times. The presentation is worth 10 points for your final grade. We will give you more guidance about the presentation as the class proceeds.</p> <p><b>(4) Essays (30% of grade)</b> Two essays on your topic are due during the course. Each essay is worth a maximum of 15 points. Students will receive comments on the first essay to improve the second essay.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".</p> </div> <p style="text-align: center;">C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence</p> <p>Syllabus 2-4</p>

## ASU - [L] CRITERIA

1. Please describe the way(s) in which this criterion is addressed in the course design

For homework assignments and essays (worth 50% of the final grade), students will be required to utilize academic literature to evaluate their chosen institution. The grade for assignments and essays will be partially based on their use of the academic literature.

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-2".

C-2



**CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

Students will present a speech on the topic for the final essay. The speech presentation is worth 10% of the final grade; it will be graded on their understanding of the material, the ability communicate ideas to the class, and their ability to demonstrate competing understanding of the topic (presentation of an anti-thesis).

**(1) Presentation**

Each student will give a 10 minute presentation in class dealing with their project topic. Presentations will start after spring break and will be spread out over the remaining class times. The presentation is worth 10 points for your final grade.

Students have two written assignments due during the semester worth 30% of their total grade. Students are encouraged to submit essays on related topics, so that their work in the second essay builds on the first essay. The second essay will require substantial revisions to the text of the first, as well as inclusion of new course material and outside academic sources.

**(2) Essays**

Two essays on your topic are due during the course. Each essay is worth a maximum of 15 points (see below for details).

**Essay 1: (due March 16)**

Write a 3 page essay (single space, 12 point Times Roman font, with margins no larger than 1 inch) on your topic. Discuss the action situation, social dilemmas, the institutional rules and social norms that are relevant. Which types of rules can you distinguish? How does affect this the people making decisions in this action situation? You will receive written feedback on this essay in order to develop essay 2.

**Essay 2: (due May 7)**

Write a 5 page essay (single space, 12 point Times Roman font, with margins no larger than 1 inch) on your topic by expanding essay 1 and incorporating new concepts you learned such as grammar of rules and resilience. Can you tell whether the institutional arrangements are successful or not? What can be possible improvements?

## ASU - [L] CRITERIA

2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-3".

C-3

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>	Syllabus pages 2-4



## ASU - [L] CRITERIA

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

Students will receive written feedback on written assignments in a timely manner. Furthermore, the homework, essays, and presentations are developed in such a way that students' will refine their work throughout the class.

**Homework 1 (due before February 6):**

Come to the office hours of one of the professors before February 6 and discuss the topic you would like to pursue during this class.

**Homework 2: (due February 12)**

Find a relevant publication in the scientific literature that discusses institutions, rules or norms in relation to the topic you like to pursue. Provide a synthesis of the publication (single space, 12 point Times Roman font, with margins no larger than one inch).

**Homework 3: (due February 26)**

Describe at least three concrete rules of your topic of interest.

**Presentation**

Each student will give a 10 minute presentation in class dealing with their project topic. Presentations will start after spring break and will be spread out over the remaining class times. The presentation is worth 10 points for your final grade. We will give you more guidance about the presentation as the class proceeds.

**Homework 4: (due March 19)**

Describe how you can evaluate the performance of the institutional arrangements of your topic of interests?

**Essay 1: (due March 26)**

Write a 3 page essay (single space, 12 point Times Roman font, with margins no larger than 1 inch) on your topic. Discuss the action situation, social dilemmas, the institutional rules and social norms that are relevant. Which types of rules can you distinguish? How does affect this the people making decisions in this action situation? You will receive written feedback on this essay in order to develop essay 2.

**Homework 5: (due April 11)**

Describe at least three concrete rules/norms/strategies for your topic of interest using the grammar of rules framework ADICO.

**Essay 2: (due May 7)**

Write a 5 page essay (single space, 12 point Times Roman font, with margins no larger than 1 inch) on your topic by expanding essay 1 and incorporating new concepts you learned such as grammar of rules and resilience. Can you tell whether the institutional arrangements are successful or not? What can be possible improvements?

## ASU - [L] CRITERIA

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-4".

C-4

Course Prefix	Number	Title	Designation
ASB 394		Rules, Games, and Society	

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1 At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations	66% of the grade for the course is based on written assignments.	Class Assignments Section page 2-4
C-2 The composition tasks involve the gathering, interpretation, and evaluation of evidence	Students are required to cite and use academic sources for many of their homework assignments and particularly for their essays and presentations.	Class Assignments
C-3 The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Students complete two essays and a presentation for the class representing 40% of their grade.	Class Assignments.
C-4 These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.	The homework, essays, and presentations are designed to help students develop and refine their ideas concerning a particular institutional arrangement over the course of the class.	Class Assignments

## Syllabus

### ASB 394: Rules, Games, and Society

Class number:

Tuesday and Thursday: 10:30-11:45

Professors: Drs. Abigail York and Marty Anderies

**Course description:** This course will equip students with concepts they need to study the relation between groups of people and their common resources. Students are gradually introduced to methods to identify the diversity of institutional arrangements and analyze their effectiveness. The class will explore examples from environmental management and urban environments using political science, economics, and anthropology theory and methods.

**Course objectives:**

- (1) Develop an understanding of how formal and informal rules, the diversity of those rules, and social dilemmas related to them affect human interactions
- (2) Gain practical experience in making decisions in social dilemmas and in governing the provision of public goods
- (3) Explore institutions governing human interactions with the environment.
- (4) Improve ability to think critically, present, and write about challenging social issues using academic literature.

**Required reading:**

1. Textbook: Ostrom, Elinor (1990) *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge, UK: Cambridge University Press.
2. Journal articles and book chapters will be used to explore specific case studies and learn about cutting-edge research. The articles will be posted on Blackboard. Book chapters will be on reserve at Hayden Library.

**Grading policies:**

This class is formatted to promote intellectual growth by encouraging reading, thinking, and the application of ideas to specific cases. As a result, effort and performance will be considered in equal measure when we evaluate your work. If you attend class, keep up on readings, and participate consistently (including homework assignments), you will be able to succeed in this class. If you find you are having trouble in the class for any reason, please come see us right away and we will figure out a solution.

All assignments **must** be handed in by the indicated date and time. Please plan to finish and print (or email) a day in advance, to allow for last-minute computer, printer, and personal disasters. Every day an assignment is late (unless excused with university-approved documentation), the highest grade you can possibly earn on that assignment drops a letter. No exceptions.

C-2, C-3, C-4

**Class assignments:****(1) Thoughtful questions**

By 5 pm the day before each class, you will submit a thoughtful question to Blackboard. A "thoughtful question" means a question that asks about relationships between things or about causes and effects. A thoughtful question can be discussed and debated; it can't be answered with yes/no, does not take a political position, and does not ask for factual information (e.g., something we could look up on Wikipedia). A good way to start a thoughtful question is with "why" or "how". We give 0 points for no question, 1/2 point for a not thoughtful question, and 1 point for a thoughtful question. We are doing this in place of in-class quizzes to verify that you have done the required reading for each week. The best 20 scores count.

**(2) In-class Assignments**

We will have 10 graded in-class assignments, based on your thoughtful questions, throughout the semester. These in-class assignments are short essay assignments; you will be asked to discuss a thoughtful question raised by a classmate. These will not be listed on the syllabus because we are doing this in place of attendance to verify that you are attending class regularly. All you have to do to prepare is keep up with your reading assignments. If you are in class and do acceptable work, you will receive 1 point. If you are in class and do unacceptable work, you will receive 1/2 point. If you are absent, you will receive 0 points. Acceptable work will demonstrate an understanding of the reading, as well as ability to communicate your thesis through use of evidence from the course readings and discussion. Construction of logical arguments will be an important criterion of your grade.

**(3) Experiments**

You need to participate in two experiments during scheduled class times. Participation in each experiment will give you 5 points. We will give more information about these assignments during class.

**(4) Homework assignments**

We will give 5 homework assignments worth 4 points each. Four of these assignments are essays where you apply the concepts we study to real-world topics that are interesting to you. You will choose your own topic. You are encouraged to focus one topic throughout the entire class, so you are able to build a depth of knowledge around a single project. You are required to include some academic literature in assignments. We will provide written feedback in order to aid development of your project, improve your writing ability, and refine your critical thinking about your chosen topic. Writing quality will be judged based on your ability to logically convey your argument using evidence from the academic literature and your real world case. You should also explore alternative explanations in your essays, anti-theses, in order to strengthen the case for your thesis.

**Homework 1 (due before February 6):**

Come to the office hours of one of the professors before February 6 and discuss the topic you would like to pursue during this class.

**Homework 2: (due February 12)**

Find a relevant publication in the scientific literature that discusses institutions, rules or norms in relation to the topic you like to pursue. Provide a synthesis of the publication (one page, single space, 12 point Times Roman font, with margins no larger than one inch). To search for publications you can make use of Web of Knowledge, Google Scholar, or another scholarly database listed on the ASU Library website.

**Homework 3: (due February 26)**

Describe at least three concrete rules of your topic of interest. You may find such rules in official documents, guidelines, official websites, or participant-observation depending on your topic of interest. Utilize literature you have collected as evidence of the rules. (one page, single space, 12 point Times Roman font, with margins no larger than one inch).

**Homework 4: (due March 19)**

Describe how you can evaluate the performance of the institutional arrangements of your topic of interests? For example, retention rates, and grades can performance indicators used for evaluating admission rules. And forest cover and average revenue per acre might be examples of possible evaluation criteria for managing a state forest. Besides listing the evaluation criteria, discuss what are the pros and cons of these criteria. Use the academic literature to find alternative criteria for performance evaluation. (two pages, single space, 12 point Times Roman font, with margins no larger than one inch).

**Homework 5: (due April 11)**

Describe at least three concrete rules/norms/strategies for your topic of interest using the grammar of rules framework ADICO. Be sure to explore the issue that you are interested in. (two pages, single space, 12 point Times Roman font, with margins no larger than one inch).

**(5) Presentation**

Each student will give a 10 minute presentation in class dealing with their project topic. Presentations will start after spring break and will be spread out over the remaining class times. The presentation is worth 10 points for your final grade. We will give you more guidance about the presentation as the class proceeds.

**(6) Essays**

Two essays on your topic are due during the course. Each essay is worth a maximum of 15 points (see below for details).

**Essay 1: (due March 16)**

Write a 3 page essay (single space, 12 point Times Roman font, with margins no larger than 1 inch) on your topic. Discuss the action situation, social dilemmas, the institutional

rules and social norms that are relevant. Which types of rules can you distinguish? How does affect this the people making decisions in this action situation? You will receive written feedback on this essay in order to develop essay 2. Be sure to include relevant academic literature in your essay. You will be graded on your ability to convey a logical argument.

**Essay 2: (due May 7)**

Write a 5 page essay (single space, 12 point Times Roman font, with margins no larger than 1 inch) on your topic by expanding essay 1 and incorporating new concepts you learned such as grammar of rules and resilience. Can you tell whether the institutional arrangements are successful or not? What can be possible improvements? Be sure to include relevant academic literature in your essay. You will be graded on your ability to convey a logical argument.

C-2  
C-3

**(7) Project for extra points**

During the course we will announce one opportunities to earn extra credit:

(1) Participate in a group project for extra points. We will give more information on this as the class proceeds. You can earn up to 10 points on your final grade.

**C-1**

In sum, the grades will consist of:

Thoughtful questions:	20 points
In-class assignments	10 points
Experiments:	10 points
Homework assignments:	16 out of 20 points
Presentation:	10 points
Essays:	30 points
Group Project:	10 extra points

C-1

66 points out of 110

**Procedure for turning in assignments:**

Please hand in homework and essay assignments by 3 pm on the due date to CSID dropoff at 105 Matthews Hall. Thoughtful questions need to be posted to Blackboard by noon on the day preceding the class.

**Office Hours**

Dr. Abigail York: T/Th 1-2 MH 112A

Dr. Marty Anderies:

**Course Schedule, by week**

**Week 1 – Reflections on the Commons**

January 20: Introduction of the course  
January 22: Guest lecture by Elinor Ostrom

Reading: Ostrom Chapter 1

**Week 2 Commons dilemma in the lab**

January 27: Laboratory experiment  
  
January 29: debriefing on laboratory experiment  
[thoughtful question 1]

Reading:  
Dietz, T., E. Ostrom and P. C. Stern  
2003 The Struggle to Govern the Commons. *Science* 302: 1908-1912.  
Buchanon, M.  
2005 Charity begins at Homo sapiens. *New Scientist*, 12 March.

**Week 3 – The Institutional Approach**

February 3  
[thoughtful question 2]

February 5  
[thoughtful question 3]

*Homework 1* (due before February 6): Come to the office hours of one of the professors before February 6 and discuss the topic you would like to pursue during this class

Reading: Ostrom Chapter 2

**Week 4 – Analyzing Common Pool Resources**

February 10:  
[thoughtful question 4]

February 12:  
[thoughtful question 5]

*Homework 2*: (due February 12): Find a relevant publication in the scientific literature and provide a synthesis of the publication.



Reading: Ostrom Chapter 3

**Week 5 – Analyzing Institutional Change**

February 17:  
[thoughtful question 6]

February 19:  
[thoughtful question 7]

Reading: Ostrom Chapter 4

**Week 6 – Analyzing Institutional Failures and Fragilities**

February 24:  
[thoughtful question 8]

February 26  
[thoughtful question 9]

*Homework 3:* (due February 26) Describe at least three concrete rules of your topic of interest.

Reading: Ostrom Chapter 5

**Week 7 – A Framework for Analysis**

March 3  
[thoughtful question 10]

March 6  
[thoughtful question 11]

Reading: Ostrom Chapter 6

**\*\*Spring Break\*\***

**Week 8 – Field experiments**

March 17: Experiment in class

March 19: Debriefing of experiment and discussing of field experiments  
[thoughtful question 12]

*Homework 4:* (due March 19) **Describe** how you can evaluate the performance of the institutional arrangements of your topic of interests?

Reading:

Cardenas, J.C. and E. Ostrom.

2004 What do people bring into the game? Experiments in the field about cooperation in the commons. *Agricultural systems*. 82(3): 307-326

Henrich J, R. Boyd, S. Bowles, C. Camerer, E. Fehr, H. Gintis, R. McElreath

2001 In search of Homo economicus: Behavioral experiments in 15 small-scale societies. *American Economic Review*. 91 (2): 73-78

Douglas, K

2001 Playing Fair. *New Scientist*. March 10

**Week 9 – Commons and Institutional Change in Arizona**

March 24

[thoughtful question 13]

March 26

[thoughtful question 14]

*Essay 1:* (due March 26) Write a 3 page essay (single space, 12 point Times Roman font, with margins no larger than 1 inch) on your topic. Discuss the action situation, social dilemmas, the institutional rules and social norms that are relevant.

Reading:

Sheridan, Thomas E.

2001 Cows, Condos, and the Contested Commons: The Political Ecology of Ranching on the Arizona-Sonora Borderlands. *Human Organization*. 60(2): 141-152.

Heim, Carol E.

2001 Leapfrogging, Urban Sprawl, and Growth Management: Phoenix, 1950-2000. *American Journal of Economics and Sociology*. 60(1): 246-282.

**Week 10 – Governing the Resilience of Common Pool Resources**

March 31

[thoughtful question 15]

April 2: Guest lecture

Reading:

Janssen, M.A., J.M. Anderies and E. Ostrom.

2007 Robustness of Social-Ecological Systems to Spatial and Temporal Disturbance Regimes. *Society and Natural Resources* 20(4): 307-322

Walker, Brian and David Salt

2006 Chapter 1 in *Resilience Thinking: Sustaining Ecosystems and People in a Changing World*. Island Press.

### **Week 11 – Grammar of Rules**

April 7  
[thoughtful question 16]

April 9  
[thoughtful question 17]

Reading: Lecture notes

### **Week 12 – Rules of Game in Sports**

April 14  
[thoughtful question 18]

April 16  
[thoughtful question 19]

*Homework 5:* (due April 16) Describe at least three concrete rules/norms/strategies for your topic of interest using the grammar of rules framework ADICO.

#### Required Reading:

McCormick, R.E. and R.D. Tollison

1984 Crime on the court, *Journal of Political Economy* 92(2): 223-235

Vrooman, J.

2007 Economics of Sport, *Scottish Journal of Political Economy*, 54(3): 309-314

Hames, M.

2002 Doubts over new judging system for ice skating, *New Scientist*, February 28

Anonymous

1955 A Psycho-Cultural Interpretation of an American Sport, *Chicago Maroon*, Oct 14

### **Week 13 – Institutions in Gift-Giving**

April 21  
[thoughtful question 20]

April 23  
[thoughtful question 21]

#### Reading:

Lee, Richard Borshay

- 1969 Eating Christmas in the Kalahari. *Natural History*. December 1969.  
Weissner, Polly  
1982 Risk, reciprocity, and social influences on !Kung San economics. *In* Politics and history in band societies. E. Leacock and R. Lee, eds. Cambridge: Cambridge University Press.

#### **Week 14 –Communities and Forest Resources**

April 28:  
[thoughtful question 22]

April 30:  
[thoughtful question 23]  
Required Reading:

Reading:  
Gibson, Clark, 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  
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.

#### **Week 15 – Water and Growth**

May 5:  
[thoughtful question 24]

*Essay 2:* (due May 7) Write a 5 page essay on your topic by expanding essay 1 and incorporating new concepts you learned such as grammar of rules and resilience.

Reading:  
Glennon, Robert  
2002 A River at Risk: The Upper San Pedro River in Arizona. *In* Water Follies. Washington: Island Press.

## Why to read the Class Syllabus Carefully

by David Lees  
Undergraduate student ASU

Let's take a close look at the class syllabus. Outlining the classroom rules is an important part of the syllabus, and rules can be found throughout it. But are the actions you take during class restrained only by rules specifically put forth in the syllabus? No. The syllabus doesn't tell us we must raise a hand if we wish to speak, but we usually do. The syllabus also doesn't tell us that we can't interrupt each other, but we typically don't. These are examples of informal rules. Both formal and informal rules restrict our everyday activities. Informal rules can be different depending on the situation or the culture you are participating in. Beside the informal rules of our culture that we learn as children and the formal rules outlined in the syllabus, other formal rules restrict your behavior in class. Just because the syllabus doesn't state that there are no firearms allowed in class, doesn't mean that you won't be arrested if you carry a handgun to class tomorrow. This is because the classroom is a specific, small part of larger rule situations. So, while you are enrolled in this anthropology course, you are also subject to the rules of the School of Human Evolution and Social Change, and the broader rules of Arizona State University (which has many rules forbidding weapons from classrooms). And you're still subject to the even broader rules of the State of Arizona and the United States of America.

The classroom is a good example to show how there are many layers of rules imposed on us at any given point in time and space. It is also a good example for showing how we relate our actions to our goals. Say your goal is to get an 'A' in the course. The syllabus explains exactly what must be done in order to receive that mark. To get an 'A', you usually need to turn-in completed homework on-time, score well on exams, and submit well-written essays. The syllabus typically tells you what percent of your grade is determined by each of these which gives you the information you need in order to take actions that will result in getting an 'A'. What actions these may be depends on the individual and the syllabus. If you know that a significant portion of test material is based off of class discussion, you may think that attending class every time is a good strategy to earn an 'A'. If essays are a strong determinant of your grade and you write much more clearly if you start your essays long before they are due, you may adopt your strategy. A lot of the time, though, it is difficult to find the links between our actions and desired outcomes in the situations we find ourselves in every day. For instance, it is always difficult to study for the first exam for class. Is it going to be more beneficial to re-read the chapters in the book, or to scan the notes you took in class with the professor's slides? Do you need to know verbatim definitions and exact dates? Will the professor put any of the review questions in the textbook on the exam?

This discussion about the simple actions we take in a classroom demonstrates how complicated our lives really are. It is important to identify the different influences on our behavior, to know what exactly makes us act the way we do. After taking this class, you will be much more conscious of the structures of the everyday situations you find yourself in. Instead of just absent-mindedly walking to your next class, you may notice that most people adopt traffic laws as informal rules for walking on campus. And hopefully, being aware of these things will help you to make better decisions in the future, or even to help you craft appropriate rules for your own club, classroom, or organization!

### **Policy on Plagiarism and Cheating:**

Plagiarism is the intentional use of material from someone else's written work without acknowledging the source. This includes turning in papers written by someone else or copying passages from someone else's written work in your paper without properly citing it. It does not matter whether the material you are copying is from a published or unpublished text or manuscript, from the internet, or the written work of other students. If you follow an argument closely or quote a source directly, you *must* provide a citation to the publication, including the author, date and page number. If you directly quote a source, even in an assignment, you must use quotation marks and a page number citation for each quoted sentence or phrase. If you use someone else's written work and misrepresent it as your own, it is plagiarism, among the most serious types of academic cheating.

By taking this class, you are promising that you will not plagiarize. If you think there is any chance you might plagiarize for whatever reason (academic dishonesty, to avoid doing the work for the class, being too busy with other classes or a job, etc.), please withdraw from the class.

You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the instructors *in advance of turning in an assignment*.

All undergraduate papers will be scanned using SafeAssignment on Blackboard, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted in previous years by ASU students. If you are caught plagiarizing, you will automatically receive an "E" for the course.

**Student Standards:** Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

- The Academic Integrity Policy: <http://www.asu.edu/studentlife/judicial/integrity.html>
- The Student Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: [http://www.abor.asu.edu/1\\_the\\_regents/policymanual/index.html#5](http://www.abor.asu.edu/1_the_regents/policymanual/index.html#5)
- The Computer, Internet and Electronic Communications Policy: <http://www.asu.edu/aad/manuals/acd/acd125.html>