

**The Nicholas School of the Environment and Earth Sciences
Duke Environmental Leadership Program**

**ENV 298.231 Syllabus
*DEL Community-Based Environmental Management***

Spring 2011

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Course Overview

Since the concept first came to be widely represented in the conservation community in the early 1990s, Community-Based Environmental Management (CBEM) has been incorporated in conservation and natural resource management initiatives around the world, from integrated conservation and development (ICDP) projects in the buffer zones of protected areas in Nepal to urban forestry initiatives in New York City.

The goal of the course is to provide students with information and analysis that will allow them to identify some of the potential problems and pitfalls involved in CBEM along with the tools necessary to create and manage their own projects. To accomplish this, we will combine readings and discussion of academic literature with presentations of specific CBEM case studies by bi-weekly guest speakers. The students will also select a CBEM project close enough to them geographically for easy visits and will use this project as the focus of a series of six short analyses that will, at the end of the course, be combined and reworked as a final case study report.

The course will be divided into six, interrelated themes that will serve to focus discussion of the academic literature, guest-presented case studies and bi-weekly analysis of the students' selected projects:

- I. Defining Community
- II. Fostering Participation
- III. Understanding Governance
- IV. Managing Adaptively

V. Incorporating Multiple Values & Knowledges

VI. Assessing Effectiveness

By the end of the course the students should have a good sense of the conceptual foundations of CBEM, some of the ways that is manifest, how to assess the effectiveness of individual CBEM initiatives, and how to design and implement these programs in ways that account for the complexity and variability of social and natural systems.

Core Elements

There are three core elements of this course in which you will be expected to actively participate:

Case Study Reports

Students will be asked to locate and make contact with a CBEM project, preferably close enough to home so that periodic visits are possible, and to research and write bi-weekly case study assessments related to the topics we discuss over the course of the class. These short assignments will then be woven into a final case study report due at the end of the semester.

Discussion Boards

Our course bulletin board (Blackboard) will be in operation for the entire course. Time-released discussion boards will be available at the beginning of each module (six total). The questions for discussions will be based on several of the assigned readings for that module, the case study materials plus whatever readings or references you may be able to bring to the table. The instructor will seed the topic board with questions but students are expected to respond to these questions, pose new questions, provide links to resources of interest, and respond to other student's posts. Your participation in this forum will be judged by quality and not length.

WebConference Meetings

During the distance portion of the course, we will convene weekly webconference sessions

Tuesdays at Noon EST. The url for the Adobe Connect session will be

[<http://nicholas.adobeconnect.com/cbem2011/>]. The first webconference of each module will focus on a particular topic related to the module, but are always open to broader questions and comments, including some discussion concerning your own CBEM case study project. The second webconference of each module will feature a guest discussant who will give a very short presentation on a CBEM project she/he is involved in. At the beginning of the course, you will be divided into five groups. Each group will be responsible for formulating questions for the guest speaker and compiling additional questions from other students. These groups will then facilitate the call with the guest speaker and write-up a case study of the speaker's project or program.

Course Materials

Copies of most of the published papers that we will be reading through the semester will be available through library *e-reserves* that are directly accessible through our Blackboard (Bb) site. We will also be drawing readings from the following books:

Fortmann, Louise (Ed). 2008. Participatory Research in Conservation and Rural Livelihoods: Doing Science Together. Wiley-Blackwell, 316 pgs.

Course Evaluation

Your grade in this course will be based on:

20% Participation in bulletin board discussions and

20% Participation in weekly WebConferences

10% Participation in the group facilitation of guest lecture and project write-up

25% Five bi-weekly case study write-ups

25% Final case study report

Honor Code

By accepting admission to the Nicholas School, you have agreed to abide by our Honor Code, violations of which are subject to disciplinary actions. The Honor Code requires that I define the manner within which assignments are to be completed. For any assignment, please speak to me if you believe this is ambiguous or incomplete.

Course Outline

Topic(s)	Assignment	Readings	Case Studies
Defining Community Weeks 1 & 2	Assignment #1 – Short description of CBEM projects selected for case study including map of stakeholder groups <i>Due Monday, Jan. 31</i>	<p>Call Tuesday, Jan. 18, Noon EST</p> <p>Kellert et al. 2000. Community natural resource management: Promise, rhetoric, and reality. <i>Society and Natural Resources</i> V 13, p. 705-715.</p> <p>Lane & McDonald. 2005. Community-based environmental planning: Operational dilemmas, planning principles and possible remedies. <i>Journal of Environmental Planning and Management</i> 48(5), p. 709-731.</p>	<p>Call Tuesday, Jan 25, Noon EST</p> <p>Review and discussion of CBEM projects students have selected for case study analysis.</p>
Fostering Participation Weeks 3 & 4	Assignment #2 – Write-up of interviews with case study project managers concerning methods employed to foster participation <i>Due Monday, Feb. 14</i>	<p>Call Tuesday, Feb. 1, Noon EST</p> <p>Wilmsen, Carl. 2008. Negotiating Community, Participation, Knowledge and Power in Participatory Research. In <i>Partnerships for Empowerment: Participatory Research for Community-based Natural Resource Management</i>. Eds. C. Wilmsen, L. Fisher, G. Wells, J. Ross, W. Elmendorf. p. 1-22</p> <p>Shemitz, Leigh W. and Julie Herbst. 1998. Factors impacting the community management of open space: An analysis of three restoration projects in New Haven, Connecticut. URI Working Paper #41, http://environment.yale.edu/uri/files/pdf/WP_41.pdf</p>	<p>Call Tuesday, Feb. 8, Noon EST</p> <p>Colleen Murphy-Dunning, Director, Urban Resources Initiative of Yale University</p> <p>**Urban tree planting, community garden projects, and green job training</p> <p>Required:</p> <p>Review the main URI website. http://www.yale.edu/uri/index.htm</p> <p>URI. 2010. Urban Issues. Vol. 21 No 2. http://www.yale.edu/uri/publications/publications.html</p> <p>Optional:</p> <p>Epstein, Helen. 2003. Ghetto miasma; Enough to make you sick? NY Times, Health Section, Oct. 12.</p> <p>Kuo, Frances E. el al. (1998) Fertile ground for community: Inner-City Neighborhood Common Spaces. <i>American Journal of Community Psychology</i>, 26(6), p. 823-850.</p>
Understanding Governance Weeks 5 & 6	Assignment #3 – Map and describe the interrelations between the institutions,	<p>Call Tuesday, Feb. 15, Noon EST</p> <p>Leach, Melissa, Robin Mearns and Ian Scoones (1999) Environmental entitlements: Dynamics and institutions in community-based</p>	<p>Call Tuesday, Feb. 22, Noon EST</p> <p>Will Heyman, Associate Professor, and Pablo Granados Dieseldorff, Doctoral Candidate, Dept. of Geography, Texas A&M University</p>

	formal and informal, involved in case study project <i>Due Monday, Feb. 28</i>	natural resource management. World Development 27 (2), p. 225-247 Heyman, William D. and Amanda Stronza (2010) South-South exchanges enhance resource management and biodiversity conservation at various scales. Conservation and Society, In Press.	**Marine fisheries local knowledge and fisher exchanges in the Caribbean Required: Review the website: http://fishertofisher.wordpress.com/about-fisher-to-fisher-the-film/ Watch the videos, "A Fisher's Journey, Parts 1 & 2": http://www.youtube.com/watch?v=8pTvtmLG5A&feature=related Browse through: Heyman, Will and Rachel Graham. 2000. The Voice of the Fishermen of Southern Belize. TIDE, p. 1-42
Managing Adaptively Weeks 7 & 8 Spring Break March 5-13 NO CALL	Assignment #4 – Description of social and ecological conditions of case study site and how the CBEM project has or has not effectively adapted to them and/or adapted them. <i>Due Monday, March 21</i>	<i>Call Tuesday, March 1, Noon EST</i> Berkes, Fickret. (2004). Rethinking community-based conservation. Conservation Biology, 18 (3), p. 621-630. Derek R. Armitage (2003). Traditional agroecological knowledge, adaptive management and the socio-politics of conservation in Central Sulawesi, Indonesia. <i>Environmental Conservation</i> , 30, pp 79-90	<i>Call Tuesday, March 15, Noon EST</i> Tracy Perkins, Doctoral Candidate, Sociology, University of California, Santa Cruz **Environmental Justice movements in California's Central Valley Required: Review the following website, especially the project description and photo gallery. http://twentyfive.ucdavis.edu/ Perkins, Tracy and Julie Sze. "Images from the Other California." <i>Boom: A Journal of California</i> . Volume 1, Issue 1, March 2011 Optional: Cole, L. and Foster, S. 2000. <i>From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement</i> . New York, New York University Press. Read preface & Chpts 1 and 3.
Incorporating Multiple Values & Knowledges Weeks 9 & 10	Assignment #5 – Write-up of stakeholder cultural model interviews	<i>Call Tuesday, March 22, Noon EST</i> Text Book: Fortmann, Louise. 2008. Participatory Research in Conservation and Rural Livelihoods. pgs. 1-9 and 245-265.	<i>Call Tuesday, March 29, Noon EST</i> Beth Rose Middleton – Assistant Professor of Native American Studies, University of California, Davis Farrell Cunningham - Chairman of the

	Due Monday April 4	<p>Cunningham, Farrell. June 2005. "Take Care of the Land and the Land Will Take Care of You: Traditional Ecology in Native California." News from Native California 18(5)</p>	<p>Maidu Summit, former Coordinator of Maidu Stewardship Project</p> <p>**US Forest Service/Maidu indigenous group joint forest management program</p> <p>Required:</p> <p>Browse this website: http://www.sierrainstitute.us/index.php/projects/lake-almanor-watershed/abwac</p> <p>Braxton-Little, Jane. 2002. Maidu stewardship project: Restoring the understory. Forest News, Summer. P. 36-41.</p> <p>Optional:</p> <p>Middleton, Beth Rose. 2010. "Let this all return to us." Working to reclaim land through the pacific forest and watershed lands stewardship council. News of Native California.</p>
Assessing Effectiveness Weeks 11 & 12	Work on Final Report	<p>Call Tuesday, April 5, Noon EST</p> <p>Stoecker, Randy (2005) Research Methods for Community Change. p. 27-58.</p> <p>Stronza, Amanda, and Javier Gordillo (2008) Community views of ecotourism. Annals of Tourism Research, V 32 (2) p. 448-468.</p>	<p>Call Tuesday, April 12, 12:30-1:30pm EST</p> <p>Amanda Stronza, Associate Professor, Texas A&M University</p> <p>**Community-private partnership to develop ecotourism in Peruvian Amazon</p> <p>Required:</p> <p>Browse the Rainforest Expeditions Ecotourism Operators website: http://www.perunature.com/about-us</p> <p>Palm, Erin (2008) Equal partners: How an ecotourism company and a native community share power in Peru. Stanford Social Innovation Review, Winter.</p> <p>Optional:</p> <p>Stronza, Amanda (2008) Through a new mirror: Reflections on tourism and identity in the Amazon. Human Organization, V 67 (3). P. 244-257</p>

	Preparation of Final CBEM Case Study Report	<i>Call Tuesday, April 19, Noon EST</i> Check-in on Final Case Study Reports	
	Final Case Study Reports due to instructors	<i>Due Monday, April 25</i>	
		<i>May 12-13 – Place-based Session</i>	