PS138-03 POLITICS, CULTURE AND ENVIRONMENTAL SUSTAINABILITY
Spring 2012 Location: Eaton 206, 10:30am – 11:45am
Professor Nancy W. Gleason, Nancy.Gleason@Tufts.Edu
OFFICE HOURS: Tuesday 3:00pm – 4:00pm, or by appointment, Packard Hall: Rm 307

COURSE DESCRIPTION: This political science course covers a broad range of social and cultural factors, which can affect environmental sustainability around the world. The political ecology of many different societies will be explored and an in-depth exploration of indigenous populations will be conducted. Students will learn about Conservation Ethics and traditional ecological knowledge. The politics and policy that have emerged from these challenges will be reviewed within the context of indigenous rights, economic development, and social values.

ACADEMIC INTEGRITY
Academic Integrity must be maintained at all time. Cheating, Plagiarism, unauthorized collaboration and knowingly facilitating another’s dishonesty will not be tolerated. If you are suspected of academic dishonesty you will be reported to the Office of the Dean of Student Affairs in accordance with Tufts University’s Code of Conduct. For further information please see the Student Handbook section: Code of Conduct

CLASS PARTICIPATION
The first 15 minutes of each class will involve students reporting on relevant news they have seen since the previous class. Possible sources:
www.bbc.com Science/Environnement Section
http://www.grist.org/ Environmental news & Blog
http://www.nationalgeographic.com/ Nat Geographic
http://www.worldwatch.org/ WorldWatch Institute

REQUIREMENTS AND GRADING
Class Participation: 10%
Terms and Reading Quiz: 20%
Mid-Term Presentation: 20%
Presentation Feedback Reports: 10%
Final Paper on Case Study Analysis: 40% Due April 17TH, 2012

REQUIRED TEXT:

Sustainable mountain development involves satisfying the current needs of mountain regions and populations living downstream, while seeking to ensure the availability of natural resources into the long-term future - here, a Nepalese woman plants seedlings for fodder, fuelwood and erosion control in the Himalayan foothills
Source: FAO/10833/F. B OTTS
www.fao.org/docrep/004/y3549e/y3549e05.htm
READINGS AND ASSIGNMENTS:


   c. Fikret Berkes, *Sacred Ecology* Chapter 1 “Context of Traditional Ecological Knowledge” pp.1-20 *(Text - Read for key definitions only)*


   a. A. Sen, “How Does Culture Matter” Chpt 2 in Rao and Walton *(Text)*
   c. Fikret Berkes, *Sacred Ecology* Chapter 2: Emergence of the Field, p.20-47. *(Text)*

5. **Thursday February 2**, 2012. Culture, the Environment and Economic Development
   a. Rao and Walton, Chapter 7 “Cultural Goods are good for more than their economic value.” By Klamer, pp.138-161

   c. The Rio Declaration 1992

8. **Tuesday February 14th, 2012. Intergenerational Equity and Environmental Values**

   a. Rao and Walton, Chapter 4 - Mary Douglas, “Traditional Culture – Lets Hear No More About It” p.85-109 (Text)

10. **Tuesday February 21st, 2012. Developed Societies and the Local Environment**
    b. Peter Ho, “Sprouts of Environmentalism in China?” Pg. 135-154 (TRUNK)

**THURSDAY FEBRUARY 23rd, 2012 – Tufts Follows a Monday Schedule. NO CLASS**

**Last day for AS&E students (except first-year undergraduates) to DROP courses**


    b. People of the Coral Triangle Video: http://vimeo.com/17419531 (11 minutes)

b. Daniel Klooster, “Forest Struggles and Forest Policy” pp.183-194 Chapter 7 in *Shades of Green* (TRUNK)

   b. Berkes, Chapter 7 “Cree Fishing Practices as Adaptive Management” pp.139-160

15. Tuesday March 13th, 2012. The Face of Forest Politics: Suriname

16. Thursday March 15th, 2012. Reading Quiz. - 20% of Final Grade. The quiz will include concept identifications, short answers based on the readings.

SPRING BREAK March 17th – March 26th, 2012

STATE RUN SOLUTIONS TO FEEDING THE WORLD – LEAVING TEK BEHIND

17. Tuesday March 27th, 2012. State Intervention: Communal Agriculture - Great Leap Forward
   b. China’s Great Leap Forward – A Summary http://chronicle.uchicago.edu/960314/china.shtml

   e. Simon Harragin, Relief and an Understanding of Local Knowledge, Chapter 14 in Rao and Walton pp.307-327 (Text)
   f. Lessons from the Green Revolution, from the FOOD FIRST Institute for Food Policy and Development http://www.foodfirst.org/media/opeds/2000/4-greenrev.html

Students should be prepared to answer the following question: Do you agree or disagree that the green revolution is the answer to the world's food supply problem.

What were the causes and results of the Bengal Famine in 1943?
What are three basic elements of the Green Revolution in India?
List two positive results of the Green Revolution in India. List at least two limitations of the Green revolution in India.

Pages TBD. TISCH STACKS SB191.W5 P42 1997

19. Tuesday April 3rd, 2012. Giving an Effective Presentation. What’s involved, what to avoid, and how to be effective. Discussion on researching for your final paper.

20. Thursday April 5th, 2012. Building US Public Understanding of Climate Risks and Choices in a Distracted Age with Peter C. Frumhoff, Director of Science and Policy, Union of Concerned Scientists. Class held at Special Time 12:00 – 1:00pm. This is an ENVS Lunch & Learn – pizza lunch will be provided

21. Tuesday April 10th, 2012. Climate Change and Culture
   c. Explore the EPA’s Climate Change Site: [http://www.epa.gov/climatechange/](http://www.epa.gov/climatechange/)

   a. Readings to be announced

   a. Indigenous Peoples' Global Summit on Climate Change, [http://www.indigenoussummit.com/servlet/content/home.html](http://www.indigenoussummit.com/servlet/content/home.html) READ EXECUTIVE SUMMARY AND SKIM REPORT
   b. FINAL PAPERS DUE!


25. Tuesday April 24th, 2012. Student Presentations. Each student 10 minutes

MID-TERM PRESENTATION AND FINAL PAPER ASSIGNMENTS

Presentations (20%)
Students will present on the environmental values of a specific country or indigenous group of their choosing in teams of two. The team will both assess one country from two different aspects. For example, a team may choose to look at the culture and politics of China. One presenter may look specifically at biodiversity conservation efforts while another may review and assess the local stance towards illegal logging. The presentation will yield one grade for both students. The paper is a separate and individual assignment.

You will be assessed on the following attributes in the presentation exercise:
(1) Professional Presentation Skills
(2) Content of your Presentation
(3) Ability to remain within time limit
(4) Organization and professionalism of your slides
(5) Evidence of team work

How to pick your case studies. Students should research an environmental issue or indigenous group that interest them. You can explore various websites for ideas of communities that have fought for the environment in different ways. You can also look at more modern westernize cultures and how they address environmental challenges from a cultural perspective.
A great resource for researching how your country values environmental issues: the World Values Survey Database:
http://www.worldvaluessurvey.org/services/index.html

Presentation Feedback Reports (10%):
Each student will provide a one paragraph (minimum) feedback report to at least two students (from different groups) and post this to the discussion section on TRUNK. The idea here is to provide both positive compliments and constructive criticism. We can all learn from each other and from peer evaluations.

Each report should evaluate:
(1) Overall presentations skills
(2) Presentation content – what was useful? Was anything missing?
(3) Areas for Improvement

Final Papers (40%) Due Tuesday April 26
NOTE: NO EXTENSIONS WILL BE GRANTED FOR THIS ASSIGNMENT
The final papers are on the same topic as your mid-term presentations. Each student will hand in their own paper on a case study analysis of how a specific culture has addressed an environmental issue. Each paper should research the state of the environmental issue at hand, the politics involved, and the way in which the local culture of the case study has addressed it.

Final paper should be ~15 pages in length (not including charts, figures and bibliography and citations). Papers should include the following:
- Title page
- Page numbers and name in header
- Full Bibliography with more than 15 resources
- Clear Thesis Statement in the opening paragraph
• Section Dividers/Headers