Community Based Environmental Management:
Science and Policy

Nicholas School of the Environment
ENV 755 ~ Fall 2018
W/Th 1:25-2:40pm ~ LSRC A155

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(please sign-up for time at http://my.setmore.com/bookingpage/43af559d-5a3b-49dc-9b83-9a0cd68c34f4) If no one signs-up, then I may not be there.

Course Overview

Since the concept first came to be widely represented in the environmental community in the 1980s, 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 this course is to provide students with theory and methods that will allow them to identify some of the potential problems and pitfalls associated with CBEM initiatives, both domestically and internationally, along with the tools necessary to create and managed their own projects. To accomplish this, we will combine readings and discussion of academic literature with presentations of specific CBEM case studies, guest speakers, and collaborative projects with North Carolina-based community-based organizations. By the end of the course, students should have gained a proficient understanding of:

- The conceptual and theoretical foundations of CBEM initiatives;
- The common themes and differences manifest in an array of case studies;
- Frameworks to assess the effectiveness of individual CBEM initiatives;
- Ways and means of designing and implementing these programs that accounts for the complexity and variability of social and natural systems.

The primary questions we will be attempting to answer are:
1. Under what circumstances and with what types of issues does it make sense to act at the community level to promote environmental and social change?

2. What are communities, how do they work and what motivates them to come together to confront and find collective solutions to environmental and social problems?

3. What approaches and tools can we use to facilitate the process by which communities come together to work for change?

4. How do we best tailor the approaches and tools we use to match the specific social and environmental context of each community?

Course Structure

This is a 3-credit graduate course. The enrollment limit is 30.

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

Class Participation

Classes will be held Tuesdays and Thursday. Your in-class participation grade will be based not only on attendance, but also on active participation in discussions of the readings and of the material presented in lectures and by guest speakers and in classroom activities and exercises. In order to avoid distractions to you and your classmates, our classroom will be an “internet-free zone” during the active class period.

The lectures in the course will be ordered according to the following themes, focusing first on the theory of CBEM and moving to the more practical side of lessons learned:

I. Why Community-Based Environmental Management?
II. Dynamics of Collective Environmental Action
III. Approaches to Community-Based Environmental Management

We will also be holding a field trip highlighting local CBEM initiatives on a Saturday, September 15 in which you will be expected to participate.

Written Assignments

There will be a number of assignments throughout the course that are intended to let you implement and articulate the theories and methods we are learning in class through both written assignments and class exercises. Your assignments should be submitted through our Sakai site by midnight of the date they are due. If an assignment is submitted late, 1/2 a point will be subtracted for each day it is delayed.
Course Evaluation

Your grade in this course will be based on:

**Written Assignments**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>10%</td>
<td>Assignment #1: Defining your communities</td>
<td>(Sept 11)</td>
</tr>
<tr>
<td>25%</td>
<td>Assignment #2: Post field trip reaction paper</td>
<td>(Oct 23)</td>
</tr>
<tr>
<td>15%</td>
<td>Assignment #3: Description of case</td>
<td>(Nov 6)</td>
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<tr>
<td>15%</td>
<td>Assignment #4: Presentation of case study</td>
<td>(Nov 22 or 29)</td>
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<tr>
<td>25%</td>
<td>Assignment #5: Final case study written report</td>
<td>(Dec 10)</td>
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**General**

5% Attendance and participation in classroom discussions *(On-going)*
5% Evaluation by assignment group members *(Dec 10)*

**Course Materials**

Copies 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 Sakai site through links in the “Syllabus” section and in folders organized by topic in the “Resources” section.

**Green Classroom Certification**

This course has achieved Duke's Green Classroom Certification. The certification indicates that the faculty member teaching this course has taken significant steps to green the delivery of this course. Your faculty member has completed a checklist indicating their common practices in areas of this course that have an environmental impact, such as paper and energy consumption. Some common practices implemented by faculty to reduce the environmental impact of their course include allowing electronic submission of assignments, providing online readings and turning off lights and electronics in the classroom when they are not in use. The eco-friendly aspects of course delivery may vary by faculty, by course and throughout the semester. For more information on the Green Classroom Certification, visit: sustainability.duke.edu/action/classroom.

**Honor Code**

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:
- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself responsibly in all my endeavors; and
- I will act if the Standard is compromised.

**Course Schedule**

**MODULE 1: WHY COMMUNITY-BASED ENVIRONMENTAL MANAGEMENT?**

1. **Wednesday, August 29**
   **Introduction and Class Logistics**
   No pre-readings for this class.

2. **Friday, August 31**
   **Why Communities?**


   Pearce, Fred. 2010. Busting the forest myths: People as part of the solution. Yale Environment 360. [http://e360.yale.edu]

3. **Wednesday, September 5**
   **History & Practice of Community-Based Environmental Management**


4. **Friday, September 7**
   **Problematizing the Concept of “Community”**


**Sunday, September 9 - Assignment #1 Defining Your Communities**

5. **Wednesday, September 12**

**Communities in Conflict on the Klamath**

We will be carrying out a class exercise based on the Klamath River case. Please consider the following questions when doing the readings and watching the documentary before class:

- *Which of the six issues that Land and McDonald (2005) characterize as common to CBEM are present in the case of the Klamath River as documented in the movie River of Renewal?*
- *In what ways are these issues manifest?*
- *How might Lane and McDonald’s recommendations for how to resolve some of these potential issues be applied to the case of the Klamath?*


Watch River of Renewal by Jack Kohler


Sims, Hank. 2016. For the first time in history, there will be no salmon at this year's Yurok Salmon Festival. *LostCoastOutpost.com*, July 22

6. **Friday, September 14**

**The Three-Legged Stool & Asset-Based Community Development**


change. World Resources Institute.


**Saturday, September 15 – Field Trip: Developing Community-Based Sustainable Food Systems in the Triangle**

7. **Wednesday, September 19**

**GUEST SPEAKER:** Kathleen Marks and Monica McCann, Resourceful Communities Program, The Conservation Fund


8. **Friday, September 21**

**Local and Traditional Ecological Knowledge**


Indigenous Perspectives on Climate Crisis by Ilarion Merculieff
https://www.youtube.com/watch?v=94Mqbe7tRE8&feature=youtu.be

9. Wednesday, September 26
GUEST SPEAKER: Beth Rose Middleton, Danny Manning, Lorena Gorbet


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.


10. Friday, September 28
Rules of Engagement: Writing CBEM Case Studies

Review the following documents before class:
Citing Sources
Instructions for Assignment #3

MODULE 2: DYNAMICS OF ENVIRONMENTAL COLLECTIVE ACTION

11. Wednesday, October 3
Individual Environmental Behavior


Friday, October 5 ~ Fall Break ~ ENJOY!

12. Wednesday, October 10
Cultural Constructs of Nature and Place


13. Friday, October 12
Social Capital & Social Networks


14. Wednesday, October 17
Governance and Institutions


Watch documentary: 48 Cantones by Jullian Mol-Rocek

15. Friday, October 19
Governance in Practice

We will be reviewing the concepts & theories from this Module 2 and conducting an in-class exercise to develop a governance system for the office kitchens in Environment Hall. Please review the Ostrom (1999) and the Basurto et al. (2012) articles and be prepared to answer the following questions:

- Which of Basurto et al. 2012’s rules concerning the conditions under which CPRs (e.g. marine resources in Baja California) can best be applied to the management of the kitchens in Environment Hall?
- Which of Ostrom’s 8 principles of successful commons management could be applied to design a better set of institutions around kitchen usage in Environment Hall?

**Sunday, Oct 23: Assignment #2 Post Field Trip Report Due**

**MODULE 3: APPROACHES TO COMMUNITY-BASED ENVIRONMENTAL MANAGEMENT**

**Topic 1: Raising Awareness & Changing Behavior: Environmental Education & Outreach**

**16. Wednesday, October 24**
**Lecture & Discussion of Readings**


Sobel, David. 2004. Place-Based Education: Connecting Classrooms and Communities. The Orion Society, Great Barrington, MA, USA. Pgs. 1-7


**17. Friday, October 26**
**GUEST SPEAKER: Bambi Tran, GRID Alternatives – Inland Empire**

Review the Grid Alternatives website: [http://www.gridalternatives.org/](http://www.gridalternatives.org/)


**Topic 2: Community Voices in Shaping the Urban Landscape: Participatory Planning**

18. **Wednesday, October 31**


Potential Case Study: Cell phone asset mapping of Chavis Park, Raleigh, NC

See publication by Boone, Kofi and also Youtube video of the process [https://www.youtube.com/watch?v=XawmKoXfZpM](https://www.youtube.com/watch?v=XawmKoXfZpM)

19. **Friday, November 2**

**GUEST SPEAKER: Colleen Murphy-Dunning, Urban Resources Initiative of Yale University**

Review the main URI website (be sure to watch 2-3 of their videos). [http://environment.yale.edu/uri/](http://environment.yale.edu/uri/)


**Sunday, November 4: Assignment #3 Case Study Description**

**Topic 3: Alternative Livelihoods: Market-Based Environmental Initiatives**

20. **Wednesday, November 7**

Lecture & Discussion of Readings


21. Friday, November 9
GUEST SPEAKERS:
Kim Elena Ionescu, Sustainability Coordinator, Specialty Coffee Association of America
Meredith Taylor, Sustainability Coordinator, Counter Culture Coffee
Coffee and Climate Change Ambassadors Group MP members

Review the following websites:

Specialty Coffee Association of America: Specialty Coffee and Sustainability http://www.scaa.org/?page=resources&d=coffee-sustainability

Counter Culture Coffee: Sustain https://counterculturecoffee.com/sustain

Coffee and Climates: Climate Change Adaptation for coffee growers in Latin America: https://cccambassadors.wordpress.com/about/


**Topic 4: Political and Legal Persuasion: Community-Based Environmental Campaigns**

22. Wednesday, November 14


Review the website for Race, Poverty and the Environment: http://www.crpe-ej.org/crpe/

for the case studies)

Maathai, Wangari. 2000. Speak truth to power. The Green Belt Movement
http://www.greenbeltmovement.org/wangari-maathai/key-speeches-and-articles/speak-truth-to-power

23. Thursday, November 16
GUEST SPEAKERS:
Fawn Pattison, Grassroots Organizer
http://www.fawnpattison.com/about/
Yessy Bustos, North Carolina Focus on Increasing Education, Leadership & Dignity (NC FIELD)
https://www.ncfield.org/


COURSE SYNTHESIS ACTIVITIES

24. Wednesday, November 21
Case Study Presentations & Discussion

Friday, November 23 ~ Thanksgiving Break ~ ENJOY!

25. Wednesday, November 28
Case Study Presentations & Discussion

26. Friday, November 30
Course Wrap-Up

Friday, December 7
Final Case Study Report & Team Member Evaluation Survey

Your final case study report is due along with the evaluation of your case study team members.