

TENTATIVE SYLLABUS: ALL INFORMATION IS SUBJECT TO CHANGE
Environmental Studies 495
Environmental Field Studies: India Environment and Development
Winter Term, 2015

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Course Description:

This course will be offered during the 2015 Interession in India study abroad program. It will consist of classroom instruction at the University of Pune as well as extended excursions to Indian national parks, urban areas, villages, historical sites, and other places of interest. This course will introduce students to Indian biogeography, and then focus particularly upon the challenges of balancing environmental sustainability with the need to improve the lives and opportunities of India's rural and urban poor. In so doing, students will be using India as a case study for understanding larger questions of global development and environmental sustainability. All students will also participate in a Hindi language and culture course as part of their classroom activities.

Background Texts:

Katherine Boo, *Beyond the Beautiful Forevers*

Ramachandra Guha and Madhav Gadgil, *Ecology and Equity*

Additional readings will be assigned in class, drawing from the Indian journals *Conservation and Society* as well as *Down to Earth*.

Course Assignments and Expectations:

- (1) Hindi language test (oral and written): 20% of the final grade
- (2) Final Presentation (oral and written) 50% of the final grade – topics will be assigned in class
- (3) Field Journals: 20% of the final grade: students will be expected to maintain a field journal on all field-trips, for the purposes of taking notes and later reflecting on the experience. These field journals will periodically be collected by the instructor and graded.
- (4) Attendance and participation: 10% of the final grade. All students will be expected to attend all class meetings and excursions. If you must miss any scheduled class meeting or excursion, you must get approval from the instructor ahead of time. Failure to do so will result in a reduction in your participation grade.

TENTATIVE ITINERARY: ALL PLANS ARE SUBJECT TO CHANGE.

This is meant to give an illustration of how a typical trip might go – specific field trips and dates will depend upon arrangements with our local hosts, which will not be finalized until much later in 2014.

12-29: Arrive in Mumbai, bus to Pune, tour of neighborhood

12-30: Bus tour of Pune, rest

12-31: Hindi immersion day

1-1: Hindi immersion day

1-2: Class day: (optional meditation, followed by 1 hour of Hindi and 2 hours of ENVR lecture)

Topic: Indian Biogeography

leave for Aurangabad in afternoon

1-3: Aurangabad/Ajanta

1-4: Ellora – then to Shirampur and sugar factory

Topic: Sugar Cane, cash crops, and worker co-ops

1-5: Shirampur; village visit; dam backwater and bird survey

Topic: Agriculture and water: state subsidization; hydroprojects and their impact on biodiversity

1-6: Hiware Bazaar

Topic: Successful example of sustainable water use in village India

- return to Pune
- 1-7: Class day
Topic: Drought Prone zones and village panchayat
- 1-8: Class day
Topic: Urban sanitation: case study, Pune
- 1-9: Class day
Topic: Air pollution in urban India: case study, Pune
- 1-10: Visit to Sacred Groves in W. Ghats
Topic: village level biodiversity conservation
- 1-11: Rest/Study
- 1-12: Class day
Topic: Organic Agriculture and India
- 1-13: Class day
Topic: Grazing and nomadism in rural India
- 1-14: Class day
Topic: Environmental Health and industrial pollution in India
- 1-15: Class day
Topic: State environmental regimes
- 1-16: Final exam; train to Nagpur in the evening
- 1-17: Arrive in Nagpur, bus to Sevagram (Gandhi Ashram)
- 1-18: Sevagram/Nagpur morning, bus to Pench Tiger Reserve
- 1-19: Pench
- 1-20: Pench
- 1-21: Bus to Nagpur, Fly to Mumbai
- 1-22: Mumbai; fly back to US early morning on 23rd

Students with Disabilities: The Office of Student Disability Support Services (OSDSS) provides guidance, access to resources, and accommodations for students with documented disabilities. Such disabilities could include: medical, psychiatric, and/or learning disabilities, and/or mobility, visual, and/or hearing impairments <http://www.salisbury.edu/students/dss/> For this course, any special needs will be accommodated as much as possible, given the resources of Salisbury University and the University of Pune.

Writing Across the Curriculum: This course has a significant writing component, including in-class journals and a final essay.

Academic Integrity: Academic integrity is central to your education. Always give credit where it is due: cite your sources with great care. Where you do not cite, you imply that the words or ideas are your own- if they are not, the result is a violation of academic integrity. If you ever have questions about how to cite or what credit should be given where and for what, ASK!

Please refer to the 'Academic Integrity' section of the current Catalog and to the "Policy on Student Academic Integrity" in the Student Handbook for further specifics. Any student found guilty of an Academic Integrity Violation will be subject to a range of sanctions, from expulsion from the USM system, to failing the course.