Political Ecology of Peru
SFS 3840

Syllabus
4 credits

The School for Field Studies (SFS)
Center for Amazon Studies (CAS)
Tarapoto, Peru

This syllabus may develop or change over time based on local conditions, learning opportunities, and faculty expertise. Course content may vary from semester to semester.

COURSE CONTENT SUBJECT TO CHANGE

Please note that this is a copy of a recent syllabus. A final syllabus will be provided to students on the first day of academic programming.

SFS programs are different from other travel or study abroad programs. Each iteration of a program is unique and often cannot be implemented exactly as planned for a variety of reasons. There are factors which, although monitored closely, are beyond our control. For example:

- Changes in access to or expiration or change in terms of permits to the highly regulated and sensitive environments in which we work;
- Changes in social/political conditions or tenuous weather situations/natural disasters may require changes to sites or plans, often with little notice;
- Some aspects of programs depend on the current faculty team as well as the goodwill and generosity of individuals, communities, and institutions which lend support.

Please be advised that these or other variables may require changes before or during the program. Part of the SFS experience is adapting to changing conditions and overcoming the obstacles that they may present. In other words, this is a field program, and the field can change.

Course Overview

This course aims to provide students with critical thinking tools to examine environmental problems and acknowledge that political circumstances are the foremost driver. This course will identify underlying conditions for many current and previous socio-environmental crises and the leading research-driven approaches in political ecology. Political ecology (PE) is not a discipline per se but an interdisciplinary field that enhances our understanding of complex environmental situations. Thus, PE is as complex as our relationship with nature.

Political ecology in recent years has become a relevant strategy to include politics in an apolitical context. Consequently, social and natural environment/conservation issues are brought together in a political context—conservation governance, protected areas, and community-based natural resource management. Moreover, it is a field of critical research.

Political ecology research broadens the perspective of an environmental crisis/situation; focuses on the study of interdependence among political units and their environment. Therefore, this course will revisit concepts and debates about power inequality, production systems, knowledge, and discourse. PE focuses on how previous economic/political events influenced contemporary environmental crises.

Additionally, this course will provide an overview of the most common methods in anthropology used by political ecologists. These methods will demonstrate the interdisciplinary nature of political ecology and the capacity to draw upon other fields to address its research questions.

By the end of this course, the students will be able to provide solid arguments for why the Andes-Amazon region is a political space. They will be able to identify political circumstances shaping the current landscape and internalize that conservation is a dynamic and complex system. Students will recognize that politics, within its distinct scales, is the primary driver of ecological transformations. This course will complement its content and learning objectives from other courses dictated during the semester, such as Tropical Ecology, Conservation Science, and Culture and Language.

Learning Objectives

Upon completion, the students will be able to:
- Understand and explain political ecology's concepts and research approaches;
- Apply political ecology perspectives to explain and understand current problems within a historical, environmental, social, and cultural context;
- Apply methods for fieldwork projects under ethical considerations;

- Write, speak and communicate to different audiences clearly and confidently about the politics of conservation;
- Reflect on the main challenges and opportunities driven by production systems in the Amazon, recognizing the historical context and the influence of global events in shaping the landscape at the local scale.

Thematic Components and Research Direction

The course in political ecology will revise concepts and research approaches, allowing students to explain and understand environmental problems within a historical, social, and cultural context. This course will also reflect on the current most relevant challenges and opportunities faced by conservation in the Amazon; and to identify the main drivers shaping the landscape at the local, regional, and global scale. Thus, the overarching question we address in the Political Ecology curriculum is:

How do political conditions and production systems influence the conservation dynamic of biological diversity in the Peruvian Andes-Amazon Region?

To address this broad question, we will examine three specific components:

1. Introduction to Political Ecology

This section includes an interactive historical review of Political Ecology as an interdisciplinary field while learning about the Peruvian amazon's political and ecological history. Field visits aim to enhance understanding of the dynamic and changing landscape of Political Ecology in general and specifically in the Peruvian Amazon. Concepts such as political and apolitical ecology and becoming familiar with the most compelling narratives in political ecology. In this section, we briefly examine post-structuralism. This section identifies the most relevant disciplines influencing political ecology development (cultural ecology, economics, etc.) and the leading research approaches for Third World Political Ecology. Additionally, as future activities rely on research, this section will examine ethics in research, data collection, and analysis.

2. Contextualizing the main topics and terminology in Political Ecology

Students are familiarized with how political ecology evolved; how it examines environmental crisis, and what are the most relevant research approaches in Third World Political Ecology. This section examines other topics and terms associated with PE, such as the "tragedy" of the commons, common property, Marxist political economy, environmental subjects and identities, critical environmental history, feminist studies, decolonization, and co-creation. In this section we will examine climate change and briefly examine how tourism development, local communities and forest are related. The field exercises aim to strength the inductive-deductive data collection skills to make content analysis, and to examine the role of communication, artistic expressions, and technology in indigenous communities to depict socio-environmental problems and conservation.

3. Challenges and Opportunities of Conservation in the Andes & Amazon

This last section aims to put in practice the student's critical thinking skills using PE approaches. Here, we will examine the role of ecology in shaping conservation biology and learn about protected areas from a PE perspective. Additionally, we will conduct a dynamic historical review of the most relevant socio-ecological conflicts influencing the Peruvian Amazon. Environmental governance is a key part in PE dynamic, as it focusses on regulations, processes, mechanisms, and organizations through which political actors affect the environment. Guest lecturers will enhance these concepts, and as in previous

sections we learned about PE's main topic, terms, influential disciplines, and research approaches; in this section we will contextualize them to understand the contemporary Amazon (cities, subjects, and objects). We will also emphasize the current opportunities and alternative options of development in the form of natural resource management: timber, non-timber, coffee, alternative tourism in the Amazon and the Andes, the role of small agriculture in the Andes, gastronomy and how it influenced the production system in the Andes.

Assessment

The evaluation breakdown for the course is as follows. Full rubrics for each assessment are at the end of this syllabus.

Assessment Item	Value (%)
Participation and ethics	20
Argumentative Paper	15
Student Presentation	15
Field Exercises (FEX)	30
Final Exam	20
TOTAL	**100**

Participation and ethics (20%)

This item is essential, as this is a particular program with great emphasis on in-person involvement. Missing one class will significantly impact your grade. Furthermore, your participation is expected to be attentive and engaged, showing initiative, and bringing the necessary tools to the field exercises and class activities. It is expected of students to pay attention to their peers, guest lecturers, and instructors. It is expected students to be proactive during class, especially since during classes we will have working groups assigned with short exercises to strength critical thinking, and debate. Class participation and ethics can be a fuzzy item to assess; you can review the assessment rubric at the end of this syllabus.

Argumentative Paper (15%)

Argumentative paper (AP) consists of a short critical essay on a given peer review scientific paper. The scientific papers will be assigned to each student at the beginning of the course. There is one AP assigned to each student. The AP must have at least five paragraphs of 9-10 lines each; the first paragraph consists of a sound introduction reflecting the main idea and includes a brief outline of the AP. The essay's body is the most elaborated section, and it expands each argument, may contain detailed background information, and draws upon PE approaches. Each paragraph must focus on one central idea, including supporting evidence of the argument or critique, explanation, and statements linked to the issue. The last paragraph, the conclusion, will concisely summarize the main ideas and identify potential new views or arguments to be developed. The AP must display robust critical thinking skills and use political ecology approaches to ground its arguments. Technical specifications: up to three pages, line spacing of 1.5, font: Arial or Times New Roman. The students will have one month to write this AP. Please use APA style, and there is no minimum of references. You can review the assessment rubric at the end of this syllabus.

Student Presentation (15%)

The student will present the AP they worked to present in class. You will have 15 minutes. You can review the assessment rubric at the end of this syllabus.

Field Exercises (30%)

During the course there will be two FEXs, which will consist of participatory data collection and interpretation. The objective will be for the students to become familiar with ethnographic and anthropological research methods: design, collection, and analysis. Research can adopt an inductive and/or deductive approach to examine issues. We will use content analysis and participant observation to investigate the images and their messages linked to socio-environmental problems and conservation.

- **FEX 1 (15%)**
    - o Subject: Art as an Approach to Depict Socio-Environmental Problems and Conservation in
    - o Methods: Content analysis & Participant observation.
- **FEX 2 (15%)**
    - o Subject: The socio-environmental historical memory of local populations
    - o Methods: Storytelling: Timeline & Participant observation.

Additional detail on the grading structure will be provided on each FEX handout prior to the activity.

Final Exam (20%)

A written exam will be given based on material covered in lectures, readings, and field experiences. The exam will be open-note and a combination of short essay and essay questions. Grade corrections in any of the above items should be requested in writing within 24 hours after assignments are returned. No corrections will be considered afterward.

Quizzes (no graded) (0%)

During the course, there will be two no-graded quizzes. These quizzes are meant to obtain a pre- and post-evaluation of the course. They will be assessed considering the quality of the arguments and critical thinking skills presented.

Grade corrections in any of the above items should be requested in writing at least 24 hours after assignments are returned. No corrections will be considered afterwards.

Grading Scheme

A	95.00 - 100.00%	B+	86.00 - 89.99%	C+	76.00 - 79.99%	D	60.00 - 69.99%
A-	90.00 - 94.99%	B	83.00 - 85.99%	C	73.00 - 75.99%	F	0.00 - 59.99%
		B-	80.00 - 82.99%	C-	70.00 - 72.99%		

General Reminders

Honor Code/Plagiarism – SFS places high expectations on their students and we hold students accountable for their behaviors. SFS students are held to the honor code below. SFS has a zero-tolerance policy towards student cheating, plagiarism, data falsification, and any other form of dishonest academic and/or research practice or behavior. Using the ideas or material of others without giving due credit is cheating and will not be tolerated. Any SFS student found to have engaged in or facilitated academic and/or research dishonesty will receive no credit (0%) for that activity.

Deadlines – Deadlines for written and oral assignments are instated to promote equity among students and to allow faculty ample time to review and return assignments before others are due. As such, deadlines are firm; extensions will only be considered under extreme circumstances. Late assignments will incur a penalty of 10% of your grade for each day you are late. After two days past the deadline, assignments will no longer be accepted. Assignments will be handed back to students after a one-week grading period. Grade corrections for any assessment item should be requested in writing at least 24 hours after assignments are returned. No corrections will be considered afterwards.

Content Statement – Every student comes to SFS with unique life experiences, which contribute to the way various information is processed. Some of the content in this course may be intellectually or emotionally challenging but has been intentionally selected to achieve certain learning goals and/or showcase the complexity of many modern issues. If you anticipate a challenge engaging with a certain topic or find that you are struggling with certain discussions, we encourage you to talk about it with faculty, friends, family, the HWM, or access available mental health resources.

Participation – Since we offer a program that is likely more intensive than you might be used to at your home institution, missing even one lecture can have a proportionally greater effect on your final grade simply because there is little room to make up for lost time. Participation in all components of the course is mandatory, it is important that you are prompt for all activities, bring the necessary equipment for field exercises and class activities, and simply get involved.

Course Content

Type: D: Discussion, **FL:** Field Lecture, **GL**: Guest Lecture, **L**: Lecture, **O**: Orientation, **WS**: Workshop, **FEX:** Field Experience

Required readings are in bold.

No	Title and outline	Type	Time (hrs)	Readings
PE 01	**Course Orientation** During this session we will unpack the content of the course. We will review and discuss class dynamics, expectations, assignments, opportunities, and challenges.	O	2.0	
PE 02	**Visiting Tarapoto** History of Tarapoto from pre-colonial to the Republic era.	GL; FL	2.0	
PE 03	**Visiting the Museums in Tarapoto** We will visit a few local conservation and Indigenous cultures museums.	FL	2.0	
PE 04	**Introduction to Political Ecology (1/3)** What is Political Ecology? Why is ecology political? Explore concepts and historical review of Political Ecology.	L; D	2.0	**Robbins, P. (2012). Chapter 1 D'Alisa, G., et al. (2015). Chapter 7**

No	Title and outline	Type	Time (hrs)	Readings
PE 05	**Introduction to Political Ecology (2/3)** Review Narratives of Political Ecology. Examining Apolitical Ecology narratives. Analyze examples in working groups.	L; D	2.0	Paulson, et al (2004) Mulder & Copollillo (2005). Chapter 7.
PE 06	**Introduction to Political Ecology (3/3)** Examining Sustainable Development, "Constructing Nature". Reviewing elements of a poststructuralism in political ecology. News clip analysis. Preparation for FEX1.	L; D	2.0	**Peets & Watts (1996). Chapter 2.** **Neumann, R.P. (2009).**
PE 07	**FEX 1: On Art as an Approach to Depict Socio-Environmental Problems and Conservation in the City of Nauta, Loreto - Peru.** The role of communication, artistic expressions, and technology in indigenous communities.	FEX	2.0	**R. Bernarnd. Chapter 19.** **K. Neuenford. Introduction** **R. Bernard. (19-21, 57-58, 108-110 pp).** Dyson, & Underwood (2006)
PE 08	**Development of Conservation in Tarapoto** Lecture on the history of land use in San Martin	FL	2.0	
PE 09	**Conservation and the "Green Economy"**	FL	2.0	
PE 10	**Political ecology terminology to address in class with real cases** 1) The Tragedy of the Commons - Prisoner's dilemma 2) Political Eco-Feminism 3) Political Ecology perspective in Latin America Decolonization/Co-creation.	L; D	3.0	Tragedy of the Commons **Mulder & Copollillo (2005). Chapter 6** **Robbins, P. (2010). Chapter 4** Political Eco-Feminism **Robbins, P. (2012).** **Elmhirst,R. (2015). Chapter 40** Political Ecology perspective in Latin America **The Routledge Handbook of Political Ecology. Chapter 24** **Leff, E. (2016)**
PE 11	**Climate change with a P. Ecology lens** News clip analysis.	L; D	2.0	**The Routledge Handbook of Political Ecology. Chapter 23.**
PE 12	**Exploring urban identities: the role of CREA on re-educating urban Amazonia** Insitu experience of the Environmental Education program of Amazon For Ever: El Bosque de Huayo.	GL; D	4.0	

No	Title and outline	Type	Time (hrs)	Readings
PE 13	**Protected areas from a Political Ecology perspective** Examining the ACRCTT - challenges and opportunities for conservation governance with a PE view. Review of the timeline paper.	FL; D	2.0	**W. M. Adams & Hutton (2007).** **Brandon & Wells (1992).** **M. Wells et al. (1992).** **M. P. Wells & McShane (2004).**
PE 14	**Environmental Governance (EG)** Revision of EG. News clip analysis.	L	2.0	**The Routledge Handbook of Political Ecology. Chapter 35** **Coppolillo & Mulder (2005) Chapter 2.** **Mulder & Coppolillo (2005). Chapter 4 & 8.**
PE 15	**Preparation for FEX 2**	O	1.0	
PE 16	**FEX 2** Timeline community storytelling exercise (emphasis on natural resources conflicts/exploitation)	FEX	3.0	
PE 17	**Student Presentation on their Argumentative Papers**	L; D	2.0	
PE 18	**History of socio-ecological conflicts in the Peruvian Amazon.** Documentary: "When to worlds collide" Debate using PE Narratives and Apolitical Ecology.	L; D	2.0	
PE 19	**Conservation Criminology**	GL	1.0	
PE 20	**Environmental Governance in the Amazon from the perspective of indigenous communities.**	GL	2.0	
PE 21	**Tourism Development** - revision of Sustainable Development - ICDP - Sustainable Development: Tourism, Communities and Forest.	L; D	2.0	Fennel (2005). Introduction. Stronza et al (2019)
PE 22	**Creating a brochure for a CBT initiative.** Reflecting in plenary on the FEX2 and CBT.	WS	1.0	
PE 23	**A review and discussion of the Andes Amazon - socio-ecological conflicts**	D	1.0	
PE 24	**Reflection on TEK in the Andean Amazon culture.** Small agriculture in Andes – Amazon Region. A changing landscape	L; D	1.0	

No	Title and outline	Type	Time (hrs)	Readings
PE 25	**The Role of Gastronomy** Discussion how gastronomy changed the production system in the Andes – Amazon? Past, present and future.	FL	1.0	
PE 26	**Natural Resource Management** Review of the "evolution" of key natural resources management. Analyzing conflicts, challenges, and opportunities.	GL	2.0	
PE 27	**Course Wrap-up** Quiz - post evaluation (non-graded)	D	2.0	
	Total contact hours		**52**	

Reading List

Readings in **Bold** are required

1. Adams, C., Murrieta, R., Neves, W., & Harris, M. (2003). *Amazon Peasant Societies in a Changing Environment*.https://www.researchgate.net/publication/269107473_What_is_governance/link/548173090cf22525dcb61443/download%0Ahttp://www.econ.upf.edu/~reynal/Civil wars_12December2010.pdf%0Ahttps://think-asia.org/handle/11540/8282%0Ahttps://www.jstor.org/stable/41857625

2. **Adams, W. M., & Hutton, J. (2007). People, Parks and Poverty Political Ecology and Biodiversity Conservation Author (s): William M . Adams and Jon Hutton Published by : Ashoka Trust for Research in Ecology and the Environment and Wolters Stable URL : https://www.jstor.org/stable/2639287. *Conservation and Society*, *5*(2), 147–183.**

3. **Bernard, R. (2006). *Research Methods in Anthropology* (Fourth). Altamira Press. https://doi.org/10.1007/978-3-662-49355-7_2**

4. **Brandon, K. E., & Wells, M. (1992). Planning for people and parks: Design dilemmas. *World Development*, *20*(4), 557–570. https://doi.org/10.1016/0305-750X(92)90044-V**

5. Brookhart, S. (2013). *Assessing Creativity - ASCD*. https://www.ascd.org/el/articles/assessing-creativity

6. Chirif, A. (2012). *La Historia del Tahuayo contada por sus moradores* (Wildlife Conservation Society (WCS) (ed.); Primera Ed).

7. Dyson, L. E., & Underwood, J. (2006). Indigenous people on the web. *Journal of Theoretical and Applied Electronic Commerce Research*, *1*(1), 65–76. https://doi.org/10.3390/jtaer1010007

8. **Copolillo, P., & Mulder, B.M. (2005). Conservation : Linking Ecology, Economics and Culture. Princeton university Press. 347pp.**

9. Epiquién Rivera, M. (2018). Evaluación del nivel de cogestión en las áreas de conservación regional de Loreto en un contexto de cambio climático. *Espacio y Desarrollo*, *31*, 147–170. https://doi.org/10.18800/espacioydesarrollo.201801.006

10. **Fennell, D., & Weaver, D. (2005). The ecotourium concept and tourism-conservation symbiosis. *Journal of Sustainable Tourism*, *13*(4), 373–390. https://doi.org/10.1080/09669580508668563**

11. García, M. E. (2013). The Taste of Conquest: Colonialism, Cosmopolitics, and the Dark Side of Peru's Gastronomic Boom. *Journal of Latin American and Caribbean Anthropology*, *18*(3), 505–524. https://doi.org/10.1111/jlca.12044

12. **Leff, E. (2015). Political Ecology: a Latin American Perspective. *Desenvolvimento e Meio Ambiente*, *35*(February). https://doi.org/10.5380/dma.v35i0.44381**

13. **Neuendorf, K. A. (2002). The content analysis handbook. In *Sage Publications*.**

14. **Neumann, R. P. (2009). Political Ecology. *International Encyclopedia of Human Geography*, 228–233. https://doi.org/10.1016/B978-008044910-4.00580-0**

15. Paulson, S. (2015). *Degrowth: a vocabulary for a new era* (G. D'Alisa, F. Demaria, & G. Kallis (eds.); First, p. 328). Routledge.

16. Paulson, S., & Gezon, L. L. (2004). Political ecology across spaces, scales, and social groups. *Political Ecology Across Spaces, Scales, and Social Groups*, *9780813542*, 1–289. https://doi.org/10.36019/9780813542546

17. **Peet, R., & Watts, M. (2003). *Liberating ecologies: environment, development, soical movements* (Issue Mm). http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:Liberation+Ecologies#2**

18. **Perreault, T., Bridge, G., & McCarthy, J. (2015). *The Routledge Handbook of Political Ecology*. Routledge.**

19. **Robbins, P. (2007). *Enciclopledia of Environments and Society*.**

20. **Robbins, P. (2012). *Political Ecology: a critical introduction* (Second, Issue December). Blackwell Publishing Ltd.**

21. Schmink, M. (2019). The socioeconomic matrix of deforestation. *Population and Environment: Rethinking the Debate*, 253–275. https://doi.org/10.4324/9780429302602-11

22. Smoker, T. J., Murphy, C. E., & Rockwell, A. K. (2009). Comparing memory for handwriting versus typing. *Proceedings of the Human Factors and Ergonomics Society*, *3*, 1744–1747. https://doi.org/10.1518/107118109x12524444081755

23. **Stronza, A. L., Hunt, C. A., & Fitzgerald, L. A. (2019). Ecotourism for Conservation? *Annual Review of Environment and Resources*, *44*, 229–253. https://doi.org/10.1146/annurev-environ-101718-033046**

24. **Wells, M., Brandon, K., & Hannah, L. (1992). Linking protected area management with local community. In *World Bank*.**

25. **Wells, M. P., & McShane, T. O. (2004). Integrating Protected Area Management with Local Needs and Aspirations. *AMBIO: A Journal of the Human Environment*, *33*(8), 513–519. https://doi.org/10.1579/0044-7447-33.8.513**

Assessment Rubrics

Participation and ethics (20%)

	Criteria	Exceeding expectations (25-20)	Adequate (19-15)	Needs work (14-0)
1	Frequency of participation	Students initiate contributions at least once each class and show commitment and initiative in working groups.	Students initiate contribution in at least half of the classes and contribute occasionally to the working groups.	Students do not initiate contributions, and instructor input is always required, and shows little commitment and does not contribute to the working groups.
2	Quality of comments	Comments are always insightful and constructive, use appropriate terminology, and contribute to the collective critical analysis of the class.	Comments are sometimes constructive, occasional signs of insight. Grasp appropriate terminology.	Comments are not informative. Lack of appropriate use of terminology. Strongly rely on personal opinions and personal inputs.
3	Listening skills	Student listens attentively and respectfully to their peers, instructor, and guest lecturer; and contributes to the debates based on their understanding of the debate or discussion.	Student is mostly attentive when their peers, instructor, and guest lecturer are present. They occasionally need encouragement or reminders from the instructor to focus on the topic.	Student is often non-attentive and needs constant reminders to focus on the class topic. Occasionally disrupt comments while others speak. Diverts from discussion or debate without clear intent to go back to the main topic.
4	Preparedness	The student reads the assigned readings and understands the concepts and main ideas. Students elaborate on their own opinion and share in class their interpretation.	Students read the assigned readings most of the time; their understanding of them is basic and they share their opinions.	Students often arrive at class without reading, and their opinions and suggestions do not follow the class dynamic.

Argumentative Paper (15%)

	Criteria	Exceeding expectations (50-45)	Adequate (44-35)	Needs work (34-0)
1	**Coherent thesis idea and organization**	Essay is engaging and shows a sound development of a thesis as appropriate to assignment purposes. The essay displays clear organization with appropriate and logical transitions. The introduction, body, and conclusion are clearly defined and coherent.	The essay is competent and well-developed, thesis represents a basic understanding of the assigned topic. The essay shows good organizations but lack of proper transitions. Introduction, body and conclusion are repetitive and do not support the main idea.	The essay shows mostly intelligible ideas; thesis is weak and unclear, too broad and only indirectly supported. Essays is poorly organized, and unclear. Introduction, body and conclusion are vague and repetitive.
2	**Quality of arguments: supporting evidence**	Essay displays evidence supporting concepts and ideas, includes citations. The AP shows critical thinking arguments about the assigned paper, displaying factual observations.	The essay displays some evidence supporting concepts and ideas, with citations but some of them are not correct. The AP shows some arguments using critical thinking with objective observations.	Essay lacks supportive evidence; the ideas and concepts are unclear; citations are incorrect. The AP lacks critical thinking analysis, arguments are not objective and excessively quote the assigned paper rather than analyze it.

Student Presentation (15%)

	Criteria	Exceeding expectations (25-20)	Adequate (19-15)	Needs work (14-0)
1	**Preparation**	Students present an abundance of material related to the AP. The presentation is clear and provides evidence to support the arguments.	There is enough information presented, it lacks balance and little consistency.	Unclear information does not support APs arguments.
2	**Organization**	Information is presented in a logical and interesting sequence which the audience can follow.	Information is presented in a logical sequence and easy to follow.	It is difficult to follow the sequence; transitions are not clear.
3	**Visuals**	Excellent and creative visual aids support and enhance the understanding of the AP.	Visual aids are appropriate and help the presenter.	Little or no visual aids, excess of text.
4	**Technical**	The presentation has no errors (grammatical or misspellings). The presentation is done within the time assigned.	The presentation has no more than two errors. The presentation has a few minutes (+/-) off from the assigned time.	The presentation has many errors. The presentation has more than five minutes (+/-) off from the assigned time.