

Wildlife Conservation and Political Ecology Seminar

ENVI-3000 (3 credits)

Tanzania: Ecology, Wildlife, & Natural Resource Management

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

The Wildlife Conservation and Political Ecology (WCPE) Seminar seeks to understand the diverse relationships that exist among conservation approaches, humans, natural resources (both biotic and abiotic) and the resource management and sustainable use of the biological and cultural diversities. To develop the learning of skill sets that transcend disciplines and the course, the overall components of the WCPE Seminar integrate the natural and social sciences. A fundamental aspect of the seminar and the program is that students are required to take responsibility and self-assessment of their learning. The Wildlife Conservation and Political Ecology seminar comprises of 45 hours of academic study and associated activities (3 credits).

Learning Outcomes

Upon completion of the course, students will be able to:

- Understand the interrelationships of the ecosystems of Tanzania and the impact of human presence and utilization;
- Interrogate specific political ecology, conservation and preservation issues in Tanzania and East Africa;
- Assess effective management of resources and protected areas for humans and wildlife;
- Articulate the ways that resource use is organized and transmitted through particular social relations and how they impact on the resources in an environment;
- Recognize the plurality of positions, perceptions, interests, and rationalities in relation to the environment and investigate the complex and deep ways in which the dynamics of asymmetrical social and political power affect ecological systems.

Module Pre-requisites and Prior readings

There are no formal pre-requisites; however, students will be expected to read the materials listed below prior to departure from USA. The readings listed below form a crucial part of the module.

- Igoe, J. (2004). Conservation and Globalization. A study of national parks and Indigenous Communities from East Africa to South Dakota. Wadsworth. ISBN 0-534-61317-9 (Read Chapters 1, 2 and 3)
- Sinclair, A. 2012. Serengeti Story: A scientist in paradise. Oxford: Oxford University Press. ISBN: 9780199645527
- Norberg-Hodge, H. (2016) Localization: Essential Steps to an Economics of Happiness, publication of Local Futures, (free download on <http://www.localfutures.org/publications/free-downloads/>)

Course Requirements

Lectures, field trips, excursions, and reflexive discussions help students to learn about wildlife conservation and political in Tanzania, mainland. The academic director and academic coordinator evaluate student participation and assignments based on timeliness, completeness, seriousness of purpose, and, when relevant, the demonstration of cooperative teamwork among group members. The evaluation of assignments further accounts for their clarity of organization, accurate background, supportive data, appropriate analysis, coherence and depth of argument, and the quality of written, visual, and/or oral presentation.

Course Program

This course takes the form of interrelated modules that incorporate lectures, background readings, presentations, discussions, activities, and assignments:

Sub-Module 1: Setting the Context: Synopsis of Wildlife Conservation, Ecology and Tourism in Tanzanian History

This introductory sub-module among others gives the historical background and legal bases of Wildlife Conservation and Tourism in Tanzania in line with their ecological implications. It seeks to cover the genesis and paradigm shift of wildlife conservation and tourism in Tanzania in temporal percepts. The module integrates background readings, facilitated discussions, presentations, directed studies, game drive and excursion to deliver and capture its core aspect. As an assignment, students write a short piece on why they are here, which serves as the basis for later reflection in their midterm-portfolio.

Key text / Reading materials

- Norberg-Hodge, H. (2016). Localization: essential steps to an economics of happiness, Local Futures (<https://www.localfutures.org/wp-content/uploads/Localization-Booklet-download.pdf>) – assigned pre-departure
- Cooper, F. (2000). Africa's Pasts and Africa's Historians, *Canadian Journal of African Studies / Revue Canadienne des Études Africaines*, Vol. 34, No. 2 (2000), pp. 298-336
- Walley, C. (2004). Conservation and Development in the age of the “global”, *Nature and development in an East African marine park*, Princeton University Press, Chapter 1

Sub-Module 2: Introduction to Wildlife Management and Approaches to Wildlife Management in Tanzania

The sub-module 2 aims among others at understanding the current wildlife management approaches (Natural/ Captive), linked to protected area (PA) categories, strengths and weaknesses of each. This sub-module explores key question as to whether Tanzania's wildlife is under threat in current wildlife management approaches. It integrates background readings, directed studies, student-led presentations, expert input and discussion, game drive and guided walks, accompanied by local wildlife experts who explore mammals, birds, and ethno botany to deliver and capture its core aspect. During this module, students also have an organized program of lecture presentations and discussions with faculty of the College of African Wildlife Management in Mweka. Topics include mountain ecology, climate change, hunting, wildlife tourism, community-based natural resource management (CBNRM), governance, and fire ecology.

Key text / Reading materials

Sub-Module 3: Local versus Global Perspectives of Globalization, Development, Aids and Conservation

Sub-module 3 takes place while students are learning intensive Kiswahili and living with their homestay families in Ngaramtoni, on the outskirts of Arusha. We take this opportunity to have focus group discussions with members of the surrounding community, where students gain an understanding of how key global issues affect local people and compare this to the more academic input they receive from the readings. In addition to the focus group discussion, the module includes facilitated discussion as the SIT group, and individual conversations with their homestay families. Students compile a mid-term portfolio at the end of this module. This encourages them to reflect on a range of issues addressed in various forums during the semester, particularly as they play out in their homestay, and to integrate the readings with what has been learned and experienced during the semester. In addition, they use different methods of collecting data, interpreting this, and consolidating it into a coherent and integrated report.

Topics

- *How do Globalization, Development and Aid affect local people?*
- *How does Environmental conservation and Climate change affect local people?*

Key text / Reading materials

- *Citizen* newspaper, Why Chinese investment in Africa is not a debt trap, September 5, 2018
- *East African* newspaper, New \$60b US fund to rival Chinese push into Africa, 7 November 2018
- Gwata, M (2018) A template for understanding the African debt crisis, Daily Maverick
- Moyo, Dambisa (2009). *Aid is not working Dead Aid: Why aid is not working and how there is a better way for Africa*. New York: Farrar, Strauss and Giroux
 - Chapter 3: Aid is not working
 - Chapter 4: The silent killer of growth
- Buscher, B. et al (2016). Half-earth or whole earth? Radical ideas for conservation and their implications, *Oryx, Fauna and Flora International*, page 1 of 4

- Caro, t. et al (2009). Assessing the effectiveness of protected areas: paradoxes call for pluralism in evaluating conservation performance, *Diversity and Distributions* (2009) 15, 178-182
- Shemsanga, C. et al (2010) The Cost of Climate Change in Tanzania: Impacts and Adaptations, *Journal of American Science*, 2010, 6(3), 182-196
- Sainsbury, K. et al (2015). Exploring stakeholder perceptions of conservation outcomes from alternative income generating activities in Tanzanian villages adjacent to Eastern Arc Mountain forests

Sub-Module 4: The Complexities of Conservation and Wildlife Management: Balancing the need of People versus animals

This sub-module forms the backbone of the program, and integrates readings, student-led presentations, expert input and discussion, presentations by park management, and intensive field work in protected areas – Tarangire, Serengeti, and Ngorongoro Crater Authority Area. Students form groups, each of which focuses on one particular area for their field work and exploring the park, all accompanied by the local SIT staff and/or wildlife expert. Each day smaller groups present their experiences to the larger student group and engage in discussion with the local experts/SIT staff. The key assignment for this module is the presentation of each of the topics below by a small group of students. Each small group is responsible for producing a presentation to highlight the key issues in the readings, using additional sources if possible, and relating these to their experiences during the semester. They need to facilitate and manage discussion which will include input from the accompanying SIT staff/experts. For each topic, every student, as their written assignment, needs to produce short summary of their reflections related to key issues from the readings, giving their opinions on the topic, and developing several key questions for further discussion during the presentation.

Topics

- *Are people and conservation mutually exclusive?*
- *Are Wildlife Management Areas a solution?*
- *Is there a solution? Management of the Ngorongoro Crater Authority Area and community participation*
- *How did the Serengeti develop? Background and key issues in the Serengeti*
- *How do people and wildlife interact? Key issues around Human-wildlife interaction*
- *What is Serengeti's future in terms of management complexity and sustainability?*

Key text / Reading materials

- Wilfred, P. (2010). Towards sustainable wildlife management areas in TZ, *Tropical Conservation Science*, Vol 3(1), 103-116 (WMA)
- Moyo, F. et al (2016). Failure by design: revisiting TZ's flagship wildlife management area, *Conservation and Society*, 14(3), 232-242, 2016
- Moyo, F. et al (2017) Between policy intent and practice: negotiating access to land and other resources in Tanzania's Wildlife Management Areas, *Tropical Conservation Science*, Vol. 10, 1-17

- Benjaminsen, A. et al (2013). Wildlife management in TZ: state control, rent seeking and community resistance, *Development and Change*, 44(5): 1087–1109
 - Bluwstein, J. et al (2016). Austere conservation: understanding conflicts over resource governance in TZ wildlife management areas, *Conservation and Society*, 14(3) 218-231
 - Lee, D. E. and M. L. Bond (2018). Quantifying the ecological success of a community-based wildlife conservation area in Tanzania, *Journal of Mammology*, 99(2): 459-464
 - Eustace, A., A. W. Kisingo and J. Mbwiliza (2018) Wildlife damage in villages surrounding the Serengeti ecosystem, *Parks* Vol. 24, 1 May 2018
 - Sinclair, A. et al (eds.) (2015), *Serengeti IV: Sustaining Biodiversity in a coupled human-natural system*, Chicago: University of Chicago Press
 - Knapp, E.J. et al (2015). The plight of the people: understanding the socio-ecological context of people living on the western edge of Serengeti National Park (Chapter 16)
 - Hampson, K. et al (2015). Living in the Greater Serengeti Ecosystem: Human-wildlife conflict and coexistence (Ch 21)
 - Sinclair, A.R.E et al (2008) (eds.) *Serengeti III: Human Impacts on Ecosystem Dynamics* Chicago: University of Chicago Press
 - Olff, H. and J.G.C. Hopcraft (2008). The resource basis of human-wildlife interaction (Chapter 4)
- Sinclair, A.R.E et al (2008) (eds) *Serengeti III: Human Impacts on Ecosystem Dynamics* Chicago: University of Chicago Press
- Thurgood, S. et al (2008). Who pays for conservation? Current and future financing scenarios for the Serengeti Ecosystem (Chapter 15)
- Sinclair, A. et al (eds.) (2015), *Serengeti IV: Sustaining Biodiversity in a coupled human-natural system*, Chicago: University of Chicago Press
- Randall, D. et al (2015). Multiple functions and institutions: Management complexity in the Serengeti ecosystem (Chapter 24)
 - Reid, R.S. et al (2015). Sustainability of the Serengeti-Mara Ecosystem for wildlife and people (Chapter 25)

Evaluation and Grading Criteria

The final grade is based on the following breakdown of assignments:

Political ecology concepts (Presentation)	20%
Political ecology concepts (written assignment)	25%
Mid-term Portfolio	40%
Participation	15%

Grading scale

The grading scale for all courses is as follows:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B

80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
Below 64%	F

Components of the WCPE Seminar

Political Ecology Concept presentations by students

This activity allows students to explore a concept in the field of political ecology. Small groups of students are responsible for producing a presentation to highlight the key issues in the readings, using additional sources if possible, and relating these to their experiences during the semester. They need to facilitate and manage discussion which will include input from the accompanying SIT staff/experts. The written assignment includes producing short summaries of the key issues from the readings, giving their opinions on the topic, and developing several key questions for further discussion during the presentation.

Mid-term portfolio

The mid-term portfolio encourages students to reflect on a range of issues addressed in various forums during the semester, particularly as they play out in their homestay, and to integrate what has been learned and experienced during the semester. In addition, they use different methods of collecting data, interpreting this, and consolidating it into a coherent and integrated report.

The portfolio is based on the following:

- Two - three weeks of primary data collection with the homestay family. Primary data will be collected using qualitative techniques such as participant observation, interviews, focal groups etc. If possible, students may interview their family about issues such as their family history, where they are from originally, how they came to be in Arusha, what their hopes for the future are for themselves and their children. This could throw light on the various issues raised in the portfolio.
- The orientation readings, and readings on globalization, development, aid, conservation, and climate change need to be incorporated as reference material in the portfolio, along with reflections and information from the focal group discussions held during the homestay period, and other personal communications and observations.

The portfolio is an integrated document which includes a section on globalization and natural resource issues with a particular focus on how this impacts the homestay family's livelihood, a section on gender, and a meta-analysis, reflecting on student's relative positions of power and privilege.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals

process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at orientation.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.