

Conservation in Africa - Strategies That Work

UNIVERSITY OF FLORIDA

Department of Geography

Syllabus: Spring 2021

Instructor:	Brian Child
Office hours:	MWF 12:35-1:30 (or by appointment)
E-mail	bchild@ufl.edu

COURSE INFORMATION:

Class Time:	M,W,F Period: 5. 11:45 a.m. – 12:35 p.m.
Location	FLG 0245
Course numbers	Special Topics African Studies: AFS3930-B1D7(25876) AFS3930-B1DO(31329) Special Topics Geography: GEO3930-BC30(25891) GEO3930-BCDL(26445)

COURSE DESCRIPTION:

This course is based on 35 years of continuous engagement at the cutting edge of conservation in Africa. It embeds an understanding of conservation strategies in the history, politics, and economics of Africa. We will explore conservation norms that disappoint, and less well-known approaches that give us hope. Our goal is to learn how to manage and integrate the last surviving megafauna from the Pleistocene into the lives of Africans until wildlife becomes too important to lose.

Africans are taking control of these processes themselves and, with new technology, we will bring some of them into our classroom.

Key issues:

1. Africa's famous national parks, and the management of them
2. Progress and principles of community conservation
3. The business of conservation – how do we pay for all this?
4. The contentious issues of sustainable use and illegal wildlife trade including elephants, rhinos, lions and leopards
5. Practical lessons such as park planning, setting quotas, working with communities, managing anti-poaching operations, and so on

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

- Provide the historical and interdisciplinary knowledge framework to assess conservation in Africa, with a focus on wildlife
- Re-frame conservation in the context of sustainable development in transitional economies
- Explore different approaches to conservation through case studies – of parks, private conservation, and community conservation

After completing his course, students should be able to:

1. Set overall goals for a conservation area that differentiate between public, private and community conservation
2. Design a simple ecological monitoring system for an African savanna conservation area
3. Think through the business of how to pay for a conservation area, and its impact on local communities and the economy
4. Understand models for incorporating local communities into conservation management
5. Be able to discuss issues like hunting, wildlife trade, conservation strategies for elephants, rhinos, lions, and leopards

REQUIRED TEXTS: None. Students will be assigned a set of weekly readings, made available to them online, or in hard copy from the instructor.

GRADES AND GRADING

1. Class Participation (10%)

Students are expected to participate in discussions, and will lead specific discussions based on the readings.

2. Reading comprehension homework (10%)

Students are expected to complete reading comprehension homework questions prior to each class discussion. These assignments are to be completed and submitted via Canvas

3. Review/Critique short papers (3x15%=45%)

Students will write a short essay (ca. 1,000 words, 3-5 pages), on key course topics. Topic approval by the instructor is required.

4. Final paper (30%)

Students will select one of the issues we discuss, and expand it beyond the course materials through their own research and critical thinking. Length is 3,000-4,000 words, and must have proper references. We will approach this in stages, with a final copy due date of April 22nd, although you can turn it in early.

5. Field application (5%)

Students will participate with the instructor in developing a General Management Plan for Niassa Special Reserve in Mozambique, linked to real life support with Wildlife Conservation Society

Grading Scale (&GPA equivalent):

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
90+	85-89	80-84	75-79	70-74	66-69	63-65	60-62	56-59	53-55	50-52	<50
4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.76	0

CLASSROOM POLICIES:

Attendance & makeup policy: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Late Policy: A class roll will be passed around at the beginning of class. If a student is late, he or she will have to sign the roll after class. Such lateness distracts other students and the instructor and will affect the student's final participation grade. Students will lose 1% from their final grade each time they arrive late.

Cell phone and texting policy: Students must turn cell phones to silent before coming to class. Each time a student's cell phone rings or each time that a student texts during class, 1% will be deducted from that student's final grade for each instance.

Grade Disputes: Should a student wish to dispute any grade received in this class (other than simple addition errors), the dispute must be in writing and be submitted to the instructor within a week of receiving the grade. The dispute should set out very clearly, the grade that the student believes the assignment should have received as well as why he or she believes that he or she should have received such a grade.

Academic Honesty: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodations for Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>).

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Covid learning environment

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

COURSE SCHEDULE

Students should note that the syllabus is a guideline and that there may be changes to the class schedule.

	Monday	Wednesday	Friday	Homework	Deliverables
	The context: African landforms, ecology and history; who is conservation for?				
1.	Introduce course objectives and participants	African landforms, climates and environments	African political history	Read and comment on (Martin, 2012)	
2.	Conservation structures in Africa and globally	Niassa case study	Discussion on Martin, 2012		
	<i>Goal 1: Ecological sustainability</i>				
3.	Savanna ecology	Wildlife ecology	Measuring ecological sustainability	(Thomson, 2006) Chapter 2, (Borgerhoff Mulder and Coppolillo, 2005)	Thought piece 1
	<i>Goal 2: Financial and economic viability of conservation</i>				
4.	National Parks in Africa		Seminar: Who and what are Parks for?	(Cumming, 2004)	
5.	Park finances and economics (South Luangwa case study)	Tourism finances and economics	Seminar: finances and economics of parks	(Chidakel and Child, in review)	
6.	Private conservation – comparative advantage, externalities	Private conservation	Seminar: how important is private conservation?	(Taylor, 2002, Child, 2019b, Stroup and Baden, 1983) Watch Chris Brown presentation	Thought piece 2
7.	Hunting and tourism	Setting quotas Marketing wildlife leases	Seminar: is hunting a good thing?	WWF manuals DEFRA article	
	<i>Goal 3: Communities</i>				

8.	Institutions, economics and land use allocations	De-institutionalising Africa	Seminar: North American model	(North, 1990, Child, 2019b)	
9.	Community conservation (CAMPFIRE)	Community conservation (Luangwa)		(Barrow and Murphree, 2001), Mahenye films	Thought piece 3
10.	Community conservation (theory)	Community conservation (practice – Sabie Game Reserve)		(Child, 2019b)	
<i>Issues in the news</i>					
11.	Threats to wildlife – bushmeat, illegal wildlife trade and land use	Anti-poaching theory and operations		(SASUSG, 1996) (Ripple et al., 2015)	
12.	Elephant Management	CITES and trade bans	NGOs	(Cumming and Jones, 2005, Child, 2019a) Zig film on Botswana	
13.	Rhinos	Lions and leopards	Seminar: Should we trade wildlife products?	(Child, 2012)	
14.					Final essay

ESSAY TITLES

Thought pieces (choose 3):

1. Design a simple and affordable environmental monitoring system for a conservation area in Africa.
2. What is the difference between the finances and economics of a conservation area?
3. What do you need to think of to make a conservation area sustainable (three circles)?
4. Would you trade elephant or rhino products, and why?
5. Why do you support (or oppose) hunting?

Final paper

1. Any topic of your choosing (clear with instructor)
2. Analysis the content and process of writing the Niassa General Management Plan
3. Expand on any of the thought pieces
4. What have I learned from this class?

CLASS READINGS

General texts:

- Bonner, R. (1994). At the Hand of Man: Peril and Hope for Africa's Wildlife, Vintage.
- Child, B. (2004). Parks in Transition. Biodiversity, Rural Development and the Bottom Line. London, Earthscan: 7-28.
- Suich, H. and B. Child, Eds. (2009). Evolution & Innovation in Wildlife Conservation. Parks and Game Ranches to Transfrontier Conservation Areas. London, Earthscan.

Other:

- Child, B. (2014). "Parks in transition: adapting to a changing world." *Oryx* **48**(4): 469-470.
- Child, B., J. Musengezi, G. Parent and G. Child (2012). "The economics and institutional economics of wildlife on private land in Africa." *Pastoralism Journal* **2**(18): 1-32.

Allocated readings

- BARROW, E. & MURPHREE, M. 2001. Community conservation. From concept to practice. *In: HULME, D. & MURPHREE, M. (eds.) African Wildlife and Livelihoods. The Promise and Performance of Community Conservation*. Oxford: James Currey Ltd.
- BORGERHOFF MULDER, M. & COPPOLILLO, P. 2005. *Conservation. Linking Ecology, Economics, and Culture*, Princeton, Princeton University Press.
- CHIDAKEL, A. & CHILD, B. in review. Evaluating the economic impacts of park-based tourism using a grounded approach for South Luangwa National Park in Zambia. *Oryx*.
- CHILD, B. 2012. The sustainable use approach could save South Africa's rhinos. *South African Journal of Science*, 108, 1-4.
- CHILD, B. 2019a. Botswana – A crisis to too many, not too few. *Mmegionline (Botswana)*. <https://africasustainableconservation.com/tag/brian-child/>: Dikgang Publishing Company.
- CHILD, B. 2019b. *Sustainable governance of wildlife and community-based natural resource management*, London, Routledge.
- CUMMING, D. 2004. Performance of Parks in a Century of Change. *In: CHILD, B. (ed.) Parks in Transition. Biodiversity, Rural Development and the Bottom Line*. London: Earthscan.
- CUMMING, D. & JONES, B. 2005. Elephants in southern Africa: management issues and options. *WWF — SARPO Occasional Paper Number 11*. Harare: WWF-SARPO.
- MARTIN, G. 2012. *Game Changer. Animal Rights and the Fate of Africa's Wildlife*, Berkeley, Los Angeles, and London, University of California Press.
- NORTH, D. C. 1990. *Institutions, Institutional Change and Economic Performance*, Cambridge, Cambridge University Press.
- RIPPLE, W. J., NEWSOME, T. M., WOLF, C., DIRZO, R., EVERATT, K. T., GALETTI, M., HAYWARD, M. W., KERLEY, G. I. H., LEVI, T., LINDSEY, P. A., MACDONALD, D. W., MALHI, Y., PAINTER, L. E., SANDOM, C. J., TERBORGH, J. & VAN VALKENBURGH, B. 2015. Collapse of the world's largest herbivores. *Science Advances*, 1, e1400103.
- SASUSG 1996. Sustainable use issues and principles. Harare: Southern Africa Sustainable Use Specialist Group, IUCN Species Survival Commission.
- STROUP, R. & BADEN, J. 1983. *Natural Resource Economics. Bureaucratic myths and environmental management*, Cambridge, Massachusetts, Ballinger Publishing Company.
- Save Valley Conservancy*, 2002. Directed by TAYLOR, S. Zimbabwe.
- THOMSON, R. 2006. *Managing our wildlife heritage*, South Africa, Magron Publishers.

