

Environmental Issues: Southern Africa - BIOL 212

Spring 2009
Wednesday 4:00pm – 5:15pm

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Office Hours: Tuesday and Wednesday 1:00 - 3:00pm



An interdisciplinary examination of the interactions between people and wildlife in southern Africa. Special attention will be given to the role of parks, transboundary parks, private game farms, and community-based conservation projects in achieving a balance between people's needs and wildlife conservation.

Participation

The class format is primarily discussion and presentation. Class attendance and participation are therefore critical to the class success! If you miss more than 2 classes, you will receive no points for participation.

Weekly summaries

As mentioned, class discussion is a significant aspect of this class. To facilitate your participation, you will not only read the assigned papers, but also write a summary/critique for each one following the guidelines provided to you in Appendix I.

Presentation

The first 15 minutes of each class meeting will be dedicated to individual power-point presentations. You can choose any topic related to the class, but you must discuss it with me and get my approval. A copy of your powerpoint (six slides per page) and a complete reference list should be provided to the class before the presentation. For presentation guidelines, see Appendix II.

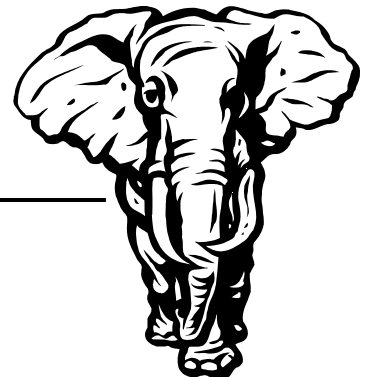
Exams

The exams will be composed of essay questions. Answering the essay questions will require a good understanding of the general concepts and case studies rather than memorizing details. Taking notes and asking questions in class will help you to do well in the exams.

Grading

There are 450 total points for the class divided as follows

Participation	30
Weekly Assignments	130
Presentation	30
Three Exams (80 points each)	240
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Total	430



LIST OF READINGS

January 21

1. *Tales from the Swamp*, by Niles Eldredge, 1998
2. *Namibia savanna woodland*, 2001

January 28

1. *An Historical Perspective of Wildlife Conservation in Southern Africa*, by G. Child, 2002
2. *Chivalry, social darwinism and ritualized killing: the hunting ethos in Central Africa up to 1914*, by J. M. Mackenzie, 1987

February 4

1. *Performance of Parks in a Century of Change*, by D. Cumming, 2004
2. *Park in Transition: Biodiversity, Development and the Bottom Line*, by B. Child, 2004

February 11- 1st EXAM

February 18

1. *The elephant ivory trade controversy*, by Grabiell, 2003
2. *African elephants and human-elephant interactions: implications for conservation*, by P.C. Lee and M.D. Graham, 2006

February 25

1. *Transboundary conservation: the politics of ecological integrity in the Great Limpopo Transfrontier Park*, by W. Wolmer, 2003
2. *Evaluating Transboundary Protected Areas*, by B. Ryers, 2003

March 4

1. *Factors influencing perceptions of conflict and tolerance toward cheetahs on Namibian farmlands*, by L. L. Marker *et al.*, 2003
2. *Private Land Contribution to Conservation in South Africa*, by I. Bond *et al.*, 2004

March 11 - 2nd EXAM

March 18 - Spring Break

March 25

1. *Conserving Wildlife in Africa: Integrated Conservation and Development Projects and Beyond*, by Newmark, W.D., and J.L. Hough. 2000
2. *Poverty, Development, and Biodiversity Conservation: Shooting in the Dark?* Exerpts by A Agrawal, K Redford, 2006

April 1

1. *Trophy hunting and conservation in Africa*, by P. A. Lindsey *et al.*, 2006
2. *The impact of sport-hunting on the population dynamics of an African lion population in a protected area*, by A.J. Loveridge *et al.*, 2006

April 8

1. *The Evolution of a Community-Based Approach to Wildlife Management at Kunene, Namibia*, by B. Jones, 2001

April 15

1. *Postmodernism and African conservation science*, by C.A.M. Attwell and F.D.P. Cotterill, 2000

April 22 – Conclusions, evaluations, and take-home 3rd **EXAM**

Appendix I

Guidelines for writing short summaries

In your summaries you should:

A) Explain in your own words:

1. the key points of the paper,
2. the arguments used to support the main theses of the article,
3. its results/conclusions, and
4. its relevance to our class.

B) Critique the article by pointing out its strengths and weaknesses, and

C) Write two questions for class discussion.

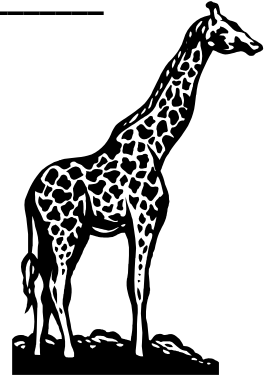
The summary should be:

1. **Between 500 and 600 words;** word counts must be reported for each summary.
2. **Concise:** Avoid details and repetitions.
3. **Comprehensive:** Include all the points relevant in the article.
4. **Coherent:** The summary should make sense and not be a just a list of sentences.

Each summary will be graded on a scale from 0 to 10

Appendix II

Guidelines for presentations



Your presentation should:

1. Have clear introduction and conclusions;
2. State clearly the question(s) you are addressing regarding your topic;
3. Be well organized and structured;
4. Show that sufficient and appropriate (i.e. quality of sources) material has been researched to illustrate and support your argument;
5. Be accurate;
6. Be extemporaneous: i.e. do not read from notes;
7. Acknowledge all sources;
8. Facilitate some discussion on the topic;
9. Be not longer than 15 minutes.

In addition, you must provide the class with a copy of your powerpoint presentation and a list of references.



<http://www.nnf.org.na/index.php>

http://www.met.gov.na/programmes/biodiversity/biodiv_pub.htm

<http://www.biodiversity.org.na/>

http://www.worldwildlife.org/wildworld/profiles/terrestrial/at/at1316_full.html

<http://www.iiasa.ac.at/Research/POP/pub/namibia.html>

