ANTH 4020-810: Conservation and Indigenous Peoples
GLOBAL SEMINAR TANZANIA: Syllabus
Maymester 2018
Instructor: Dr. Laura DeLuca

NOTE: THIS IS THE OIE VERSION OF THE SYLLABUS AND DOES NOT HAVE THE FULL COURSE CALENDAR. THE FULL SYLLABUS WILL BE GIVEN TO YOU IN PAPER FORM AND ALSO BE POSTED ON D2L

Course Description
Through the lens of political ecology, this three-credit, upper-level anthropology course examines key concepts such as conservation, globalization, and development as they relate to the Maasai ethnic group and other “indigenous” communities, including the Iraqw, and Hadzabe people, who are live on the margins of national parks and protected areas in Tanzania.

The course will explore different theoretical perspectives on globalization and development and link them to current events occurring in Tanzania. While drawing on examples from specific Maasai, Swahili, and Hadzabe communities, the course is more broadly concerned with the historical and contemporary links between these communities and a global system of institutions including conservation organizations and non-governmental organizations (NGOs). ANTH 4020 will examine the ecological and political issues associated with the Western-inspired national park model of conservation and with indigenous resource management practice. In particular, we will examine the globally important “Yellowstone National Park model” which advocates the removal of all local peoples living in the park area often resulting in forced migration of park inhabitants. This model often results in hardships and forced evicting of indigenous African groups.

In particular, we will focus on the Serengeti-Mara and Tarangire-Manyara ecosystems, arguably two of Tanzania’s most important biological resources and ‘jewels in the crown’ of Tanzania’s wildlife tourism industry. As UN World Heritage sites, both the Serengeti and Ngorongoro Conservation Area (NCA) are places with intense conflicts between wildlife preservationists and advocates of local communities living in or near protected areas.

Wildlife conservation can dramatically affect the livelihoods of marginalized ethnic groups that inhabit high-conservation value regions. This course examines the interface between conservation and indigenous communities. We will immerse ourselves in community-managed, as well as local participatory conservation and sustainable tourism projects. Knowledge gained about community-managed conservation and locally controlled ecotourism has relevance beyond the African context. This is the first year of the program so you are an important part of building this intellectual adventure; participation in this will require your flexibility, adaptability, and insights.

Course Objectives
The goal is for students to:
1. Learn ethnographic and historical background for several East African ethnic groups including: Maasai, Hadzabe, and Swahili.
2. Understand the different cultures and histories of Tanzania and become more fluent in global cultures and international affairs (in Africa and more broadly).
3. Gain an understanding of the human dimension of conservation and conservation conflicts, an important issue in Tanzania and globally.
4. Learn to apply key anthropological and social science concepts (listed below) to particular contexts and field immersion situations. Gain insight into the importance of fieldnotes through keeping a field immersion journal in a field immersion situation.
5. Learn basic Kiswahili greetings and phrases as well as Maa and Hadzabe greetings.
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6. Enhance analytical writing, research, and oral presentations skills.

Some Key Concepts:

1. Culture
2. Anthropology/Field work
3. Ethnocentric
4. Cultural Relativism
5. Political Ecology
6. Globalization
7. Development
8. Conservation (Fortress vs. Community-Based Conservation
9. Indigenous/ Indigenous Peoples
10. Eco-tourism
11. Sustainable Tourism
12. Payment for Ecosystem Services (PES)

Key Terms
1) Heshima, Ubuntu & Kua flexible
2) Maasai/Hadza/ Hadzabe
3) Swahili culture
4) Pangani
5) Maziwe Marine Reserve
6) Lake Manyara National Park
7) Ngorongoro Conservation Area (NCA)
8) Tarangire National Park
9) Rift Valley
10) Arusha/ Simanjiro
11) Yaeda Valley/ Eyasi Basin
12) Ujamaa/ Nyerere

Course Dates
(Plus, additional pre-departure lectures and post-trip meetings and Guided Independent Research Project or GIRP). We will also have a reunion dinner in Boulder.
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Course Schedule

Note: For Safety and Security reasons, the Office of International Education asks that we DO not include itinerary on this syllabus since they post it on their website.

PLEASE NOT THAT YOU WILL GET A FULL, COMPLETE SYLLABUS IN OUR MEETING AND IT WILL ALSO BE POSTED ON D2L.

- **Morning Meeting:** Each GGTZ participant will help lead 1 meetings after Mwalimu introduces topic for the day and then Dorobo team leaders will discuss the plan for the day. Please take responsibility for knowing the itinerary so that you are actively engaged in your learning experience instead of being a passive tourist. At the morning meeting, the participant will discuss their 2 key terms and share a quote, proverb, thought, passage or short story. We will think about where we are, what we will be doing and why we are here. The morning meeting leader will write the entry in the group journal for the day that they are leader.

* NOTE: The Itinerary and course syllabus is subject to change.

At the end of the ANTHRO 4020 course, you will be asked to complete the FCQ

Course Materials for Global Seminar

**Required Books**


**Recommended Book (not required) but important for students doing technically-oriented projects:**


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Required Articles for the Course (will be in course packet)


Kelleher, Graeme (NO DATE—from Joshua Peterson) The Development and Establishment of Marine Protected Areas Canberra Australia (email g.kelleher@gbrmpa.gov.au and fgkelleher@netspeed.com.au)


Nelson, Fred et. al Payments for Ecosystem Services as a Framework for Community-Based Conservation in Northern Tanzania IN Conservation Biology


Woodburn, James (1982) Egalitarian Societies In MAN 17(3) 531-551

Possible GIRP topics

- Gender, power, and Indigenous groups
- Livelihood Diversification and Conservation
- History, Culture Change and Indigenous Groups
- Urbanization and Conservation
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- Political of Conservation in Areas we visit
- Coastal versus Land Conservation
- Human Dimensions of Conservation
- How is technology changing conservation?
- Innovative Ways that Technology is Saving Endangered Species.
- Can Technology Make us Better Stewards of Wildlife?
- Integrating Indigenous Knowledge with Modern Technologies
- Social enterprises and Community based conservation

Possible Sources for Guided Independent Research Project (GIRP)


Estes, Richard The Safari Companion


Hodgson, Dorothy My Daughter Belong to the State.


* Readings on the Hadzabe ethnic group to be obtained locally (produced by the Community Resource Team in Tanzania).


Serengeti III (I don’t have the citation)
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Films
Milking The Rhino
A Place Without People

Guest Lecturers (To be confirmed once we reach Tanzania)

Member of the Tanzania National Parks/ Wildlife ecologist – will be assigned to a particular person to be identified.

Lillian Looloitai, CORDS, Community Research and Development Services

Possibly Alicia Davis author of “Ha! What’s the benefit of living next to the park?”

Grading Scheme

Students will be expected to read all assignments in advance of discussion date. Each global seminar participant will submit 3 sets of anthropological field notes that utilize anthropological concepts and methods. Students will not only record their field observations, they will also reflect on how lessons learned in the field relate to the academic readings, lectures and films. Students will also be asked to summarize and introduce one set of readings to help initiate that day’s discussion; they will not be asked to “teach” but to stimulate discussion with their peers by raising thought-provoking questions for analysis. Finally, global seminar students will submit a Guided Independent Research Project (GIRP).

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>*Field Immersion Journals (3 sets x 10 percent each)</td>
<td>30</td>
</tr>
<tr>
<td>• 2-3 page Written analysis on assigned article or book Chapter</td>
<td>10</td>
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<tr>
<td>• <a href="mailto:Laura.deluca@colorado.edu">Laura.deluca@colorado.edu</a></td>
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<tr>
<td>* Oral Presentation on assigned article or book chapter</td>
<td>10</td>
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<tr>
<td>Participation (in discussions/predeparture meetings/ Field activities/ morning meeting/ group journal)</td>
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*Guided Individual Research Project—GIRP (due July 15 at 5 PM—deliver hard copy to DeLuca via snailmail and via email 916 11th Street Boulder, CO 80302) 40
TOTAL 100

Final Grade Scale

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<tr>
<th>Grade</th>
<th>93-100</th>
<th>90-92.9</th>
<th>87-89.9</th>
<th>83-86.9</th>
<th>80-82.9</th>
<th>77-79.9</th>
<th>73-76.9</th>
<th>70-72.9</th>
<th>67-69.9</th>
<th>60-66.9</th>
<th>59.9 and below</th>
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<tr>
<td>A</td>
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<td>B+</td>
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<td>D</td>
<td>D+</td>
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*The Guided Independent Research Program (GIRP) is described on separate handouts.

OTHER IMPORTANT COURSE INFORMATION

- **Honor Code.** Academic dishonesty will not be tolerated. Cheating, plagiarism, and any other form of academic dishonesty will result in a zero for that assignment. If you have any questions about what constitutes plagiarism, please see me. In severe cases, I reserve the right to give the individual a zero, or “F,” for the course. CU has also instituted a new honor code, which will be enforced in this class. You may review the terms of the Honor Code at: http://www.colorado.edu/academics/honorcode/

- **Academic Disabilities, Discrimination, and Harassment.** If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. (303) 492-8671, Center for Community building. It is on the second floor in room N200., www.Colorado.EDU/disabilityservices

- The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH can be obtained at colorado.edu/odh.
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities.

Class rosters are provided to the Instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference so that I may make appropriate changes.

Please let me know as soon as possible if your religious beliefs will conflict with the class in any way and I will make every effort to accommodate you. See full details at colorado.edu/policies/fac_relig.html.