

Syllabus

ANTH 4020—Global Seminar Tanzania

Anthropology: Critical Conservation and Indigenous People

Summer 2023



Course Description

Through the lens of political ecology, this three-credit, upper-level anthropology course examines key concepts such as conservation, globalization, political ecology, and development. We apply these concepts to the Maasai ethnic group and other “indigenous” communities, including the Hadza people, who 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, 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. 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.

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 run by the Dorobo Safari company. Knowledge gained about community-managed conservation and locally controlled ecotourism has relevance beyond the African context.

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 people.
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 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.
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

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 Plains
- 11) Zanzibar history

Grades

Assignment	Percentage of Grade
<i>Participation</i> (Active engagement in orientation, predeparture, community agreement, course activities, & discussions)	20
<i>Field Notes</i> (Directed Learning, Curiosity, Asking Good Questions, creative use of maps and drawings, Accuracy & attention to detail, Listening, Cultural Negotiation, Networking and Adaptability, communication, recognizing respecting and working with differences, Critical thinking)	40
<i>Guided Independent Research Paper</i> (Fieldnotes typed; 10 photo slides & Essay OR Un-Essay)	40
TOTAL	100

Suggested Films

Milking the Rhino

Royal Tour Tanzania

The Place Without People