ANBI 132/ STRUM Spring 2018 (Mondays 9-12; 105 SSB)
Conservation and the Human Predicament (CHP)
12/18/17
Tentative Syllabus

CHP ANBI 132 was co-taught for 25 years as joint listed course with biology (EBE 176) to between 120 and 200 students. Each "section" was run as an independent case study topic that articulated with the lectures and framework. These case studies culminated in a student panel on the last day of class. David Woodruff and I continued to teach the course because of students' comments that this was a life-changing course for them. We revised the course content over the 25 years but kept the innovative cross disciplinary framework. 2014 was the last time this course was co-taught since Woodruff retired. Last Spring Biology revived the course however student feedback was extremely negative.

For 2018, I am retooling the course with an emphasis on an ANTHROPOLOGICAL perspective. I hope that the template I develop might serve as the basis for other anthropology faculty to take up the course and tailor it to fit their interests.

CONSERVATION AND THE **HUMAN** PREDICAMENT:
an anthropological perspective

How does the anthropological perspective differ from a biological approach?

- The polarized position in Biology: *EO Wilson: Half-Earth* vs *Emma Marris: Rambuctious Garden* illustrates that the controversy is really about human nature which Conservation Biology doesn't address
- An Anthropological approach emphasizes "humans" and their "predicament"
    - You can know everything about a species or ecosystem (which we seldom do) but still not be able to save it because people matter.
        - Human evolution
        - Human culture
        - Human psychology

THE COURSE

Each week's class is slightly less than 3 hours. Starting in week 2 part of the time will be used for break-out sessions to do "case studies". The Course ends with a student panel based on these case studies. We will have other Anthropology faculty as guest lecturers in Week 7 and 8. This will broaden the anthropological relevance of the course. There will be readings for each week as well as readings appropriate to the student's case study.

Week 1: **Introduction**

- Review of the course
- What is the Anthropocene and why does it matter?
- Students select their "case study" area
    - Select a case study area then find a specific issue that will be your research focus. At the end of the course, students will present their case study in light of conservation threats, solutions, and "challenges" that we have covered. Ideally, there will be 2-3 people for each case study area which yields 2-3 specific topics.
        1. National Parks and Habitat Conservation
        2. Zoos and Single Species Conservation
        3. Marine Conservation
        4. Restoration as a Conservation Technique
        5. Impacts of Climate Change on San Diego
        6. Food, Sustainable Agriculture, and Conservation
        7. Cross-cultural Perspectives on Conservation
        8. Economics of Conservation
        9. Ethics and Rights in Conservation

Week 2: **Two competing "biological" visions of the future**

- EO Wilson 2016: **Half Earth: our planet's fight for life**. Norton, paperback ($10.57)
- Emma Marris, 2011, **Rambunctious Garden: saving nature in a post-wild world.** Bloomsbury, paperback from $17.85 and less; Kindle $9.59
- Half the class will read and present one book while the other half will do the other book.
- How can we resolve the controversy between these opposing views in Conservation Biology? Answer: by taking an anthropological perspective
- Starting on "your case study" break-out session.

Week 3: **How did "we" get here? Situating biodiversity conservation in a global age: from wildlife to biodiversity to ecological services to planetary health**

- <u>The human predicament</u>
  - Human evolutionary perspective
    - Primate legacy
    - Early humans
    - Unique primate/human skills
    - The evolutionary calculus
    - Are we selfish or are we cooperative and does it matter?
  - The rise of human population and its current impact
  - It is not just population pressure→differential resource consumption from ¼ of an Earth to 5.1 Earths
    - Poverty
    - Inequality
  - Aberrant species or just the only super-dominant one?
- <u>The importance of culture: conservation as cultural emergence</u>

Week 4: **The Biodiversity Crisis**

- <u>Where does "nature" come from?</u>
  - Cross-cultural views of "nature"
  - Western views of "nature"
  - From concepts to values to rights
- <u>The biological context</u>
  - Threats ---HIPPO+
    - Rates of loss
    - Habitat destruction, fragmentation, and degradation
    - Invasive species
    - Pollution
    - (Human) Population growth
    - Overhunting
    - *Human wildlife conflict*
  - Principles of Conservation Biology
    - Variation in extinction rates
    - Problems of small populations
    - Island biogeography and other issues

Week 5, 6: **The history of conservation approaches illustrated by case studies**
(Create student working group on "cities and conservation" for discussion at end of course.)

- <u>Protected areas</u>
  - Parks
    - Yellowstone, US
    - Amboseli, Kenya
- <u>Restoration in nature:</u> is restoration a viable tool?
  - Translocation: olive baboons, Kenya
  - Reintroduction: golden lion tamarins, Brazil
  - Re-wilding: restoring ecological communities in North and Latin America
- <u>Community based conservation (CBC); Parks beyond Parks</u>
  - Kenya
- <u>The new zoo and Species Survival Plans</u>
  - San Diego Zoo and Safari Park (condors, rhino, and oryx)
- <u>Sustainable Development</u>

    - Conservation for development or
    - Development for conservation
- Legislation
    - Paris Climate Accord
    - REDD+ (Chyulus and Amazonia)
- Media and conservation
- Education and conservation
- Psychology and conservation: Nature deficit disorder---Richard Louv

Week 7 and 8: **Conservation in the Real World---an anthropological perspective** (each presentation to be 30-40 minutes with 10 min discussion
Week 7

- Dr. Jade D'Alpoim Guedes: how humans adapted their foraging and agricultural strategies to new environments in the past→ resilience---what does this say about our future? *unavailable*
- Dr. Pascal Gagneux: Chimpanzees—endangered relatives or good to eat? emerging diseases; one health
- Dr. Dredge Kang: race, gender, class, and transnationalism in environmental context *confirmed*

Week 8

- Dr. Steve Parish: Global health means planetary health
- Dr. Nancy Postero: human rights (in the developing world) in environmental context (climate refugees?) *confirmed*
- Ashley Mazanec: Sustainability in San Diego County

Week 9: **Possible Worlds in the Anthropocene**

- Where does conservation come from (from a human perspective)
    - Levels of conservation
        - Survival
        - Welfare
        - Well-being
        - Biodiversity
        - Planetary health
- Why are so many conservation approaches failing?
    - Challenges to conservation success
        - Cooperation or selfishness—the social glue
        - Cultural translation—what is "nature" and why care?
        - Ethics and rights---nature or people?
        - Cultures in transition: what tools can we use
        - Globalization: pluses and minuses
        - Four Earths needed—the new consumers: India and China
        - Global Climate Change: beyond our sensibilities
        - The price of inequality is not just financial
- Dr. David Western: our once and future planet—a reason for hope *confirmed*

Week 10 **Student Panel** (faculty panel/participation?)

- Student Panel: The course ends with a student panel which addresses "key" issues through responses to propositions based on student research on specific case studies.
- Student working group on cities (Cities are the future but are cities the answer)
- Possibility of faculty panel participation

Course requirements (100 points)
Readings:

1. Either EO Wilson or Emma Marris for week 2 discussion
2. Weekly readings for topics (see reader)
3. Research paper readings: 6-8 scientific articles (or 2 books if appropriate to your case study topic)

4. *Recommended reading (to skim): David Primack, **Essentials of conservation biology**. There are many used copies from the 4th edition onwards – any of them will do.*

Exams **35 points***:*

1. Week 5: take home exam due at the beginning of class Week 6: **20 points**
2. Finals week: the final consists of one question that asks you to synthesize what you have learned in this class (you can't "study" for this exam): **15 points**

Case Study **35 points***:*

1. The written research report is due by 1pm on June 8, 2018, the last day of instruction.
2. The Case Study Report must be turned in online (Ted website: TurnItIn.com) no later than 1pm June 8, 2018.
   - Case study reports should be 10-15 double-spaced pages including a bibliography
   - Format: font 12, 1" margins (MLA format see online).
   - The research material must include primary sources.
     - Do not use encyclopedias; wikipedia is not an acceptable primary source reference
   - Citations must be included in the text, as appropriate. Please use MLA guidelines (see online).
   - Student name, section topic, and date should be on the cover page of the report. <u>Do not put reports in binders or any fancy covering</u>.
   - You will be evaluated on the following aspects of your Case Study Paper for **35** points
     1. Scholarly work: **20** points
     2. Relevance of your paper to the **case study topic**: **5** points
     3. Connection of your case study paper to **issues of Conservation and the Human Predicament**: **5** points
     4. Quality of writing: **5** points

Class attendance and participation: **30 points**

1. ½ point for each week's attendance: **5** points
2. 1 point for contribution to weekly discussion: **10** points
3. Your participation in the student working group (5)/own presentation (5)/ panel (5): **15** points