



THE SCHOOL
FOR FIELD STUDIES

Human Dimensions of Conservation

SFS 3071

Syllabus

The School for Field Studies (SFS)
Center for Water and Wildlife Studies (CWWS)
Kilimanjaro Bush Camp, Kimana, Kenya



This syllabus may develop or change over time based on local conditions, learning opportunities, and faculty expertise.
Course content may vary from semester to semester.

COURSE CONTENT SUBJECT TO CHANGE

Please note that this is a copy of a recent syllabus. A final syllabus will be provided to students on the first day of academic programming.

SFS programs are different from other travel or study abroad programs. Each iteration of a program is unique and often cannot be implemented exactly as planned for a variety of reasons. There are factors which, although monitored closely, are beyond our control. For example:

- Changes in access to or expiration or change in terms of permits to the highly regulated and sensitive environments in which we work;
- Changes in social/political conditions or tenuous weather situations/natural disasters may require changes to sites or plans, often with little notice;
- Some aspects of programs depend on the current faculty team as well as the goodwill and generosity of individuals, communities, and institutions which lend support.

Please be advised that these or other variables may require changes before or during the program. Part of the SFS experience is adapting to changing conditions and overcoming the obstacles that may be present. In other words, the elephants are not always where we want them to be, so be flexible!

Course Overview

Conservation is a deeply human endeavor in multiple dimensions. This course will examine and understand the relationship between people, the environment and associated natural resources. In the process, it will explore how people's behavior, values and knowledge influence and are affected by decisions on management of environmental resources. It will use social science knowledge and tools to effectively incorporate societal values into conservation planning and decision-making, and to build stronger and more diverse partnerships. Students will also learn human dimensions concepts, the tools and methods that can be used in conservation outreach and communication. This course will focus on the human dimensions on conservation in the Amboseli Tsavo Ecosystem (ATE) in the South-eastern rangelands of Kenya. Students and faculty will examine the cultural, economic, political and social context of the Maasai people and other ethnic groups in relationship to wildlife and natural resources utilization and conservation. Students will examine the influence of traditional beliefs and attitudes in natural resource use and conservation practices to understand the current and future management of natural resources in the region. The influence of modern lifestyle, conservation and management practices, national policies and laws as well as land uses and socio-political and economic changes among the Maasai people will be evaluated. Specifically, the human dimensions on conservation issues will focus on the Maasai Group Ranches, national parks, wildlife sanctuaries or conservancies especially those in the former Kimana Group Ranch, and the expansive private land parcels along the Kenya-Tanzania border.

Learning Objectives

The ATE is one of the key Kenyan landscapes that is rich in free ranging wildlife populations. However, the future of the wildlife, the rangelands which they live in and other critical resources like water is uncertain due to; rapid changes in human population, land use, land subdivision, Maasai culture, traditional beliefs and behaviors regarding use and conservation of natural resources. This course will see students and faculty use strategies and methods in social sciences to understand the complex and dynamic relationship between people, the environment, wildlife and natural resources in the ecosystem. This course takes the perspective that conservation landscapes are the co-produced outcome of human and ecological processes that interact across scales. The ultimate goal will be to understand what factors influence people to use natural resources sustainably, and why they conserve natural resources or not. The specific learning objectives will be:

1. Explore human dimension concepts in regards to conservation including; the context for conservation, the change/evolution in conservation practice, governance dynamics, and responses to these across scales
2. Examine the traditional and historical Maasai people's relationship with the environment, wildlife and natural resources; their belief systems (cultural, traditional beliefs and practice) in the greater ATE
3. Examine how the socio-economic, cultural and political context of local communities can influence solutions to land, water and natural resource use problems and wildlife conservation
4. Impart skills in real-world environmental problem solving, inspire critical and independent evaluation and analysis in regards to environmental and natural resources conservation

Case Study

Overview

The current global environmental and natural resources governance challenges are largely attributed to that point in life when humans changed their simple lifestyle to what is commonly referred to as 'modern lifestyle'. Exploitation of biological and non-biological natural resources is viewed as a means of generating income to meet the needs of households and countries. However, this has created a state of overuse of such resources and destruction of the environment. Ultimately, this has made natural resource and environmental conservation very complex, expensive and even emotive. As a result, a major concern of all countries and the world as a whole is how to balance human lifestyle needs for a modern lifestyle and environmental conservation. This calls for an understanding on human dimensions and how they influence natural resources utilization and environmental protection whilst meeting the lifestyle needs of humans. The ATE where this course will be undertaken was historically inhabited by the pastoral Maasai people. It's mainly a dry rangeland with scanty and unreliable rainfall ranging from 300-800mm per year, which favors pastoralism and wildlife conservation. However, immigration into the region by agricultural communities in the 1970s and 1980s saw introduction of farming as a new land use along the wet and arable slopes of Mt. Kilimanjaro along the Kenya-Tanzania border. Thereafter, irrigated agriculture mostly for commercial purposes was introduced in the water systems of the Maasai Group Ranches where rain-fed farming is not possible. This lifestyle shift has seen pastoralism nearly replaced and dominated by agro-pastoralism among the Maasai.

The Maasai in the ATE have held on to some of their traditions, culture, belief systems and lifestyle but this is rapidly changing. Their lifestyle and belief systems which promoted wildlife and environmental conservation, sustainable use of natural resources like water, pasture and plant resources have changed significantly, to the detriment of their livelihoods and that of the environment. Further, there's too much pressure from their elites, local leaders, non-Maasai's and the national government for them to embrace modernity to enhance their socio-economic and geo-political standing in the society. Regrettably, this has precipitated a lot of negative impacts to the environmental, wildlife and other natural resources, which might undermine their livelihoods and socio-economic welfare. Resolving these shifts in resource use, and promoting sustainable natural resources use and environmental protection is urgent. The Centre for Wildlife Management Studies considers the case study approach as an innovative method for studying such complex interrelated natural resources and human issues in the ATE. It presents students and faculty with a good opportunity to examine human dimensions on conservation using a systematic, experiential and interactive approach. Therefore, this case study will enable students to understand how people's behavior, values and knowledge, influence and are affected by decisions on management of natural resources and conservation of wildlife. It will also allow them to use social science knowledge and tools to effectively incorporate societal values into conservation planning and decision-making. In particular, the knowledge and skills acquired in the process will assist to answer the following case study question:

How can changes in land use, natural resources utilization and availability in the Amboseli Ecosystem be managed to promote socio-economic well-being of local communities whilst safeguarding and promoting natural resources conservation?

Case Study Background

This case study will focus on the Maasai people in the ATE, South eastern dry lands of Kenya. The ecosystem is predominantly a dry land which straddles along the Kenya-Tanzania borderland. It comprises of communally owned group ranches inhabited by the Maasai people, privately owned land along the Kenya-Tanzania border mostly owned by non-Maasais, parks (Amboseli National Park) and numerous private wildlife conservancies. It also neighbors Tsavo West and Chyulu Hills National Parks, which are part of the expansive Tsavo Conservation Area. In spite of rapid land use changes, land subdivision, increase in human population, and changes in Maasai lifestyle, culture and traditions, the region is still endowed with free ranging wildlife populations and other natural resources. The biggest challenge in the ecosystem is how to achieve harmonious co-existence between people and wildlife, and promote sustainable use of natural resources which are the nexus of local livelihoods. Wildlife, water, plant and range resources are some of the major resources found in the region, and which most people depend on for their livelihood needs. However, environmental degradation and misuse use water, land, pasture and plant resources are rampant in spite of numerous interventions by the government, community based organizations (CBOs) and conservation non-governmental organizations (NGOs). Over-abstraction of water and large scale water diversion, illegal bush meat and human-wildlife conflicts are widespread. This calls for behavioral and attitude changes among the local communities if they are to embrace sustainable and effective use of these resources.

The major issue in Tsavo West and Chyulu Hills is how to balance local community natural resource needs (among the Maasai and Kamba people), watershed services and conservation of wildlife. Tsavo West N. Park is an important elephant conservation area in the country, and it's endowed with many other wildlife species. Although it's one of the largest protected areas in the region and Kenya, human-wildlife conflicts and illegal bush meat are very prevalent. Livestock incursions mainly by the Maasai of the Amboseli region are also prevalent, and it's usually a source of conflict and bad relationship between locals and the park management. Communities living around the park incur a lot of economic losses and destruction of their property due to wildlife. Human deaths, injury and livestock depredation are also prevalent, and present a big challenge for sustainable wildlife conservation and co-existence between humans and wildlife. Generally, the deleterious human-wildlife interactions in the region have created a negative attitude towards the park, wildlife and its conservation. Chyulu Hills were historically owned and used by the Kamba and Maasai people as a dry season grazing area, and for extraction of herbal medicine and construction materials for their houses. However, this access and resource extraction is prohibited due to designation of the hills as a protected area, which has then created a lot of conflict between the park management and these communities. Illegal livestock grazing by the communities is rampant, and it's usually accompanied by burning the landscape to stimulate growth of rush and high nutritious forage for the livestock. Charcoal burning and illegal logging by the Kamba people are also prevalent, and are very destructive to the native vegetation. Collectively, the inappropriate human activities in the hills are destructive to its environment and vegetation cover, thereby threatening the critical watershed services associated with the hills.

Assessment

Assessment Item	Value (%)
Book chapters analysis and summary	20

Maasai attitudes towards land, wildlife and other resources II (Questionnaire and report)	20
Human-wildlife conflicts in the ATE ecosystem (Questionnaire, group presentations with peer evaluation)	20
Tanzania switch programme exercise Land tenure dynamics in Tanzania and its influence in conservation	Not graded
Final exam (1 hr)	40
TOTAL	100

Assessment Item Description

1. Book chapter(s) analysis and summary

Students will read three chapters in the book 'The Big Conservation Lie', conduct further research on the issues discussed therein, and present a summary of key arguments. These arguments will be related to the ATE ecosystem and conservation practice in Africa in general.

2. Maasai attitudes towards land and other natural resources

This exercise will introduce students to social research methods. Students will co-develop a questionnaire with the instructor and use it to collect data among the Maasai people in the landscape. Students will work in groups to collect data, summarize their research work, and present individual reports for grading. They will also learn how to analyze and synthesize data.

3. Human-wildlife conflicts in the ATE ecosystem

This exercise will provide an opportunity to develop competence in social research methods. Students will co-develop a questionnaire with the instructor and use it to collect data among communities who are at the frontlines of human-wildlife conflicts in the landscape. The exercise will provide an opportunity for students to visualize the sacrifices of living with wildlife in a dynamic ecosystem such as the ATE. They will work in groups to collect and synthesize the data collected, and make group presentations in class. A component of this will be peer-graded. Students will be encouraged to present research findings using creative methods e.g., various forms of visualizations, song, dramatization, etc

4. Land tenure regimes in Tanzania

Students will get a chance to visit Tanzania during the course of the program. While on that visit they will be introduced to the land tenure dynamics in the Tarangire Manyara ecosystem. They will submit a write up on the interlinkages between land tenure, gender, natural resource governance, and its implications for conservation.

5. Final Exam

The exam will comprise of short answer questions and essay questions. Students will be expected to demonstrate an understanding of complex environmental issues and to locate them in the historical context as appropriate.

Grading Scheme

A	95.00 – 100.00%	B+	86.00 – 89.99%	C+	76.00 – 79.99%	D	60.00 - 69.00%
A-	90.00 – 94.99%	B	83.00 – 85.99%	C	73.00 – 75.99%	F	59.99 - 0.00%
		B-	80.00 – 82.99%	C-	70.00 – 72.99%		

General Reminders

Readings: Assigned readings and hand outs (exercises/assignments) will be available prior to the scheduled activities. Course readings must be read and clarification on issues sought where necessary since ideas and concepts contained in them will be expected to be used and cited appropriately in assigned course essays and research papers.

Plagiarism: Using the ideas or material of others without giving due credit – is cheating and will not be tolerated. A grade of zero will be assigned for anyone caught cheating or aiding another person to cheat either actively or passively (e.g. allowing someone to look at your exam).

Deadlines: Deadlines for written field exercises and other assignments are posted to promote equity among students and to allow faculty ample time to review and return assignments in good time. As such, deadlines are firm and extensions will only be considered under the most extreme circumstances. Late assignments will incur a 10% penalty for each hour that they are late. This means an assignment that is five minutes late will have 10% deducted. An assignment that is one hour and five minutes late will have 20% of the grade deducted.

Participation: Since we offer a program that is likely more intensive than you might be used to at your home institution, missing even one lecture can have a proportionally greater effect on your final grade simply because there is little room to make up for lost time. Participation in all components of the program is mandatory because your actions can significantly affect your experience and that of your classmates while at CWWS. Therefore, it is important that you are prompt for all course activities.

Course Content

Type- L: Classroom lecture, **FL:** Field lecture, **FE:** Field Exercise, **D:** Class discussion

No., Type & Time	Titles of Lectures & Field Exercises	Readings
HDC 01: (L,		No readings

30 mins)	<p>Status, threats and conservation of natural resources in the ATE: Case Study introduction</p> <p>Introduction to human dimensions, ethnic composition and landscape use in the Amboseli Ecosystem: This lecture will introduce students to the human aspects and ethnic composition of the ecosystem, their spatial distribution, lifestyles and use of the landscape.</p>	
HDC 02 (L, 2.0 hrs)	<p>General introduction to the course, instructor, students</p> <p>Introduction to concepts and principles of human dimensions of natural resources conservation. An in-depth definition and understanding of concepts of Human Dimensions in resource management and justification for understanding human nature and needs in resource conservation.</p>	<p>Bennett et al. (2017). Conservation social science: Understanding and integrating human dimensions to improve conservation. (Required)</p> <p>Pretty et al. (2009). The intersection of biological and cultural diversity. (Required)</p> <p><i>Short talk: Will Steffen, TEDx Canberra – The Anthropocene: http://www.youtube.com/watch?v=ABZjlfhNOEQ (18.19 mins)</i>(Suggested)</p>
HDC 03(FL, 3.0 hrs)	<p>Human dimensions of conservation in the Mbirikani</p> <p>Introduction to Mbirikani- Kuku-Kimana area: A drive through field lecture in the former Kimana Group Ranch, Kuku and Imbirikani Group Ranches during which Faculty will make strategic stops to demonstrate to the students the following; land uses, water resources availability, Maasai homesteads and their lifestyle and general state of the landscape environment. This lecture and HDC 01 will collectively ground the students in understanding the human dimensions of the ecosystem and their influence on conservation.</p>	No readings
HDC 04 (L 2.0 hrs)	<p>Land and natural resource tenure regimes in Kenya: In Kenya land and resource tenure is still at its nascent stage. Considering its implication on natural resource conservation and management, this class charts out the current arrangement while at the same time highlighting its impact on wildlife and natural resources conservation, and the Maasai people livelihoods.</p> <p>ASSIGNMENT 1 ISSUED (Book chapter analysis)</p>	<p>Kantai (2007). In the grip of a vampire state: Maasai land struggles in Kenyan politics. (Required)</p> <p>Veit (2011). History of land conflicts in Kenya. (Required)</p> <p>Mwangi (2007). The puzzle of group ranch subdivision in</p>

		Maasailand. (Suggested)
HDC 05 (L, 2.0 hrs)	<p>Land use changes and their impact on the Maasai and natural resources conservation in the Amboseli Ecosystem: This lecture will focus on Maasai land tenure from the colonial period to the present day. Further, it will explore the reasons and trend of land use changes from pastoralism to agro – pastoralism and implications for natural resource conservation in Amboseli</p>	<p>Groom and Western (2013). Impact of land subdivision and sedentarization on wildlife in Kenya's Southern Rangelands Rangeland Ecology & Management, 66(1):1-9. (Required)</p> <p>Veit (2011). The rise and fall of Maasai Group Ranches. (Required)</p> <p>Mwangi & Ostrom (2009). A century of institutions and ecology in East Africa's rangelands. (Suggested)</p> <p>Monbiot (1994). Tragedy of the enclosure. (Suggested)</p>
HDC 06 (L, 2.0 hrs)	<p>Historical background of conservation practice and thought.</p> <p><i>Film : A place without people (54 min)</i></p> <p>This film tackles the history of creation of world-famous conservation areas in Africa, and the associated human rights issues. Focusing on Tanzania's Serengeti and Ngorongoro parks, the film shines a light on the intersection of conservation, land use, community livelihoods and the tourism industry.</p>	<p>Nelson (2003). Environmental Colonialism: "Saving" Africa from Africans. (Required)</p> <p>Kothari et al. (2013). Conservation as if people also mattered: Policy and practice of community-based conservation. (Required)</p>
HDC 07(L, 2.0 hrs)	<p>Introduction to indigenous research methodologies with a focus on Participatory Learning and Action (PLA): The lecture will introduce the thinking behind indigenous research methods. In particular, it explore the genesis of PLA, pillars and application in research, and principles and use of social science methods and tools in understanding human dimensions on conservation. It will also focus on social survey techniques (designing and</p>	<p>Lelo Francis et al. (1995). PRA Field Handbook for PRA Practitioners: The PRA Programme Egerton University, Njoro-Kenya. (Required)</p>

	administering questionnaires, how to conduct key informant interviews and focus group discussions, sample requirements for household surveys).	Chilisa Bagele (2012). Situating Knowledge Systems. Required)
HDC 08 (L, 2.0 hrs)	<p>Maasai attitudes towards land, wildlife and other natural resources I: This lecture will focus on how modern conservation and establishment of protected areas (parks and reserves) have affected the lifestyle, socio – economic welfare and livelihoods of the Maasai people. It will also examine how these changes have changed the Maasai attitudes towards protected areas, wildlife and its conservation.</p> <p><i>Film: Tribe versus pride (53 mins):</i> This film showcases the shift in Maasai attitudes to wildlife and cultural transformation. It focuses on the complex relationship between the Maasai and lions.</p> <p><i>Questionnaire development for HDC 09</i></p>	<p>Leela et al. (2017). From attitudes to actions: predictors of lion killing by Maasai warriors. (Required)</p> <p>Lyamuya et al. (2014). Attitudes of Maasai pastoralists towards the conservation of large carnivores in the Loliondo game controlled area of Northern Tanzania. (Required)</p> <p>Rodriguez (2007). Perceptions and attitudes of a Maasai community in southern Kenya regarding predator-damage compensation, wildlife conservation and the predators that prey on their livestock. A Capstone Paper submitted in partial fulfillment of the requirements for a Master of Sustainable Development at the School for International Training in Brattleboro, VT, USA. (Suggested)</p>
HDC 09 (FE, 5.0 hrs)	<p>Maasai attitudes towards land, wildlife and other resources II. A field exercise on assessing the Maasai community attitudes towards wildlife and conservation, and key aspects shaping the dynamics in their attitudes, and implications for wildlife conservation. Faculty will guide students how to; design a closed and open ended questionnaire, administer the questionnaire, synthesis and analysis of the data information gathered. Students will work in groups to collect data. Each student will write a report using the results for grading</p>	<p>Meguro (2014). Becoming conservationists, concealing victims: Conflict and positioning of Maasai regarding wildlife conservation in Kenya. (Required)</p> <p>Michael Thompson and Katherine Homewood (2002). Entrepreneurs, elites and</p>

		exclusion in Maasailand: trends in wildlife conservation and pastoralist development. (Required)
HDC 10(L, 2.0 hrs)	<p>Natural resource governance in Kenya.</p> <p><i>Taking root: The vision of Wangari Maathai (1.20 minutes)</i></p> <p>Through this film, this lecture will explore the complexities of natural resource governance in Kenya, including diverse property regimes, conflict resolution, the interlinkages between governance and environmental issues.</p>	<p>Borona (2018) .The philosophy of Wangari Maathai. (Required)</p> <p>ICCA (2019): Whose Inclusive Conservation? (Required)</p>
HDC 11(L, 1.5 hrs)	<p>Human-Wildlife Conflicts (HWCs) in the Amboseli Ecosystem II</p> <p><i>Film: Shoot to Kill (24 minutes)</i></p> <p>This lecture will be centred on the intricacies of Human-Wildlife Conflicts in Kenya.</p> <p><i>Questionnaire development for HDC 12</i></p>	<p>Okello (2005). Land use changes and human-wildlife conflicts in the Amboseli area, Kenya. (Required)</p> <p>Muthui (2018). Kenya’s original sin: root cause of rising human-wildlife conflicts. The elephant (Article). (Required)</p>
HDC 12 (FE, 5.0 hrs)	<p>Human-Wildlife Conflicts (HWCs) in the Amboseli Ecosystem II: Students will assess the typology of HWCs among smaller scale farmers, their causes, patterns, impacts and mitigation. Faculty will guide students how to; design a closed and open ended questionnaire, administer the questionnaire in households, synthesis and analysis of the data information gathered. Students will work in groups and make presentations, which will be peer graded.</p>	
HDC 13(L, 2.0 hrs)	<p>Contemporary debates and issues in conservation Practice in Kenya (e.g., land tenure, the inter-linkage between large scale resource extraction and conservation, community rights in conservation discourse, power, access, control, governance, etc)</p>	<p>Ogada (2015). 10 years: Carnivore livestock conflicts: What about human dimensions ?(Required)</p> <p>Garland (2008). The elephant in the room: confronting the colonial character of wildlife conservation in Africa.</p>

		<p>(Required)</p> <p>Goldman (2011). Strangers in their own land: Maasai wildlife conservation in northern Tanzania. (Suggested)</p>
HDC 14 (L, 1.5 hrs)	<p>Pastoral practices among the Maasai and its influence on conservation: The lecture will explore the historical and current pastoral practices among the Maasai people, and how they influence conservation of pasture, rangeland integrity, water and wildlife resources</p> <p><i>Developing guiding questions for HDC 15</i></p>	<p>Hauck and Rubenstein (2017). Pastoralist societies in flux: a conceptual framework analysis of herding and land use among the Mukugodo Maasai of Kenya. Pastoralism: research, policy and practice, 7(18): 1-30 (Required)</p> <p>IUCN (2007). Pastoralism as conservation in the horn of Africa (Required)</p> <p>Zahra et al. (2014). The warrior's dilemma: can Maasai culture persist in a changing World? The Journal of Sustainable Development, (13): 300-311 (Suggested)</p>
HDC 15 (FL, 4.0 hrs)	<p>Livestock markets and trade practices among the Maasai: The FL will assess the marketing and sale of Maasai livestock, and its contribution their livelihoods and economy. It will also explore types of markets used by the Maasai and the constraints or challenges faced by the community in accessing markets for their animals. Faculty will guide students how to develop questions with which to engage community members in discussion on the pastoral economy.</p>	<p>Ngochembo (2011). Investigating the economic potential of pastoralism: the case of Maasai pastoral beef chain in Kajiado District Kenya. (Required)</p> <p>Bailey et al. (1999). Livestock markets and risk management among East African pastoralists: a review and research agenda. (Required)</p>
HDC 16 (L,	Communal ownership of natural resources or	Neumann (1997). Primitive

2.0 hrs)	<p>privatization in Amboseli? The lecture will explore natural resources ownership, use and management among the Maasai and the effects of current trends towards land and resources privatization.</p> <p><i>Film: Milking the Rhino (1hr 24 mins)</i></p>	<p>Ideas: Protected Area Buffer Zones and the Politics of Land in Africa. (Required)</p> <p>Nelson and Agrawal (2008). Patronage or participation? Community based natural resource management reform in Sub-Saharan Africa. (Required)</p> <p>Hackel (1998). Community conservation and the future of Africa's wildlife. Conservation Biology, 13: 726 – 734 (Suggested)</p>
HDC 17(L, 2.0 hrs)	<p>Seed and food sovereignty: This lecture will examine the politics of food production, locating the discussion in global, national and local settings. It will engage in the discussion of sovereignty for both livestock and agricultural economies.</p>	No readings
HDC 18 (L, 2.0 hrs)	<p>Forest governance in Kenya and the ATE: This lecture will examine the dynamics of forest governance in Kenya through the lens of community forestry.</p> <p><i>Film: Honey at the top (56 minutes)</i></p>	No readings
HDC 19 (L, 2.0 hrs)	<p>Understanding poverty and its linkages to natural resources governance in Africa</p> <p>Film: Why poverty? (59 minutes)</p>	<p>Cory (2019): The elephant in the room: Why conservation must include indigenous knowledge</p> <p>Cory (2019): The forgotten history of fire and the tribal wisdom that changed the world</p>
HDC 20 (L, 2.0 hrs)	<p>The role of tourism in Kenya's vision 2030 and its contribution to wildlife conservation and the economy: Tourism is a key pillar in Kenya's economic growth and it's envisioned to contribute significantly in transforming</p>	Njoya (2018). Invisible citizens: Branding Kenya for foreign investors and tourists.

	<p>the country to a middle income nation. This topic will therefore examine if this sector has the capacity to do this, and whether it also contributes to enhanced conservation of the country's natural resources. In addition, it will examine Kenya's tourism offerings against other potential and or under marketed offerings.</p>	<p>(Required)</p> <p>Valle and Yobesia (2009). Economic contribution of tourism in Kenya (Required)</p> <p>Akama (No year). The efficacy of tourism as a tool for economic development in Kenya (Required)</p>
HDC 21 (L, 2.0 hrs)	<p>Tourism products and diversification Kenya and East Africa: The lecture examines the typology of emerging tourism products in Kenya other East Africa countries, and contribution of the tourism sector to the national and local economies. It will also evaluate whether revenue generated through tourism contributes to enhance conservation of wildlife resources and ecosystems where they live-in, and whether it changes community attitudes towards conservation.</p>	<p>Okello et al. (2001). Relative importance of conservation areas in Kenya based on diverse tourist attractions. (Required)</p> <p>Okello et al. (2005). Tourism potential and achievement of protected areas in Kenya: criteria and prioritization. (Required)</p>
HDC 22 (FL, 2.0 hrs)	<p>Tourism and its potential in the Amboseli region: This lecture will focus on the nature of tourism activities and potential in the Amboseli region. It will also assess the role of private and community wildlife conservancies in tourism and associated economic potential</p>	<p>Manyara and Eleri (2007). Best practice model for community capacity-building: a case study of community-based tourism enterprises in Kenya. (Required)</p> <p>Okello et al. (2003). Maasai community wildlife sanctuaries in Tsavo – Amboseli Ecosystem, Kenya: management partnerships and their conditions for success. (Required)</p>
HDC 23 (FE, 5.0 hrs)	<p>An assessment of tourism benefits by local communities: The field exercise will examine the nature of benefits accrued from the tourism sector in the Amboseli region by locals especially the Maasai. It will also assess how locals participate in the tourism sector), and whether the benefits obtained have had a positive change in their attitudes towards conservation. Faculty will guide students how to design questions to facilitate discussions with community members.</p>	<p>No Readings</p>

HDC 24 (D, 30 mins)	Case study closure. This is a student’s discussion held at the end of the course, and moderated by the faculty. The class will be divided into smaller groups, and the faculty will provide guidance on how to do the discussion, which will mainly focus on their views regarding the learned and observed human dimensions in the ecosystems and how they influence natural resource conservation dimensions in Kenya and Tanzania.	No readings
EP 18 (L, 2.0 hrs)	Switch lecture with students from SFS Tanzania Land tenure in Kenya: A historical and contemporary analysis	No readings
EP 12 (L, 2.0 hrs)	Switch Lecture with students from SFS Tanzania Human wildlife conflicts in Kenya: Manifestations, mitigation strategies, and conservation impacts	No readings
58	Total Hours	

Reading List

*Readings in **Bold** are required. Readings are listed in the order in which they appear in the above table.

Bennett et al. (2017). Conservation social science: Understanding and integrating human dimensions to improve conservation.

Pretty et al. (2009). The intersection of biological and cultural diversity.

Short talk: Will Steffen, TEDx Canberra – The Anthropocene:
<http://www.youtube.com/watch?v=ABZjlfhN0EQ> (18.19 mins)

Nelson (2003). Environmental Colonialism: “Saving” Africa from Africans.

Kothari et al. (2013). Conservation as if people also mattered: Policy and practice of community-based conservation.

Lelo Francis et al. (1995). PRA Field Handbook for PRA Practitioners: The PRA Programme Egerton University, Njoro-Kenya.

Chilisa Bagele (2012). Situating Knowledge Systems.

Leela et al. (2017). From attitudes to actions: predictors of lion killing by Maasai warriors.

Lyamuya et al. (2014). Attitudes of Maasai pastoralists towards the conservation of large carnivores in the Loliondo game controlled area of Northern Tanzania.

Rodriguez (2007). Perceptions and attitudes of a Maasai community in southern Kenya regarding predator-damage compensation, wildlife conservation and the predators that prey on their livestock. A Capstone Paper submitted in partial fulfillment of the requirements for a Master of

Sustainable Development at the School for International Training in Brattleboro, VT, USA.

- Meguro** (2014). Becoming conservationists, concealing victims: Conflict and positioning of Maasai regarding wildlife conservation in Kenya.
- Thompson, M and Homewood, K** (2002). Entrepreneurs, elites and exclusion in Maasailand: trends in wildlife conservation and pastoralist development.
- Kiringe et al.** (2009). The water situation analysis in Kimana area: causes and consequences of water quality, quantity, and distribution dynamics. Final water situation analysis report: prepared for the project implementation committee (PIC) Kimana water resources conservation project.
- Kantai** (2007). In the grip of a vampire state: Maasai land struggles in Kenyan politics.
- Veit** (2011). History of land conflicts in Kenya.
- Veit** (2011). The rise and fall of Maasai Group Ranches.
- Mwangi** (2007). The puzzle of group ranch subdivision in Maasailand.
- Groom and Western** (2013). Impact of land subdivision and sedentarization on wildlife in Kenya's Southern Rangelands *Rangeland Ecology & Management*, 66(1):1-9
- Mwangi & Ostrom** (2009). A century of institutions and ecology in East Africa's rangelands.
- Monbiot** (1994). Tragedy of the enclosure.
- Okello** (2005). Land use changes and human-wildlife conflicts in the Amboseli area, Kenya.
- Muthui** (2018). Kenya's original sin: root cause of rising human-wildlife conflicts. The elephant (Article).
- Borona** (2018) [.The philosophy of Wangari Maathai.](#)
- ICCA** (2019): Whose Inclusive Conservation?
- Ogada** (2015). 10 years: Carnivore livestock conflicts: What about human dimensions ?
- Garland** (2008). The elephant in the room: confronting the colonial character of wildlife conservation in Africa.
- Goldman** (2011). Strangers in their own land: Maasai wildlife conservation in northern Tanzania.
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