

Semester at Sea Course Syllabus
Colorado State University, Academic Partner

Voyage:	Fall 2017
Discipline:	Honors Program (HONR)
Course Number and Title:	HONR 293 Honors Seminar–Knowing Across Cultures: Wildlife Conservation Around the World*
Division:	Lower
Faculty Name:	Dr. Paul F. Doherty, Jr.
Semester Credit Hours:	3

Meeting: A Day 1530-1650, Adlon

Prerequisites: *Enrollment in an honors program at the student's home institution is required; Completion of two (2) honors seminars with an emphasis on humanistic and scientific studies.

COURSE DESCRIPTION

This course will engage students in the exploration of different values and ways of knowing across cultures by primarily focusing on wildlife conservation issues around the globe during our Semester at Sea voyage. Specifically, this course will provide experiences for students to critically and analytically reflect on how power, privilege, cultural identities, historical frameworks, social systems, and cultural backgrounds influence how wildlife are viewed and managed around the world. We will explore the history and different views of wildlife management, and use the “North American Wildlife Conservation Model” as a point of reference. We will explore controversial wildlife topics and how different cultural values, religions, ethics, and economic status affect approaches to wildlife conservation. For example, do wildlife exist for human use or do wildlife have inherent value and rights? Is hunting ethical, whether for subsistence, recreation, or conservation? How do different cultures view regulations on commercial fishing and whaling? Should we cull one species to save an endangered one? We will explore these ideas, and others, through readings, discussion, videos, field trips, and independent projects.

LEARNING OBJECTIVES

After completing this course, a successful student will be able to:

1. Identify and analyze how cultural values influence ways of knowing on individual, societal, and global levels in a diversity of academic disciplines and social contexts.
2. Apply and integrate diverse ways of knowing to analyze and interpret contemporary issues and topics.
3. Articulate how cultural frameworks and social systems influence what knowledge is produced and how knowledge is constructed, expressed, accepted, and contested.
4. Understand the limits of knowing, how knowledge changes, and the social, historical, political, and cultural influences that shape ways of knowing across cultures.
5. Critically assess issues of identity, culture, ownership, and power as they relate to

- the processes of knowledge production across cultures.
6. Recognize and apply interdisciplinary connections and intercultural overlaps among ways of knowing across cultures.
 7. Describe and evaluate how different methodologies influence ways of knowing and what is known.

REQUIRED TEXTBOOKS

AUTHOR: Hacker, Diana and N. Sommers
TITLE: A Pocket Style Manual
PUBLISHER: Bedford/St. Martins
ISBN #: 1319083528
DATE/EDITION: 2016/7th

AUTHOR: Sprague, J. and D. Stuart
TITLE: The Speaker's Compact Handbook
PUBLISHER: Bedford/St. Martins
ISBN #: 1305280288
DATE/EDITION: 2016/5th

OTHER READINGS AS ASSIGNED:

See reading list by week and day below. Assigned readings will be discussed on the date it shows up on the syllabus, and thus should be read thoroughly beforehand. Please bring your reading with you to class for reference during discussion.

ASSIGNMENTS and IMPORTANT DUE DATES (dates may change):

Assignment details and rubrics will be posted on the Moodle website for the class:

SEPT 18: Essay #1 due

OCT 30: Essay # 2 due

NOV 12: Full sentence outline of extemporaneous speech due

DEC7-13: Individual speeches will be delivered to the class

NOV 22: Draft of analysis/research paper due

DEC 23: Final analysis/research paper due

Ten short writing assignments will be due the class period following port visits (9/19, 10/3, 10/13, 10/21, 11/2, 11/9, 11/19, 11/30, 12/7, 12/18)

TOPICAL OUTLINE OF COURSE

Depart Bremerhaven, Germany – September 9

A1—September 11:

Topic: What is knowing?

Readings:

Wallace Stevens, "Thirteen Ways of Looking at a Blackbird"

Thomas Nagel, "What is it Like to be a Bat?"

Assignments:

Watch the Shane Mahoney movie “The North American Wildlife Management Model”

A2—September 13:

Topics: What is knowing? continued
Columbus and world connectivity (in preparation for Barcelona visit).

Readings:
Gerry Callahan, Chimera
Charles Mann. Dawn of the Homogenocene

Assignments:
PICC self-assessment due if a CSU student

Barcelona, Spain – September 15-18

A3—September 19:

Topic: How Do We Know and What Are the Challenges of Knowing?

Readings:
William Cronon, A Place for Stories: Nature, History, and Narrative
McLelland, C.V., 2006, The Nature of Science and the Scientific Method, The Geological Society of America

Assignments:
Watch Words that Change the World – Radiolab Presentation
Watch Kathryn Schulz, On Being Wrong, TED Talk
Writing assignment # 1 due

A4—September 21:

Topic: How Do We Know and What Are the Challenges of Knowing? continued

Readings:
Binyavanga Wainaina, How to Write about Africa

Assignments:
Watch Colors – Radiolab Presentation

No Class – September 23

A5—September 24:

Topic: What Do We Know and How Is It Expressed?

Readings:
Anne Fadiman, The Spirit Catches You and You Fall Down: Epilepsy and the Hmong
Susan Sontag, Illness as Metaphor excerpt
Eula Biss, The Pain Scale from Seneca Review, 2005.

Assignments:

A6—September 26:

Topic: Bushmeat and Wildlife in Ghana

Readings:
Wildlife Division, 2004. Collaborative Resource Management in Ghana.

Brashares et al. 2004. Bushmeat hunting, wildlife declines, and fish supply in West Africa.

Brashares, et al. 2011. Economic and geographic drivers of wildlife consumption in rural Africa.

Assignments:

Tema and Takoradi, Ghana – September 27-30

A7—October 3:

Topic: Who Owns Ways of Knowing?

Readings:

Eli Clare, Exile and Stones excerpt

W.E.B. Du Bois (William Edward Burghardt), 1868-1963. The Souls of Black Folk; Essays and Sketches. IX. Of the Sons of Master and Men

Vandana Shiva, The “Disappeared” Knowledge Systems in Monocultures of the Mind

Assignments:

Peruse the INTO CSU webpage on “American Culture”

Writing assignment # 2 due

A8—October 5:

Topic: Where is the Line Between Poaching and Sport Hunting?

Readings:

Johnson, S. C. 2014. Where the Wild Things Are.

Gwin, P. 2012. Rhino Wars. National Geographic.

Hammer, J. 2016. Wildlife Warriors. Smithsonian.

Lindsey, P. et al. 2015. Life after Cecil: channeling global outrage into funding for conservation in Africa, Conservation Letters

2016 Cecil-gate update

Assignments:

Watch “Cecil-gate” news brief

Watch VIDEO on elephants and ivory trade: CSU Professor George Wittemyer

Testimony on elephant declines

Watch Gao Yufang, next generation Chinese on ivory trade

Cape Town, South Africa – October 7-12

Proposed field trip to Kirstenbosch Botanical Gardens, Table Mountain National Park and the African Penguin colony at Boulders

(*field trips will be approved by Semester at Sea about 6 months before the voyage)

A9—October 13:

Topic: What are the Purposes of Knowing?

Readings:

Richard Feynman, The Value of Science

Martha Nussbaum, Not for Profit, Chapter II

Ray Bradbury, The Flying Machine

Assignments:

Writing assignment # 3 due

A10—October 15:

Topic: The Global Environmental and Cultural Backdrop for Conservation

Readings:

- Diamond, J. 2005. The world as a polder: what does it all mean? From the book Collapse
Rolston, H. III. 2012. Species and biodiversity in A New Environmental Ethics
Orland, M. 2004. Roots of the modern environmental dilemma: A brief history of the relationship between humans and wildlife.

Assignments:

No Classes — October 16

A11—October 18:

Topic: What is the Value of a Species (Extinction and Island species)?

Readings:

- Gould, S.J. 1978. Nature's Odd Couple. Natural History Magazine
Safford, R. J., and C. G. Jones. 1998. Strategies for Land-Bird Conservation on Mauritius. Conservation Biology
Will the Mauritius Kestrel survive? Conservation Magazine

Assignments:

- Watch the movie Darwin's Nightmare
Essay # 1 due

Port Louis, Mauritius — October 19

A12—October 21:

Topic: How Do Our Ethics and Values Influence Fish and Wildlife Conservation?

Readings:

- Dickman, A. et al. 2015. The moral basis for conservation: how is it affected by culture? Frontiers in Ecology and the Environment.
B Paterson, 2006. Ethics for wildlife conservation: overcoming the human-nature dualism. BioScience

Assignments:

- Writing assignment # 4 due

No Class — October 22

A13—October 24

Topic: Human Wildlife conflict - who should move - humans or wildlife?

Readings:

- “Man-Eating” tigers
“Tiger-eating” man
Montgomery, “Between Heaven and Earth” in Spell of the Tiger, the Man-eaters of Sundarbans

Harihar A., Ghosh-Harihar M. & MacMillan D.C. (2014). Human resettlement and tiger conservation. *Biological Conservation*,
Relocating humans for tiger conservation is a win for both – *Conservation Magazine*.

Ogra, M. V. 2008. Human-wildlife conflict and gender in protected area borderlands: A case study of costs, perceptions, and vulnerabilities from Uttarakhand (Uttaranchal), India. *Geoforum*

Assignments:

Cochin, India – October 25-30

No Class – October 31

A14–November 2:

Topic: Eco-tourism - Good or Bad?

Readings:

Nuwer, R. 2016. Saving Eden. *Scientific American*.

Strønen, I. Å. 2008. Ten tips for sustainable ecotourism. *New Statesman*.

Rabinowitz, A. 2004. A question of balance. *National Geographic*.

Lynas, M. 2003. Should I stay or should I go? *Geographical*

What if we banned trophy hunting? *Conservation Magazine* and Naidoo et al 2016

Assignments:

Writing assignment # 5 due

Yangon, Myanmar – November 4-8

A15–November 9:

Topic: Endangered Species vs. Culture Preservation: Who Wins?

Readings:

Environmental rights vs cultural rights.

Christy, B. 2010. Asia's Wildlife Trade. *National Geographic*

Skim the Haken Illicit Wildlife Trade Report

Assignments:

Writing assignment # 6 due

No Class – November 11

A16–November 12:

Topic: Endangered Species vs. Culture Preservation: Who Wins?

Readings:

Harvesting bear bile in Asia

Ryan, G. E., V. Dove, F. Trujillo, and P. F. Doherty. 2011. Irrawaddy dolphin demography in the Mekong River: an application of mark-resight models. *Ecosphere*

Bear Bile in Vietnam, *Conservation Magazine*

Bear Bile in Vietnam, *Conservation Magazine*

Drury, R. 2009. Reducing urban demand for wild animals in Vietnam: Examining the potential of wildlife farming as a conservation tool. Conservation Letters

Assignments:

Full sentence outline of extemporaneous speech due

Ho Chi Minh City, Vietnam – November 14-18

A17–November 19:

Topic: Culture clashes over hunting and fishing

Readings:

A. Causey, "Is hunting ethical?", in A Hunters Heart: Honest Essays on Blood Sport

S. M. McCorquodale. Cultural Contexts of Recreational Hunting and Native Subsistence and Ceremonial Hunting: Their Significance for Wildlife Management, Wildlife Society Bulletin

Dunne, P. 1995 Before the Echo in Before the Echo - Essays on Nature

Assignments:

Writing assignment # 7 due

No Class – November 21

A18–November 22:

Topic: China's Growth at the Expense of Wildlife

Readings:

Will China Say No to Wildlife Trade?

Reconstructing wildlife declines in Imperial China - Conservation Magazine and

Turvey et al. 2015. Proceedings Royal Society

Chinese Takeout- Conservation Magazine

Assignments:

Draft of analysis/research paper due

Shanghai, China – November 24-29

A19–November 30:

Topic: Fisheries Conservation in a Fish-eating World

Readings:

Clifton & Majors, Culture, conservation and conflict: perspectives on marine protection among the Bajau of South East Asia, Society and Natural Resources

Baker, C.S. et al. 2010. Genetic evidence of illegal trade in protected whales links Japan with the US and South Korea. Biology Letters

Fausch, K. For the Love of Rivers, Chapter 8 and other excerpts as assigned

Assignments:

Watch the movie RiverWebs

Essay # 2 due

Writing assignment # 8 due

Kobe, Japan – December 2-6

A20—December 7:

Topic: Formal Speeches

Readings:

Assignments:

Writing assignment # 9 due

A21—December 9:

Topic: Formal Speeches

Readings:

Assignments:

A22—December 11:

Topic: Formal Speeches

Readings:

Assignments:

A23—December 13:

Topic: Formal Speeches

Readings:

Assignments:

Final analysis/research paper due

A24—December 15:

Topic: What Role Should the Ancient Advice of Hippocrates Play in Endangered Species Conservation?
Readings:

The case of the Hawaiian Crow - Conservation Magazine

Scott J.M., Kepler C.B., van Riper III C, Fefer, S.I. 1988. Conservation of Hawaii's Vanishing Avifauna. Bioscience

Discarded fishing line kills coral reefs - Conservation Magazine

Papahānaumokuākea Marine National Monument

Assignments:

Honolulu, Hawaii — December 16

A25—December 18;

Topic Final Critical Analysis and Research Writing Projects

San Diego, California — December 23

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course.

Field Class & Assignment

The Field Class for this course will take place on **Saturday, October 7 in Cape Town, South Africa.**

Class Title: Urban Wildlife Conservation in South Africa

Description: Explore the flora, fauna, and wildlife management issues in South Africa.

South Africa's biodiversity is unique, charismatic, and under pressure. We will explore the biodiversity of the Cape region and understand management issues. We plan on starting the day at Cape Point, and also visit Table Mountain National Park and the Kirstenbosch Botanical Gardens. The gardens are the most beautiful in Africa and have a strong conservation focus. The gardens are near Table Mountain National Park, which has the highest concentration of threatened species in any metropolitan area in the world. We will then proceed to the African Penguin colony at Boulders which has broad appeal as well as human-wildlife conflict issues.

Field Class Learning Objectives:

- 1) Appreciate the resources of the Cape region.
- 2) Reinforce readings from class on diversity of wildlife in South Africa and human-wildlife conflict/exploitation.
- 3) Identify management actions to conserve biodiversity in an urban setting.

Assignment:

Students will submit an essay exploring three key aspects biodiversity management in South Africa, how these aspects have changed over time, and their predictions about the future of wildlife management there.

Independent Field Assignments

Students will complete 10 short writing assignments that will be due the class period following port visits. The topic of each assignment, and grading rubric, will be discussed in class prior to the port visit.

Students will also produce an analysis/research paper that will focus on knowing across cultures with a focus on a wildlife conservation topic. This paper will be influenced by experiences in ports.

Students will also give an extemporaneous speech on a topic that will be observed and researched in multiple ports. Guidelines and rubric will be presented in class.

METHODS OF EVALUATION / GRADING SCALE GRADING SCALE

The requirements that will be used to evaluate student learning are:

1. Discussion/port question assignments (10% of grade). One-page writing assignment on readings and port visits (10 total).
2. Two critical analysis writing projects (35% of grade; 5-10 pages each).
3. Formal speech (20% of grade). A 7-minute extemporaneous speech to the class related to content.
4. Final Critical analysis and research writing project (10-20 pages; 25% of grade).
5. Participation (10% of grade).

GRADING

Assignment	Percentage
Participation	10%
Discussion question assignments (10)	10%
Writing projects (2)	35%
Final research paper (1)	25%
Formal speech (1)	20%
Total	100%

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%:
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision

(e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS AND FILMS FOR THE LIBRARY

AUTHOR: Hacker, Diana and N. Sommers
TITLE: A Pocket Style Manual.
PUBLISHER: Bedford/St. Martins
ISBN #: 1319083528
DATE/EDITION: 2016/7th

AUTHOR: Sprague, J. and D. Stuart
TITLE: The Speaker's Compact Handbook.
PUBLISHER: Bedford/St. Martins
ISBN #: 1305280288
DATE/EDITION: 2016/5th

Movies: The North American Wildlife Management Model, Darwin's Nightmare, RiverWebs, The Cove, Cage of Shame, Battle for the Elephants, The Great Polar Bear Feast

ELECTRONIC COURSE MATERIALS

Available in the course folder