Preliminary Syllabus
(subject to change)

E482/V482 E582/V582 SPEA in South Africa (3 cr)
Summer 2015

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Course Materials
✓ Oncourse readings as assigned
✓ On-line readings as assigned
✓ Zulu Wilderness by Ian Player
✓ Managing our Wildlife Resources by Ron Thomson (grad students only)

Course Description
This class will be a study of environmental management in a country with rich resources but with management models somewhat different from those practiced in the United States. To narrow the focus we will concentrate primarily on African wildlife using that resource as a case study. Students will observe and learn about African wildlife in their natural environment, observe how various government and non-government entities in South Africa are managing wildlife, and make a connection on how these philosophies and techniques relate to similar practices in the United States.

Course Objectives
Upon completion, each student should be able to:

✓ Have a working understanding of basic environmental management concepts.
✓ Discuss with confidence the effect of external influences such as politics, culture, climate change, etc. may have on management strategies.
✓ Gain knowledge and develop opinions about approaches to environmental management that are different from US models.
✓ Gain a lifelong memory of environmental experiences that are not possible in the US.
✓ Experience an international perspective of the real life world of “Public and Environmental Affairs”.

Class Policies. Please consider the following policies to be a contract for this class.
✓ Oncourse. I will use the class webpage on Oncourse for classroom administration.
✓ Attendance. Attendance at all sessions is required, to include the three stateside sessions.
✓ Written assignments. Written assignments must be typed, organized, grammatically correct, and supported with relevant literature. Your paper must follow the bibliographic citation rules and guidance for credible sources found on the class webpage on Oncourse.
✓ Courtesy and ethics. The obvious: no side conversations, be civil, etc. Even more obvious, don’t cheat and know what plagiarism is. Incidents of academic and personal
misconduct will be handled according to procedures prescribed in the University Code of Student Rights, Responsibilities, and Conduct found at [http://www.iu.edu/~code/code/index.shtml](http://www.iu.edu/~code/code/index.shtml). Information about academic dishonesty can be found at [http://www.iu.edu/~code/code/responsibilities/academic/index.shtml](http://www.iu.edu/~code/code/responsibilities/academic/index.shtml). Incidents of misconduct will be reported to the Dean of Students and sanctions applied.

- **DSS accommodation.** If you have documentation from DSS, provide that asap.
- **Email.** Please note that I may not be near a computer on some days and I’m not as wired as many of you, so email me asap if you have a pressing need.

### Assignments and Grades.

1. **Journal**- (25% of final grade). Each student will keep a detailed daily journal to address the three elements listed below. There is no set format; use your organizational skills to format this in a way that is easy for you to use in the field and for me to grade.

   - **Daily observations and experiences.** State what you did that day, where did you go, what did you see, who did you meet, what were your reactions to your experiences for that day, your top three learning points for that day, etc. This section of your journal should give readers a feel for what the country is like.
   - **Notes from presentations.** Record what you learned in the field and classroom, to include the presentations by your fellow students. Our guide will also be imparting bits of information as we drive/hike based on whatever we encounter. Note what ecological processes were discussed, what management actions are being employed, how they are working, what are the challenges managers are facing, etc. The final exam will be based on the information presented throughout the trip.
   - **Final reflections.** At the end of the trip, perhaps during the plane ride home, write a page or so in your journal to describe how this experience personally affected you. For example, what did you learn, how did this change your perspective on things, was it fun, was it hard, what was the one thing that you remember most, etc.?

2. **Issue Analysis Paper**- (25% of final grade)

   - At our orientation meeting each student will be required to choose a topic of interest to them and relevant to an environmental issue in South Africa. A list will be provided or students may propose their own topic subject to instructor approval. Each student will then use credible sources to research the issue, develop a 6-8 page paper, and prepare a short presentation to be given during the trip to the class. Specific guidelines for this assignment may be found under the Assignments tab on Oncourse.

3a. **Book review for undergrad students** – (15% of final grade). Undergrad students will read *Zulu Wilderness*. Specific guidelines for this assignment may be found under the Assignments tab on Oncourse.

3b. **Book review for grad students** - (25% of final grade). Grad students will read *Zulu Wilderness* and *Managing our Wildlife Heritage*. Specific guidelines for this assignment may be found under the Assignments tab on Oncourse.
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4a. Participation for undergrad students- (10% of final grade). This component will be based on your overall participation and intellectual involvement in the subject matter of the course.

4b. Participation for grad students – At the graduate level I expect engaged participation to occur as a matter of course. Thus, it will not earn you credit towards your final grade, but problems in this regard could reduce your final grade.

5. Final Exam- (25% of final grade). A final exam will be administered on the last day of the trip. It will likely be a combination of short and long essay and basic identification. Grad students can expect an exam that contains more complex questions requiring more complex responses.