

**ENV 320: Botswana's Environment**  
**(aka Globalization, the Environment and Development in Botswana)**  
**Course Syllabus**  
**January – May 2012 Semester**

**Class Time and Location:** 9-10am, Tues-Thurs, Bldg 233, Rm G6

**Lab Time and Location:** 2-4pm, Wed, Bldg 236, Rm 120 B (for ACM students only)

**Instructor:** Professor William (Bill) Moseley<sup>1</sup>

**Office:** Bldg 244M, Rm 11

**Office Hours:** 10:15-11:15am on Tues and Thurs, 11-12pm on Wed, or by appointment

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Botswana is widely heralded as a development success story, a country which has experienced phenomenal economic growth since independence in 1966. The economy of Botswana is also heavily dependent upon natural resources, with diamond mining, ecotourism and cattle farming representing prominent revenue streams. Despite its tremendous success, Botswana also faces a number of critical environment and development challenges, including a heavy reliance on imported food, a highly unequal income distribution, one of the highest HIV/AIDS prevalence rates in the world, and limited water resources.

The goal of this course is to critically examine the case of Botswana in a global and regional context with a particular focus on the themes of environment and development. Our aim will be: to assess which development efforts have worked and which have not; to explore the external and internal factors which contributed to these successes and failures; and to reflect on the value of these lessons for other parts of the world. We adopt a hybrid approach, which straddles both the social and natural sciences, to explore a number of key environment and development questions within the context of globalization. We start by situating ourselves in Gaborone, then explore some key concepts from globalization and development studies, before moving into the basics of history for Botswana and southern Africa. This necessary background information then allows us to examine a series of environmental questions and themes. These topics include: 1) diamonds and development; biodiversity and conservation; community-based conservation; transnational parks; the cattle industry and pastoralism; food security and farming; HIV/AIDS and Livelihoods; and water resources. In terms of pedagogy, I use a mix of lecture, discussion, writing, and field exploration as learning tools.

**Grading and Assignments:**

**1) Grading for UB students taking the course for two credits**

Grade Components

Final Exam:	38 pts
Assignment 2: Literature Review (23 Feb):	17 pts
Final paper draft (29 Mar):	6 pts
Peer Review (wk 2-6 Apr):	2 pts
<u>Assignment 3: Final paper (19 Apr):</u>	<u>37 pts</u>
Total:	100 pts

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<sup>1</sup> Visiting Scholar, Dept of Environmental Science, University of Botswana; Program Director, Associated Colleges of the Midwest (ACM); Professor of Geography, Macalester College

## 2) Grading for ACM students taking the course for more than two credits

Grade Components		% total
Exam:	38 pts	25.3%
Assignment 1: Market vendor report (19 Jan):	17 pts	11.3%
Assignment 2: Literature Review (23 Feb):	17 pts	11.3%
Final paper draft (29 Mar):	6 pts	4%
Peer Review (wk 2-6 Apr):	2 pts	1%
Assignment 3: Final paper (19 Apr):	37 pts	25%
Presentation (Apr 11 or 18):	13 pts	9%
Discussion leadership	5 pts	3%
Discussion Participation:	15 pts	10%
Total:	150 pts	100%

Final grades are based on a weighted average for the term. Grade cutoff points (in terms of percentage of total points) are as follows (as per the University of Botswana system): A = 80-100%; B+ = 75-79.9%; B = 70-74.9%; B- = 65-69.9%; C+ = 60-64.9%; C = 55-59.9%; C- = 50-54.9%; D+ = 45-49.9%; D = 40-44.9%; D- = 35-39.9%, E = < 35%.

Note: Please turn off cell phones while in class. Repeated reminders will result in the confiscation of your phone.

### 1) Common Assignments

#### *Writing Assignment 2: Literature review which builds into final paper*

A literature review summarizes and assesses the major scholarly conversations on a particular topic. This literature review is eventually meant to be the front end of a larger paper focused on a particular, empirically-grounded (and Botswana relevant), development question. The process of writing such a review may also help you identify a research question for the final paper. You should start with a broad development theme which is of interest to you, e.g., agricultural development, ecotourism, livestock management. You should then survey the literature on this topic (book, journal articles, on-line sources) to identify the key questions and debates within the theme. Your 3000 word literature review, not including references, should survey the “state of the literature” on 2-3 major themes within your broad development topic, identifying key topics of debate, gaps in the literature, and key future questions.

#### *Assignment #3: Final paper on environment-development oriented question (linking theory to practice)*

This 6500 word paper (about 20-25 double-spaced pages), including references, builds on the previous literature review by investigating a key environment-development question for Botswana. A major goal of the paper will be to connect debates in the scholarly world to a real-world question that is grounded in a particular place in Botswana. You may use parts of assignment 2 (your earlier literature review) to set up the context of the paper. Such a paper will typically have the following sections: introduction, research question and methods, context in the literature, findings and analysis, conclusions and policy recommendations. This paper will have a related draft and peer review.

#### *Exam*

The course will have an essay exam during the exam period. The purpose of the exam will be to encourage students to reflect on the material covered in class lecture.

## **Assignments for those taking the course for additional credit**

*Discussion Reading:* Reading assignments for each discussion are listed in the syllabus. Generally speaking, readings should be explored in the order they are listed in the syllabus

*Discussion Participation:* The purpose of discussion is to facilitate critical analysis and lively dialog on controversial issues related to globalization and the natural environment. The majority of class participation points will be derived from your contributions in twelve discussion sessions during the seminar. The quality of one's discussion comments is as or more important than the quantity. Participation points are relatively easy to obtain if you keep up with the reading and speak up during discussion. Please see one of us if you have difficulty speaking in class.

In my opinion, the best discussions are those in which: 1) students listen (and learn) from one another and build on what each other is saying; 2) the discussion is focused on understanding the main argument of each reading and breaking down and analyzing this argument to see if it makes sense; 3) making connections between readings (when several are assigned on the same day) by identifying where authors agree and disagree; and 4) relating insight gained from reading and discussion to other texts or real life events. In sum, I want you to approach discussion as an on-going scholarly debate in which we (as a community of scholars and learners) are attempting to advance our collective knowledge. It is extremely important to be respectful of others during discussion. We enter each discussion with different perspectives and experiences. Diverse opinions and perspectives are what make discussion interesting – and thus an open and understanding class atmosphere is critical.

*Discussion Leadership:* Each ACM student in the class will co-lead two discussions. Student discussion leaders (two for each discussion) will be assigned for each discussion session during the first week of the seminar. Discussion leaders will be expected to summarize the main points of each reading and to have prepared discussion questions in advance. Questions should be emailed to the course instructor and the entire class the night before the discussion. Discussion leaders are also expected to facilitate the discussion, i.e., they are responsible for: making sure the group gets through all the assigned readings in the allotted time; introducing each reading by briefly summarizing its main points (or calling on other class members to do this); helping the class get through a list of prepared questions in an expeditious yet thorough manner; and tactfully encouraging those who have not spoken to contribute to the discussion. The course instructor will interact in class discussion just like other members of the class, but may intervene from time to time if he feels that an important issue has been left unexplored.

### *Assignment #1: Market vendor assignment*

For this assignment, you will work in pairs of two and go to the Main Mall to interview three informal vendors (at least one of which is selling agricultural products). Please introduce yourselves as students working on an assignment, be gracious if a vendor declines to be interviewed and try not interfere with them doing business (i.e., make sure to let them attend to any customers). Part of your interaction with a particular vendor may just be noting what they sell and observing who buys produce from them. You should ask how long they have been coming to the market, the provenance of their goods, their history of selling, if they have noticed any changes in the market scene over the years, characteristics of their customer base, etc.

*Final Paper Presentation:* Each student will make a 12 minute presentation of their final paper.

**Tentative Week-by-Week Schedule (Lab is only for ACM students taking the course for additional credit)**

Topic	Tues	Lab (Wed)	Thurs	Assignments
Wk 1 (Jan 10,12): Gaborone and its surroundings (local and global influences)	Introduction to course and geography	Discussion assignments	Lecture: physical geography	
Wk 2 (Jan 17,19): The physical geography and environmental history of the region	Lecture: physical geography	Discussion 1	Guest lecture: Botswana's environmental challenges	Market vendor assignment due 19 Jan (via moodle by noon)
Wk 3 (Jan 24,26): Globalization, the environment and development in southern Africa	Guest lecture: Botswana's environmental challenges	Discussion 2	Lecture: Theories and practice of development	
Wk 4 (Jan 31, Feb 2): Development in Botswana	Lecture: Political Ecology	Discussion 3	Lecture: Botswana and state-led development	
Wk 5 (Feb 7,9): Diamonds and development	Lecture: Natural resources and development	Discussion 4	Lecture: Participatory development	
Wk 6 (Feb 14,16): Biodiversity and conservation	Lecture: Biodiversity	Discussion 5	Lecture: Biodiversity	
Wk 7 (Feb 21,23): Parks and local peoples	Lecture: Parks and people	Discussion 6	Lecture: Parks and peoples	Final paper topic (21 Feb); Lit review due 23 Feb (via moodle by noon)
Midterm break (Feb 25 - Mar 3)				
Wk 8 (Mar 6, 8): Community-based conservation and transnational parks	Lecture: community-based conservation	Discussion 7	Lecture: land tenure and reform	Hand in final paper topic (1 Mar)
Wk 9 (Mar 13,15): Food Security	Lecture: Food security	Discussion 8	Lecture: Rural livelihoods	
Wk 10 (Mar 20,22): Rural Agriculture	Lecture: Agriculture	Discussion 9	Lecture: Agriculture	
Wk 11 (Mar 27,29): Cattle, pastoralism and development	Lecture: Animal husbandry	Discussion 10	Lecture: Urban Economies	Final paper draft due 29 Mar
Wk 12 (Apr 3,5): Urban Agriculture	Lecture: urban food security and agriculture	Discussion 11	Lecture: population	Peer review this week
Wk 13 (Apr 10,12): HIV/AIDS and Livelihoods	Lecture: HIV/AIDS and Malaria	Discussion 12 + Presentations	Lecture: Disease and livelihoods	
Wk 14 (Apr 17,19): Water resources management	Lecture: water resources management	Presentations	Last day of class	Final paper due 19 April (via moodle by noon)
Wk 15: Exam	Finals week			

## **Discussion Readings (most readings may be found on the course moodle site)**

### **Discussion 1: Gaborone and environmental narratives (Jan 18)**

Keiner, M. and C. Zegras, W. Schmid, and D. Salmeron (eds). 2004. "Gaborone: An Emerging Urban Oasis (Chapter 3)." In: *From Understanding to Action: Sustainable Urban Development in Medium Sized Cities in Africa and Latin America*. Springer.

Maddox, G. 2003. "'Degradation narratives' and 'population time bombs': Myths and realities about African environments." In: Dovers, S., R. Edgecombe and B. Guest (eds). *South Africa's Environmental History : Cases & Comparisons*. Cape Town: David Philip Publishers. Pp. 250-258.

Beinart, W. and K. McKeown. 2009. "Wildlife Media and Representations of Africa, 1950s to the 1970s." *Environmental History* 14(3): 429-452.

Optional:

Arku, G. 2009. "Rapidly Growing African Cities Need to Adopt Smart Growth Policies to Solve Urban Development Concerns." *Urban Forum*. 20(3): 253-270.

### **Discussion 2: Globalization, the environment and development in southern Africa (Jan 25)**

Peet, R. 2002. "Neoliberalism in South Africa." In: Logan, B.I. (ed.) *Globalization, the Third World State and Poverty-Alleviation in The Twenty-First Century*. Hampshire, UK: Ashgate Publishing Ltd.

Robbins, P. 2004. *Political Ecology: A Critical Introduction*. Malden, MA. Chapter 1.

Logan, B.I. and W.G. Moseley. 2004. "African Environment and Development: An Introduction." In: Moseley, W.G. and B.I. Logan. (eds). *African Environment and Development: Rhetoric, Programs, Realities*. Aldershot, UK: Ashgate Publishing Limited. Pp. 1-14.

Bryant, R.L. 1997. "Beyond the impasse: the power of political ecology in Third World environmental research." *Area*. 29(1): 5-19.

Optional:

Hollowes, D. and M. Butler. 2002. "Power, Poverty, and Marginalized Environments: A Conceptual Framework." In: McDonald, D. (ed). *Environmental Justice in South Africa*. Athens: Ohio University Press.

### **Discussion 3: Development in Botswana (Feb 1)**

Samatar, A. 1999. *An African Miracle: State and Class Leadership and Colonial Legacy in Botswana Development*. Portsmouth, NH: Heineman. Introduction and Chapters 1-4 (pgs 1-130)

### **Discussion 4: Politics, Diamonds and Development (Feb 8)**

Samatar, A. 1999. *An African Miracle: State and Class Leadership and Colonial Legacy in Botswana Development*. Portsmouth, NH: Heineman. Introduction and Chapters 5-6 (pgs 131-195)

Hillbom, E. 2008. "Diamonds or development? A structural assessment of Botswana's forty years of success." *The Journal of Modern African Studies*. 46:191-214.

Optional:

Good, K. 1992. "Interpreting the Exceptionality of Botswana." *The Journal of Modern African Studies*. 30: 69-95

Taylor, I. 2006. "The limits of the 'African Miracle': Academic freedom in Botswana and the deportation of Kenneth Good." *Journal of Contemporary African Studies*, 24(1): 101 – 122.

### **Discussion 5: Biodiversity and conservation (Feb 15)**

Verlindenb, A. 1997. "Human settlements and wildlife distribution in the southern Kalahari of Botswana ." *Biological Conservation*. 82(2):129-136.

DeMotts, R., Haller, T., Hoon, P., Saum, R. 2009. "Dynamics of common pool resource management in the Okavango Delta, Botswana." *Development Southern Africa*. 26(4): 569 – 583.

Mbaiwa, J.E. 2003. "The socio-economic and environmental impacts of tourism development on the Okavango Delta, north-western Botswana." *Journal of Arid Environments*. 54(2): 447-467

Optional:

Hiemstra-van der Horst, G and Hovorka AJ. 2009. "Fuelwood: The 'other' renewable energy source for Africa?" *Biomass & Bioenergy*. 33(11): 1605-1616

### **Discussion 6: Parks and local peoples (Feb 22)**

Carruthers, J. 2003. "Past & Future Landscape Ideology: The Kalahari Gemsbok National Park." In: Beinart W. and J. McGregor (eds). *Social History & African Environments*. Cape Town: David Philip. Pp. 255-266

Hitchcock, RK. 2002. "We are the First People': Land, Natural Resources and Identity in the Central Kalahari, Botswana." *Journal of Southern African Studies*. 28(4): 797 – 824.

Neumann, R.P. . 1997. "Primitive Ideas: Protected Area Buffer Zones and the Politics of Land in Africa," *Development and Change*.

### **Midterm break (Feb 25-Mar 3)**

### **Discussion 7: Community-based conservation (March 7)**

Wilshusen, P.R. et al. 2002. Reinventing a Square Wheel: Critique of a Resurgent "Protection Paradigm" in International Biodiversity Conservation. *Society & Natural Resources*. 15(1):17-40.

Thakadu, O.T. 2005. "Success factors in community based natural resources management in northern Botswana: Lessons from practice." *Natural Resources Forum*. 29(3):199–212.

Swatuk, L.A. 2005. "From "Project" to "Context": Community Based Natural Resource Management in Botswana." *Global Environmental Politics*. 5(3): 95-124.

Logan, B.I. and W.G. Moseley. 2002. "The Political Ecology of Poverty Alleviation in Zimbabwe's Communal Areas Management Programme for Indigenous Resources (CAMPFIRE)." *Geoforum*. 33(1): 1-14.

Optional:

DeMotts, R. 2004. "Placing the Local in the Transnational: Communities and Conservation Across Borders in Southern Africa. In: Moseley, W.G. and B.I. Logan. (eds.). *African Environment and Development: Rhetoric, Programs, Realities*. Aldershot, UK: Ashgate Publishing Limited.

### **Discussion 8: Food Security (Mar 14)**

Lado, C. 2001. "Environmental and socio-economic factors behind food security policy strategies in Botswana." *Development Southern Africa*. 18(2): 141-168.

Frayne, B. et al. 2010. "The State of Urban Food Insecurity in Southern Africa." Urban Food Security Series No. 2. Queen's University and AFSUN: Kingston and Cape Town.

Lesetedi, GN. 2003. Urban-rural linkages as an urban survival strategy among urban dwellers in Botswana: the case of Broadhurst residents. *Journal of Political Ecology*.

Optional:

Frayne, B. 2010. "Pathways of Food: Mobility and Food Transfers in Southern African Cities." IDPR. 32(3-4): 291-310.

### **Discussion 9: Rural Agriculture (March 21)**

Twyman, C, D. Sporton and D. Thomas. 2004. "'Where is the life in farming?': The viability of smallholder farming on the margins of the Kalahari, Southern Africa." *Geoforum*. 35(1): 69-85.

Subair, SK and M. Siyana. 2003. "Attitudes towards backyard gardening in Botswana." *Proceedings of the 19<sup>th</sup> AIAEE Conference*.

Richards, P. 1985. *Indigenous Agricultural Revolution: Food and Ecology in West Africa*. London: Hutchinson. (Introduction), pp. 9-17.

### **Discussion 10: Cattle, pastoralism and development (March 28)**

Peters, P. 1987. "Embedded Systems and Rooted Models: The Grazing Systems of Botswana and the Commons Debate." In: McCay, B. and J. Acheson (eds.). *The Question of the Commons*. Tuscon: The University of Arizona Press.

Darkoh, MBK and JE Mbaiwa. 2002. "Globalisation and the Livestock Industry in Botswana." *Singapore Journal of Tropical Geography*. 23(2): 149-166.

Sallu, S.M. C. Twyman and L. Stringer. 2010. "Resilient or Vulnerable Livelihoods? Assessing Livelihood Dynamics and Trajectories in Rural Botswana." *Ecology and Society*. 15(4):x-x.

### **Discussion 11: Urban Agriculture (April 4)**

Hovorka, A.J. 2005. The (Re) Production of Gendered Positionality in Botswana's Commercial Urban Agriculture Sector. *Annals of the Association of American Geographers*. 95(1): 294-313.

Hovorka, A.J. 2006. "The No. 1 Ladies' Poultry Farm: A feminist political ecology of urban agriculture in Botswana." *Gender, Place and Culture: A Journal of Feminist Geography* 13 (3): 207-225.

Hovorka, A.J. 2006. "Urban agriculture: addressing practical and strategic gender needs." *Development in Practice*. 6(1): 51-61.

**Wk 12: HIV/AIDS and Livelihoods (April 11)**

Creese, A. et al. 2002. "Cost-Effectiveness of HIV/AIDS Interventions in Africa: A Systematic Review of the Evidence." *The Lancet*. vs Hilts, P. 2005. "Changing Minds: Botswana Beats Back AIDS." *Rx for Survival: Why We Must Rise to the Global Challenge*. (taken from *Taking Sides: Clashing Views on Controversial African Issues*).

Oglethorpe, J. and Gelman, N. 2008. "AIDS, women, land, and natural resources in Africa: current challenges." *Gender & Development*. 16(1): 85 – 100.

Ngwenya, B.N and Mosepel, K. 2007. "HIV/AIDS, artisanal fishing and food security in the Okavango Delta, Botswana." *Physics and Chemistry of the Earth, Parts A/B*. 32(15-18): 1339-1349.

Optional:

Aldhous, P. 2007. "HIV's Killing Fields." *New Scientist*.