NR 382A: Integrated Social and Ecological Field Methods in Kenya
Department of Forest and Rangeland Stewardship and Human Dimensions of Natural Resources
Warner College of Natural Resources

COURSE SYLLABUS

Instructors

<table>
<thead>
<tr>
<th>Names</th>
<th>Dr. Courtney Schultz</th>
<th>Jon Trimarco</th>
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<tbody>
<tr>
<td>E-Mail</td>
<td><a href="mailto:courtney.schultz@colostate.edu">courtney.schultz@colostate.edu</a></td>
<td><a href="mailto:jontrimarco@gmail.com">jontrimarco@gmail.com</a></td>
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Term: Summer 2013
Course Credits: 5

Course Overview
This course provides an introduction to field methods commonly used in research concerning natural resources management. In field-based and classroom settings, students will learn both social and ecological field methods by participation in inquiry-based experiences in the country of Kenya. Student experiences will take place in terrestrial grassland ecosystems within both agrarian and pastoral communities living in rural, village and small town settings. Students will develop an understanding of appropriate measurement selection and analysis and be taught how to present their findings.

Course Objectives
At the end of this course students should:
• Be able to identify principles of community-based conservation, common-pool resource theory, and resilience thinking
• Have acquired basic skills in data collection for grassland ecosystems and wildlife monitoring
• Have acquired basic skills in field-based, qualitative social science data collection

Proficiency will be evaluated in the following key ways:
• Presentations that will be evaluated by instructors and peers
• Written summaries of material presented
• Field-based tests of ecological field measurement skills
• Observation of field-based social science data collection
• Oral and written presentations of a small research project integrating ecological and social science data collected in the field
• Oral final exams with instructors

Required Texts and Materials
There is no text for this class. Students will need to print all course materials prior to travel to Kenya.
Course Policies

Late Work Policy:
Students will be docked 10% per day for all late assignments, except when an approval has been given by the instructor prior to the due date. There will be no makeups for the final exam.

Grades of "Incomplete":
Per university policy, an instructor may assign temporary grade of Incomplete to a student who demonstrates that he or she could not complete the requirements of the course due to circumstances beyond the student’s control and not reasonably foreseeable. A student must be passing a course at the time that an Incomplete is requested unless the instructor determines that there are extenuating circumstances to assign an Incomplete to a student who is not passing the course. When an instructor assigns an Incomplete, he or she shall specify in writing using the Department Incomplete Grade Form the requirements the student shall fulfill to complete the course as well as the reasons for granting an Incomplete when the student is not passing the course. The instructor shall retain a copy of this statement in his or her grade records and provide copies to the student and the department head or his or her designee. (Section I.6 of the Academic Faculty and Administrative Professional Manual)

Disability Access:
Colorado State University is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations must first contact Resources for Disabled Students before requesting accommodations from the professor. Resources for Disabled Students (RDS; http://rds.colostate.edu/home) is located in room 100 of the General Services Building. Their phone is (970) 491-6385 (V/TDD). Students who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations.

Attendance Policy:
Attendance is required for all class sessions with no exceptions, except if an absence has been pre-approved by the instructors.

Academic Integrity:
The Department of Forest and Rangeland Stewardship takes academic integrity seriously. At minimum, academic integrity means that no one will use another’s work as their own. The CSU writing center defines plagiarism this way:

*Plagiarism is the unauthorized or unacknowledged use of another person’s academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding “credit be given where credit is due.”*


If you plagiarize in your work you could lose credit for the plagiarized work, fail the assignment, or fail the course. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles published in the CSU General Catalog (see page seven, column two: http://www.catalog.colostate.edu/FrontPDF/1.6POLICIES11112f.pdf).
Of course, academic integrity means more than just avoiding plagiarism. It also involves doing your own reading and studying. It includes regular class attendance, careful consideration of all class materials, and engagement with the class and your fellow students. Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, we will ask to you sign the CSU Honor Pledge as part of completing all of our major assignments. While you will not be required to sign the honor pledge, we will ask each of you to write and sign the following statement on your papers and exams: "I have not given, received, or used any unauthorized assistance."

COURSE SCHEDULE AND/OR SCHEDULE OF ASSIGNMENTS

1. Introduction to Kenya and Trip Preparation

Location: CSU

Objectives:
- Become familiar with history, politics, ecology and demographics of Kenya
- Acquire necessary health and safety information pre-trip
- Be able to introduce yourselves in Swahili
- Attain basic cross-cultural awareness skills
- Understand travel and in-country expectations

3/27: Health Meeting

4/24: Logistics meeting with Courtney and Jon

5/8: Introduction to Conservation Issues in Kenya

Reading Due: Rewilding the World: Dispatches from the Conservation Revolution, Caroline Fraser (2009) pp. 203-240

Date TBA: Last minute travel logistics meeting with Jon

May 25-26: Travel to Kenya, stay in Nairobi May 26

2. Introduction to Key Theoretical Frameworks Relevant for Studying Community-Based Natural Resource Management in Kenya and Introduction to Samburu

Objectives:
- Discuss basic principles of resilience theory, common-pool resource theory, community-based conservation and traditional knowledge
- Define the key elements of each of these topics
- Identify how these may apply to social and ecological field research in Kenya
- Practice group presentation skills
- Students will become familiar with Samburu culture
• Students will become familiar with protected areas in region of Archer’s Post (national reserve, community conservancy, community land)

**May 27:** Travel to Samburu, Meet the Community, Group Presentations

**Readings Due:**

**May 28:** Community activities in Samburu, Group presentations

### 3. Social and Ecological Field Methods

**Location:** Samburu and Ol Pejeta

**Objectives:**
- Understand factors that guide research design and methods choices
- Understand general tenets of research ethics
- Learn social science approaches, including surveys, participatory mapping, interviewing, focus groups, and participant observation
- Acquire skills in wildlife monitoring
- Acquire skills in assessing rangeland health (including soils)

**May 28 (cont’d):** Game drive and wildlife monitoring lesson with G. Wittemyer

**May 29:** Range monitoring in Samburu, game drives, village visits


**May 30:** Go to Ol Pejeta; more on range monitoring


**May 31:** Bicycle safari; social science methods

**Readings Due:** Excerpts from Creswell 2009.
June 1: Research design and ethics, form groups for projects, do background reading


4. Application of Field Methods to Group-Based Field Research Projects

**Objectives:**
- Students collect data about rangeland health
- Students collect data about wildlife habitat
- Students collect social science data about pastoralist livelihoods
- Students interact with local primary students about conservation and higher education

June 2: Return to Samburu

June 3-5: Data Collection and time in Samburu

6. Project Presentation

**Objectives:**
- Be able to critically analyze data and present findings in writing and through oral presentations
- Be able to critically evaluate research design and data collection methods of peers

June 6: Travel to Nanyuki, Write Up Projects
June 7: Write up Projects, work on presentations
June 8: Presentations, travel to Nairobi to depart

**PAPER AND PROJECT ASSIGNMENTS**

**Pre-Trip Readings and Group Presentations**
The readings due on May 27 should be completed before departure. In small groups, you will present for 20-30 minutes to your classmates on the key points from one of those readings. This will be followed with discussion. **You need to read all of these readings before getting on the plane to go to Kenya.**

**In-Trip Readings**
Additional readings will be required throughout the course as outlined in this syllabus. You must print and be familiar with at least the abstracts of all these readings before going to Kenya.

**Group Research Projects: “Choose Your Own Adventure”**
You will be required to complete a mini socio-ecological study at the Samburu site that includes a modified lit review, choosing appropriate methodology, collecting and analyzing data, and making conclusions.
Resources for "Choose Your Own Adventure": Additional readings that do not have a specific due date

- Partnering with Local Communities to Identify Conservation Priorities for endangered Grevy’s zebra. Low, Sundaresan, Fischhoff, Rubenstein (2009), pp. 1548-1555.


- Factors Influencing Conservation Attitudes of Local People in Western Tanzania. Kidgighesho, Roskaft & Kaltenborn (2006), pp. 2213-2230


Again, it is YOUR responsibility to print out (and organize) all of the course materials, excepting those intended only for “Choose Your Own Adventure.” Your exceptional TA will ensure that at least three copies of each of the available for common use (though it would be nice to have a few more copies floating around while you are preparing your projects).

A note about computers: We anticipate having 4-5 laptops available for you to use throughout the semester. You will not need a laptop for individual work. Should you choose to bring a laptop it is your responsibility to keep it safe and use it with discretion. Should you discover an ability to carry things on your head, do not demonstrate with a laptop. You will not be reimbursed for broken or stolen equipment. Technology questions/concerns will be addressed during one of our pre-departure meetings this spring.

Journal
Students will keep a journal through the course. Your journal will be a tool for you to record and evaluate your experiences and observations. It may include anecdotal observations, genuine data, sketches and various assignments. While the journal should be a personal account of your experience, DO NOT fill it with inane gossip, swooning admissions about your peers, or doodles of non-existent creatures. WE WILL READ AND GRADE THESE JOURNALS. As with all course materials, you are expected to bring your own journal (roughly the size of a composition notebook is best).

EXTRA CREDIT: Web search and Critical Review of pre-course video content (see emails)

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<tr>
<th>BASIS FOR FINAL GRADE</th>
<th>Points Comprising Final Grade</th>
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<tr>
<td>93-100: A</td>
<td>Journal: 30% (300 points)</td>
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<tr>
<td>90-92: A-</td>
<td>Class Participation: 20% (200 points)</td>
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<tr>
<td>88-89: B+</td>
<td>Group Teaching: 10% (100 points)</td>
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<td>83-87: B</td>
<td>Group Project (CYOA): 35% (350 points)</td>
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<td>80-82: B-</td>
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<td>78-79: C+</td>
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<td>70-77: C</td>
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<td>60-69: D</td>
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<td>59 and below: F</td>
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