



## AFRICA FOREIGN STUDY PROGRAM

DARTMOUTH COLLEGE  
ENVIRONMENTAL STUDIES

SYLLABUS:  
ENVS 84 FALL 2005

### RESEARCH TOPICS IN THE ENVIRONMENT OF SOUTHERN AFRICA

**Course Description:** Rapid regional transformation is taking place throughout Southern Africa. Following the first, sometimes violent struggles for independence from colonialism, a “second struggle for independence” is now underway. This is forming around economic, social, political and environmental issues. The former Frontline States have re-configured into a new Southern Africa Development Community (SADC) of 14 countries (12 members, 2 observer states) seeking regional cooperation across a broad spectrum of issues. These converge at significant focal points: one of the most central is the interface between development and resource conservation (“the environment”).

The promise of regional integration and transformation is now being challenged at its very core. Since 2001, governmental actions around land use have shattered one of the Community’s most successful and promising states, Zimbabwe. With covert and overt government support, thousands of landless Zimbabweans have occupied almost all of the 4,500 formerly white commercial farms in that country’s principal agricultural areas. Food production has fallen; chronic hunger is now the condition of half of Zimbabwe’s people.

Other landless Zimbabweans staked plots along the edges of, or sometimes inside, its national parks and private game conservancies. For example, fence lines have been destroyed along the large, private Save Conservancy and domestic cattle now graze among its Cape Buffalo; foot-and-mouth disease is endemic in the country. By 2004, Zimbabwe’s example and challenge to land designation was spreading to South Africa, Swaziland, Botswana and Namibia.

The issue of land use has deep roots in Southern Africa’s colonial past. During that period, black Africans were forcibly removed from their homelands to designated areas of less fertility and rainfall. Game parks and ranches, later to become internationally acclaimed national parks, were created in some of these Native Reserves, further alienating

indigenous Africans. Following independence, however, there have been increasing claims to re-address these issues and to right past wrongs. For example, in South Africa the Makuleke community sued the state in 1996 to re-claim title to land from which they were expelled for the formation of Kruger National Park. Today, claims against former (white) settler land holders are taking place across South Africa, in Namibia, and most notoriously as mentioned, in Zimbabwe.

An examination in the broadest sense of the problem of land use and land claims engages a full spectrum of issues in Southern Africa. First, it builds on previous Dartmouth FSP work. (See, *Conservation in Southern Africa: A Comparative Analysis of Hwange and Kruger National Parks*, by ENV5 84 students, March 1999; *Tourism in Zimbabwe: The Way Forward?* by ENV5 84 students, December 1999; *Going Transboundary: A Look at TFCAs in Southern Africa* by ENV5 84 students in December 2000); *Across the Fence: The Changing Nature of Boundaries in Southern Africa* by ENV5 84 students in December 2001; *An Analysis of Communal Game Ranching in the Northwest Province of South Africa*, by ENV5 84 students in December 2002; *Across the Fence*, by ENV5 84 students in December 2003; and *Water Issues and Problems*, by ENV5 84 students in December 2004.)

Each of these topics has as one of its underlying tensions land use concerns. What, for example, is the best use a developing state can make of its national parks? Is tourism the best use of land? What are the trade-offs between tourism and agriculture, or mining? What claims do agriculture and mining interests have over resource allocations? What are the land issues concerning tourism, conservation and development? And, What about the role of food security as a principal goal of land use decisions?? Southern Africa countries are also struggling with demands for land from indigenous peoples and communities around the national park peripheries.

For example, as many as half of the SADC countries have embraced -- with varying degrees of enthusiasm -- the new Trans-Frontier Conservation Areas ("Peace Parks") concept to remove international borders between contiguous national parks and create a system of linked parks across the region. Six parks have been designated for TFCA status by 2008. One has already become a TFCA (Kgalagadi Transfrontier Park). Kruger National Park is removing its fence and translocating 6,000 of its elephants as it links with Banhine-Zinhave parks (Mozambique) and Gonarezhou National Park (Zimbabwe). Maputaland (Mozambique, South Africa, Swaziland); and Drakensberg/ Maloti parks (Lesotho and South Africa) are also on track to merge across borders

But, What benefits will accrue to local people from these TFCAs? What are the long-term gains and costs to developing states in wildlife and tourism vs. agricultural or mineral extraction from the same regions? In terms of areas like the Maputoland Corridor, or the Mbangweni community dispute engaging the Tembe and Ndumo reserves, can this use of land resources – and scarce environmental assets such as wildlife and water – be justified?

**The Research Proposal:**

The question of land use – the best uses for a finite resource – bring together a broad spectrum of significant regional issues: food security, tourism, wildlife and resource management, conservation and development, indigenous communities. To research, analyze and evaluate these issues, students and instructors will look in-depth at the concepts and realities of a broad spectrum of land and water use issues. Africa’s “crown jewel” national park, Kruger National Park (which may be the next TFCA by 2007) will be visited, in addition to the Ndumo/Tembe reserves.

Continually throughout the term the focus of our research will be on the tensions created by particular types of land and water use and resource choices. What has been the impact of land claims in the region? What have been some of the results of traditional community land claims? What are the water resources available in the region? How is water being obtained, shared, used, conserved? Have these dual issues – land and water -- affected wildlife management choices? Agricultural and development issues?

We will also visit local communities, first in Tembe Elephant Reserve, Ndumo Game Reserve and then in Swaziland. Why this area? While the state owns the land for this proposed TFCA in Swaziland and Mozambique, important pieces of the South African segment are privately owned or occupied by indigenous peoples. Further, the introduction of large mammals – lions and elephants – is disrupting indigenous peoples traditional communities. Tourism collides here with conservation and preservation. Thus, the study of the Maputaland TFCA incorporates many of the significant issues of the TFCA concept and land use and water claims from indigenous peoples.

In addition, we will explore the issues of private game conservancies, with field work at Timbavati in KwaZulu Natal, and then at the Osborne’s game ranch “Windsport” in Namibia. Here we will explore in-depth the tensions between tourism, conservation, resource management and indigenous communities. In addition, we will study the issues of land and agriculture, and the clash between commercial farming and small-holder operations.

### **Some Initial Questions**

What is the history of land use in Southern Africa? In post-independence Southern Africa, what land claims have been and are being made? Who are the stakeholders, what is the role of indigenous peoples in them, etc.?

What role can international tourism play in state development in Namibia, South Africa, and Swaziland? What role might international tourism play in the conservation and development of resources like Kruger, the Namib Desert, Tembe, Ndumo and the Futi Corridor? What might be learned from studying the land use and water resources of these areas as wildlife sanctuaries for tourists, rather than developing them for extractive resources?

What can be learned from the confrontation between development and the environment by studying the Maputaland and Kruger TFCAs? How does the TFCA concept work? How

were the conservation, tourism, indigenous community, employment, borders, conservation, diplomatic, legal issues worked out? How are they working today? Who are the stakeholders in the Maputaland negotiations? What are the issues?

What role are indigenous peoples and communities playing in these issues? How are their demands and concerns being accommodated by the other stakeholders? Is mediation available, and if so, by whom? What are the decision-making processes used by indigenous peoples and other stakeholders?

How can developing states reconcile the issues of conservation of scarce resources (particularly water in this water-scarce region), wildlife management, land use, environmental protection, tourism, and development pressures?

Is sustainable development possible? Is it on the agendas? Is it part of the constitutions of the sharing countries?

### **Research Description**

Students will identify, discuss and agree upon research topics. This must be completed no later than Friday 28 October, 2005. Students will be strongly encouraged to identify 10-12 “investigative points” for the basis of comparison of defining their topic. Students will then divide themselves into sub-teams around the agreed issues to pursue these points/themes. Each sub-team will take two or more “investigative points” to pursue about each region during the course of the term.

Students will meet with the Director as often as possible (and as needed) in a group. Each sub-team will also meet with the Director regularly, as required.

### **Proposed Themes**

- (1) What is the **History** of the land use and water resources? What concepts, issues, pressures shape and define that history?
- (2) What is the profile of **Land and Water Use** in each country? How do they effect development issues? Who controls these resources?
- (3) What role(s) do **International Constituencies** play in terms of (a) land and water use claims, choices and decisions; (b) tourism, (c) the national parks included in this study, (d) their wildlife management, and (e) the stakeholders in these two areas?
- (4) What **Indigenous Communities** are making land and water use claims, especially along the national park peripheries, or within the parks themselves? What are their claims, roles, issues?
- (5) What is the **Ecology** of the case studies? What are the environmental, health, social, wildlife, etc. profiles of these areas?

- (6) Who are the **Stakeholders**? What do they say/claim they are seeking? [Safari operators, farmers, national parks boards, etc.]
- (7) What are the national and regional **Policies** that impact on the use of land? From (a) the ministries, (b) in the field and (c) communities.
- (8) What is working well? What are the “**Points of Pride**” that each country has about their land and water use settlements?
- (9) How might these “Points of Pride” affect the future development of the country involved and the region?
- (10) What are the “**Best Ideas**” being developed in terms of international tourism, wildlife management, indigenous peoples’ rights, conservation, development, etc. around this topic? What creative ideas are happening?

### Goals

The class will produce a collective research paper no more than 150 pages in length. The design and scope of this paper will be agreed upon in early team meetings. The paper will be investigative, descriptive and prescriptive; policy issues and alternatives will form a significant part of its conclusions. Each sub-team will be responsible for obtaining basic documents, statistics, observations, problem definitions and policy alternatives, among other materials, for their points/themes. These will be pursued in Pretoria and in the field. Everyone you meet will be a source of first-hand information and documentation. Discussants and experts will be made available through ENV5 40 and 42, plus other seminars. Readings included in the AFSP reading pack should form part of the paper’s basic bibliography. Other readings and original documents are available from other resources in Pretoria. The web will also prove to be an excellent resource. Students will have full access to (although not borrowing privileges) the University of Pretoria library.

Each sub-team will produce a significant written contribution to the team research paper. Formal oral contributions may also be requested periodically.

### Deadlines

Work should begin on the ENV5 84 paper immediately. The team will design the research process and assign its members to sub-teams. These, plus the research outline, will be considered flexible until we return to Pretoria from Namibia in November to start writing (see the Program Schedule

Most of the research, and all of the interviewing, must be done by Thursday 17 November. Writing should begin no later than Monday 21 November. The paper is due on a disk (plus a back-up hard copy) no later than 0700 26 November 2005.

The Director will assist the team with the entire process and in meeting the deadlines.

**NOTE: NO DEADLINE EXTENSION WILL BE GIVEN. THE ENVS 84 PAPER MUST BE GIVEN TO THE INSTRUCTOR NO LATER THAN 0700 ON 25 NOVEMBER 2005.**

### EVALUATION

Each student's grade for ENVS 84 will be based on the overall quality of the team effort (the written research paper) and an evaluation of your own contribution to the report. This evaluation will be made by you (of yourself), by your sub-team members, by the entire team of 20 students, and by the Director. Your comments on this evaluation are strictly confidential. Please strive to be clear, fair and specific. If you find it difficult to evaluate yourself or others, then you should meet with the Director at the end of the term to discuss your evaluation. An incomplete or blank evaluation helps no one. [END]