

ENVS 42

2025

Course Goals

This course is designed to provide students with a fundamental understanding of environmental policy and politics in Africa, with particular focus on the Namibian context. We will spend approximately one week on each of the main phases of the policy process: 1) problem definition and political action, 2) policy design, and 3) implementation, monitoring, and enforcement. General lessons will be illustrated using examples from Namibia in areas including, fisheries, aquaculture, mining, energy, water, wildlife, tourism, and climate change.

Course Plan

The course will start in the Windhoek, the capital of Namibia, where we will cover general background material for the entire FSP as well as the theories and practice of environmental politics. After a quick stop for a mine tour, safari, and reflection at the G2Gold facility, we will spend the rest of the course in Swakopmund, on the Namibian coast, taking day trips to nearby towns such as Walvis Bay, Hentisbaili, and Spitzkop/Arandis.

Plan to be at least as busy with scheduled activities as you would be taking a regular 3 course load on campus. A “typical” day will include 2-3 hrs of lecture/tour (from local experts/stakeholders) in the morning, and another in the afternoon. Depending on the amenities at the location we are visiting, we will either give you a long lunch (2-3) hrs to explore, shop, do errands, etc., or a short lunch so that we can get back to our home base by 3-4pm. There are only a few planned activities in the evenings. About 1/2 of the days will be “full” of activities, where you can expect to be out and about for the entire day, sometimes including dinner. **We will not always be able to have meals at regular times, so it is a good idea to bring snacks.** Schedule details can be found in the next section.

We will keep you busy but you will also have a some unscheduled time. You can and should use some of this time to have fun and explore on your own but be sure to leave yourself a good chunk in which to review the prep materials the day before each activity and to expand on what you’ve learned your reflection projects. We should have internet access and access to Dartmouth’s library resources while in Windhoek and Swakop, but it's always best to be prepared. You can also access local news sources like *The Namibian* online. Since most of your assignments require you to think back on what you've learned, it's best to take good notes and go beyond the assigned media to learn

about these topics independently. There will not be many powerpoints, so it's up to you to keep track of all the material.

Our main focus is on the management of the environment and natural resources and related political economic conditions. This means that we will be learning about some highly sensitive issues. As you interact with others—whether in structured or unstructured time—be considerate and respectful but also remain mindful that the people you are talking to may feel much more passionately about these topics than you do. These feelings may not always be evident, so go slowly and try to listen much more than you speak. **We are NOT authorized to undertake any research with human subjects, so while you are welcome to engage in private conversations and cite information provided by speakers in your essays, this should not be construed or represented as “research”.**

Expectations

Students will be expected to be present, prepared, and engaged in all learning activities. This includes completing the readings and assignments before the activity takes place so that they will have the background information needed to show respect to our speakers and get the most out of the activity. Many activities involve interacting with local stakeholders or decision-makers, all of whom deserve our full attention. People generally like talking about what they do, so plan to ask questions but make sure to do this in a respectful way. The best questions are well-informed and show that you cared enough about the topic and the people we are learning from to do your homework before hand.

All of the above said, we have many planned activities and are sometimes at the mercy of our partners' schedules, so we may need to be flexible at times. We will give you all as much notice as possible of any changes in the schedule so that you can be prepared, but it's a good idea to look ahead so you can be ready for changes as they occur.

Readings/Media/Activity Prep (20 pts)

We've tried to maximize active learning in this course, but traditional readings and other media are still an important source of context, methods, and other relevant information. To facilitate active participation, for each activity day, everyone must post one original, substantive, and interesting comment or question that is 1) based on the day's assigned preparatory readings/media, 2) related to one of the planned activities for that day, and 3) connected to the learning goals for the day/week. These questions will be reviewed by the prof and the prep leader for the day. Everyone gets 3 freebies on questions, or 3 days when you do not have to post (but you still have to review the prep material).

When taking a freebie day, just put “freebie” into the text entry on Canvas. Questions will be graded pass/fail; most questions will pass but any that are already answered in the prep materials or have been covered in prior parts of the course will not pass.

Note that with three freebies, the activity prep questions do not add up to a full 20 pts. The remainder of the points for this section are allocated based on participation in

activities IRL. This includes being present, prepared, and attentive, as well as constructively contributing to each activity.

Reflection Assignments (4 @ 10pts; 1 @ 20pts)

As a class, we will read and discuss Iheka (2021)'s introduction to his book, *African Ecomedia*, with particular focus on his use of insightful reading to engage with different types of media in a way that goes beyond critical thinking to internalize lessons by relating material to our own lives and values. As Iheka points out, when studying environmental issues in Africa, it is easy to take on a voyeuristic attitude that dehumanizes Africans, especially Black Africans. Insightful reading occurs when we consciously remind ourselves that the material in front of us is telling the story of real people who actively strive to improve their lives, even when that struggle is against great odds. It also asks us to consider our own role in the story, not just as inheritors of an unjust system but also as allies who can help to empower the people we encounter, whether through media or in person, by listening to what they say and amplifying their voices.

Given how busy our days are, it can be difficult to fully apply Iheka's insightful reading principles without structured assignments. That is why you have 5 Reflections, where you are asked to think back on the material that we've covered in a given period of time, distill an important lesson using your insightful reading skills, and illustrate that lesson using a concept map, diagram, or some other image. We will set aside time to present these media to each other and reflect on what we've learned as a class as well. Your final reflection assignment goes further, requiring synthesis across the course and application to one of the issues we've encountered along the way.

UNAM Workshops Prep/Performance (20 pts total)

We will have two workshops with students at the University of Namibia (UNAM) Sam Njoma campus. The first will occur early in the course and will allow you to get to know the UNAM students and decide with them on topics that you'd like to research and then discuss/debate at the 2nd workshop which will be held on the last weekend of the course. Topics will be drawn from our course material but keep in mind that we also need to accommodate the interests of the UNAM students who are mostly studying fisheries and aquaculture management or other marine issues. Between the first and second workshops, Dartmouth students will work in groups to research the topics and prepare for more in-depth discussion/debate during the 2nd workshop. Each group should write up their arguments on their selected topic(s), paying attention to factual evidence, the political perspectives of their audience, and the persuasiveness of their rhetoric (15 pts). On the day of the 2nd workshop, the Dartmouth students will have time to amend their plans in consultation with the UNAM students before we hold the workshop itself (5 pts).

Sources and citations.

All sources must be cited, including anything covered by speakers or learned from stakeholders, UNAM students, etc., so plan to take decent notes. You can also review the requirements for citing personal communications

here: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.htmlLinks to an external site.

Academic Honor

The principle remains the same whether on campus or abroad:

<http://www.dartmouth.edu/~reg/regulations/undergrad/acad-honor.html>

Student Needs

Student Accessibility Services (SAS) works with students, faculty, staff, and the campus administration to ensure that the programs, services, and activities of Dartmouth College are accessible to, and usable by, students with disabilities. SAS provides direct services to undergraduate students. They arrange, coordinate, or facilitate appropriate academic adjustments, program modifications and auxiliary services to support students' curricular and co-curricular pursuits. SAS also serves as a resource to Dartmouth instructors, departments, faculty members, and other staff members as they strive to make their classes, programs, services, and activities accessible to students with disabilities.

For more see: <https://dartgo.org/guariniguide>Links to an external site.

Health and Wellbeing

Transitioning to a new culture is difficult, and may seem overwhelming at times, particularly when coupled with the heavy work-load associated with rigorous foreign study. Guarini has provided a wealth of information about maintaining your physical, mental, and social health while on study abroad in their Guarini Guide (<https://dartgo.org/guariniguide>Links to an external site.). Be sure to read this material carefully before we leave and be ready to refer to it as needed during the course. You do not need to share personal details with the professor, but it is a good idea to let her know early if you have any health issues that may affect your engagement with the program. The earlier you raise the issue the easier it will be to find accommodations and ensure that you are able to succeed in the course and enjoy your time in Namibia.

Title IX

At Dartmouth, we value integrity, responsibility, and respect for the rights and interests of others, all central to our Principles of Community. We are dedicated to establishing and maintaining a safe and inclusive campus where all have equal access to the educational and employment opportunities Dartmouth offers. We strive to promote an

environment of sexual respect, safety, and well-being. In its policies and standards, Dartmouth demonstrates unequivocally that sexual assault, gender-based harassment, domestic violence, dating violence, and stalking are not tolerated in our community.

Again, the Guarini Guide is a good source of information for what to do if you experience sexual assault or harassment while on the course (<https://dartgo.org/guariniguideLinks> to an external site.).

In addition, the Sexual Respect Website (<https://sexual-respect.dartmouth.edu>) at Dartmouth provides specific information on your rights with regard to sexual respect and resources that are available to all in our community.

Please note that faculty and TAs are obligated to share disclosures regarding conduct under Title IX with Dartmouth's Title IX Coordinator. Confidential resources are also available, and include licensed medical or counseling professionals (e.g., a licensed psychologist), staff members of organizations recognized as rape crisis centers under state law (such as WISE), and ordained clergy (see https://dartgo.org/titleix_resourcesLinks to an external site.).

Should you have any questions, please feel free to contact Dartmouth's Title IX Coordinator or the Deputy Title IX Coordinator for the Guarini School. Their contact information can be found on the sexual respect website at: <https://sexual-respect.dartmouth.edu>.

Course Summary:

Date	Details	Due
Fri Sep 12, 2025	Assignment R1: Pre-travel prep	due by 5pm
Mon Sep 15, 2025	Discussion Topic D1: History of Namibia	due by 7am
Tue Sep 16, 2025	Discussion Topic D2: Background/Environmental Issues in Namibia	due by 7am
Wed Sep 17, 2025	Discussion Topic D3: Environmental Activism	due by 7am
Thu Sep 18, 2025	Discussion Topic D4: Mining Intro/B2Gold	due by 7am
Fri Sep 19, 2025	Discussion Topic D5: Mining & Wildlife	due by 7am

Date	Details	Due
	Discussion Topic D6: Wilderness	due by 7am
Sat Sep 20, 2025	Assignment R2: Problem Definition and Political Action	due by 3:30pm
Sun Sep 21, 2025	Discussion Topic D7: Gemstones & Swakopmund	due by 7am
Mon Sep 22, 2025	Discussion Topic D8: Policy Design Intro	due by 7am
Tue Sep 23, 2025	Discussion Topic D9: Marine Policy	due by 7am
Wed Sep 24, 2025	Discussion Topic D10: Mining Policy	due by 7am
Thu Sep 25, 2025	Discussion Topic D11: Mining Technologies	due by 7am
Fri Sep 26, 2025	Discussion Topic D12: Water and Coastal Life	due by 7am
Sat Sep 27, 2025	Discussion Topic D13: UNAM Workshop I	due by 7am
Sun Sep 28, 2025	Assignment R3: Policy Design Reflection	due by 3pm
Mon Sep 29, 2025	Discussion Topic D15: Implementation Intro/Marine Plastics	due by 7am
	Discussion Topic D16: Monitoring and Enforcement	due by 7am
Tue Sep 30, 2025	Assignment D14: Intro to Innovation	due by 3pm
Wed Oct 1, 2025	Discussion Topic D17: Fishing Technology	due by 7am
	Discussion Topic D18: Water	due by 7am
Thu Oct 2, 2025	Assignment UNAM Workshop Participation	due by 5pm

Date	Details	Due
Fri Oct 3, 2025	Discussion Topic D19: UNAM FUN!!!	due by 7am
	Assignment UNAM Workshop Notes	due by 11:30pm
Sat Oct 4, 2025	Assignment D21: Desert Life	due by 7am
Mon Oct 6, 2025	Assignment D22: Red Line & Conservencies	due by 7am
	Assignment R4: Implementation Reflection	due by 1:30pm
Tue Oct 7, 2025	Assignment R5: Final Reflection	due by 3pm