

*Thank You, Madagascar: The Conservation Diaries of Alison Jolly*  
(Un)Common Read – IDH2930  
Section 0210 Class #29215  
Spring 2023

**INSTRUCTOR:**

Michele R. Tennant, PhD, MLIS, tennantm@ufl.edu

- All email correspondences must be from your “.ufl” account and have your full name in the body of the email, or be sent through Canvas. Otherwise, your message may not be recognized by our email filters, and thus, may not be answered.

**CLASS MEETINGS:**

Wednesdays, 7<sup>th</sup> and 8<sup>th</sup> periods (1:55 – 3:50 pm), January 11 – March 1, Little Hall 119

**OFFICE HOURS:**

Dr. Tennant’s office hours: Zoom, by appointment

**COURSE OBJECTIVES AND GOALS:**

Madagascar is home to some of the world’s most unique flora and fauna and contains one of the highest levels of biodiversity on the planet. This biodiversity is highly threatened due to environmental degradation and loss, endangering wildlife, and is taking a toll on the culture and daily life of the Malagasy people. Primatologist Alison Jolly began her work on lemurs in Madagascar in the 1960s, and over parts of six decades, expanded our knowledge of the biological present and evolutionary history of these primates. She was the first to document female social dominance in a non-human primate; a controversial assertion at that time. While this work was ground-breaking, her efforts to conserve and sustain the natural wonders of Madagascar was perhaps of greater importance. Through her many years in Madagascar, she gained keen insights into the competing factors that arise when one discusses conservation and sustainability in a developing country. *Thank You, Madagascar* contains excerpts from Jolly’s diaries as well as contemporary commentary from her on these issues. Jolly understood that no conservation or sustainability effort would be successful in the long-term if local culture, politics and economics, as well as personal relationships were not considered from the outset.

After reading the book “Thank You, Madagascar”, participating in class discussion, and completing the assignments, students will have an understanding of:

- Malagasy culture, geography, biodiversity, and conservation;
- the ways in which culture, biology, geography, economics, and politics affect conservation and sustainability efforts;
- the uniqueness of Madagascar’s biodiversity, and why it is important to conserve it for the Malagasy, as well as for the rest of mankind;
- and the ways in which NGOs can impact a region.

Students will also have the opportunity to reflect on how the class prepared them to make a positive impact on their environment and what steps they will take to do so.

### **SCHEDULE OF TOPICS AND ASSIGNMENTS:**

- Jan. 11, Class 1, Introductions to each other and to Madagascar; discussion of paper *Totem and Taboo Reconsidered: Endangered Species and Moral Practice in Madagascar*; discussion of *Fantastic Beasts and Why to Conserve Them: Animals, Magic, and Biodiversity Conservation*

DEADLINE – Tuesday, January 17, teams choose papers by noon

- Jan. 18, Class 2, Foreword, Introduction, Chronology of Events, Dramatis Personae, Chapter 1 and Part I: Villages (pgs. 15-18 and Chapters 2-5); discuss paper

DEADLINE – Monday, January 24, final project topics and formats approved by Dr. Tennant

- Jan. 25, Class 3, Discussion of Part II: Politics (pgs. 69-70 and Chapters 6-10); discuss paper
- Feb. 1, Class 4, Discussion of Part III: Research and Development (pages 145-147 and chapters 12-18); discuss paper
- Feb. 8, Class 5, **Student paper presentations** - Discussion of Part IV: Weather (pgs. 257-259 and chapters 19-22)
- Feb. 15, Class 6, **Student paper presentations** - Discussion of Part V: Money (pgs. 313-314 and chapters 23-24)
- Feb. 22, Class 7, **Student final project presentations**
- Mar. 1, Class 8, **Student final project presentations**; Chapter 25 and class wrap up

### **GRADING:**

Students or pairs of students (based on class size) will present and lead discussion on a paper(s) from the course list; these papers are instructor-selected journal articles and other documents related to course content. Each presentation will be worth 100 points. Each student will also complete an individual final project, worth 130 points. This class project can be delivered as an academic poster, a personal reflection, or a creative endeavor related to our readings or a specific area of interest related to Madagascar. All final projects will include a presentation to the class, and must be supported by academic citations (not websites). Meeting the deadlines for confirming your paper and final project choices are worth 5 points each.

***Note that ppts (for paper presentation as well as final project presentation) must be uploaded to Canvas at least 24 hours prior to the presentation. Online submission closes at 1:55 pm the day before presentation. Meeting these deadlines will be worth 5 pts each.***

Class participation is essential for success in the (Un)Common Read. Students will therefore be evaluated on participation in classroom discussions, each discussion worth up to 5 points. The following rubric will be used for grading:

0 points = unexcused absence.

1 point = present but does not contribute.

3 points = participates in discussion by adding an opinion, posing thoughtful questions, and answering questions.

5 points = makes exemplary contributions to discussion by integrating concepts, introducing novel perspectives, and drawing out contributions from classmates.

Your final grade will be based on the percentage of the total points earned as follows:

<u>Point Range (%)</u>	<u>Letter Grade</u>
90% and above	A
87%-89%	A-
83%-86%	B+
80%-82%	B
77%-79%	B-
73%-76%	C+
70%-72%	C
65%-69%	C-
55%-64%	D
54% and below	E

**UF GRADING POLICIES:**

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

**ATTENDANCE:**

Requirements for class attendance, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Attendance at and participation in class sessions are mandatory, with point totals described above.

It is understood that valid absences may occur. If you have a valid documented excuse and notify the instructor by email in advance, you will be able to make up missed class discussions through written means.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor

when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**REQUIRED TEXTBOOK:**

The required textbook is “Thank You, Madagascar”, by Alison Jolly, ISBN: 9781783603183.

**COURSE WEBSITE:**

Course website: E-Learning (Canvas) website, <http://lss.at.ufl.edu>

The E-Learning (Canvas) website is where the class syllabus, handouts, notes and assignments will be posted, along with any announcements. This site is also where you will find basic course-related information. Please remember that you are responsible for all announcements made in lecture and/or posted on the course website for this class.

**MATERIALS AND SUPPLIES FEES:**

There are no materials and supplies fees assessed for this class.

**STUDENT DEMEANOR:**

Students are expected to arrive to class on time and to remain in class until the class has been dismissed. Students are expected to come to class prepared, having completed any required readings and performed any preparatory work that is assigned. While in class, students are expected to participate in class discussion, and to treat the other students and the instructor with respect and attention. While in class, students should not participate in texting, information seeking or viewing outside of that related to the course task at hand, talking on the phone, or other activities not related to classroom engagement and participation.

**DIVERSITY AND INCLUSION STATEMENT:**

We are committed for this course to be helpful and engaging for students of all diverse backgrounds and perspectives and that your learning needs are served in and out of class. We will present materials and activities that are respectful of diversity: age, culture, disability, ethnicity, gender identity, nationality, race, religion, sexuality, socioeconomic status, and more.

It is our goal to make all class materials and assignments accessible to everyone, using the principles of universal design for learning.

If you require specific academic accommodations, please discuss this with us as soon as possible in the semester and additionally check out the resources of the Disability Resource Center (<https://disability.ufl.edu/>, 352-392-8565).

**ONLINE COURSE EVALUATION PROCESS:**

Please provide feedback on the quality of instruction in this course by completing the online evaluation at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but you will be informed about specific times when they are open. Summary results of these assessments are available to you at any time at <https://evaluations.ufl.edu/results/>.

### **UNIVERSITY HONESTY POLICY:**

UF students are bound by The Honor Pledge which states,

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please let us know.

### **RESOURCES FOR ADDITIONAL HELP:**

#### Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/> , 392-1575
- UF Title IX: [inform@titleix.ufl.edu](mailto:inform@titleix.ufl.edu) , 352-273-1094
- University Police Department, 392-1111 (or 9-1-1 for emergencies), <http://www.police.ufl.edu/>

#### Academic Resources

- E-learning technical support, <https://lss.at.ufl.edu/help.shtml> , 352-392-4357 (select option 2), [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

UF Student Success: For improving study skills to connecting with a peer tutor, peer mentor, success coach, academic advisor, and wellness resources, go to <http://studentsuccess.ufl.edu>