
Geography/ENV ST/CES 434: People, Wildlife and Landscapes

Fall 2014

Tuesdays and Thursdays, 8:50-9:40

Education Building L196

3 credits

Prerequisite: Geography 339 or consent of instructor.

Recommended: University-level introductory biology course

Professor Lisa Naughton

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Course description:

We are living in the *Anthropocene*, a period when human activities have a dominant impact on the environment at a planetary scale. To conserve wildlife, we need not only to understand the direct impact of human activities, but also people's underlying values and attitudes toward wild animals. This course offers an interdisciplinary framework for understanding and studying human interaction with wildlife. We begin with 'puzzles from prehistory': *Were humans responsible for eliminating megafauna across the continents ~12,000 years ago? Was big game hunting a formative part of human evolution? Why is hunting such a sex-biased activity?* These puzzles have ecological significance as well as cultural import as metaphors for human-nature relations. We then turn to contemporary human-wildlife interactions, delving into the ecological and social conditions underlying patterns of coexistence and conflict. Conservationists have traditionally assigned mutually exclusive places to wildlife (wilderness) and humans (agriculture, cities). But the boundaries separating these places are permeable. Elephants leave African parks to forage in banana fields. Coyotes dwell in Madison suburbs. We analyze the resulting people-wildlife interactions and alternative strategies for wildlife conservation in human-dominated environments. Over the course of the semester students will learn key Geographic approaches to studying the human role in environmental change, particularly biogeography, political ecology and environmental perceptions. Students will also learn basic methods for studying environmental attitudes and will have a chance to conduct a short survey on public views of wildlife. Class assignments offer students a chance to practice their writing and speaking skills.

Readings

There is one textbook plus weekly articles (both required).

TEXTBOOK: Heberlein, Thomas. A. 2012. *Navigating Environmental Attitudes*. Oxford Univ Press. [paperback. list price \$25]

A copy of this book will be on 2 hour reserve in the Geography Library, 2nd floor Science Hall.

Weekly readings are drawn from geography and allied disciplines, including conservation biology, environmental sociology and anthropology. Readings are available on-line via Learn@UW and MyUW. Everyone must read the 'Required Readings' (see below). Additional readings are required **only** for Graduate students and Discussion leaders. Undergraduates interested in earning extra credit on exams ought also to read additional readings.

Grading:

Undergraduate students will be graded based on a possible **205 point** total for the semester:

Exams Format: Short answer questions plus 1 essay (25 pts each x 3) 75 points

Each week I will hand out essay exam questions related to the core readings, lecture and discussion. During each of the 3 exams, I will select one of the essay questions from the list for you to answer. Exams will also include ~8 short answer questions. There will also be an option to write 1-2 paragraphs on a question related to one of the recommended readings I select (up to 3 pts extra credit per exam, must be completed within same 50 min period).

Position Paper (3 pp) on Wolf Hunt in Wisconsin DUE: 10/28/14 30 points

Policy brief (3 pp) on human-wildlife conflict DUE: 12/16/14 30 points

Discussion Section Activities

65 points (total)

– Leader's discussion essay

10 points

During the semester you will take a turn leading (or co-leading) one discussion section. To prepare, you'll write one 2-page (<600 word) essay on the required readings for your assigned week. These essays will be graded 0 (fail), 5 (low pass), 8 (pass) or 10 points (high pass, see Leader's Essay handout for more detail). You must submit your essay via the dropbox on Learn@UW by NOON on the Monday prior to your discussion session. No late essays will be accepted.

– 'Pop' quizzes on readings (5 points each x 3)

15 points

– Completing wildlife attitudes survey work

10 points

– 1 page outline with 3 annotated references for policy brief

5 points

– **You will also be graded on how much you enrich the learning experience of your classmates:**

Discussion attendance (one absence allowed w/o penalty)

7 points

Quality of participation in discussions (Do you ask good questions? Draw effectively on readings to make points? Engage in constructive debate?)

8 points

Serving as discussion leader (Did you help lead an interesting, productive discussion?

5 points

Within 2 days after the discussion section you lead, did you email Mikaela

Weisse a debriefing (1-2 paragraphs)?

Oral presentation of analysis of Human-wildlife conflict case

10 points

(5 pts group grade + 5 pts individual grade)

Extra Credit: 4 (pass) or 5 (high pass) pts for participation in public 'wildlife' event outside class (includes turning in 1 paragraph summary) – Details TBA.

Graduate student grading & assignments. Grad students will be required to answer an exam question based on one of the additional readings. Also, in place of the HW Conflict policy brief, graduate students will write a 5-7 page paper related to their individual professional interests and to a general course theme. This writing project can form part of your proposal or thesis, but it must be a NEW project for this class. Grads will also peer review one another's final draft and write up comments. Finally, grad students will not be required to meet with discussion section during the last unit (starting Nov 13 onward). But they will meet separately as a group (date to be determined) to present their independent writing projects. **In sum, grad students will be graded based on a possible 230 point total for the semester as follows:**

Exams

(35 pts each x 3)

105 points

Format: Short answer questions plus 2 essays (1 of the 2 will be on a selected additional readings).

Position Paper (3 pp) on Wolf Hunt in Wisconsin

(due 10/28/14)

30 points

Independent research paper (due 12/16/14)

30 points

Discussion Section Activities

65 points (total)

Leader's discussion essay

10 points

'Pop' quizzes on readings (5 points each x 3)

15 points

Completing wildlife attitudes survey work

10 points

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You will also be graded on how much you enrich the learning experience of your classmates:

Discussion attendance (one absence allowed w/o penalty)

7 points

Quality of participation in discussions

8 points

Serving as discussion leader

5 points

Extra Credit: 4 (pass) or 5 (high pass) pts for participation in public 'wildlife' event outside class (includes turning in one paragraph summary) – Details TBA.

LECTURE SCHEDULE AND READINGS
Note: readings should be completed before the date listed.

Tuesday, 9/2 Class does not meet but here's the required homework:

** Take online personal background survey.

** Read Paul Martin 1973 article on The Discovery of America before class on 9/4.

UNIT I. Puzzles from prehistory – Lessons for contemporary conservation

Thursday, 9/4 Class overview & Intro to Pleistocene Megafauna Extinction Mystery.

Required reading:

Martin, Paul. 1973. "The Discovery of America" Science. 179: 969-974.

Tues 9/9 Who or what killed the Pleistocene megafauna? (cont.)

Required readings:

Koch, P. and A. Barnosky. 2006. "Late Quaternary Extinctions: State of the Debate". Annual Review of Ecology, Evolution, and Systematics 37: 215-250. *NOTE: this article is best viewed in color, particularly Fig. 1. See companion study guide for Koch & Barnosky..*

Estes, J. A. et al. 2011. *Trophic downgrading of planet Earth*. Science 333:301-306.

Additional reading:

Rubenstein, et al. 2006. "Pleistocene Park: Does re-wilding North America represent sound conservation for the 21st century?". Biol Cons 132(2): 232-238.

Thurs 9/11 Are megafauna still esp. vulnerable today?

Tues 9/16 Why were so few tropical animals domesticated? Did nature 'deal a bad hand' to people living in the tropics?

Required readings:

Diamond, J. 1999. "Zebras, unhappy marriages and the Anna Karenina Principle", pp. 157-175 in Guns, Germs, and Steel. WW Norton & Company: NY.

Linares, Olga F. "'Garden hunting' in the American tropics." *Human Ecology* 4.4 (1976): 331-349.

Additional reading:

Brown, D. 2003. Bushmeat and poverty alleviation. <http://www.odi.org.uk/resources/download/2427.pdf>

Thurs 9/18 Hunting in tropical forests today – social & ecological factors shaping sustainability.

Tues 9/23 Man the Hunter. Why is hunting a male-dominated activity?

Required readings:

Cartmill, M. 1993. Chaps 1-2, 12 A View to a Death in the Morning. Harvard Univ Press: Cambridge, MA.

Stange, M.Z. 1997. "The hunting hypothesis revisited", pp. 21-37 in: Woman the Hunter. Beacon Press, Boston, MA.

Additional reading:

Cartmill, M. 1993. Chapt 11. A View to a Death in the Morning. Harvard Univ Press: Cambridge, MA.

Thurs 9/25 Trends in public participation in hunting in WI, Keith Warnke, DNR.

Tues 9/30 A broader perspective on trends in public participation in wildlife-related activities

Required readings:

Schuett, M. et al. 2009. "Social and Demographic Trends Affecting Fish and Wildlife Management" Chap 2 in Wildlife and Society. The Science of Human Dimensions. Manfredo, M. et al. eds. Island Press.

Pergams, O. R., & Zaradic, P. A. (2008). Evidence for a fundamental and pervasive shift away from nature-based recreation. *PNAS*, 105(7), 2295-2300.

Additional reading:

Karanth, Krithi K., and Ruth DeFries. "Nature - based tourism in Indian protected areas: New challenges for park management." *Conservation Letters* 4.2 (2011): 137-149.

Thurs 10/2 **Exam I**. Format: Short answer and essay question.

UNIT II. WOLVES IN DAIRYLAND

Tues, 10/7 Wolf Recovery in Wisconsin. HANDOUT: Writing Assignment 1.

Required readings:

Kellert, S. 1997. Kinship to Mastery. Chap 2 and 3. Washington, D.C. Island Press.

Linnell, J. et al. 2001. *Predators and People*. Animal Conservation. 4:345-349.

WI Department of Natural Resources. Wolf Hunting Regulations. 2014.
<http://dnr.wi.gov/files/PDF/pubs/wm/WM0538.pdf>

Additional reading:

Lopez, B.H. 1978. Of Wolves and Men. Chp. 9: An American Pogrom. Touchstone: NYC.

Thurs, 10/9 Hunting to conserve large carnivores.

Required reading:

Treves, A. 2009. "Hunting for large carnivore conservation". *J. of Applied Ecology* 46: 1350-1356.

Tues, 10/14 Geographic & social factors shaping public attitudes toward wolves

Required listening:

Prof Joe Rose, Northland College, Wolves in our Society, The Ojibwa view of the world.
<http://www.discoverycenter.net/timberwolf3.html#joe>

No additional readings.

Thurs, 10/16 Policy and politics of Wolf management in WI. Randle Jurewicz, Endangered Resources, DNR (retired).

UNIT III. PUBLIC ATTITUDES TOWARD WILDLIFE

Tues 10/21 What is an 'attitude'? Why is it important?

Required readings:

Text: Heberlein's "Navigating Environmental Attitudes": Chapters 1-5

Teel, T. and M. Manfredo. 2009. "Understanding the Diversity of Public Interests in Wildlife Conservation". *Conservation Biology*. 24: 128–139.

Thurs 10/23 Major shifts in U.S. public attitudes toward wildlife

Tues 10/28 Watching wildlife. How documentaries both reflect and shape public attitudes toward wildlife, Peter Boger, Nelson Institute.

Required reading:

Text: Heberlein's "Navigating Environmental Attitudes": Chapters 6,7,9,10

No additional reading.

Thurs 10/30 Results of attitude survey conducted by class members. How do our results compare to other residents of WI?

Tues 11/4 Measuring public attitudes toward wildlife in E. Africa

Required viewing:

"Life as a chimpanzee keeper". <https://www.youtube.com/watch?v=i4dxRtIMDBU>
and

"Samburu Wildlife Clans" <https://www.youtube.com/watch?v=gXrno9Ks1v8>

Additional reading:

Teel, T., Manfredo, M. and H.M. Stinchfield. 2007. *The Need and Theoretical Basis for Exploring Wildlife Value Orientations Cross-Culturally. Human Dimensions of Wildlife* Vol. 12, Iss. 5

Thurs 11/6 Meet the author. Q&A about "Navigating Env. Attitudes" with Dr. Thomas Heberlein.

Tues 11/11 **Exam II**. Short answer and Short essay.

UNIT IV. LIVING WITH WILDLIFE IN THE ANTHROPOCENE

Thurs 11/13 What is the significance of Human-wildlife conflict? – explanations & solutions

Required readings:

Siebert, C. 2006. "Elephant crackup?" *NY TIMES Magazine*. Oct. 8.

Dickman, A. 2010. "Complexities of conflict: the importance of considering social factors for effectively resolving human–wildlife conflict" *Animal Conservation* 13 (2010) 458–466.

Additional reading:

Knight, J. 2000. "Introduction". Pp 1-36. In Knight, J. (ed) *Natural Enemies*. Routledge. NY.

Tues 11/18 Contradictions in the North American Model of Wildlife Management and alternative ways of dealing with wildlife in America -Dr. Tom Heberlein, UW Madison, emeritus

Required reading:

Organ, John F., Shane P. Mahoney, and Valerius Geist. "Born in the hands of hunters." *The Wildlife Professional* 4 (2010): 22-27.

Lanham, J. Drew. 2013. "9 rules for the Black Birdwatcher" *Orion* Nov/Dec.

Thurs 11/20 Efforts to diversify participation in wildlife activities, Case study from Madison schools, Mike Lu

Tues 11/25 Overview – Invasive and overabundant species.

Required reading:

Simberloff, D. 2003. “Confronting introduced species: a form of xenophobia?” *Biological Invasions*, 5:179-192.

Other required reading and additional reading: TBA.

Thurs 11/27. NO CLASS. Thanksgiving

Tues 12/2 Feeding wildlife – Case studies from California: why feeding birds threatens an endangered species, and Wisconsin: why feeding bears changes their behavior and ecology

Required reading:

Excerpts from *Population, Penguins and Plastic Trees*. TBA

Thurs 12/4 Animal rights activists & conservation biologists: an uneasy relationship. Dr. Patricia McConnell

Tues 12/9 Review and catch-up

Thurs 12/11 **Exam III**. Short answer & essay format.