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

Spring 2016
Tuesdays 3-5:30
175 Science Hall
3 credits

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. This course offers an interdisciplinary framework for understanding human interactions 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 plantations. 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. will also learn basic methods for studying environmental attitudes and will have a chance to conduct a short survey on public views of wildlife and analyze results. Class assignments offer students a chance to practice their professional 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 and environmental sociology. Readings are available on-line via Learn@UW. 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 should also read additional readings.

Writing

The writing assignments are designed to help you synthesize course material and improve your professional skills. All undergraduate students must work with our class Writing Fellows, Mike Passint (mpassint@wisc.edu) and Hannah Locher (hlocher@wisc.edu) on the preparation of two assignments: 1) a 3-4 page position paper on the public wolf hunt in Wisconsin, and 2) a policy brief related to a case of human-wildlife conflict or to an invasive species challenge.

Grading:

Undergraduate students will be graded based on a possible **210 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 an extra credit question related to one of the 'additional' readings I select (up to 3 pts extra credit per exam, must be completed within same 60 min period).

Position Paper (3 pp) on Wolf Hunt in Wisconsin

Draft due: *upload by 5 pm, Fri 2/26*
Final due: *upload by 5 pm, Fri 3/11*

30 points

Undergraduate grading (cont)

Policy brief (3 pp) on human-wildlife conflict or invasive species

Outline + 3 refs due: *upload by 5 pm, Fri, 4/8*

Draft due: *upload by 5 pm, Fri 4/22*

Final due: *upload by 5 pm, Fri 5/6*

40 points

Participation and discussion activities

65 points (total)

- Discussion essays *15 points (5 points each x 2)*
- During the semester, you will write two 1-page (~300 word) essays on one of the required readings for the breakout discussions (see 'Breakout' boxes in schedule below). Focus your essay on one reading and write no more than one essay per week. Do NOT write an essay for the week you are a discussion leader. These essays will be graded 0 (fail), 4 (pass) or 5 (high pass) points (see handout). You must upload your discussion essay by noon on the Monday prior to the *breakout* discussion session. No late essays will be accepted.
- 'Pop' quizzes on readings (5 points each x 2) *10 points*
- Completing wildlife attitudes survey work *10 points*

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

Attendance (you can't enrich your classmates' experience if you are not present...)

one absence allowed w/o penalty

7 points

Quality of participation (Do you ask good questions? Draw effectively

on readings to make points? Engage in constructive debate?)

8 points

Serving as discussion leader (Did you read you classmates' discussion essays?

Explain the additional readings to your group? Lead an interesting, productive discussion? Present your subgroup's ideas and questions to the larger group?

5 points

Oral presentation of analysis of Human-wildlife conflict case

(5 pts group grade + 5 pts individual grade)

10 points

Extra Credit: 4 (pass) or 5 (high pass) pts for participation in public 'wildlife' event outside class (includes turning in a 300 word write up) – Details TBA.

Graduate student grading & assignments. On each exam, grad students will be required to answer an extra exam question based on the additional readings. Also, in place of the HW Conflict policy brief, graduate students will write a ~7 page (~2500 word) paper related to their individual research interest. This paper can form part of your proposal or thesis, but it must be a NEW project for this class. Grad students are not required to attend class on 4/26 or 5/3, nor give an oral presentation. **In sum, grad students will be graded based on a possible 230 point total:**

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

Draft due: *Fri 2/26, 5 pm*

Final due: *Fri 3/11, 5 pm*

30 points

Independent research paper (due 5/6)

30 points

Discussion Section Activities

65 points (total)

Discussion essay

10 points

'Pop' quizzes on readings (5 points each x 2)

15 points

Completing wildlife attitudes survey work

10 points

Grad student grading (cont)

Grads will also be graded on how much they enrich their classmates' learning experience:

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.

UNIT I. Puzzles from prehistory & Lessons for contemporary conservation

Tues 1/19 Class overview & Intro to Pleistocene Megafauna Extinction Mystery.

Tues 1/26 Who or what killed the Pleistocene megafauna? (cont.)

Required readings:

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

Barnosky, A., et al. "Assessing the causes of Late Pleistocene extinctions on the continents." Science 306 (2004): 70-5.

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.

Tues 2/2 Man the Hunter (?) and *Current trends in public participation in hunting in WI*. Guest: Keith Warnke, DNR.

Required readings:

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

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

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.

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

Additional readings:

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

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

Tues 2/9 Why were so few tropical animals domesticated? Did nature 'deal a bad hand' to people living in the tropics? Catch-up and review for exam I.

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.

2nd reading TBA, **Additional readings:** TBA

Tues 2/16 **Exam I.** Format: Short answer and essay question. (First half of class)
Introduction to Unit II and wolf writing assignment (second half of class)
No readings.

UNIT II. PUBLIC ATTITUDES TOWARD WILDLIFE

Tues 2/23 Wolf Recovery in Wisconsin. Guest: Randle Jurewicz, Endangered Resources, DNR (retired).

Required readings:

WI Department of Natural Resources. Wolf Hunting Regulations. 2014.

<http://dnr.wi.gov/files/PDF/pubs/wm/WM0538.pdf>

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

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

Required listening:

Prof Joe Rose, Northland College, Wolves in our Society, The Ojibwa view of the world.

<http://www.discoverycenter.net/timberwolf3.html#joe>

Additional reading:

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

Fri 2/26, 5 pm Due: draft of Position paper on WI wolf hunt. Upload to Learn@UW

Tues 3/1 What is an 'attitude'? Why is it important? How do we measure attitudes? (Part 1)
Measuring public attitudes toward wildlife in E. Africa (Part 2)

Required readings:

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

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

Additional reading:

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

Sat & Sun, 3/5-6 Ice fishing morning activity, attend one (tentative)

Tues 3/8 Watching wildlife. How documentaries both reflect and shape public attitudes toward wildlife. Is it possible to change people's attitudes?

Text: Heberlein's "Navigating Environmental Attitudes": Chapters x-x.

<http://conservationmagazine.org/2014/03/do-animated-animals-promote-conservation/>

Fri 3/11, 5 pm Due: Final copy of Position paper on WI wolf hunt

Tues 3/15 **Exam II.**
Then Introduction and prep for writing assignment 2.

SPRING BREAK 3/19-3/27

Tues 3/29 Of wolves, dogs and people. Guest Dr Adrian Treves. Nelson Institute.

Tues 4/5 Animal rights activists & conservation biologists: an uneasy relationship. Dr. Patricia McConnell

Required reading:

Perry, D. and G. Perry. 2008. Improving interactions between animal rights groups and conservation biologists. *Conservation Biology* 22 (1): 27-35

Others: TBA.

Fri 4/8 5 pm, Due: Outline and 3 annotated refs of Policy brief.

Tues 4/12 Embracing 'weedy' species and novel ecosystems.

Required reading:

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

Others: TBA.

Tues 4/19 **Exam III**. Then: Coaching on policy brief. Practice oral presentations in small groups.

Fri 4/22 5 pm, Due: Draft copy of Policy brief.

Tues 4/26 Oral presentations.

Tues 5/3 Oral presentations.

Fri 5/6 5 pm Due: Final copy of policy brief.