

Graduate Seminar: Conserving Biodiversity amid Rapid Social Change – Syllabus
Geography 930 – Fall 2015

Professor Lisa Naughton, email: naughton@geography.wisc.edu

Seminar meets Wed, 3-5:30 pm, 280 Science Hall

Office Hours: Wed, 11-1, or by appt. 355 Science Hall

Seminar description: The greatest challenges to sustaining biodiversity center on sociopolitical issues. Conservationists increasingly recognize the importance of ‘human dimensions’ as evidenced by more frequent social scholar-authored papers in conservation journals and the election of a social scientist to lead the Society of Conservation Biology. Yet the role of social research in biodiversity conservation is not straightforward. Some researchers aim to directly assist conservation by studying social processes that undermine biodiversity or testing the effectiveness of various interventions. Others take a more theoretical approach and study conservation itself as a social process whose core ideas deserve critical scrutiny. Controversy regarding the role of social research in conservation is amplified by political inequalities in regulatory authority, poverty and the rapid pace of biodiversity loss. Using examples from the Global South and industrialized countries, we examine how researchers’ conceptual framework, study scale and methods shape their conclusions and engagement with practitioners. Our emphasis will be on land-based conservation efforts and the quest to achieve landscape level conservation by working on public, private and communal holdings. Finally, this seminar offers participants an opportunity to advance a significant writing project related to their research or professional interests.

Requirements:

All participants are expected to:

- 1) Attend and participate fully in weekly discussions.
- 2) Lead (or co-lead) one class discussion. On the day you lead discussion, you should come to class having carefully read assigned readings (plus any optional readings), as well as your classmates’ discussion essays. Bring a 1-2 page handout to class that includes some basic information on the authors, major themes of the readings and points highlighted by student discussion essays, as well as several questions for discussion. You will start the class by providing a ten to fifteen minute introduction that highlights these elements to launch the discussion.
- 3) Write short discussion essays (~500 words each) on three assigned readings during the semester, each from a different week. Your choice but NOT for the week when you serve as discussion leader. Post your essay at our Learn@UW dropbox by 5 pm on the Monday prior to our seminar discussion of that reading.
- 4) Review a peer’s draft of a research paper or policy brief
- 5) Write a 10-12 page paper (~3,500 words, not including references, figures, etc) OR prepare a policy brief (<1,500 words, illustrated) on your research or professional activity. Your writing project ought to be broadly related to the seminar (e.g. sociopolitical dimensions of an environmental problem, a critique of a conservation intervention or an analysis of physical environmental change that will help inform policy). Your writing project can form part of your internship plan, MSc or PhD work but you must write something **new** for the seminar. You will prepare this project in stages:
 - By 9/30, email me ~1 page of text describing your planned writing project. Topic? Policy brief or report? Explain your proposed project’s relation to any previous work you’ve done (not graded but -1 pt/day if late).
 - By 11/4, post a draft of your paper (~2,000 words) or policy brief (~1,000 words) to a dropbox at Learn@UW (not graded, but -1 pt/day if late).
 - By 11/18, review your peer’s draft paper and email her or him 1 page of comments (cc me)
 - Present an oral summary of your work to present on Dec 2 or 9 (10-15 min). (not graded)
 - Upload your final paper or briefing to Learn@UW no later than Wed dec 9, by 5 pm.

Grades will be assessed on a total possible of 100 points.

Item	Points	Notes
Participation in weekly discussions	20 = 15 for quality + 5 for attendance	<i>How much did you enhance the learning experience of others in the seminar? One absence is expected, please see me if you will be absent more often.</i>
Discussion leadership.	20	<i>Self graded. Email me ~2 para regarding how you fulfilled leader requirement (see #2 on previous page). Assign yourself points. Due 1 week after session you lead. Only I will read your self-evaluation.</i>
Three discussion essays	15	<i>Up to 5 pts per essay. See discussion essay tips below.</i>
Constructive feedback on colleague's draft	5	
Final paper or policy brief.	40	

Late Policy: 1 pt deducted each day an assignment is late. Contact me in advance if you need an extension. No late discussion essays accepted.

Tips on Writing Discussion Essays

Writing discussion essays requires active engagement with the readings, so this task ought to enhance our discussions. I am looking for evidence that you have read the material thoroughly, thought critically about it, and can express the authors' central arguments in *your own words* (do not include extensive quotes in your essays).

You may choose to write your essay on one or more of the readings for a given week (e.g. you could compare and contrast two readings assigned for a single week). But turn in only one essay in a week. And don't write essays for the week when you serve as discussion leader.

Essays should be 400-500 words (include word count at bottom). Upload them to our dropbox at Learn@UW by 5 pm on the Monday preceding the assigned session.

I'm not looking for highly polished writing nor perfect formatting, but your tone should be academic. Feel free to write in the first or third person.

You do NOT need to formally cite the authors in your essay other than to link their names to the central arguments.

Up to 5 pts per essay. No late essays accepted.

Readings

There is one textbook (for purchase) plus weekly assigned articles available online.

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.*

A note on readings: I've selected these readings according to the following criteria:

- landmark paper or provocative example from a particularly subfield
- interesting example of interdisciplinary approach
- inspiring example of grad student publication
- worthy or characteristic example of 'grey' literature

As discussion leader, you can propose adding 1 or 2 readings and/or substituting a reading for your session. Pls think about these same criteria (above) when you propose a paper.

SEMINAR SCHEDULE AND READINGS

- Date Topic
SEP 2 **Seminar goals and overview**
- SEP 9** **Conservation of what, for whom?**
- Required
Cardinale, B. J., et al. (2012). Biodiversity loss and its impact on humanity. *Nature*, 486 (7401), 59-67
- Robbins, P., & Moore, S. A. (2013). Ecological anxiety disorder: Diagnosing the politics of the Anthropocene. *Cultural geographies*, 20(1), 3-19.
- Mascia, Mike, et al. 2003. "Conservation and the social sciences." *Cons. Biology* 17(3):649-650. [editorial]
- Bennett, N. J. & Roth, R. (eds.) (2015). The Conservation Social Sciences: What?, How? and Why? Vancouver, BC: Canadian Wildlife Federation and Institute for Resources, University of British Columbia. pp. 1-6 **ONLY**.
- SEP 16** **Protected areas – conservation biology perspectives on importance & limits.**
- Required
Naughton-Treves, L., Holland, M. & K. Brandon. 2005. "The Role of Protected Areas in Conserving Biodiversity and Sustaining Local Livelihoods" Annual Review of Environment and Resources.30:219-52.
- Terborgh, J. 1999. *Requiem for Nature*. Washington, DC: Island Press. xii, 234 EXCERPT: TBA.
- Peres, Carlos A. 2005. "Why we need megareserves in Amazonia." *Cons Biology* 19.3: 728-733.
- Mora, C. and PF Sale. 2011 Ongoing global biodiversity loss and the need to move beyond protected areas: a review of the technical and practical shortcomings of protected areas on land and sea. *Marine Ecology Progress Series*; 434: 251.
- Mascia, Michael B., et al. 2014. "Protected area downgrading, downsizing, and degazettement in Africa, Asia, and Latin America and the Caribbean, 1900–2010." *Biological Cons* 169: 355-361.
- Recommended:
Brashares, J.S., Arcese, P. and M.K. Sam. 2001. *Human demography and reserve size predict wildlife extinction in West Africa*. Proc. R. Soc. Lond. 268:2473-2478.
- SEP 23** **Protected areas and local communities – political ecology perspectives and focus on Africa.**
- Robbins, P. 2012. Political Ecology: A Critical Introduction, 2nd Edition (Critical Introductions to Geography) (excerpt TBA)
- Fairhead, James, and Melissa Leach. *Misreading the African landscape: society and ecology in a forest-savanna mosaic*. Vol. 90. Cambridge University Press, 1996. (excerpt TBA)
- Laudati, Ann A. 2010. "The encroaching forest: Struggles over land and resources on the boundary of Bwindi Impenetrable National Park, Uganda." *Society and Natural Resources* 23: 776-789.

Neumann, R. 1997, Primitive Ideas: Protected Area Buffer Zones and the Politics of Land in Africa. *Development and Change*, 28: 559–582.

Wittemyer, George, et al. 2008. "Accelerated human population growth at protected area edges." *Science* 321.5885: 123-126.

SEP 30

Community Based Conservation – Enchantment, Disenchantment & re-engagement

Agrawal, A, & C.C. Gibson. 1999. "Enchantment and disenchantment: The role of community in Natural resource management." *World Development* 27(4):629- 649.

Tsing, A.L. et al. 2005. Introduction: Raising Questions about Communities and Conservation. In: Communities and Conservation: Histories and Politics of Community-based Natural Resource Management. J.P. Brosius, et al., Eds. Rowman Altamira. Pp.1-36.

West, Paige. 2006. The Practices of Conservation-as-Development. Chapter 6 of: Conservation Is Our Government Now: The Politics of Ecology in Papua New Guinea. Duke University Press. Pp.183-214, 273-276.

McShane, Thomas O., et al. 2011 "Hard choices: making trade-offs between biodiversity conservation and human well-being." *Biol Cons* 144.3 (20): 966-972.

Professional Practice reading:

Laird, S., *Equitable Research Relationships in Practice: Guidelines for the Development of Agreements Between Communities and Researchers*. 1999, World Wildlife Fund: Washington, D.C. [available via: http://www.panda.org/resources/publications/sustainability/indigenous/agree_en.doc]

OCT 7 Governance challenges. Case study: land tenure & tropical forests.

Bruce, J. et al 2012. Whom to pay? Land Tenure Center, University of Wisconsin-Madison.

Ribot, Jesse C., and NL Peluso. "A theory of access." *RURAL SOCIOLOGY* 68.2 (2003): 153-181.

Karsenty, A., and S. Ongolo. "Can “fragile states” decide to reduce their deforestation? The inappropriate use of the theory of incentives with respect to the REDD mechanism." *Forest policy and economics* 18 (2012): 38-45.

Gore, M. L., Ratsimbazafy, J. and Lute, M. L. (2013), Rethinking Corruption in Conservation Crime: Insights from Madagascar. *Conservation Letters*, 6: 430–438.

Professional practice:

Chronicle of Higher Education tips on preparing manuscript for publication. part 1.

OCT 14 Conservation Easements and Zoning. N. American experiences. GUEST: Adena Rissman

Required

Hamilton CM, et al. (2013) Current and Future Land Use around a Nationwide Protected Area Network. *PLoS ONE* 8(1).

Rissman, et al. (2007), Conservation Easements: Biodiversity Protection and Private Use. *Conservation Biology*, 21: 709–718.

Additional readings: TBA

Professional practice reading:

Chronicle of Higher Education Responding to Reviewers. part 2.

OCT 21 Environmental Perceptions research – Case study: large carnivores & Leopold’s land ethic.

Required

Teel, T & Manfredo. 2010. “Understanding the diversity of public interests in wildlife conservation”
Conservation Biology

Heberlein, T. 2012 *Navigating Env Attitudes*. Chapters TBA

Recommended

Kellert, S. 1997. *Kinship to Mastery*. Chapters 2 &3. Washington D.C. Island Press

*****Midpoint of semester – time for feedback *****

OCT 28 Environmental Perceptions research – Methodological challenges.

Required

Heberlein, T. 2012 *Navigating Env Attitudes*. Chapters TBA

Shelley, V. et al. 2011. “Attitudes to Wolves and Wolf Policy among Ojibwe Tribal Members and Non-tribal Residents of Wisconsin’s Wolf Range”. Human Dimensions of Wildlife.16:6, 397-413.

NOV 4 TBA

NOV 11 TBA

NOV 18 Does embracing novel ecosystems = surrender? Or enlightenment?

Required

Davis, Mark A., et al. "Don't judge species on their origins." *Nature* 474.7350 (2011): 153-154.

Marris, E. 2011. *Rambunctious Garden: Saving Nature in a Post-Wild World*. London: Bloomsbury. Excerpts TBA

Simberloff, D. and Vitule, J. R. S. (2014), A call for an end to calls for the end of invasion biology. *Oikos*, 123: 408–413.

NOV 25 NO MEETING (Thanksgiving Eve)

DEC 2 Presentation and discussion of student research papers/policy briefs.

DEC 9 Presentation and discussion of student research papers/policy briefs.