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

Spring 2017
TR 11-12:15
110 Science Hall
3 credits (Advanced)

Professor Lisa Naughton
Office: 355 Science Hall
Office hours: Tue & Thur 12:30–1:30 pm
or by appt:
naughton@geography.wisc.edu

Course description:

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 foundational to human evolution?* 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 (rural areas, 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 conflicts and explore alternative strategies for conserving wildlife in human-dominated environments. You will learn key Geographic approaches to studying the human role in environmental change, particularly biogeography, political ecology and environmental perceptions. You will also learn basic methods for studying environmental attitudes. Class assignments will help you better understand the material and improve your 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 \$26]

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 offered in case you are particularly interested in a topic and/or want to earn extra credit on exams.

Grading:

Students will be graded based on a possible **250 point** total for the semester:

Writing

The writing assignments are designed to help you synthesize course material and improve your professional skills.

Position Paper (3-4 pp) on Hunting Wolves in Wisconsin 30 points

Reflection paper (4 pages) on Living with Wildlife at Kibale National Park, Uganda 20 points

Policy brief (4 pp) on human-wildlife conflict or invasive species 45 points

Tests Format: Short answer questions plus 1 essay (30 pts each x 3) 90 points

TEST DATES: Feb 16, March 16, April 20.

Each week I will hand out essay exam questions related to the readings, lecture and discussion. During each exam, I will select one of the essay questions from the list for you to answer. Exams will also include ~5 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 5 pts extra credit per exam, must be completed within same 75 min period).

Participation and discussion activities

65 points (total)

- Discussion essays 10 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 'Small group' 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 to the Learn@UW course page by noon on the Monday prior to the *breakout* discussion session. No late essays will be accepted.
- Small group work for "Living with Elephants" exercise 10 points
- 'Pop' quizzes on readings (5 points each x 2) 10 points
During the semester I will run 3 'pop' quizzes in class (short answer, T/F, multiple choice). You will drop one of these from your score. No make-ups.

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...*)
two absences allowed w/o penalty 7 points
- Quality of participation in class discussions (Do you ask good questions?
Draw effectively from readings? Engage in constructive debate?) 8 points
- Serving as discussion leader (Did you read your classmates' discussion essays?
Prepare a study sheet on the readings for your group? Lead an interesting,
productive discussion? Alert me to exam material that your
peers found confusing? 10 points
- Oral presentation of analysis of Human-wildlife conflict case 10 points
(5 pts group grade + 5 pts individual grade)

Extra Credit Option: Completing ebird project & entering data 10 points

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

UNIT I. Puzzles from prehistory & Lessons for contemporary conservation

- Thur 1/19 Class overview & Intro to Pleistocene Megafauna Extinction Mystery.
- Tue 1/24 Who or what killed the Pleistocene megafauna?
Guest speaker: Yue Wang, Geography Dissertator. *The mammoth mystery of St Paul island*

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.

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.

Thur 1/26 SMALL GROUP DISCUSSION Who or what killed the Pleistocene megafauna? (cont.)

Tues 1/31 Current trends in public participation in hunting in WI. Guest: Keith Warnke, DNR.

Required readings:

Anonymous. 2013. "In a dark wood" The Economist. Dec 21. 2 pages.

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. Manfredi, M. et al. eds. Island Press.

Mock, Brentin. 2016. For African Americans, Park Access Is About More Than Just Proximity.

<http://www.citylab.com/design/2016/06/for-african-americans-park-access-is-about-more-than-justproximity/>

Thur 2/2 SMALL GROUP DISCUSSION Public participation in hunting (cont) Guest: Pao Vue, Geography Dissertator

Tues 2/7 Man the Hunter. Did big game hunting make us human? Why don't more women hunt?

Required readings:

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

Introduction and chapter "Plants stand still" from Stange, M. Woman the Hunter. Boston: Beacon Press. 1997.

Thurs 2/9 Of wolves, dogs and people. Guest: Dr Adrian Treves. Nelson Institute. then: Review and catch-up.

No required reading.

Additional reading: Treves, A. and C. Bonacic. 2017. "Humans' response to dogs and wolves". Trends in Ecology and Evolution. 3 pp.

Tue 2/14 Why were so few tropical animals domesticated? Did nature 'deal a bad hand' to people living in the tropics?

Required reading:

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

Thur 2/16 Test I. Format: Short answer and essay question.

No readings.

UNIT II. PUBLIC ATTITUDES TOWARD WILDLIFE

Tues, 2/21 Introduction to Unit II and Wisconsin wolf hunt writing assignment

Required readings:

Kellert, S. 1997. Kinship to Mastery. Biophilia in Human Evolution and Development. Chaps 2 and 3. Washington, D.C. Island Press. [online Learn@UW]

Heberlein, T. 2009. Navigating Environmental Attitudes: Chap 1. [Course textbook]

Thur 2/23 Wolf Recovery in Wisconsin. Guest: Randle Jurewicz, MSc, DNR Endangered Resources (Retired).

Required readings:

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

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

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

Required reading (2/23 cont):

Gorman, J. 2012. *Before Wolves May Be Hunted, Science, Faith and Politics Clash*. NYT. D3

Additional reading:

Lopez, B. Of Wolves and Men. Chapt. 9. An American Pogrom.

Tue 2/28 What is an 'attitude'? Why is it important? How do we measure attitudes?

Required readings:

Text: Heberlein's "Navigating Environmental Attitudes": Chap 2-4

Cooper, C. 2015. *Birdwatchers, Hunters Train their Scopes on Conservation*. Scientific American.
<https://blogs.scientificamerican.com/guest-blog/birdwatchers-hunters-train-their-scopes-on-conservation/>

Additional reading:

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

Thur 3/2 SMALL GROUP DISCUSSION Is it possible to change people's attitudes? Why are norms so important?

Required reading:

Text: Heberlein's "Navigating Environmental Attitudes": Chap 5.

Tues 3/7 Measuring public attitudes toward wildlife in E. Africa.
First 20 minutes recap
11:25 – handout. show a video.
Give a mini overview.

Wolf hunt position paper due at start of class (hard copy).

Thur 3/9 Introduction to Living with Elephants/WhatsApp & writing assignment.

Students should rewatch the video and pull it apart. LISA - Handout - COMPRESS WVO attitudes.

Small group exercise.

What do you want to ask - Talk to Richard. Send Richard a preview.

Required reading:

Text: Heberlein's "Navigating Environmental Attitudes": Chap 6.

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

Additional reading:

Laudati, A. 2010. "The encroaching forest: struggles over land and resources on the boundary of Bwindi Impenetrable National Park, Uganda." Society and Natural Resources 23.8: 776-789.
DAVID TUMMUSSIMWE – Tourism

Tues 3/14 25 min. richard speaks with us online.
SMALL GROUP DISCUSSION Attitudes toward wildlife in E. Africa

Thurs 3/16 Test II

SPRING BREAK 3/18-3/26

Tues 3/28 Understanding the roots of Human-wildlife conflict. Introduction to Policy Brief assignment.

Required reading:

Dickman, A. 2010 "Complexities of conflict: the importance of considering social factors for effectively resolving human-wildlife conflict." Animal conservation 13.5: 458-466.

DUE: Reflection paper on Living with Elephants due at start of class (hard copy).

Thur 3/30 Watching wildlife. How documentaries both reflect and shape public attitudes toward wildlife.

Required readings:

Palmer, C. 2010. Shooting in the Wild. An Insider's Account of Making Movies in the Animal Kingdom. Chap. 8 & 9

Additional reading:

Palmer, C. 2010. Shooting in the Wild. Chap. 11.

Tues 4/4 Animal rights activists & conservation biologists: an uneasy relationship. Guest: 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

Thur 4/6 **NO CLASS.**

Due by noon 4/6: Upload policy brief outline and 3 annotated references. (Not graded but 5 pts penalty if late)

Tues 4/11 **SMALL GROUP DISCUSSION "Cat wars" - Conservation Biologists vs Animal Welfare perspectives**

Then short lecture: *Tracking wild animals. Are we helping or hurting?*

Required readings:

Santella & Marra. 2016. Chaps 1-3 & 7-8 in Cat Wars. Princeton Univ. Press.

Humane Society "Finding Common Ground for Cats and Wildlife"

http://www.humanesociety.org/animals/cats/facts/cat_wildlife.html?credit=web_id212453451

Additional reading:

Cooke, S. et al. 2017. "Troubling issues at the frontier of animal tracking" Cons Biology. *In press.*

Thur 4/13 Attitudes toward introduced species.

Required readings:

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

Davis, M. A., et al. 2011 "Don't judge species on their origins." Nature 474: 153-154.

Marris, E. 2013. Chap. 6 "Learning to love exotic species" pp. 97-110 in Rambunctious garden: saving nature in a post-wild world. Bloomsbury Publishing.

Tues 4/18 Catch-up and Review.

Thur 4/20 Test III

Tues 4/25 Coaching on policy brief. Practice oral presentations in small groups.

DUE: 2-page Draft of policy brief upload by class time, no graphics necessary, just text

Thur 4/27 Oral presentations of policy briefs.

Tues 5/2 Oral presentations of policy briefs.

Thur 5/4 Oral Presentations of policy briefs.

Mon 5/8 5 pm Due: Upload Final copy of policy brief

NO FINAL EXAM.