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

Spring 2019
TR 11-12:15
175 Science Hall
3 credits (Advanced)

Professor Lisa Naughton
Office: 334 Science Hall
Drop in office hours: Tue & Thur 12:30–1:30 pm
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Course description:

In this course we delve into our meaningful and complex relationships with wildlife. By the semester's end you'll understand key challenges and strategies for addressing the 'people' side of wildlife conservation. We begin with 'puzzles from prehistory': *Were humans responsible for eliminating megafauna across the planet ~12,000 years ago? Was hunting foundational to human evolution?* These puzzles have ecological significance as well as cultural import as metaphors for human-nature relations. For the rest of the term, we address contemporary ecological and social conditions underlying patterns of coexistence and conflict. Conservationists have long strived to sustain wildlife by establishing parks and wilderness areas. But the boundaries of protected areas are permeable. Elephants leave African parks to forage on crops. Coyotes dwell in Madison suburbs. We explore strategies for conserving wildlife in human-dominated environments. We also address the ethical and practical issues of dealing with overabundant and invasive species.

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 about methods for studying environmental attitudes. Class assignments will help you better understand the material and improve your professional and communication skills.

Readings

The required course textbook is: Heberlein, Thomas. A. 2012. *Navigating Environmental Attitudes*. Oxford Univ Press. [paperback ~\$26]. Additional weekly readings are available at our Canvas website. All students must read the 'Required Readings' (see below). Additional readings are required for graduate students, and for undergrads who are particularly interested in certain topics or who want to earn extra credit on tests.

Grading:

Undergrad students will be graded based on a possible 225 points total for the semester. *Grad students see p. 2.*

Writing assignments

This is a writing intensive course. Assignments include:

Reading response essays (1 p each, see handout)	10 points (5 pts each x 2)
Position Paper (3-4 pp) on Hunting Wolves in Wisconsin	25 points
Reflection paper (3 pp) on Living with Wildlife at Kibale National Park, Uganda	20 points
Policy brief (4 pp) on human-wildlife conflict or invasive species	35 points

Tests Format: Short answer questions plus 1 essay, non-cumulative 90 points (30 pts each x 3)
Each week I will hand out essay questions related to the readings, lecture and discussion. In each test I will select one of the essay questions from the list for you to answer plus about 5 short answer questions. Undergrads may also opt to write a short essay on an extra credit question about one of the 'additional' readings (up to 5 pts extra credit per test, must be completed within the test period).

TEST DATES: Feb 12, March 26, April 30.

Oral Presentation

10 min. oral presentation on policy brief (5 pts individual, 5 pts group) 10 points

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

10 points

During the term I will run 3 'pop' quizzes in class (short answer, T/F, multiple choice).

I will only count your two highest quiz scores. No make-ups.

Participation

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

Class survey (online at canvas) 2 points

Attendance (*...you can't enrich your classmates' experience if you are not present...*) 7 points

Full attendance = no more than two absences (no penalty for 2 absences)

Quality of participation in full class discussions 8 points

Did you ask good questions? Draw effectively from readings? Engage in constructive debate?

Small group discussion leader performance 8 points

Did you prepare a study sheet on the readings (required and additional) and include ideas from your classmates' essays? Lead an interesting, productive discussion? Alert me to any material your peers found confusing?

Graduate student grading & assignments will be the same as above except:

- 1) You will answer a short essay question based on one of the additional readings during each test (thus each test is worth 35 pts for a total of 105 possible points on tests).
- 2) In place of the policy brief assignment, you will write a 6-8 page paper related to your individual academic work. This writing project can form part of your proposal or thesis, but it must be a NEW project for this class and be approved by your academic advisor (via email). Worth 35 pts.
- 3) You will review other grad's final drafts and write up comments instead of working with writing fellows.
- 4) You will not make an oral presentation

In sum, grad students will be graded based on a possible 230 points total for the semester.

For undergrads: a note on writing fellows

Our three writing fellows are:

Carolyn Hamburg (chamburg@wisc.edu)

Tucker Sanborn-Faris (tsanbornfaris@wisc.edu)

Meg Ruocco (mruocco@wisc.edu)

Writing Fellows are...

Undergraduate students who will read your writing and make constructive suggestions for revision

Trained in how to evaluate student writing and respond helpfully

Supervised closely by Prof. Naughton.

Fellows do not...

Grade your papers

Teach you course-specific content

How it works: The Writing Fellows will work with you on two assignments: your Wolf Hunt Position Paper and your policy brief. In each case, you will upload a polished draft of your paper to Canvas on the assigned due date. Your Writing Fellow will carefully read your paper, make comments, then meet with you individually to discuss your writing and offer suggestions for revision. You will then revise your paper and submit *both* the original draft and your revised version on the final due date.

What is a polished draft? A polished draft represents your best effort at the assignment. It is double-spaced and has a complete bibliography. It is *not* an outline or a rough draft. Proofread carefully to remove grammar or spelling errors. This will allow your Writing Fellow to focus on larger issues like organization, presentation and clarity of style. Your polished draft is not graded, but points will be deducted if it is late or incomplete.

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

UNIT I. Puzzles from prehistory

Tue 1/22 Class overview & Intro to the Pleistocene Megafauna Extinction Mystery.

Thur 1/24 Who or what killed the Pleistocene megafauna (cont)? **Small group work**

Required readings:

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

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

Additional readings:

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

Tue 1/29 Man the Hunter. Did big game hunting make us human? Why don't more women hunt?

Required readings:

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

Stange, M. 1997. *Introduction* (pp 1-9) and chapter: *Plants stand still* (pp 21-41) from Woman the Hunter. Boston: Beacon Press.

Thur 1/31 Of wolves, dogs and people. Guest: Dr. Adrian Treves (and Luna)

Required readings:

Hare, B. and V. Woods 2013. "We Didn't Domesticate Dogs. They Domesticated Us," National Geographic: <http://news.nationalgeographic.com/news/2013/03/130302-dog-domestic-evolutionscience-wolf-wolves-human/>

Tue 2/5 Why were so few tropical animals domesticated? Did nature 'deal a bad hand' to people living in the tropics?
Small Group Discussion #1

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.

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

Additional reading:

Nasi, R. et al.. 2011. "Empty forests, empty stomachs? Bushmeat and livelihoods in the Congo and Amazon Basins." *International Forestry Review* 13.3: 355-368.

Thur 2/7 Hunting for sustainability (focus: the tropics)

Required reading:

Ripple, W.J., et al. 2015. "Collapse of the world's largest herbivores." *Science advances*

Additional reading:

Brashares, J. S., et al. 2011. "Economic and geographic drivers of wildlife consumption in rural Africa." *PNAS*.

Tue 2/12 Test I.

No new readings.

UNIT II. PUBLIC ATTITUDES TOWARD WILDLIFE

Thur 2/14 Guest: Dr. Amanda Stronza, Texas A&M. *Conflict and Coexistence: A Story of People and Elephants in the Okavango*

No new readings.

Tue 2/19 Why is it so important to study attitudes? **Small Group Discussion #2.** (plus intro to the Wolf writing assignment)

Required readings:

Heberlein, T. 2009. Navigating Environmental Attitudes: Chap 1-3. [Course textbook]

Additional reading:

Kellert, S. 1997. Kinship to Mastery. Biophilia in Human Evolution and Development. Chaps 2 and 3. Washington, D.C. Island Press.

Thur, 2/21 Wolf Recovery in Wisconsin.

Required reading

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

Additional reading:

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

Tue 2/26 Emily Iehl, MSc., DNR Learn to Hunt program

Required readings:

Organ, JF., et al. 2010. "Born in the hands of hunters." *The Wildlife Professional* 4: 22-27.

Feldpausch-Parker, A.M. et al. 2017. Privileging consumptive use: a critique of ideology, power, and discourse in the North American model of wildlife conservation. *Cons and Society*, 15(1), pp.33-40.

Mock, B. 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/>

Additional 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.

Thur 2/28 What is the North American Wildlife Model? Why is hunting in decline in the U.S.? **Small group discussion #3.**

Required readings:

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

Additional readings:

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

Tue 3/5 Do attitudes predict behavior? Why are norms so important? Small group discussion.

Required reading:

Text: Heberlein's "Navigating Environmental Attitudes": Chap 5-7,10

Thur 3/7 Measuring public attitudes toward wildlife in E. Africa. And Introduction to Living with Elephants.

Required reading:

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

Additional reading:

Chase, L. et al. 2016. A Comparison of Quantitative and Qualitative Methods to Measure Wildlife Value Orientations: A Case Study of Latinos in the American SW, Society & Natural Resources, 29:5, 572-587.

Tue 3/12 Evaluating trophy hunting as a conservation tool in Southern Africa. **Small Group Discussion #4**
Readings: TBA

Thur 3/14 WhatsApp with an expert in Uganda: Richard K.

SPRING BREAK 3/16-3/24

Tue 3/26 Test II

UNIT III. Ethical and practical challenges of living with wildlife in the Anthropocene

Thur 3/28 Guest: Dr. Shari Wilcox, Fellow, UW Geog Dept. *How nature documentaries reflect and shape public attitudes toward wildlife*. **Small group discussion #5**

Required readings and viewing:

Palmer, C. 2010. Shooting in the Wild. An Insider's Account of Making Movies in the Animal Kingdom. Chap. 8, 9 & 11

Cade, Simon. How Nature Documentaries are Fake. 2017. <https://vimeo.com/214023666>

Tues 4/2 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.

Additional reading:

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

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

Required readings:

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

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

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.

Additional reading:

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

Tues 4/9 "Cat wars". **Small group discussion #6.**

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

Lynn, W. S. (1998). Animals, ethics and geography. Monograph for HSUS.

Additional readings:

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

Lynn, W.S. <https://www.huffingtonpost.com/entry/57f697bde4b0f5cec18b7eeb?timestamp=1476808935048>.

Thur 4/11 Ethics and Animals. Guest: Dr. William Lynn, Marsh Institute at Clark University

No new readings.

Tue 4/16 Urban wildlife. **Small group work.**

Readings: TBA

Thur 4/18 Coaching on policy brief. Practice oral presentations in small groups.

Tue 4/23 Oral presentations of policy briefs

Thur 4/25 Oral presentations of policy briefs.

Tue 4/30 Test #3.

Thur 5/2 Due by 5 pm: upload Final copy of policy brief (undergrads) or writing project (grads)

NO FINAL EXAM.