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
or by appt: naughton@geography.wisc.edu

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 Formatted: 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)  
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.  
10 points

**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…)  
  Full attendance = no more than two absences (no penalty for 2 absences)  
  7 points
- Quality of participation in full class discussions  
  Did you ask good questions? Draw effectively from readings? Engage in constructive debate?  
  8 points
- Small group discussion leader performance  
  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?  
  8 points

**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 (mrucocco@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.
UNIT I. Puzzles from prehistory

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

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

**Required readings:**


**Additional readings:**


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

**Required readings:**


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

**Required readings:**


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:**


**Additional reading:**


Thu 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:**


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:

Thur 2/21 Wolf Recovery in Wisconsin.

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

Additional reading:

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

Required readings:


Additional readings:


Required readings:

Additional readings:

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:**

**Additional reading:**

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

Readings: TBA


---

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:**


Tues 4/2 Understanding the roots of Human-wildlife conflict. Introduction to Policy Brief assignment.

**Required reading:**

**Additional reading:**


**Required readings:**


**Additional reading:**

Tues 4/9 “Cat wars”. **Small group discussion #6**
**Required readings:**

Humane Society “Finding Common Ground for Cats and Wildlife”
http://www.humanesociety.org/animals/cats/facts/cat_wildlife.html?credit=web_id212453451


**Additional readings:**

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.