

## Geography/IES/Rural Sociology 434: People, Wildlife and Landscapes

Fall 2004  
Monday, 3:00-5:30  
3 credits

11-12

Professor Lisa Naughton  
Office: 373 Science Hall  
Office hours: M 11:00-12:00, W 11-12, F

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*Prerequisite: Geography 339 or consent of instructor. Recommended: University-level introductory biology course*

**Course description:** This course investigates the relationship between people and animals amidst different social and ecological contexts. We begin by examining interactions between early humans and animals, focusing particularly on the evolution and impact of hunting and domestication. We then study the contemporary human impact on present day faunas of selected regions (e.g., Wisconsin, Peruvian Amazon). In the remainder of the course we consider strategies for promoting co-existence between people and wildlife. Conservationists have traditionally assigned mutually exclusive places to wildlife (pristine wilderness) and humans (agriculture, cities). But the boundaries separating these places are permeable, creating conflict and opportunity. Elephants leave African parks to forage in banana plantations. Coyotes dwell in Madison. We analyze the resulting people-wildlife interactions and alternative strategies for wildlife conservation in human-dominated environments.

Throughout the semester we will pay special attention to wolf recovery in Wisconsin to illuminate the strong and contrasting values people ascribe to wildlife. The debate over how to manage wolves is deeply political and ultimately concerns how we envision nature, human communities, and their inter-relationship. Experts in wolf management will visit our class, and we will attend two public meetings on wolf recovery, the first in Madison on Monday Sept 27, at 7 pm. There will also be an opportunity to travel to Wausau, WI to witness a Wolf Stakeholders' meeting with a rural constituency. The expert lectures and attendance at public meetings will form the basis for your term paper regarding wolf management policy in WI. The two students who turn in the best papers will be awarded a travel grant to attend a Midwestern Wolf Stakeholders' Meeting in Ely, MN.

**Course readings** are drawn from diverse fields, including biogeography, political ecology, and environmental history. The course reader is available for purchase from the Humanities Copy Center, Rm 1650 Humanities Building. The readings will also be available on line at:  
<http://www.library.wisc.edu/libraries/Geography/reserves.htm>, or on reserve at the Geography Library.

In addition to the reader, David Foreman's 2004 Book: Rewilding North America: A vision for Conservation in the 21<sup>st</sup> Century, Island Press, is required. Instructions on how to order the book will be provided in class.

**The importance of writing in this course:** This is a writing intensive course. The writing assignments in this course are designed to help you understand and synthesize course material, and improve your writing skills. All undergraduate students are required to work with the Writing Fellows (**Kathryn Berg** ([kathrynberg@wisc.edu](mailto:kathrynberg@wisc.edu)) and **Kathleen Kiefaber** ([kekiefaber@wisc.edu](mailto:kekiefaber@wisc.edu)) during the preparation of two assignments: 1) a 3-4 position paper on the federal govt's proposal to Remove Gray Wolves from the Endangered Species Act, and 2) a 6 page paper on strategies for mitigating human-wolf conflict in Wisconsin.

**Grading and assignments:** You will be graded based on a possible **200 point total** for the semester:

**Discussion essays** 20 points (5 points each) = 10% of grade  
During the semester, you will write four 1 page (~250 word) discussion essays on the readings assigned for small group discussion. These essays will be graded 0-5 points according to your use of the reading material and creative thought. You must send a copy of your essay by email to Prof. Naughton *and* your discussion leader by 4 pm on the Friday before the discussion in class.

**Discussion leadership** 20 points = 10% of grade (self-graded)  
Each student will lead a small group discussion on one week's assigned readings. You will receive other students' essays on the Friday prior to help you plan your discussion. Later, you will write a candid, 1 page

evaluation of your accomplishment as a discussion leader. Email your self-evaluation (including a point total) to Prof Naughton within 1 week after your discussion.

**Participation** 30 points = 15% of grade

This course emphasizes discussion and the group learning process. Therefore your active participation is important. Ten points will be allocated for regular attendance, ten points for active participation in class and small group discussions, ten points for oral presentation of term paper.

**Position Paper on Wolf Delisting** 30 points = 15% of grade. Details forthcoming.

**Research paper on Mitigating Human-wolf conflict in WI** 50 points = 25% of grade

You will write a 5 page (~1500-2000 word) paper on managing Wisconsin's recovering wolf population so as to balance social and ecological concerns (Details forthcoming).

**Exams** 50 points (25 points each) = 25% of grade

Each week I will hand out essay exam questions related to the readings and lecture. During the exams, I will select 3 essay questions and ask you to answer 2. You may bring a double-sided sheet of notes with you to each exam. The first essay exam will cover the material prior to Halloween, and the second all that follows.

#### Note on writing fellows

We are fortunate to have two peer writing tutors, called Writing Fellows, assigned to our course this semester. Kathleen and Kathryn will work with you individually outside the classroom to help you improve the clarity and effectiveness of your writing. I have chosen to work with Writing Fellows in this course because I believe in the philosophy behind the program: All writers, no matter how accomplished, can improve their writing by sharing works in progress and making revisions based on constructive criticism.

Note: Graduate students will not work with Writing Fellows but will instead review one another's papers.

#### **Writing Fellows are:**

- Undergraduate students who will read your writing and make constructive suggestions for revision
- Trained in how to critically evaluate and respond helpfully
- Supervised closely by your professor

#### **Writing Fellows Do Not:**

- Grade your papers
- Teach you course-specific content

#### **How It Works:**

The Writing Fellows will work with you on two different assignments: your Wolf Position Paper and your research paper on mitigating human-wolf conflict in WI. In each case, you will submit a polished draft\* of your paper to me on the assigned due date. I will pass it on to your Writing Fellow, who will carefully read your paper, make comments on your draft, and 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 typewritten (double-spaced) and has a complete bibliography. It is *not* an outline, a rough draft, or a first draft. **Proofread** carefully to remove any grammar or spelling errors. This will allow your Writing Fellow to focus on larger issues like organization, presentation and clarity of style.

**POLICY ON LATE PAPERS: 5 POINTS WILL BE DEDUCTED FOR EVERY DAY A DRAFT OR FINAL PAPER IS LATE.**

LECTURE SCHEDULE AND READINGS - DRAFT  
*Note: all readings should be completed before the listed lecture date.*  
**E** signifies article will be emailed to you.  
**W** signifies article available on Web. Address provided

**M, 9/13 Course overview, and lecture on Human Role in Pleistocene Megafauna Extinction.**

Readings:

- E Martin, P.S. 1973. "The Discovery of America" Science 179:969-974.
- E Grayson, D.K. and D.J. Meltzer. 2003. "A Requiem for North American Overkill Hypothesis" Journal of Archaeological Science. 30: 585-593.
- E Haynes, G. 2004. "A Premature Burial: Comments on Grayson and Meltzer's 'Requiem for Overkill.'" Journal of Archaeological Science. 31:121-131.
- E Martin, P. S. and D.A. Burney. 1999. "Bring back the elephants". Wild Earth. Spring 57-64.

**Introduce Writing Fellows.**

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**M, 9/20 'Man the Hunter'. Woman the hunter?**

Readings:

- Cartmill, M. 1993. "The killer ape", and "The rich smell of meat and wickedness", pp. 1-27 in: A View to a Death in the Morning. Harvard University Press: Cambridge, MA.
- Stange, M.Z. 1997. "The hunting hypothesis revisited", pp. 21-37 in: Woman the Hunter. Beacon Press, Boston, MA.
- Hogan, L. et al. 1999. "Introduction" pp. xi-xvii in Intimate Nature. The Bond between Women and Animals. Hogan, L. et al. (eds). Ballantine, New York.
- Plumwood, V. 1992. "Feminism and ecofeminism". The Ecologist 22(1): 8-13.
- E Plumwood, V. 1999. "Being Prey", Utne Reader.

Guest speaker: Adrian Treves, Ph.D., Ecologist, Wildlife Conservation Society

Video clips: S. Kubrick's "2001"

**Hand out and discuss first writing assignment: Wolf Position Paper.**

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**M, 9/27 Wolf eradication and recovery in WI.**

Guest speakers: Randle Jurewicz, Director of Endangered Species for WI DNR  
Kathryn Berg, Regional Representative, Humane Society of US  
Ritchie Brown, Director of Natural Resources for Ho-Chunk Nation

Readings:

- Lopez, B. H. (1978). Of Wolves and Men. New York City, Touchstone.
- Kellert, S. R. 1996. The Value of Life: Biological Diversity and Human Society Island Press pp. 9-26,37-63.

E USFWS proposal to remove Eastern Population of Gray Wolves from Endangered Species List.

\*\*\*\*6-9 PM, Public hearing on Delisting wolves. Union South. (Pizza supper 6-7)

**M, 10/4 Animal Domestication.**

E Diamond, J. 2002. "Evolution, consequences and future of plant and animal domestication" Nature 418: 700-708.

Linares, O. F. 1976. Garden hunting in the American tropics. *Human Ecology* 4(4): 331-349.

SMALL GROUP DISCUSSION.

**DUE: Draft of Position Paper on Federal Delisting of Gray Wolves.**

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**M, 10/11 Community-based wildlife conservation. Case study: Peruvian Amazon.**

Readings:

Redford, K. 1992. "The empty forest" Bioscience 42(6):412-422.

Bodmer, R.E. and P. Puertas. 2000. "Community-based management of wildlife in the Peruvian Amazon" pp. 395-in Hunting for sustainability in tropical forests. New York: Columbia University Press.

E Bennett, E. and J. Robinson. *In press*. "Conserving your wildlife and eating it too" Biological Conservation.

SMALL GROUP DISCUSSION.

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**M, 10/18 First half of class: EXAM I.**

**2<sup>nd</sup> half: Readings:**

Cronon, W. (1995). The trouble with wilderness. Uncommon Ground: Toward Reinventing Nature. W. Cronon. New York, WW Norton and Company: 69-90.

Foreman Book Part 1.

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**M, 10/25 REWILDING.**

**Guest Speaker: David Foreman, Co-Founder of Earth First, Director of Rewilding Institute.**

Readings:

Foreman Book Part 2.

W Example of rewilding in Wisconsin. <http://www.superiorwilderness.org/gismaps.html>

Beers and/or supper with David Foreman after class.

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**M, 11/1 Politics and policies for managing wolves in WI.**

Guest speaker: Adrian Wydeven, Director of Wolf Management, DNR.

E Naughton-Treves, L. (2003). "Paying for tolerance: Rural citizens attitudes toward wolf depredation and compensation." Conservation Biology 17(6): 1500-1511.

Mech, L. D. 1995. The challenge and opportunity of recovering wolf populations. *Conservation Biology* 9(2): 269-277.

W Wolf management plan for Wisconsin. <http://dnr.wi.gov/org/land/er/publications/wolfplan/toc.htm>

DUE: Final version of Wolf Position Paper.

Hand out second writing assignment: Strategies for Managing Wolves in Wisconsin.

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**M, 11/8 “Weedy” species. Deer in Wisconsin.**

Guest: Nancy Matthews, Professor, IES

Readings

Nelson, R. 1997. Heart and Blood. Living with Deer in America. Chapters 5,7,9.

McCombie, B. (2000). "Deer prudence". Isthmus. Madison, WI: pp 9-11.

W Report on Chronic Wasting Disease. <http://www.dnr.state.wi.us/>

SMALL GROUP DISCUSSION.

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**M 11/15 Living with Elephants in Africa**

Readings

Bonner, R. 1993. *At the Hand of Man - Peril and Hope for Africa's Wildlife.* Knopf, NY. pp 40-52,253-278.

E Naughton-Treves, L. (1999). "Whose Animals? A history of property rights to wildlife in Toro, western Uganda." Land Degradation and Development **10**: 311-328.

SMALL GROUP DISCUSSION.

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**M 11/22 Invasive species. Case study: Cane toads in Australia.**

E Boland, C.R.J. “Introduced cane toads *Bufo marinus* are active nest predators and competitors of rainbow bee-eaters”. Biological Conservation **120:53-62**

W Simberloff, D. “Introduced Species. The threat to biodiversity and what can be done.”  
<http://www.actionbioscience.org/biodiversity/simberloff.html>

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

**DUE: Draft of research paper: Strategies for Managing Wolves in Wisconsin.**

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**M 11/29 Urban animals.**

**Guest speaker: Dawn Biehler.**

E Timm, R., R. O. Baker, et al. (2004). Coyote attacks: An increasing suburban problem. 69th North American Wildlife and Natural Resources Conference, Spokane, Washington.

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**M 12/6 Group presentations and debate regarding mitigating human-wolf conflict in Wisconsin.**

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**M 12/13 EXAM 2**

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**F 12/18**

**DUE: Final version of research paper: Strategies for Managing Wolves in Wisconsin.**