

WLDL 150 Living With Wildlife Syllabus, Spring 2019

Instructor – Drs. Scott Hygnstrom and Cady Sartini

Class times – 4:00 - 4:50 pm, Monday and Tuesday

Classroom – TNR 120

Office hours – Hygnstrom – TNR 346, 9:00 - 11:00 am Thursdays and 12:00-1:30 pm Fridays

Please see me after class or make an appointment by email (shygnstr@uwsp.edu)

*Sartini – TNR 186, 10:00 am - 12:00 pm Tuesday and Thursday or by appointment
(Cady.Sartini@uwsp.edu)*

TA – McKenna Hammons, McKenna.J.Hammons@uwsp.edu

Important Dates: The last day to add/drop without a grade is Jan 31, 2019. The last day to drop with a “W” is April 5, 2019.

Student fees: \$35 to cover costs of transportation and program fees for one field trip per student.

Critical Resources - This is an online-intensive hybridized course that meets the UWSP General Education requirements for both Environmental Responsibility and Social Sciences. Each week, before the Monday class you must access the module for that week on Canvas to view the online material, turn in the assignments, review the study guide questions, and take the on-line quiz.

Textbook - *A Sand County Almanac with Essays on Conservation from Round River* by Aldo Leopold. It is not available through text rental, but it's a cheap (\$8) and a great book, so....

Learning Outcomes - After successfully completing this course, students will be able to:

- 1) identify ecoregions and associated wildlife in Wisconsin and the associated social, cultural, and political forces relevant within each region.
- 2) recognize environmental and social science components of current human-wildlife issues in Wisconsin;
- 3) discuss a variety of contemporary national and international wildlife issues from ecological, cultural, historic, economic, and political perspectives; and
- 4) know how to get involved and potentially have an impact as a private citizen or resource professional.

Critical Thinking - This class is part of a campus-wide program designed to develop critical thinking skills. After successfully completing this course, students will be able to:

- 1) Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasons in deciding what conclusions to draw or actions to take
- 2) Identify reasoning as we apply it to specific issues related to how people value, impact, and are impacted by wildlife and wild places.
- 3) Analyze reasoning as we apply it to specific issues related to how people value, impact, and are impacted by wildlife and wild places.

Classes - Students will be primed on weekly topics through on-line assignments that will include a variety of prep materials including PowerPoints, topical readings or videos, study guides, reference questions, and an online quiz that must be completed before class each Monday. Monday lectures will start with a discussion of current events in Wisconsin and beyond to increase awareness of contemporary wildlife issues. After 15 minutes, we will continue with the weekly topic, which in aggregate include: wildlife in our daily lives, wildlife and society, a land ethic, and human-wildlife conflicts. Topics regularly will integrate content on environmental responsibility and social science concepts, theory, and methodology. We will touch upon individual topics such as charismatic megafauna, backyard wildlife, Aldo Leopold, the North American Model of Wildlife Conservation, Native American perceptions, land-use patterns, energy, climate change, predator-prey relationships, hunting and trapping, human dimensions, zoonotic diseases, invasive species, and biodiversity. Each will be discussed relative to a framework of ecological, cultural, historic, economic, and political perspectives. Tuesday classes often will feature a guest speaker from a natural resources agency or non-governmental organization who will address the weekly topic and illustrate concepts with key human-wildlife issues in Wisconsin.

Autophotography - Students will create a collection of 10 photos and captions that answer the prompt “What wildlife means to me,” as an example of qualitative data collection. Students will then score photos turned in by others in the class and reflect on the use of autophotography as a technique. Details are available in Canvas.

Public Engagement - Students will prepare a personal position statement on a wildlife issue of their choice. The statement will be presented either as a post on Facebook or as a letter to a prominent decision-maker. Consider the primary audience and use appropriate language and arguments to support your position. Use various sources of environmental and social science research to support your perspective. Details are available in Canvas.

Field Trips - Two Saturday field trips will be available that explore some of the wildlife wonders of the state of Wisconsin (**South** – Leopold Shack, International Crane Foundation; **West** – National Eagle Center, Upper Mississippi River National Wildlife Refuge). **Each student must participate in one field trip and submit a two-page report** that includes a list of things learned and reflections on how this learning experience relates to the Learning Objectives of this course. Field trip sign-ups will be announced the first week of class and will be available on a first-come-first-served basis.

Academic Dishonesty and Late Work Policy - Trust between students and instructors is of paramount importance in academic settings. Academic dishonesty will not be tolerated in the classroom (e.g., cheating on exams) or in assignments (e.g., plagiarism). Academic dishonesty will be punished to the fullest extent that University policy permits. **All late work will lose a full letter grade for every 24 hours submitted after the designated deadline.**

Student Assessment - Final grades will be assigned based on points accumulated from a combination of sources including:

Item	Number	Points	Percent	Overall%	Letter
Assignments				≥94	A
Quizzes	15	75	15%	90-<94	A-
Topics	8	80	16%	87-<90	B+
Online discussions	7	70	~14%	84-<87	B
Autophotography	1	25	5%	80-<84	B-
Public Engagement	1	25	5%	77-<80	C+
Field trip report	1	25	5%	74-<77	C
			%	70-<74	C-
Exams				67-<70	D+
Mid-term	1	100	20%	64-<67	D
Final	1	100	20%	61-<64	D-
Total		500	100%	<61	F

In the event of an emergency:

Medical emergency - call 911 or use the red emergency phone located in the lobby outside TNR 170.

Offer assistance if trained and willing to do so. Guide emergency responders to the victim.

Tornado warning - Avoid wide-span rooms and buildings. TNR 170 is an approved tornado shelter. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans for floor plans showing severe weather shelters on campus.

Active Shooter – Run, Hide, Fight. If trapped, lock doors and hide, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.

Fire or other emergency requiring evacuation -

1. Pull a fire alarm and leave the building using the stairs and closest exit. Do not use the elevator.
2. Gather all classmates in the sundial South of TNR. Dial **911** and call Protective Services at **715-346-3456** with information about the emergency and its location.
3. Ensure you are accounted for by your Faculty. Follow directions of fire, police, and Protective Services. Advise responding emergency personnel if anyone requires medical treatment.

Expanded evacuation may be required depending on the hazards present.

See the UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency responses at UW-Stevens Point.

Tentative Schedule for WLDL 150 Living With Wildlife, Spring 2019

	Week	Specifics	Assignments	
Appreciating Wildlife and Wild Things	1	Environmental Responsibility and Social Sciences		
		Online	Welcome!	Quiz 1
		1/22	What's it to you? – <i>Hygnstrom and Sartini</i>	
	2	Attitudes Towards Animals		
		Online	Kellert typologies	Quiz 2
		1/28	Values – <i>Sartini</i>	Understanding attitudes
		1/29	Turning values into actions – <i>Sartini</i>	Who's Who discussion
	3	Cultural Interests		
		Online	Traditional Ecological Knowledge/Creation Story	Quiz 3
		2/4	Wildlife as a way of life – <i>Hygnstrom</i>	Treaty rights/symbolism
		2/5	Council fire at Schmeeckle – <i>Hygnstrom and Sartini</i>	
	4	Wildlife in Modern Society		
Online		Nature deficit disorder	Quiz 4	
2/11		Social Media and Cecil - <i>Hygnstrom</i>	Leopold 1 discussion	
	2/12	Further considerations – <i>Sartini</i>	Autophotography photos	
Human Uses of Wildlife	5	Nonconsumptive Uses of Wildlife		
		Online	Ethics of wildlife encounters	Quiz 5
		2/18	Wildlife viewing in Wisconsin – <i>Hygnstrom</i>	Where to view what
		2/19	Birding at Schmeeckle – <i>Hygnstrom and Sartini</i>	Autophotography scoring
	6	Lions and Tigers and Bears		
		Online	Cost-benefits of African National Parks	Quiz 6
		2/25	Ecotourism – <i>Hygnstrom</i>	Ecotourism discussion
		2/26	The Big Five and more – <i>Hygnstrom</i>	Autophotography reflection
	7	Consumptive Uses of Wildlife		
		Online	National Survey of Fishing, Hunting and Wildlife	Quiz 7
		3/4	Hunting and trapping - <i>Hygnstrom</i>	How to get involved
		3/5	Role of hunting in society – <i>Scott Craven, UWSP</i>	
8	The History of Wildlife Conservation			
	Online	North American Model of Wildlife Conservation	Quiz 8	
	3/11	Historical perspectives - <i>Hygnstrom</i>	Leopold 2 discussion	
	3/12	Looking to the future – <i>Bob Hosman, WDNR</i>	Mid-term exam due 12 Midnight 3/15	
		Spring Break 3/16-24		

Human Impacts on Wildlife	9	Mechanics of Extinction		Quiz 9 Endangered species profile	
		Online	“Evil Quartet” of extinction		
		3/25	Endangered Species legislation - <i>Sartini</i>		
		3/26	The plight of bats and WNS – <i>Jordan Meyer, UWSP</i>		
	10	Food, Water, Shelter, Space			Quiz 10 Extinction discussion
		Online	Wildlife habitat loss - <i>Sartini</i>		
		4/1	Wildlife habitat management – <i>Sartini</i>		
		4/2	Wetland conservation – <i>Kent Van Horn, WDNR</i>		
	11	Leopold for Today			Quiz 11 Identifying bias Public Engagement etiquette
		Online	Public trust and politics		
		4/8	Climate change – <i>Sartini</i>		
		4/9	Climate literacy – <i>Cat Tectmann, UW-Extension</i>		
	4/13	Field trip to Leopold Shack and Crane Foundation			
12	Political Landscapes			Quiz 12 Leopold 3 discussion Public Engagement critical thinking	
	Online	Green Fire			
	4/15	Green Fire – <i>McKenna Hammons</i>			
	4/16	Leopold and a Land Ethic for Today – <i>Hygnstrom</i>			
Human-Wildlife Conflicts	13	Living with Predators		Quiz 13 Wolves assignment Public Engagement review	
		Online	Wolves in Wisconsin		
		4/22	Fears, attacks, and collisions – <i>Hygnstrom</i>		
		4/23	Bear attacks – <i>Janel Scharhag, UW-Stevens Point</i>		
		4/27	Field trip to National Eagle Center and Upper Mississippi River NWR		
	14	Animal and Human Health			Quiz 14 Leopold 4 discussion Diseases assignment Field Trip review
		Online	White nose, chytrid, CWD		
		4/29	Zoonotic diseases – <i>Hygnstrom</i>		
		4/30	Disease of the Day – <i>Anna Schneider, WDNR</i>		
	15	Dealing with Damage			Quiz 15 Final Exam due 5/14
Online		Wildlife stakeholder acceptance capacity			
5/6		Resolving damage conflicts – <i>Hygnstrom</i>			
	5/7	Campfire, review – <i>Hygnstrom and Sartini</i>			