

## **WLDL 150 Living With Wildlife Syllabus, Fall 2020**

*Instructor – Drs. Cady Sartini and Scott Hygnstrom*

*Synchronous Class times – Tue 4:00 - 4:50 pm on Zoom (no Zoom on Mon)*

*Classroom – Virtual classroom (Zoom!)*

*Office hours – Sartini – Mon 1-2pm M, Tue 11am-12pm Th, or by appointment,  
Cady.Sartini@uwsp.edu*

<https://uwsp.zoom.us/j/7153464546>

*Hygnstrom – by appointment, Scott.Hygnstrom@uwsp.edu*

*TA – Brilyn Brecka, bbreck923@uwsp.edu*

**Important Dates:** Last day to add/drop w/o a grade – Sept 14, Last day to drop with a “W” – Nov 6.

**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 Tuesday class you must access the module for that week on Canvas to view the online material and take the on-line quiz. Plan on spending 3-5 hours a week on this class, and logging into Canvas every day to work on assignments, check on discussions, etc.

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

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

- 1) Discuss a variety of contemporary local, national, and international wildlife issues from ecological, cultural, historic, economic, and political perspectives;
- 2) know how to get involved and potentially have an impact as a private citizen or resource professional.

**Environmental Responsibility** – Throughout this class we will be discussing how humans affect the environment around them and how the need to make sustainable decisions affects wildlife resources. After successfully completing this course as a part of the General Education program focusing on Environmental Responsibility, students will be able to:

- 1) identify interactions between human society and the natural environment;
- 2) analyze the individual, social, cultural, and ecological factors that influence environmental sustainability; and
- 3) evaluate competing claims that inform environmental debates.

**Social Sciences** – Throughout this class we will be focusing on how individual attitudes about wildlife are often shaped by political, social, and ethical forces that have nothing to do with the wildlife itself. We will also spend time discussing how we use social science methods to understand why people feel the way they do about animals and how we use that information for management.

After successfully completing this course as a part of the General Education program focusing on Social Sciences, students will be able to:

- 1) explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior; and
- 2) examine and explain how social, cultural, or political institutions influence individuals or groups.

**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 guide questions, and an online quiz that must be completed before class each Tuesday. Weekly topics will 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.

**Participation** - Active participation in online classes is one of the most important predictors of student success. Logging on to Canvas every day and keeping up with your Canvas calendar will mean you are less likely to miss announcements or assignments. Good participation in this class looks like turning in assignments on time, checking in with Canvas discussions daily, and actively participating in live Zoom sessions. If you cannot make the live Zooms for any reason, we will have a similar alternate activity for you to complete. However, most of the value of the activity is the live interaction you will have with your instructor and your peers, so attendance is strongly encouraged.

**Living with Wildlife Seminar Series** - Some Tuesday classes will occasionally 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. We have identified a few of these guest lectures as being of interest to the College of Natural Resources community as a whole. On these days, we will open our class up for other members of the CNR to join us in class that afternoon. **Attendance on these days is strongly encouraged**, and all material from guest speakers is testable--no matter whether they are officially a part of our seminar series.

**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 will be 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 will be available in Canvas.

**Field Trip Assignment** - Students will identify and visit a local wildlife area, nature center, zoo, or museum with a wildlife exhibit and will complete a scavenger hunt and reflection activity associated with their visit. Students can visit locations in person, practicing appropriate masking and social distancing or they may complete a virtual field trip activity that we have prepared. Details will be available in Canvas.

**Academic Dishonesty and Late Work Policy** - Trust between students and the instructor 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 up until 5 days late, after which assignments may be turned in for a maximum of 50% of the total points available.**

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

Item	Number	Points per	Points	Percent	Percent	Letter
<b>Weekly items (47%)</b>						
Quizzes	14	10	140	23%	≥93	A
Discussions	14	5	70	12%	90-92	A-
Reflections	7	5	35	6%	87-89	B+
Leopold	7	5	35	6%	83-86	B
<b>Larger assignments (15%)</b>						
Public Engagement	1	30	30	5%	80-82	B-
Field trip report	1	30	30	5%	77-79	C+
Autophotography	1	30	30	5%	73-76	C
<b>Participation (5%)</b>						
Midterm	1	15	15	3%	70-72	C-
Final	1	15	15	3%	67-69	D+
<b>Exams (33%)</b>						
Mid-term	1		100	17%	64-66	D
Final	1		100	17%	≤63	F
<b>Total</b>			600	100%		

# University of Wisconsin-Stevens Point

## College of Natural Resources

### Principals of professionalism

The College of Natural Resources at the University of Wisconsin – Stevens Point prepares students for success as professionals in many fields. As a professional, there are expectations of attainment of several personal characteristics. These include:

#### Integrity

Integrity refers to adherence to consistent moral and ethical principles. A person with integrity is honest and treats others fairly.

#### Collegiality

Collegiality is a cooperative relationship. By being collegial you are respecting our shared commitment to student education through cooperative interaction. This applies to all involved in the process: students, staff, faculty, administration and involved community members. You take collective responsibility for the work performed together, helping the group attain its goals.

#### Civility

Civility refers to politeness and courtesy in your interactions with others. Being civil requires that you consider the thoughts and conclusions of others and engage in thoughtful, constructive discussion to express your own thoughts and opinions.

#### Inclusivity

Inclusivity requires you to be aware that perspective and culture will control how communication is understood by others. While many values are shared, some are quite different. These differences in values should be both considered and respected.

#### Timeliness

Timeliness is the habit of performance of tasks and activities, planned in a way that allows you to meet deadlines. This increases workplace efficiency and demonstrates respect for others' time.

#### Respect for Property

Respect for property is the appreciation of the economic or personal value an item maintains. Maintaining this respect can both reduce costs (increase the operable life of supplies and equipment) as well as demonstrate respect for others' rights.

#### Communication

Professional norms in communication require that you demonstrate the value of your colleagues, students, professors or others. The use of appropriate tone and vocabulary is expected across all forms of communication, whether that communication takes place face to face, in writing or electronically.

#### Commitment to Quality

Quality is the ability to meet or exceed expectations. By having a commitment to quality, we intend to provide a learning environment that is conducive to learning. Intrinsic to this commitment to quality is defining expectation (committed to in a syllabus through learning outcomes), implementation (with quality control in place) and assessment (where meeting of learning outcomes is determined).

### Commitment to Learning

Learning is a lifelong process. By being committed to learning you are providing a model for all to follow. This model is not only professor to student but involves all combinations of people within our university and broader community

### Online academic Etiquette

We like to make some suggestions for good "digital citizenship" moving forward. First, please be aware that lectures (including your verbal questions, chats, etc.) are being recorded. If you don't want your video feed or image captured in a recording, then it is totally acceptable to keep your video feed "off". Verbal questions end up in a transcript. Chat-based statements also are recorded. Both will have your name associated with them and are part of the recorded lecture. This isn't that different from when you raise your hand to ask a question in class EXCEPT that there is now a recording associated with it. So, please take extra care to ask questions, answer questions, and use chats in a respectful way. Additionally, please keep in mind that your instructor's lectures are their intellectual property. In order to maintain a safe learning environment for everyone (so that students can ask questions freely and so that faculty can deliver material freely) , it is critical that you DO NOT share Zoom links/passwords to lectures/discussion meetings OR Zoom recordings of the class with anyone outside of our class. Misuse of chats, sharing these links/passwords, or recordings will be considered a disruption of the classroom as a learning environment. Disruptions (even digital ones) could impact your grade in a negative way.

Adherence to this compact is required of the faculty and staff of the College of Natural Resources and of all students enrolled in College of Natural Resources courses.

	Week	Specifics	
Appreciating Wildlife and Wild Things	1	<b>9/2-9/4 – Welcome to Living with Wildlife!</b>	
		Online Learning	Welcome! Syllabus, etc.
		Quiz	Quiz 1
	2	<b>9/7-9/11 – Attitudes Towards Animals</b>	
		Online Learning	Values, attitudes, and Kellert
		Featured Lecture	Turning values into behaviors
		Leopold Reflection	Foreword
		Canvas Discussion	Introductions
		Live Zoom	SURVEY SAYS: Kellert revisited
	3	<b>9/14-9/18 – Wildlife in Modern Society</b>	
		Online Learning	Nature deficit disorder
		Featured Lecture	Social Media and Cecil
		Outdoor Reflection	Do you feel safe outside?
		Canvas Discussion	Wildlife selfies
		Live Zoom	CHANGE MY MIND: Exotic animals as pets
	4	<b>9/21-9/25 – Cultural Interests</b>	
		Online Learning	Traditional Ecological Knowledge and the Creation story
		Featured Lecture	Wildlife cultures
		Leopold Reflection	Cady's choice, TBD
Canvas Discussion		What's your wildlife culture?	
Live Zoom		<b>LIVING WITH WILDLIFE SEMINAR</b> Cat Tectmann, <i>UW-Extension Specialist</i> "Integrating Culture into Science"	
Quiz		Quiz 4	
Also due	Autophotography photo essay		
Human Uses of Wildlife	5	<b>9/28-10/2 – Nonconsumptive Uses of Wildlife</b>	
		Online Learning	The ethics of wildlife encounters
		Featured Lecture	The economics of birding
		Outdoor Reflection	Birding for beginners
		Canvas Discussion	Scott's choice, TBD
		Live Zoom	SURVEY SAYS: Satisfying wildlife viewing
	6	<b>10/5-10/9 – Consumptive Uses of Wildlife</b>	
		Online Learning	The National Survey of Hunting and Fishing
		Featured Lecture	Hunter motivations
		Leopold Reflection	Cady's choice, TBD
		Canvas Discussion	Public views on hunting
		Live Zoom	WOULD YOU RATHER: Managing overabundant species
		Quiz	Quiz 6
	Also due	Autophotography scoring	
	7	<b>10/12-10/16 – Lions and Tigers and Bears</b>	
		Online Learning	Cost-benefits of African National Parks and The Big Five
		Featured Lecture	Ecotourism

		Outdoor Reflection	Brilyn's choice, TBD	
		Canvas Discussion	Ecotourism – Would you, wouldn't you?	
		Live Zoom	Scott's choice, TBD	
		Quiz	Quiz 7	
	8	<b>10/19-10/23 – The History of Wildlife Conservation</b>		
		Online Learning	NAMWC	
		Featured Lecture	Historical perspectives and the Public Trust	
		Leopold Reflection	Cady's choice, TBD	
		Canvas Discussion	Birding while black—who do the outdoors belong to?	
		Live Zoom	<b>LIVING WITH WILDLIFE SEMINAR</b> TBD – Reintroduction of elk in Wisconsin	
		Quiz	Quiz 8	
		Also due	Midterm Exam, Participation check-in	
	Human Impacts on Wildlife	9	<b>10/26-10/30 – Mechanics of Extinction</b>	
Online Learning			Evil quartet of extinction and saving black rhinos	
Featured Lecture			ESA and legislation	
Outdoor Reflection			Who has the right to land?	
Canvas Discussion			Hunting endangered species	
Live Zoom			SURVEY SAYS: Who cares about endangered species?	
Quiz			Quiz 9	
Also due			Autophotography reflection	
10		<b>11/2-11/6 – Food, Water, Shelter, Space</b>		
		Online Learning	Habitat loss	
		Featured Lecture	Habitat management	
		Leopold Reflection	Brilyn's choice, TBD	
		Canvas Discussion	Human expectations of habitat	
		Live Zoom	WOULD YOU RATHER: Habitat management scenarios	
11		<b>11/9-11/13 – Political Landscapes</b>		
		Online Learning	Climate change and politics	
		Featured Lecture	Climate change in WI	
		Outdoor Reflection	Politics of wildlife	
		Canvas Discussion	How to get engaged	
		Live Zoom	CHANGE MY MIND: Lead ammunition and wildlife	
12		<b>11/16-11/20 – Leopold for Today</b>		
		Online Learning	Greenfire	
		Featured Lecture	Leopold for Today	
		Leopold Reflection	The Land Ethic	
		Canvas Discussion	What's your land ethic?	
		Live Zoom	<b>LIVING WITH WILDLIFE SEMINAR</b> TBD – Leopold	
		Quiz	Quiz 12	
		Also due	Field trip report	

<b>Human-Wildlife Conflicts</b>	13	<b>11/23-11/27 – Living with Predators</b>	
		Online Learning	Wolves in Wisconsin
		Featured Lecture	Be bear wise
		Outdoor Reflection	How safe do you feel in the outdoors?
		Canvas Discussion	Bears vs birdfeeders
		Live Zoom	CHANGE MY MIND: How safe are foothold traps?
		Quiz	Quiz 13
	14	<b>11/30-12/4 – Animal and Human Health</b>	
		Online Learning	Wildlife diseases
		Featured Lecture	Zoonotic disease
		Leopold Reflection	Thinking Like a Mountain
		Canvas Discussion	Corona virus and live markets
		Live Zoom	<b>LIVING WITH WILDLIFE SEMINAR</b> TBD – Mercury and wildlife
		Quiz	Quiz 14
	15	<b>12/7-12/11 – Dealing with Damage</b>	
		Online Learning	Wildlife stakeholder acceptance capacity
		Featured Lecture	Resolving damage conflicts
		Outdoor Reflection	How would this place be different?
		Canvas Discussion	Paying for deer damage
		Live Zoom	PUTTING IT ALL TOGETHER
		Quiz	Quiz 15
	Also due	Public engagement assignment	

**\*Schedule is tentative**

**\*Final exam will be due Thursday, 12/17 @ 5pm**