

WLDL 150 Living With Wildlife Syllabus, Fall 2022

Instructors – Dr. Scott Hygnstrom and Dr. Cady Sartini
Hygnstrom – In person office hours (TNR 167) – Tuesdays 9-11 am, Fridays – 1-3 pm
By appointment (TNR 167) Scott.Hygnstrom@uwsp.edu

Sartini – Virtual Wednesdays 9-11 am <https://wisconsin-edu.zoom.us/j/7153464546>
In person office hours (TNR 186) – Thursdays 2-3 pm
By appointment Cady.Sartini@uwsp.edu

Teaching Assistants – Nicole Luoma, nluom231@uwsp.edu
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Important Dates: Last day to add/drop w/o a grade – Feb 1, Last day to drop with a “W” – Apr 7

Course Format – Virtual classroom (asynchronous, no class meetings). This is an online-intensive course that meets the UWSP General Education Requirements for both Environmental Responsibility and Social Sciences. Each week, you must access the module for that week on Canvas to view the Online Learning Materials and Featured Lecture and take the Online Quiz. In addition, you will be responsible for a mix of Readings and Outdoor Reflections each week. Three large assignments, including Autophotography, Public Engagement, and a Field Trip are distributed throughout the semester. Plan on logging into Canvas every day to work on assignments and check for announcements. You should spend 3-5 hours per week on this class.

Textbook – This course does not have a textbook, but multiple readings will be assigned from *A Sand County Almanac with Essays on Conservation from Round River* by Aldo Leopold. It is not available through text rental, but it is available as an e-book from the library (<https://libraryguides.uwsp.edu/wldl150>). It is an inexpensive (<\$8 through book stores) and great book that you likely will love for years to come. We also will assign a few other readings from other texts for variety, but we will provide pdfs of everything else required of you outside of *A Sand County Almanac*.

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, and
- 2) know how to get involved and potentially have an impact as a private citizen or resource professional.

Environmental Responsibility – Throughout this course, we will be discussing how humans affect the environment around them and how we need to make decisions that affect wildlife in a sustainable way. 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 often are shaped by political, social, and ethical forces that have nothing to do with wildlife. We also will spend time discussing how we use social science methods to understand why people feel the way they do about wildlife and their habitats and how we use this 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 preparatory materials including PowerPoints, topical readings or videos, study guide questions, and an online quiz. Weekly topics will include: wildlife in our daily lives, wildlife and society, a land ethic, and human-wildlife conflicts. We will touch upon individual topics such as charismatic megafauna, backyard wildlife, Aldo Leopold, the North American Model of Wildlife Conservation, Native American perceptions, wildlife habitat, land-use patterns, energy, climate change, predator-prey relationships, hunting and trapping, human dimensions, zoonotic diseases, endangered species, invasive species, and biodiversity. Each will be discussed within a framework of ecological, cultural, historic, economic, and political perspectives.

Participation - Active participation 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 course involves checking in with Canvas daily, turning in assignments on time, and taking quizzes.

Autophotography – All 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 class and reflect on the use of autophotography as a technique compared to other possible methods of investigating stakeholder motivations. Details will be available in Canvas.

Public Engagement – All 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 Instagram, 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 – All 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.**

Academic Coaching - If you feel you need help with any of the following skills: **time management strategies, note-taking, study skills, communication on campus, or preparing for mid-terms**, please consider scheduling an appointment with an Academic Coach on campus or virtually. They are here to help you be successful in your online courses when you feel you need extra support. Email Kari Van Den Elzen (kvandene@uwsp.edu) to schedule an appointment or use the Navigate student app by selecting Tutoring Learning Center. You can meet as many times as you need. Coaches also are available to review campus technology platforms with you (e.g., Canvas, AccesSPoint, Office 365, Navigate, etc...).

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

<u>Item</u>	<u>Number</u>	<u>Points per</u>	<u>Points</u>	<u>Percent</u>	<u>Percent</u>	<u>Letter</u>
Weekly items (~38%)						
Quizzes (drop lowest)	14	10	140	26.4%	≥93	A
Reflections (drop lowest)	12	5	60	11.3%	90-92.9	A-
					87-89.9	B+
					83-86.9	B
Larger assignments (~20%)						
Public Engagement	1	40	40	7.5%	80-82.9	B-
Field trip report	1	30	30	5.7%	77-79.9	C+
Autophotography	1	40	40	7.5%	73-76.9	C
					70-72.9	C-
					67-69.9	D+
Participation (~4%)						
Midterm	1	10	10	1.9%	64-66.9	D
Final	1	10	10	1.9%	≤63.9	F
Exams (~38%)						
Mid-term	1		100	18.9%		
Final	1		<u>100</u>	<u>18.9%</u>		
Total			530	100%		

Section	Week	Week-long topic	
Appreciating Wildlife and Wild Things	1	1/23 - 1/29 – Welcome to Living with Wildlife!	
		Online Learning	Welcome! Resources for success
		Featured Lecture	How to Survive WLDL 150
		Quiz	Quiz 1
	2	1/30-2/5 – Attitudes Towards Animals	
		Online Learning	Values, attitudes, and Kellert
		Featured Lecture	From Values to Behaviors
		Reading and Reflection	SCA – Axe in Hand
		Quiz	Quiz 2
	3	2/6-2/12 – Wildlife in Modern Society	
		Online Learning	Nature deficit disorder
		Featured Lecture	Social Media and Cecil
		Outdoor Reflection	Do you feel safe outside?
		Quiz	Quiz 3
	4	2/13-2/19 – Cultural Interests	
		Online Learning	Traditional Ecological Knowledge and the Creation story
		Featured Lecture	Wildlife cultures
		Reading and Reflection	Braiding Sweetgrass
		Quiz	Quiz 4
		Also due	Autophotography photo essay
Human Uses of Wildlife	5	2/20-2/26 – Nonconsumptive Uses of Wildlife	
		Online Learning	The ethics of wildlife encounters
		Featured Lecture	The economics of birding
		Outdoor Reflection	Birding for beginners
		Quiz	Quiz 5
	6	2/27-3/5 – Consumptive Uses of Wildlife	
		Online Learning	The National Survey of Hunting and Fishing
		Featured Lecture	Hunter motivations
		Reading and Reflection	SCA – Thinking Like a Mountain
		Quiz	Quiz 6
	Also due	Autophotography scoring	
	7	3/6-3/12 – Lions and Tigers and Bears	
		Online Learning	Cost-benefits of African National Parks and The Big Five
		Featured Lecture	Ecotourism
		Outdoor Reflection	Ecotourism in your backyard
		Quiz	Quiz 7
	8	3/13-3/19 – The History of Wildlife Conservation	
		Online Learning	North American Model of Wildlife Conservation
		Featured Lecture	Historical perspectives and the Public Trust
		Reading and Reflection	Challenges to the model
Quiz		Quiz 8	
Also due		Midterm Exam, Participation check-in	

Human Impacts on Wildlife	9	3/27-4/2 – Mechanics of Extinction	
		Online Learning	Evil quartet of extinction and saving black rhinos
		Featured Lecture	ESA and legislation
		Outdoor Reflection	Who has the right to land?
		Quiz	Quiz 9
		Also due	Autophotography reflection
	10	4/3-4/9 – Food, Water, Shelter, Space	
		Online Learning	Habitat loss
		Featured Lecture	Habitat management
		Reading and Reflection	TBD
		Quiz	Quiz 10
		Also due	Public Engagement – Pick your topic
	11	4/10-4/16 – Political Landscapes	
		Online Learning	Climate change and politics
		Featured Lecture	Public engagement processes in WI
		Outdoor Reflection	Political landscapes
		Quiz	Quiz 11
		Also due	Field trip report
	12	4/17-4/23 – Leopold for Today	
		Online Learning	Greenfire
Featured Lecture		Leopold for Today	
Reading and Reflection		SCA – The Land Ethic	
Quiz		Quiz 12	
Also due		Public Engagement – Find your sources	
Human-Wildlife Conflicts	13	4/24-4/30 – Dealing with Damage	
		Online Learning	Wildlife stakeholder acceptance capacity
		Featured Lecture	Resolving damage conflicts
		Outdoor Reflection	TBD
		Quiz	Quiz 13
	14	5/1-5/7 – Living with Predators	
		Online Learning	Fear and aversion
		Featured Lecture	Living with Bears
		Reading and Reflection	TBD
		Quiz	Quiz 14
	Also due	Public engagement assignment	
	15	5/8-5/12* – Animal and Human Health	
		Online Learning	Wildlife diseases
		Featured Lecture	Zoonotic disease
		Quiz	Quiz 15

*Schedule is tentative; check announcements on Canvas for updates

*Last day of classes is Friday, May 12—all assignments due by 11:29 pm

*Final exam will be due Wednesday, May 17 @ 11:59 pm

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 all lectures, including your verbal questions, chats, and other interactions 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. To maintain a safe learning environment for everyone, so that students can ask questions freely and 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.