

## WLDL 150 Living With Wildlife Syllabus, Spring 2024

**Instructors** – Dr. Cady Sartini and Dr. Chris Yahnke

**Office hours** – Yahnke – Tuesdays 9-11am - In person (TNR 346) [cyahnke@uwsp.edu](mailto:cyahnke@uwsp.edu)

Thursdays 3-5 pm – Brewhaus (old guy grading on iPad)

Sartini – By appointment (TNR 186) [csartini@uwsp.edu](mailto:csartini@uwsp.edu)

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**Important Dates:** Last day to add/drop w/o a grade – Jan. 31, Last day to drop with a “W” – Apr. 5

**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 material and Featured Lecture and take the Online Quiz. In addition, you will be responsible for a variety of Reading and Outdoor Reflections each week. Two large assignments and four online discussions are also distributed throughout the semester. Plan on spending 3-5 hours a week on this class, and logging into Canvas every day to work on assignments, check for announcements, etc....

**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 also inexpensive (\$8) and a great book—one you’ll likely love for years to come. We will also assign a few other readings from other texts for variety, but we will provide pdfs of everything else you require 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, 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 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 turning in assignments on time, checking in with Canvas daily, taking quizzes, and being an active participant in online discussions.

**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 the 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.

**Online Discussions** – A total of four online discussions will be distributed throughout the semester to allow you to meet some of your classmates while interacting with the class material in a more interactive way. Discussions this semester will be aimed at ERLO#3 (evaluate competing claims that inform environmental debates). Details will be available in Canvas.

**Academic Dishonesty** - Plagiarism, fabrication—including the use of many forms of AI such as ChatGPT, cheating, helping others commit these acts, and any form of dishonesty compromise the educational process and devalue the achievements of all students. All work you submit must be original and completed individually unless collaboration is explicitly allowed. Always acknowledge your sources, cite appropriately, and give credit where it's due. If instances of alleged academic dishonesty are identified, appropriate actions will be taken in accordance with the institution's policies (UWSP Chapter 14). **Because many of the assignments in this class are of very low point value, identified cases of academic dishonesty in most cases will involve a reduction of 10% of the final grade in the class as opposed to a zero on the assignment.** If you are unsure if something might be considered academic misconduct please contact your instructor as soon as possible.

**Late Work Policy** - 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](mailto: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 are also 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:

Item	Number	Points per	Points	Percent			
<b>Weekly items (~36%)*</b>						<b>Percent</b>	<b>Letter</b>
Quizzes	14	10	140	25%		≥93	A
Reflections	12	5	60	11%		90-92	A-
<b>Larger assignments (~21%)</b>						87-89	B+
Public Engagement	1	35	35	7%		83-86	B
Discussions	4	10	30	7%		80-82	B-
Autophotography	1	40	40	7%		77-79	C+
<b>Participation (~6%)</b>						73-76	C
Midterm	1	15	10	3%		70-72	C-
Final	1	15	15	3%		67-69	D+
<b>Exams (~36%)</b>						64-66	D
Mid-term	1		100	18%		≤63	F
Final	1		100	18%			
	<b>Total</b>		585	100%			

**\*NOTE: Your lowest grade for weekly items (quizzes, discussions, and reflections) will be dropped.**

Section	Week	Week-long topic	
Appreciating Wildlife and Wild Things	1	<b>1/22-1/26 - Welcome to Living with Wildlife!</b>	
		Online Learning	Welcome! Resources for success
		Featured Lecture	How to Navigate WLDL 150
		Quiz	Quiz 1
	2	<b>1/28-2/2 – Attitudes Towards Animals</b>	
		Online Learning	Values, attitudes, and Kellert
		Featured Lecture	From Values to Behaviors
		Reading and Reflection	SCA – Axe in Hand
	3	Quiz	Quiz 2
		<b>2/5-2/9 – Wildlife in Modern Society</b>	
		Online Learning	Nature deficit disorder
		Featured Lecture	Social Media and Cecil
		Begin Canvas Discussion	EVALUATING CLAIMS: Exotics as pets
	Outdoor Reflection	Do you feel safe outside?	
	Quiz	Quiz 3	
	4	<b>2/12-2/16 – Cultural Interests</b>	
		Online Learning	Traditional Ecological Knowledge and the Creation story
		Featured Lecture	Wildlife cultures
		Continue Canvas Discussion	EVALUATING CLAIMS: Exotics as pets
		Reading and Reflection	Braiding Sweetgrass
		Quiz	Quiz 4
Also due		Autophotography photo essay	
Human Uses of Wildlife	5	<b>2/19-2/23 – Nonconsumptive Uses of Wildlife</b>	
		Online Learning	The ethics of wildlife encounters
		Featured Lecture	The economics of birding
		Outdoor Reflection	Birding for beginners
		Quiz	Quiz 5
	6	<b>2/26-3/1 – Consumptive Uses of Wildlife</b>	
		Online Learning	The National Survey of Hunting and Fishing
		Featured Lecture	Hunter motivations
		Begin Canvas Discussion	EVALUATING CLAIMS: To hunt or not to hunt?
		Reading and Reflection	SCA – Thinking Like a Mountain
		Quiz	Quiz 6
	Also due	Autophotography scoring	
	7	<b>3/4-3/8 – Lions and Tigers and Bears</b>	
		Online Learning	Cost-benefits of African National Parks and The Big Five
		Featured Lecture	Ecotourism
		Continue Canvas Discussion	EVALUATING CLAIMS: To hunt or not to hunt?
		Outdoor Reflection	Ecotourism in your backyard
	Quiz	Quiz 7	
	8	<b>3/11-3/15 – The History of Wildlife Conservation</b>	

		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	<b>3/25-3/29 – Mechanics of Extinction</b>	
		Online Learning	Evil quartet of extinction and saving black rhinos
		Featured Lecture	ESA and legislation
		Begin Canvas Discussion	EVALUATING CLAIMS: TBD Endangered species
		Outdoor Reflection	Who has the right to land?
		Quiz	Quiz 9
		Also due	Autophotography reflection
	10	<b>4/1-4/5 – Food, Water, Shelter, Space</b>	
		Online Learning	Habitat loss
		Featured Lecture	Habitat management
		Continue Canvas Discussion	EVALUATING CLAIMS: TBD Endangered species
		Reading and Reflection	TBD
		Quiz	Quiz 10
		Also due	Public Engagement – Pick your topic
	11	<b>4/8-4/12 – Political Landscapes</b>	
		Online Learning	Climate change and politics
		Featured Lecture	Public engagement processes in WI
		Outdoor Reflection	Political landscapes
		Quiz	Quiz 11
	12	<b>4/15-4/19 – Leopold for Today</b>	
		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	<b>4/22-4/26 – Dealing with Damage</b>	
		Online Learning	Wildlife stakeholder acceptance capacity
		Featured Lecture	Resolving damage conflicts
		Begin Canvas Discussion	EVALUATING CLAIMS: To hunt wolves, or not hunt wolves?
		Outdoor Reflection	TBD
		Quiz	Quiz 13
	14	<b>4/29-5/3 – Living with Predators</b>	
		Online Learning	Fear and aversion
		Featured Lecture	Living with Bears
		Continue Canvas Discussion	EVALUATING CLAIMS: To hunt wolves, or not hunt wolves?
Reading and Reflection	TBD		
Quiz	Quiz 14		

		Also due	Public engagement assignment
15		<b>5/6-5/10 – Animal and Human Health</b>	
		Online Learning	Wildlife diseases
		Featured Lecture	Zoonotic disease
		Canvas Discussion	Putting it all together
		Quiz	Quiz 15

\*Schedule is tentative; check announcements on Canvas for updates

\*Last day of classes is Friday 12/15—all assignments due at midnight

\*Final exam will be due Wednesday, 12/20 @ 12 Midnight

## 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.