

**WLDL 150 Living With Wildlife, Section 1 (In person)  
Syllabus, Fall 2021**

**Instructors** – Dr. Cady Sartini and Dr. Scott Hygnstrom

**Class times** – 4:00-4:50, MT

**Classroom** – TNR 170

**Office hours** – Sartini – In person (TNR 186) Mondays 1-3pm

Virtual – Tuesdays 9-11am <https://uwsp.zoom.us/j/7153464546>

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Hygnstrom –By appointment [Scott.Hygnstrom@uwsp.edu](mailto:Scott.Hygnstrom@uwsp.edu)

**Teaching Assistant** – Brilyn Brecka, [bbrec923@uwsp.edu](mailto:bbrec923@uwsp.edu)

**Important Dates:** Last day to add/drop w/o a grade – Sept 14, Last day to drop with a “W” – Nov 5.

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

**Course Format** – This is a hybrid, online-intensive course that meets the UWSP General Education Requirements for both Environmental Responsibility and Social Sciences. Each week, before class on Monday, you must access the module for that week on Canvas to view the Online Learning material and take the Online Quiz. In addition, you will be responsible for a variety of Reading and Outdoor Reflections each week. Three large assignments are 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 affects 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 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. 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 lecture and in-person discussions. Attendance is required in lecture and is considered part of your participation grade.

**Living with Wildlife Seminar Series** – Classes occasionally will feature a Zoom session with 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. These guest lectures are of interest to the College of Natural Resources community as a whole, so we will open the class for other members of the CNR to join us. Attendance on these days is mandatory (either by joining the Zoom live in the classroom or by joining the session at home) and all material presented will be testable.

**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. 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** – There will be one required field trip (tentatively planned for either October 9th or October 16<sup>th</sup>) to visit the Aldo Leopold Shack and tour the International Crane Foundation. An alternate assignment will be available for anyone with an excused absence, but most of the value of the assignment will come from actually visiting these locations in person with the class. You are expected to make every attempt to attend.

**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:

<u>Item</u>	<u>Number</u>	<u>Points per</u>	<u>Points</u>	<u>Approx. Percent</u>	<u>Percent</u>	<u>Letter</u>
<b>Weekly items (37.7%)</b>						
Quizzes (drop the lowest)	14	5	70	13.2%	≥93	A
Reflections (drop the lowest)	13	10	130	24.5%	90-92	A-
<b>Larger assignments (18.9%)</b>						
Public Engagement	1	35	35	6.6%	87-89	B+
Field Trip Report	1	30	30	5.7%	80-82	B-
Autophotography	1	35	35	6.6%	77-79	C+
<b>Participation (5.7%)</b>						
Midterm Evaluation	1	15	15	2.8%	73-76	C
Final Evaluation	1	15	15	2.8%	70-72	C-
<b>Exams (37.7%)</b>						
Mid-term	1		100	18.9%	67-69	D+
Final	1		<u>100</u>	<u>18.9%</u>	64-66	D
	<b>Total</b>		530	100%	≤63	F

# 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>9/2-9/3 – Welcome to Living with Wildlife!</b>	
		Online Learning	Welcome! Syllabus, etc.
		Quiz	Quiz 1 (due next week)
	2	<b>9/6-9/10 – Wildlife in Modern Society</b>	
		Online Learning	Nature deficit disorder
		Monday	<b>No class – Happy Labor Day!</b>
		Tuesday	Social Media and Cecil – Everyone
		Outdoor Reflection	Do you feel safe outside?
	Quiz	Quizzes 1 and 2	
	3	<b>9/13-9/17 – Cultural Interests</b>	
		Online Learning	Traditional Ecological Knowledge and the Creation story
		Monday	Wildlife cultures
		Tuesday	<b>What’s your wildlife culture? - Meet at Schmeackle!</b>
		Reading and Reflection	Braiding Sweetgrass
	Quiz	Quiz 3	
	4	<b>9/20-9/24– Attitudes Towards Animals</b>	
		Online Learning	Values, attitudes, and Kellert
		Monday	Turning values into behaviors
		Tuesday	Social science methods
		Reading and Reflection	SCA – Axe in Hand
Quiz		Quiz 4	
Also due	Autophotography photo essay		
Human Uses of Wildlife	5	<b>9/27-10/1 – Nonconsumptive Uses of Wildlife</b>	
		Online Learning	The ethics of wildlife encounters
		Monday	How to view wildlife – the 5 Ws – Schmeackle / TWS
		Tuesday	The economics of birding
		Outdoor Reflection	Birding for beginners
	Quiz	Quiz 5	
	6	<b>10/4-10/8 – Consumptive Uses of Wildlife</b>	
		Online Learning	The National Survey of Hunting and Fishing
		Monday	Hunter motivations - Scott
		Tuesday	<b>TBD</b>
		Reading and Reflection	SCA – Thinking Like a Mountain
		Quiz	Quiz 6
	Also due	Autophotography scoring	
	7	<b>10/11-10-15 – Lions and Tigers and Bears</b>	
		Online Learning	Cost-benefits of African National Parks and The Big Five
		Monday	Ecotourism
		Tuesday	Who pays for wildlife
		Outdoor Reflection	Ecotourism in your backyard
	Quiz	Quiz 7	
	10/16 – FIELD TRIP TO LEOPOLD CENTER/INTERNATIONAL CRANE FOUNDATION (not yet confirmed – 10/9 is backup date)		
8	<b>10/18-10/22 – The History of Wildlife Conservation</b>		
	Online Learning	NAMWC	

		Monday	Historical perspectives and the Public Trust
		Tuesday	<b>LIVING WITH WILDLIFE SEMINAR – Drew Lanham</b>
		Reading and Reflection	TBD
		Quiz	Quiz 8
		Also due	Midterm Exam, Participation check-in
Human Impacts on Wildlife	9	<b>10/25-10/29 – Mechanics of Extinction</b>	
		Online Learning	Evil quartet of extinction and saving black rhinos
		Monday	ESA and legislation
		Tuesday	Deep Dive – Endangered species case studies
		Outdoor Reflection	Who has the right to land?
		Quiz	Quiz 9
		Also due	Autophotography reflection
	10	<b>11/1-11/5 – Food, Water, Shelter, Space</b>	
		Online Learning	Habitat loss
		Monday	Habitat management
		Tuesday	<b>LIVING WITH WILDLIFE SEMINAR - Kent Van Horn</b>
		Reading and Reflection	Conservation Reserve Program, TBD
		Quiz	Quiz 10
		Also due	Public Engagement – Pick your topic
	11	<b>11/8-11/12 – Political Landscapes</b>	
		Online Learning	Climate change and politics
		Monday	Climate change in WI
		Tuesday	CHANGE MY MIND: Lead ammunition and wildlife
		Outdoor Reflection	Politics of wildlife
		Quiz	Quiz 11
		Also due	Field trip report
	12	<b>11/15-11/19 – Leopold for Today</b>	
		Online Learning	Greenfire
		Monday	Leopold for Today
Tuesday		How to get involved	
Reading and Reflection		SCA – The Land Ethic	
Quiz		Quiz 12	
	Also due	Public Engagement – Find your sources	
Human-Wildlife Conflicts	13	<b>11/22-11/26 – Living with Predators</b>	
		Online Learning	Wolves in Wisconsin
		Monday	Fear
		Tuesday	<b>LIVING WITH WILDLIFE SEMINAR – Colleen Olfenbuttel</b>
		Outdoor Reflection	How safe do you feel in the outdoors?
		Quiz	Quiz 13
	14	<b>11/29-12/3 – Animal and Human Health</b>	
		Online Learning	Wildlife diseases
		Monday	Zoonotic disease
		Tuesday	Emerging infectious diseases
		Reading and Reflection	TBD
		Quiz	Quiz 14
	Also due	Public Engagement – Final position statement	

		<b>12/6-12/10 – Dealing with Damage – possibly move to week 13</b>	
	15	Online Learning	Wildlife stakeholder acceptance capacity
		Monday	Resolving damage conflicts
		Tuesday	Putting it all together
		Outdoor Reflection	How would this place be different?
		Quiz	Quiz 15
		Also due	Participation – final evaluation

**\*Schedule is tentative**

**\*Final exam will be due Thursday, 12/16 @ 5pm**