

**WLDL 150 Living With Wildlife, Section 2 (virtual, asynchronous)
Syllabus, Spring 2022**

Instructors – Dr. Scott Hygnstrom and Dr. Cady Sartini

Office hours – Hygnstrom – By appointment Scott.Hygnstrom@uwsp.edu

Sartini – Virtual Wednesdays 9-11 am <https://wisconsin-edu.zoom.us/j/7153464546>

In person (TNR 186) – Thursdays 2-3 pm

By appointment Cady.Sartini@uwsp.edu

Teaching Assistant – Brilyn Brecka, bbrec923@uwsp.edu

Important Dates: Last day to add/drop w/o a grade – Feb 2, Last day to drop with a “W” – Apr 8.

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 an Online Discussion and 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 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.

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 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:

<u>Item</u>	<u>Number</u>	<u>Points per</u>	<u>Points</u>	<u>Approx. Percent</u>	<u>Percent</u>	<u>Letter</u>
Weekly items (45%)						
Quizzes (drop the lowest)	14	10	140	23%	≥93	A
Discussions (drop the lowest)	14	5	70	12%	90-92	A-
Reflections (drop the lowest)	14	5	70	12%	87-89	B+
Larger assignments (15%)						
Public Engagement	1		30	5%	80-82	B-
Field Trip Report	1		30	5%	77-79	C+
Autophotography	1		30	5%	73-76	C
Participation (5%)						
Midterm Evaluation	1		15	2%	70-72	C-
Final Evaluation	1		15	2%	67-69	D+
Exams (33%)						
Mid-term	1		100	17%	64-66	D
Final	1		<u>100</u>	<u>17%</u>	≤63	F
Total			600	100%		

Section	Week	Week-long topic		
		Individual Responsibilities	Due dates	
Appreciating Wildlife and Wild Things	1	1/24-1/30 – Welcome to Living with Wildlife!		
		Online Learning	Welcome! Syllabus, etc.	
		Quiz	Quiz 1 (due next week)	
	2	1/31-2/6 – Attitudes Towards Animals		
		Online Learning	Values, attitudes, and Kellert	
		Featured Lecture	Turning values into behaviors	
		Canvas Discussion	Introductions and Kellert	Due 2/2 and 2/6
		Reading and Reflection	SCA – Axe in Hand	Due 2/6
		Quiz	Quizzes 1 and 2	Due 2/6
	3	2/7-2/13 – Wildlife in Modern Society		
		Online Learning	Nature deficit disorder	
		Featured Lecture	Social Media and Cecil	
		Canvas Discussion	EVALUATING CLAIMS: Exotics as pets	Due 2/9 and 2/13
		Outdoor Reflection	Do you feel safe outside?	Due 2/13
	4	2/14-2/20 – Cultural Interests		
		OPTIONAL ZOOM	Autophotography and Anything Else Zoom link goes here	
		Online Learning	Traditional Ecological Knowledge and the Creation story	
		Featured Lecture	Wildlife cultures	
		Canvas Discussion	What's your wildlife culture?	Repeat
		Reading and Reflection	Braiding Sweetgrass	
		Quiz	Quiz 4	
Also due		Autophotography photo essay		
Human Uses of Wildlife	5	2/21-2/27 – Nonconsumptive Uses of Wildlife		
		Online Learning	The ethics of wildlife encounters	
		Featured Lecture	The economics of birding	
		Canvas Discussion	How to view wildlife – the 5 Ws	Repeat
		Outdoor Reflection	Birding for beginners	
	6	2/28-3/6 – Consumptive Uses of Wildlife		
		Online Learning	The National Survey of Hunting and Fishing	
		Featured Lecture	Hunter motivations	
		Canvas Discussion	To hunt or not to hunt?	
		Reading and Reflection	SCA – Thinking Like a Mountain	
		Quiz	Quiz 6	
	7	3/7-3/13 – Lions and Tigers and Bears		
		Online Learning	Cost-benefits of African National Parks and The Big Five	
		Featured Lecture	Ecotourism	
		Canvas Discussion	EVALUATING CLAIMS: Who pays for wildlife?	
		Outdoor Reflection	Ecotourism in your backyard	
		Quiz	Quiz 7	

	8	3/14-3/20 – The History of Wildlife Conservation
		OPTIONAL ZOOM Midterm Review and Anything Else Zoom link goes here
		Online Learning North American Model of Wildlife Conservation
		Featured Lecture Historical perspectives and the Public Trust
		Canvas Discussion NAMWC – Who do the outdoors belong to
		Reading and Reflection Challenges to the model
		Quiz Quiz 8
		Also due Midterm Exam, Participation check-in
Human Impacts on Wildlife	9	3/28-4/3 – Mechanics of Extinction
		Online Learning Evil quartet of extinction and saving black rhinos
		Featured Lecture ESA and legislation
		Canvas Discussion How to protect endangered species
		Outdoor Reflection Who has the right to land?
		Quiz Quiz 9
		Also due Autophotography reflection
	10	4/4-4/10 – Food, Water, Shelter, Space
		Online Learning Habitat loss
		Featured Lecture Habitat management
		Canvas Discussion EVALUATING CLAIMS: Human expectations of habitat - preservation vs conservation?
		Reading and Reflection Wildlife habitat at risk
		Quiz Quiz 10
		Also due Public Engagement – Pick your topic
	11	4/11-4/17 – Political Landscapes
		Online Learning Climate change and politics
		Featured Lecture Public engagement processes in WI
		Canvas Discussion How to get engaged in the public process
		Outdoor Reflection Politics of wildlife
		Quiz Quiz 11
	Also due Field trip report	
	12	4/18-4/24 – Leopold for Today
		OPTIONAL ZOOM Public engagement and Anything Else Zoom link goes here
		Online Learning Greenfire
		Featured Lecture Leopold for Today
		Canvas Discussion What’s your land ethic?
		Reading and Reflection SCA – The Land Ethic
		Quiz Quiz 12
Also due Public Engagement – Find your sources		
Human-Wildlife Conflicts	13	4/25-5/1 – Living with Predators
		Online Learning Fear and aversion
		Featured Lecture What to know about bear attacks
		Canvas Discussion EVALUATING CLAIMS: Living with wolves
		Outdoor Reflection How safe do you feel in the outdoors?
		Quiz Quiz 13

	14	5/2-5/8 – Animal and Human Health	
		Online Learning	Wildlife diseases
		Featured Lecture	Zoonotic disease
		Canvas Discussion	Corona virus and wet markets
		Reading and Reflection	Emerging infectious diseases
		Quiz	Quiz 14
		Also due	Public engagement assignment
	15	5/9-5/15 – Dealing with Damage	
		OPTIONAL ZOOM	Final exam and Anything Else Zoom link goes here
		Online Learning	Wildlife stakeholder acceptance capacity
		Featured Lecture	Resolving damage conflicts
		Canvas Discussion	What now? Class Wrap Up
		Outdoor Reflection	How would this place be different?
		Quiz	Quiz 15

*Schedule is tentative

*Final exam will be due Wednesday, 5/18/2022 @ 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.