

WLDL 348/548 Wildlife Damage Management

Spring 2023

Lecture – Tuesdays, 8:00-8:50 am, 354 TNR

Labs – Wednesdays, 9:00-10:50 am, 354 TNR or arranged

Instructor: Dr. Scott Hygnstrom Scott.Hygnstrom@uwsp.edu, 715.346.2301
Office: TNR 167 Office hours: T - 9-11, W - 11-1, F – 1-3

Teaching Assistant: Jacob Bergstrand jbergstr@uwsp.edu, 309.791.1430
Office: TNR 315 Office hours: TBD

Our course will cover the fundamentals of prevention and control of damage caused by vertebrate species, primarily mammals and birds. It includes philosophical, social, economic, and ecological considerations for managing damage caused by individuals and populations of problem species.

Calendar of Events

<u>Week of</u>	<u>Topic</u>	<u>Quizzes</u>	<u>Wednesday Lab</u>
Jan 23	Principles and Philosophy		354 TNR - wolf discussion
Jan 30	Overabundance	T Q1	Zoom - deer pop dynamics
Feb 6	Health and Safety	T Q2	Hygnstrom Farm - necropsy
Feb 13	Invasive Species	T Q3	Zoom - invasive species
Feb 20	Human Dimensions	T Q4	354 TNR - conflict resolution
Feb 27	Control Methods	T Q5	Hygnstrom Farm - shooting
Mar 6	Commensal Rodents	T Q6	ADM Grain Elevator - mice
Mar 13	Urban Mammals	T Q7	Midterm Exam 354 TNR - bats, squirrels, moles
Mar 20	Spring Break!		
Mar 27	Aquatic Rodents	T Q8	Zoom - beaver, muskrat
Apr 3	Birds	T Q9	SP Airport - pyrotechnics
Apr 10	Canada Geese	T Q10	Pfiffner Park - IGM
Apr 17	20 th WDM Conference	T Q11	Zoom, WDM Conference report
Apr 24	Large Predators	T Q12	Mead WMA – wolves, bears
May 1	Mesopredators	T Q13	354 TNR - raccoons, skunks
May 8	Deer	T Q14	Schmeeckle Reserve - deer
May 17	Finals Week	Final Exam	

Evaluation	Quizzes (online, 10 points each, due 8:00 am each Tuesday)	140 points
	Midterm Exam (online, due 11:59 pm, Friday, March 17)	100 points
	WDM Conference report (online, due 11:59 pm, Friday, April 21)	100 points
	Final Exam (online, due 12:15 pm, Thursday, May 18)	150 points
	Participation (class discussions and labs)	60 points
	TOTAL	550 points

Learning Objectives

After taking this course, you should be able to:

1. identify and discuss the wildlife species in North America that are responsible for most human-wildlife conflicts,
2. discuss contemporary methods used to prevent and control wildlife damage,
3. identify primary sources of information on management of wildlife damage, and
4. synthesize information, diagnose problems, and prescribe approaches for dealing with wildlife damage.

Hybridized Course

Content for the course will be available on the WLDL 348 Canvas site in Modules, largely as PowerPoint files (lecture-like materials) and associated Word files (study guides and reference questions) and/or recorded lectures. You will be expected to review assigned online materials each week and take the associated 10-point quiz before the live in-class discussion session at 8:00-8:50 am on Tuesdays. During four of the weeks, student-centered discussions will be conducted by Zoom during the associated lecture and lab periods. Student participation will be evaluated, based on questions raised and active engagement in discussions.

Wednesday Labs

Several of the labs on Wednesdays will be spent in the field learning about techniques used to manage wildlife damage. Dress accordingly, as if you were a field biologist (boots, hats, gloves, warm clothes, and raingear if necessary). Locations of meetings and travel arrangements will be discussed in class and posted on Canvas during the week preceding the lab. Typically, we will depart from the parking loop immediately west of the TNR at 9:00 am sharp.

Wildlife Damage Management Conference

I will be participating in the 20th WDM Conference in Logan, Utah on April 17-20, 2023. We will meet by Zoom that week and discuss various research projects and techniques used in wildlife damage management. You will be responsible for viewing five recorded presentations of your choice and writing a critique of each.

Resources

Several resources on wildlife damage management are available online and we will review them regularly in class. In particular, the *Internet Center for Wildlife Damage Management* (<http://icwdm.org>), *National Wildlife Control Training Program* (<https://wildlifecontroltraining.com/>), and *Prevention and Control of Wildlife Damage*, 4th Edition (<https://icwdm.org/species/>) will be accessed regularly. We also will review scientific periodicals such as the *Journal of Wildlife Management*, *Wildlife Society Bulletin*, and *Human Wildlife Interactions*, as well as proceedings from the *Vertebrate Pest Conference* and *Wildlife Damage Management Conference*. Get used to accessing reputable information on wildlife damage management on the internet.

Quizzes and Exams

Each 10-point quiz is dedicated to the assigned online PowerPoint and associated Word file or recording. Many quiz questions will be based on reference questions included in the Word files. You will be expected to take an online quiz before each of the class periods at 8:00-8:50 am on Tuesdays. Do your own work on these quizzes. Academic impropriety during any quiz will result in the forfeiture of all respective points per incident.

All exams will be comprehensive as the course is continually building upon itself. Exams will be online, open book, open notes, open everything. I expect each student, however, to provide their own individual answers. No group cut-and-paste answers. We will hold a review session before each exam to brush up on details and answer your questions. The Final Exam largely will be based on the recent material since the Midterm Exam. Fifty additional points are reserved for basic comprehensive concepts of the course, which will align very closely with the Learning Objectives for the course.

Participation

During class sessions on Tuesdays (in person and by Zoom), we will conduct student-centered discussions of the materials presented in the weekly module on Canvas. Wednesday labs will be active demonstrations and discussions of ideas, equipment, and methods presented previously on Canvas and in class. Students who are present, active, engaged, and contributing to discussions and labs will be rewarded with up to 60 points for participation.

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 would 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. 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.