

BIOL 830P
Wildlife Management
SUMMER 2017 SYLLABUS

Instructor: Dustin Ranglack, BHS 343, ranglackdh@unk.edu

Office hours: MW 9-11 am, or by appointment.

Learning objectives:

- 1) Ability to apply ecological and behavioral concepts and principles to the management of wildlife populations and habitats to achieve a diversity of objectives including restoration, conservation, sustained harvest, and control.
- 2) Understanding of key ecological principles that apply to wildlife at organism, population, community, and ecosystem levels, with understanding of their relevance to wildlife management practices.
- 3) Understanding of the policy framework, decision-making processes, and social and political considerations that influence wildlife management at the state and federal levels.
- 4) Skills in critical thinking, synthesis, use of literature, and scientific writing.

Textbook:

The book for this course is by Anthony R.E. Sinclair, John M. Fryxell, and Graeme Caughley (2014, *Wildlife Ecology, Conservation, and Management*, 3rd Edition).

Another text that you should consider (not required) if you are serious about a career in the wildlife field is *The Wildlife Techniques Manual*, 7th Edition, edited by Nova J. Silvy. This two volume set covers just about everything you will ever need for study design, techniques, planning, etc.

Also, we should not overlook the book that literally gave rise to the science-based management of wildlife: Aldo Leopold's *Game Management*, published in 1933. Aldo Leopold is generally acknowledged as the 'father' of wildlife management, so anyone planning a career in this profession should have a copy of his book on their shelf.

Additional Readings

I will occasionally post additional related readings on Canvas. We will also occasionally examine current wildlife and environmental issues by reading and discussing articles from the *High Country News*. This excellent publication has been covering western issues (politics,

environment, science, etc.) since 1970 and has been gracious enough to provide free subscriptions to the entire class. To access the material, follow the instructions below. While I will require you to read some articles and come prepared to discuss them during class, I hope that you will take full advantage of this subscription and explore the great content this provides. Not only do you have access to the current and recent content online, but you can get access to their archive going all the way back to 1970.

Visit hcn.org/subscribe

Under "Student Subscription", choose "Student - Digital Subscription"

Enter Code: "HCNstudent" to change term and pricing to \$0 for 6 months.

Course scope and format:

This course integrates animal behavior, population dynamics, habitat relationships, ecosystem processes, and the social and political aspects of wildlife management. In keeping with current thinking, wildlife management is presented as a tool for nurturing the resilience of social-ecological systems. The course is designed for senior undergraduate students and integrates the entire wildlife science curriculum while building new knowledge. Case studies are presented to illustrate the application of basic management principles to the stewardship of wildlife resources in real-world scenarios.

The format is a combination of lectures, class activities involving peer interaction, discussions, and writing assignments. All PowerPoint presentations and other course materials will be accessible in Canvas.

Grading:

The final course grade will be based on two writing assignments, Canvas discussions, and a few computer exercises. Class participation is strongly encouraged and will be rewarded at the end of the semester by adding 1-5 bonus points to the final percentage scores of those who contribute regularly and constructively to class discussions.

Writing assignments:

Assignments must be submitted before or on the deadline dates, which are clearly stated in this syllabus and in the class schedule.

1) The first assignment requires a report (4 pages minimum, double-spaced, 12- point font) supported by at least five relevant references, which must be cited and listed according to the format of the Journal of Wildlife Management. Do not use website URLs as references. The topic is:

Select any wildlife species of your choice and write a report on how scientific research (biology and ecology) has resulted in improved management of one or more populations of that species.

Due on Canvas **June XX**.

2) The second assignment requires a review paper (6 pages minimum, double-spaced, 12-point font) supported by 15+ references, with at least 75% of the references taken from journals published since 1995. The paper must conform to the format of the Journal of Wildlife Management. Do not use website URLs as references. The topic is:

The traditional approach to wildlife management, as exemplified by state ‘fish and game’ agencies, involves multiple population-specific objectives related to either protection (conservation) or utilization (hunting, trapping, etc). More recently, however, there is a growing awareness that wildlife populations are part of biodiversity and thus fundamentally linked with ecosystem services, which are of increasing value to people in rural and urban societies. This raises the argument that wildlife management agencies should direct their efforts at maximizing the ultimate benefits derived from ecosystem services rather than the proximate benefits derived from local wildlife populations. In your paper you should introduce and explain the concept of ecosystem services, provide some examples of how various wildlife species facilitate ecosystem services, and then weigh the pros and cons of wildlife management agencies shifting their objectives away from wildlife populations and towards ecosystem services.

Due on Canvas **July XX**.

GRADING RUBRIC:

1) Canvas Discussions	100pts
2) Writing Assignment 1	150pts
3) Writing Assignment 2	150pts
4) Computer Exercises	100pts
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Total 500 pts	

The grading scale used for this class is as follows:

A (93-100%), A- (90-92%), B+ (88-89%), B (83-87%), B- (80-82%), C+ (78-79%), C (73-77%), C- (70-72%), D+ (68-69%), D (63-67%), D- (60-62%), and F (below 60%).

In general, grades for the course will be assigned as:

A – Indicates that the work is markedly superior and is without major problems. It is an honors grade denoting that the goals for the.

B – Indicates that the work has met all of the requirements of the assignment or course at a level that is consistently above average.

C – Indicates satisfactory work that is consistently average and that meets the course goals at a sufficient level to pass.

D – Indicates the minimal achievement in order to earn credit, even though the work is below the standard required for good academic standing.

F – Indicates failure to complete an assignment or course, or work that does not fit into the requirements of the assignment or course.

COURSE POLICIES:

Classrooms (even online) should be considered sanctuaries for the pursuit of knowledge. Those who enter them should be committed to learning and to respect the ideas and opinions of others. Undesirable behavior will lead to dismissal from the lecture session and even expulsion from the course. Undesirable behavior includes (but is not limited to), harassment of any kind, off-topic discussion posts, etc.

Plagiarism and cheating: Anyone found plagiarizing or cheating will receive a 0 for that assignment; subsequent violations will result in referral to the Vice Chancellor for Academic Affairs for dismissal from the university.

Late assignments: Without a valid excuse, any assignment not turned in on time is a Late Assignment. Late assignments will be docked 10% of its total possible points per day, holidays and weekends excluded. So if a 40-point Report was due on Tuesday, you will receive 36 pts (maximum!) if you turn it in on Wednesday and 32 pts if you turn it in on Thursday. It does not matter if our next class will not meet until Thursday.

Students with Disabilities or Those Who are Pregnant

Students with disabilities or those who are pregnant are encouraged to contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities or those who are pregnant. To receive accommodation services for a disability, students must be registered with UNK Disabilities Services Coordinator, David Brandt, in the Academic Success Office, 163 Memorial Student Affairs Building, 308-865-8214 or by email unkdso@unk.edu. For those needing accommodation due to pregnancy, you need to visit with Student Health. The following link provides information for students and faculty regarding pregnancy rights. <http://www.nwlc.org/resource/pregnant-and-parenting-students-rights-faqs-college-and-graduate-students>

Reporting Student Sexual Harassment, Sexual Violence or Sexual Assault

Reporting allegations of rape, domestic violence, dating violence, sexual assault, sexual harassment, and stalking enables the University to promptly provide support to the impacted student(s), and to take appropriate action to prevent a recurrence of such sexual misconduct and

protect the campus community. Confidentiality will be respected to the greatest degree possible. Any student who believes she or he may be the victim of sexual misconduct is encouraged to report to one or more of the following resources:

Local Domestic Violence, Sexual Assault Advocacy Agency 308-237-2599

Campus Police (or Security) 308-865-8911

Title IX Coordinator 308-865-8655

Retaliation against the student making the report, whether by students or University employees, will not be tolerated.

SUBJECT TO CHANGE: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements or assignments made while you were absent.

Above all:

Your objective should be to enjoy this course and come away from it having gained a firm understanding of the underlying principles that govern the wise management of wildlife resources. Participate in class discussions, ask questions, make use of revision opportunities, and consult the instructor after class if there is anything you need clarified.

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