BIOL 830P: Predator Paradox
2020 SYLLABUS

Instructor: Dustin Ranglack, BHS 343, ranglackdh@unk.edu, 308-865-8545

Office hours: By appointment (or just call).

Course objectives: Following successful completion of this course, students will have developed the following skills:

1. A graduate-level understanding of central concepts in predator ecology and management, as well as perceptions of predators.
2. Ability to read, synthesize, and think critically about primary scientific literature.
3. Experience with collaborative research in predator ecology and management.

Textbook:

The Predator Paradox: Ending the War with Wolves, Bears, Cougars, and Coyotes

By John Shivik

This book is written for a popular audience, so we will supplement the reading material with readings from the primary literature that correspond to the book topics.

General Course Structure and Expectations:

This course is a mixture of lecture, online discussion of primary literature and the required book, and hands-on experience focused around a research project. You are expected to be prepared to discuss the assigned readings. Failure to do so will negatively affect your grade in the course.

This course is designed to provide advanced training for graduate students in a specialized area of ecology.

Grading:

50% of the grade will be based on a class research project (40% for your project, 10% for a peer-review of another group’s), 40% will be based on participation in discussion, 10% will be for participating in a before/after survey on your personal perceptions of predators (no right or wrong answers, just participation).

Discussion Posts:

Readings will be posted by Tuesdays and you will have until the following Sunday to participate. To receive full credit, students must have 2 significant contributions weekly. Your initial post is due by 11:59 pm on Friday and is worth up to 7 points and will be scored based on how much it
contributes to the discussion. This post will be an evaluation and discussion of the relative strengths and weaknesses of the readings for the week. This should not be a recap of the reading, but a discussion of your thoughts, impressions, and feelings about the reading. Where helpful, you should also find and reference an additional paper that backs up your statements, ideas, or thoughts on the subject.

You will then have until 11:59 pm on Sunday to respond to a classmate’s post for up to an additional 3 points, scored based on how much it contributes to the discussion. To ensure that this is a discussion, I require at least a 24 hour gap between your initial and response posts each week. That way I know you are visiting the discussion boards multiple times. Your responses must contribute something new to the discussion and not simply agree or disagree to the previous response. Please be considerate of your classmates’ responses; abusive comments or attacking other student’s comments will not receive credit. Comments should be constructive even if you strongly disagree with another student.

**Class Projects:**

Because collaboration is an increasingly important skill in science, class projects will be done in groups. The project must be related to predator ecology and management. The research paper should be written following the style guidelines for *Conservation Biology* as if you were going to submit an Essay to the journal. Research topics must be approved by **14 February**. Full details are posted on Canvas.

**Course Policies:** The Canvas discussion boards 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 discussion board and even expulsion from the course. Undesirable behavior includes (but is not limited to), harassment of any kind or inappropriate or unrelated comments.

Cheating (at any level) is an intolerable behavior that has no place in any scientific, educational, or social activity. Penalties for cheating and plagiarism can be found on page xv of the university catalog.

**Late assignments:** Unless arrangements have been previously arranged, any assignment not turned in on time is a Late Assignment. Late assignments will be docked 10% of its total possible points per day, including holidays and weekends.

**Grading Scale:** The grading scale used for this class is as follows:

A (93-100%), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82%), C+ (77-79%), C (73-76%), C- (70-72%), D+ (67-69%), D (63-66%), D- (60-62%), and F (below 60%).

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

A – Indicates that the work is markedly superior and is without major problems. It is an honors grade denoting that the goals for the assignment or course have been achieved with distinction.
B – Indicates that the work has met all of the requirements of the assignment or course at a level that is consistently above average, and the student has achieved most of the goals.

C – Indicates satisfactory work that is consistently average and that meets the course goals at a sufficient level to pass, even though there may be some problems with the work.

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 or meet acceptable standards, so that no credit can be awarded.

Students with Disabilities

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities. To receive accommodation services for a disability, students must be registered with UNK Disabilities Services for Students Office, 172 Memorial Student Affairs Building, 308-865-8988 or by email unkdsso@unk.edu

Students Who are Pregnant

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students who are pregnant. To receive accommodation services due to pregnancy, students must contact Cindy Ference in Student Health, 308-865-8219. 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.

Veterans Services

UNK works diligently to support UNK’s military community by providing military and veteran students and families with resources and services to help them succeed. Veterans Services assists with the GI Bill process and acts as a liaison between the student and the Veterans
Administration. If you need assistance or would like more information, please contact Lori Weed Skarka at 308-865-8520 or unkveterans@unk.edu.

Course Schedule

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<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Topic</th>
<th>Reading (Subject to change), Additional Readings on Blackboard</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>13 Jan</td>
<td>Introduction to Course</td>
<td>Syllabus, Phone Calls</td>
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<td>Week 2</td>
<td>20 Jan</td>
<td>The Battlefield</td>
<td>Ch. 1</td>
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<td>Week 3</td>
<td>27 Jan</td>
<td>Predators, People, and Prey: Impacts and Interactions</td>
<td>Ch. 2</td>
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<td>Week 4</td>
<td>3 Feb</td>
<td>Food: An Inseparable Connection</td>
<td>Ch. 3</td>
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<td>Week 5</td>
<td>10 Feb</td>
<td>Perceptions that Fuel the Paradox</td>
<td>Ch. 4</td>
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<td>Week 6</td>
<td>17 Feb</td>
<td>Project Week</td>
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<td>Week 7</td>
<td>24 Feb</td>
<td>The Phenomenon of Fright: Disruptive Stimuli</td>
<td>Ch. 5</td>
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<td>Week 8</td>
<td>2 Mar</td>
<td>Project Week</td>
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<td>Week 9</td>
<td>9 Mar</td>
<td>Personality and Peer Pressure</td>
<td>Ch. 6</td>
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<td>Week 10</td>
<td>16 Mar</td>
<td>Of Spiked Doughnuts and Turbo-Charged Flagging: Testing Aversive Stimuli</td>
<td>Ch. 7</td>
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**Spring Break**

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<tr>
<th>Week</th>
<th>Monday</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>Week 11</td>
<td>30 Mar</td>
<td>Close, But Not Too Close: Altering Territories</td>
<td>Ch. 8</td>
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<tr>
<td>Week 12</td>
<td>6 Apr</td>
<td>Animal Husbandry: Sometimes it’s About Money, Sometimes it’s Not</td>
<td>Ch. 9</td>
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<td>Week 13</td>
<td>13 Apr</td>
<td>Project Week</td>
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<td>Week 14</td>
<td>20 Apr</td>
<td>The Power of Emotion and the Need for Knowledge</td>
<td>Ch. 10</td>
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<td>Week 15</td>
<td>27 Apr</td>
<td>Project Week</td>
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<td>1 May</td>
<td>PAPER DUE BY 5 PM CENTRAL</td>
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