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WBIO 105.01: Wildlife and People

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The University of Montana

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WBIO 105 Wildlife & People **Fall 2011 Syllabus for 3 Credits**

Instructor: Daniel Barton, Natural Sciences 311, PH: x4396
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Teaching Assistant: Juan Oteyza, Natural Sciences 311, PH: x4396
Office hours by email appointment: juan.oteyza@umconnect.umd.edu

Class meets 11:10 AM - Noon MWF

This course qualifies as a General Education course under
Perspective 6 Natural Science

No required text for this course. Selected required readings and PowerPoint presentations will be made available through the Mansfield Library electronic reserve system (<http://eres.lib.umt.edu/eres/>). Password for access is 'bison'.

Course Description & Purpose: This course is designed for students (non-wildlife majors) interested in learning about the interactions of wildlife and people in today's society. In this course, students will be introduced to ecological principles on the population, community and ecosystem levels. Students will engage the scientific method, understand how to ask scientific questions, and embrace rigor and uncertainty in science. We will apply our knowledge of wildlife science to wildlife management issues, human impacts on wildlife populations, and investigate how wildlife and people live together.

Student Learning Goals and Objectives

1. Understand the historic and contemporary issues in wildlife science and management in Montana and in western North America
2. Learn principles of the scientific method and the difference between science and advocacy in decision-making
3. Understand how scientific investigations are conducted and implications of science in management of wildlife resources
4. Identify with and understand the role that society plays in the use and conservation of Montana's wildlife habitats and populations
5. Develop a knowledge base that will enable you to critically evaluate societal positions in natural resource management and conservation

In accordance with the mission of The University of Montana- Missoula, these objectives are to develop competent and humane individuals who are informed, ethical, literate, and engaged citizens of local and global communities. Students should become acquainted

with issues facing contemporary society, participate in the creative arts, develop an understanding of science and technology, cultivate an appreciation of the humanities, and examine the history of different American and global cultures. Upon completion of the general education requirements students should be able to articulate ideas verbally and in writing, understand and critically evaluate tangible and abstract concepts, and employ mathematical and other related skills appropriate to a technologically focused society.

<u>Examinations</u>	<u>Points Possible</u>	<u>% of Total Grade</u>
Exam I	100	33.3%
Exam II	100	33.3%
Final Exam	<u>100</u>	<u>33.3%</u>
	Total points 300*	100.0%

Grades calculated as a percentage (points received/300) correspond to the scale:
90%+ = A; 89-80% = B; 79-70% = C; 69-60% = D; 59% or less = F

Testing: Lecture exams may consist of a mixture of multiple-choice, true-false, short answer and essay questions. Failure to take an exam during the regularly scheduled *time without 1-week prior notification to the instructor and an excused absence* will result in a zero. Scheduling of make-up exams must be completed within 1 week of your return and is the sole responsibility of the student. Make-up exams will be essay questions. Each of three exams will cover approximately a third of the course material. There is no guarantee of extra credit opportunities, but 1 or 2 may arise during the semester (as announced). If you are late for a test, you may take the exam as long as all students taking the test are still present; once the first student has completed the test and left, no new tests will be distributed—no extra time will be allotted.

Attendance Policy: Attendance is not recorded in lecture because your desire to learn about wildlife will dictate your presence. In the unlikely event that a student has poor attendance, I will speak with you individually. Students are responsible on exams for all information presented in lectures, readings, guest presentations and films.

Academic Dishonesty: Trust between student and instructor is of paramount importance in academic settings. Academic dishonesty will not be tolerated in the classroom. Students found cheating will be punished to the fullest extent that University policy permits.

Students with disabilities: Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://www.umt.edu/disability>.

Course Outline

DATES TOPICS

INTRODUCTORY CONCEPTS

Aug 29	Introduction and syllabus
31	Wildlife & early human history
Sept 2	Wildlife, colonization, and economic expansion
5	Labor Day Holiday
7	Brief history of American wildlife management
9	Wildlife biology and management today I: ownership & monies
12	Wildlife biology and management today II: agencies, NGOs, etc.
14	Wildlife economics
16	Wildlife costs & benefits

FOUNDATIONS OF WILDLIFE BIOLOGY: POPULATION BIOLOGY

19	An applied science: what are we applying?
21	Abundance: Counting Things
23	Abundance: Population Biology
26	Population growth & density dependence
28	Habitat: where wildlife lives
30	TEST NUMBER #1

FOUNDATIONS OF WILDLIFE BIOLOGY: ECOLOGY & EVOLUTION

Oct 3	Ecology: it's not just eco-whatever
5	Food webs & predator-prey interactions
7	Island biogeography and fragmentation
10	Evolution by natural selection & adaptation
12	Speciation & extinction
14	What do we conserve? Population or process?

APPLICATIONS OF WILDLIFE BIOLOGY: MONITORING & MANAGEMENT

17	Managing populations by managing habitat
19	Managing populations by harvesting them
21	The 'umbrella' or 'keystone' species concept
24	Adaptive management example: ducks and harvest
26	Long-term monitoring (research) and management
28	TEST NUMBER #2

APPLICATIONS OF WILDLIFE BIOLOGY: CASE STUDIES

	31	Aleutian Canada Goose: An ESA success story! I
Nov	2	Aleutian Canada Goose: An ESA success story! II
	4	Marine predator conservation: tragedy of the commons
	7	Florida Panther Recovery Program: not much room to grow?
	9	Montana: The Grant Creek Elk story
	11	Veteran's Day
	14	Montana: Northern Rocky Mountain Wolf Re-introduction I
	16	Montana: Northern Rocky Mountain Wolf Re-introduction II
	18	Montana Wildlife & Wildfire

CURRENT AND FUTURE ISSUES: NATIONAL & INTERNATIONAL

	21	Captive propagation and re-introduction: still wild?
	23	Thanksgiving – Why do we eat turkeys? (no class)
	25	Thanksgiving (no class)
	28	Exotic species
	30	Restoration biology & ecology
Dec	2	International wildlife conservation: differences and parallels
	5	International wildlife conservation: differences and parallels
	7	Future topics in applied wildlife biology: hot topic TBD
	9	Review and evaluations
	12	Finals week begins

Final at 8:00-10:00 AM Friday, December 16 following finals week schedule