

## Course Syllabus -- Spring 2009

**WL 430/430L -- HUMAN DIMENSIONS IN WILDLIFE AND FISHERIES -- 4 credits**

Department of Wildlife and Fisheries Sciences  
College of Agriculture and Biological Sciences  
South Dakota State University

Lecture: Monday, Wednesday & Friday 8:00 - 8:50am, NPB 103

Lab: Friday, 12:00 - 2:50pm, NPB 103

Instructor: Dr. D.E. Hubbard

Office: NPB 139c

Phone: 688-6121

Email: [daniel.hubbard@sdstate.edu](mailto:daniel.hubbard@sdstate.edu)

Office hours: Monday and Wednesday 9:00am to 11:00am, or by appointment

Texts: Decker, D.J., T.L. Brown, and W.F. Siemer. 2001. Human dimensions of wildlife management in North America. The Wildlife Society. Bethesda, MD.

Leopold, A. 1949. A sand county almanac with essays on conservation from Round River. Ballantine Books, New York.

**And other readings as assigned** : Some of these will be on reserve in Briggs Library, others will be passed out in class or available on D2L.

Course Prerequisites: There are no formal prerequisites for this course. However, it is recommended that the student have a class standing of approximately a Junior.

Course Co-requisite: The laboratory portion of this course (WL 430L) is required.

Course Description: Interactions among various stakeholders, resource management agencies, and wildlife and fisheries resources are studied. Topics such as public attitudes and expectations; agency structure, administration, and policy; tangible and intangible values of fishes, wildlife, and their habitats; the concept of biophilia as motivation for resource use; public relations; the philosophy and ethics of resource use and management; and, wildlife and fisheries law and its enforcement are included. The course is also directed at improving student communication (written and electronic information/technology-based), ethical and critical thinking, and problem solving skills.

Course Objectives: To acquaint the student with the human side of fish and wildlife management. Specifically, this course should provide the student with an appreciation and understanding of the complexities of living resource use and management and the importance of stakeholder influence and involvement. It is also hoped that the student will leave this course with a better understanding of their relationship to wild animals and the importance of their stewardship responsibilities for the resource.

Relationship to the Institutional Graduation Requirements: This course meets Student Learning Outcomes 1, 2, 3, and 4 of Goal 3, Social and Cultural Stewardship, of South Dakota State

University's Institutional Graduation Requirements. This course also meets the University's Globalization requirement. Specifically, they are:

### **Goal #3 Social and Cultural Stewardship**

*Students will demonstrate both social and cultural stewardship to foster individual creativity and to promote preservation and growth of culture and community.*

*Student Learning Outcomes: As a result of taking this course, students will:*

1. *Recognize relationships that exist among ideas. (Assessment: In addition to classroom discussion, Exams I and II and a written assignment comparing and contrasting the "land ethic" and biophilia; and a written assignment comparing and contrasting the "animal rights" philosophy with other views of animal usage and pointing out similarities among them.)*
2. *Demonstrate an appreciation of the different ways in which people express their understanding of the human condition. (Assessment: In addition to classroom discussion, Exams I and II and a written assignment discussing biophilia, Native American views, and western civilization's view of human relationships to the natural world.)*
3. *Understand their responsibilities and choices as related to spatial, temporal, behavioral, cultural and/or institutional contexts. (Assessment: About one-third of the course [the middle third] deals with professional wildlife and fisheries biologists' responsibilities for consideration of attitudes and opinions of various publics toward the stewardship of wild living resources. Most of this material will be covered on Exams II and III, as well as a written assignment regarding human dimensions research techniques.)*
4. *Demonstrate their knowledge of the structure and possibilities of the human community. (Assessment: In addition to classroom discussion, about 50% of the text readings and several guest presenters deal with aspects of governmental agencies, legislative bodies, non-governmental organizations, and citizen involvement in the management and administration of fish and wildlife resources. Material that addresses this outcome will be covered on Exams II and III.)*

### **Globalization**

*Students will understand globalization and how it affects the human community.*

*Student Learning outcomes: Students will:*

1. *Demonstrate a basic understanding of globalization.*
2. *Identify the benefits and cost implications of globalization.*
3. *Identify and analyze global issues including how multiple perspectives impact such issues.*

4. *Interpret global issues and data utilizing discipline specific analytical and/or philosophical tools.*

**Instructional Method:** The primary method of instructional delivery is by, more or less, traditional lecture, but discussion of assigned readings and other topics is also used. Presentations by guest speakers in the laboratory portion of the course are used extensively.

**Tentative Course Outline:**

The relationship between humans and the natural world will be considered by detailed study of the “land ethic”, the biophilia hypothesis, and various human attitudes and philosophies toward animals

**Exam I – February 13? (tentative)**

The role of institutional missions and the attitudes, views, and actions of various and diverse publics (legislative bodies and executive branch agencies of Federal and state governments, non-governmental organizations, and various other stakeholder groups and individuals) toward the management of living resources, public relations, communications, wildlife economics, planning, and human dimensions research techniques

**Exam II – March 25? (tentative)**

Evolution of wildlife law and its administration in Europe and the U.S., law enforcement, and study of selected Federal wildlife laws including the National Environmental Policy Act, Endangered Species Act, and the Convention on International Trade in Endangered Species (an international treaty)

**Final Exam (Exam III) -- Wednesday May 6, 9:00-10:40am**

**Labs:** Labs will consist mainly of discussion of assigned readings, videos and films, and guest speakers.

**Field trip:** **On April 2 and 3 (1:00 to 5:00 pm on the 2<sup>nd</sup>, and 8:00 to noon on the 3<sup>th</sup>)** we will observe a SD Department of Game, Fish and Parks Commission Meeting in Sioux Falls. This trip is an integral part of the course and is **REQUIRED**. We will travel to the meeting via University vans. You will receive the appropriate documentation to excuse you from your other classes on those days. More on this later.

**Exams:** Exams may consist of a mixture of both long and short essay, multiple-choice, true-false, and short-answer questions: some may be in-class; some may be take-home. Exams may be **cumulative** over the course’s material, i.e., all material from day-1 is fair game on each exam. Make-up exams will be allowed, but only with approval prior to the scheduled exam to be made-up. Make-up exams may be different than the "in class" version.

**Written Assignments:** There will be 2 written assignments. These must be typed. I will supply you with more information on these in a separate hand-out.

**Quizzes and Other Assignments:** The number and point values for these will be variable. I am reserving the right to assign a few small assignments as the need/opportunity arises. Quizzes may be announced beforehand, or unannounced. I will use the threat of quizzes to, hopefully, keep you current on the assigned readings.

| <b><u>Grading:</u></b>                                | <b><u>points</u></b> |
|-------------------------------------------------------|----------------------|
| <b>Exam I</b>                                         | <b>100</b>           |
| <b>Exam II</b>                                        | <b>100</b>           |
| <b>Exam III</b>                                       | <b>100</b>           |
| <b>Written assign. 1</b>                              | <b>100</b>           |
| <b>Written assign. 2</b>                              | <b>100</b>           |
| <b>Survey instrument</b>                              | <b>100</b>           |
| <b>(Quizzes &amp;<br/>other assign's - up to 200)</b> |                      |
| <b>Total</b>                                          | <b>600 to 800</b>    |

Course grades will be determined by the attainment of the following percentage of total points:

|             |   |
|-------------|---|
| 90% +       | A |
| 80 - 89%    | B |
| 70 - 79%    | C |
| 60 - 69%    | D |
| 59% or less | F |

At the instructor's discretion, these ranges may be adjusted downward.

**Communication Skills:** Communication skills represent an important part of this course; 43 to 50% of the course grade is based on performance in this area. The 2 paper assignments are graded on content, style, and format for our discipline (85%) and syntax (15%). Assignments usually require literature searching involving electronic information/technology-based skills. Assignment completion usually involves computer applications.

**Attendance Policy:** Attendance will not be required (that is, attendance will not be taken). However, you are responsible for all lecture material, text assignments, assigned readings, guest lectures, and video material presented in the course. Hence, the best way to keep tabs on this is to come to class! If you miss an unannounced quiz you will not be allowed to make it up.

**Academic Freedom and Responsibility:** Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their

personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

Students with Disabilities: If you are a student with a disability and need special accommodations in order to participate in this class, please inform the instructor and make appropriate arrangements with the Office of Disability Services (Room 110 West Hall, 688-4504).

Academic Dishonesty Policy: All students are expected to refrain from all forms of academic dishonesty (cheating). The Wildlife and Fisheries Sciences Department Academic Dishonesty Policy is described below. You will be held responsible for adhering to this policy.

### **Department of Wildlife and Fisheries Sciences Academic Dishonesty Policy (Revised Nov. 2000)**

The Department and the University have taken a strong and clear stand regarding academic dishonesty. We believe that it is unethical and unprofessional to present work done by others in a manner indicating that the student/s is/are presenting material as his/her original ideas or work; such activity is academic dishonesty. Plagiarizing or knowingly assisting others in plagiarizing on tests, quizzes, problems, assignments, research papers, theses, dissertations, or other academic activities is unacceptable behavior. All academic work completed by students is expected to be the original work of that individual student, unless permission is specifically granted beforehand by the faculty member for some form of team effort or other format. If students are unsure if a particular activity may be regarded as a form of academic dishonesty they should consult the faculty member before undertaking such an activity.

The University has a policy on academic honesty, procedures for academic grade and dishonesty appeals, and sanctions for such activities (see Student Code). The Student Code has **different** procedures for undergraduate and graduate students.

The Department policy described in this handout is intended to attempt to address perceived academic dishonesty violations between the faculty member/s and student/s **before** Student Code procedures are implemented. This is done because under Student Code procedures the **minimum** penalty for academic dishonesty is Disciplinary Probation. These added Department steps (Steps 1, 2, and 3 of the Undergraduate Student and Graduate Student Procedures) should not be construed as an attempt to circumvent the Student Code system; both students and/or the faculty member have the option to go directly into that system. The Department procedures portion of this policy are only available to a student one time; any second perceived offense will immediately follow the Student Code procedures.

#### Undergraduate Student Procedure

1. When a student/s is/are determined to have broken the Academic Dishonesty Policy, he/she will be notified **verbally** by the faculty member involved as to the problem and

sanction selected. This is similar to procedures 02:02:01:03 and 02:02:01:04 in the Student Code. The faculty member will do this immediately after the perceived violation occurs. Sanction options available to the faculty member are as follows:

- a. provide the student/s a grade of zero or some other score on the test, quiz, problem, assignment, or other academic endeavor involved;
- b. provide the student/s a grade of "F" in the course;
- c. request that the student/s withdraw from the course;
- d. request that the student/s change the grading for the course to an "audit"; or
- e. immediately refer the case to the Student Code procedures.

The sanction selected is at the discretion of the faculty member, based on the seriousness of the situation.

1. If the student/s agrees to the sanction proposed by the faculty member the process is completed.
2. If the student/s does not agree to the sanction proposed by the faculty member, he/she has the right to appeal the faculty member=s decision. This **Informal Phase Appeal** should be made directly (**both verbally and in writing**) to the faculty member involved within 5 class days of notification or within 7 calendar days of notification, if the incident is at the end of the semester. The faculty member may then modify or leave unchanged the sanction proposed in step 1. A copy of the student=s **written appeal** and the faculty member=s **written response** will be sent to the Department Head so that a confidential record to protect the student/s and the faculty member is established. The student/s written appeal and faculty member written response will be secured in the student=s file until graduation or he/she leaves the program; if no further perceived violations have occurred these materials will be purged from the student=s file.
3. If the student/s is/are still dissatisfied with the decision he/she can appeal to the Department Head. This **Informal Phase Appeal** should be made **verbally**. The Department Head will utilize this verbal appeal and the written student appeal and faculty written response described in step 3 to reach a decision. (These are steps 02:02:01:05, 02:02:01:06, and 02:02:01:07 in the **Informal Phase Appeal** process described in the Student Code).
4. If the student/s and faculty member agree with the Department Head=s decision, the process is completed. Up to this point, no one other than the student/s, faculty member, and Department Head has been made aware of the situation.
5. If the student/s or faculty member is/are dissatisfied with the Department Head=s decision they can enter the **Formal Phase** of the Student Code process (Student Code 02:02:02). It is the responsibility of the faculty member and student/s to be aware of the procedures and penalties involved.