

**Syllabus:**  
**FOR 275 – WILDLIFE CONSERVATION**  
**Spring 2009 – 2 Credits**



**Dr. Mark Hebblewhite**, Forestry 304, Phone: 243-6675,

Email: [mark.hebblewhite@umontana.edu](mailto:mark.hebblewhite@umontana.edu)

\*\*Office Hours are TBD

**Teaching Assistant:** Shawn Cleveland, Email: [shawn.cleveland@umontana.edu](mailto:shawn.cleveland@umontana.edu),

Office hours TBD, FOR 311c

**Lecture time:** 10:10 – 11:00 AM Tuesday and Thursday (SS 352)

**Course Description:** Conservation of wildlife requires knowledge of ecological processes that drive wildlife dynamics (genetic, population, community, and evolutionary processes), the human processes that threaten wildlife species (such as hunting, habitat modification, habitat fragmentation, and climate change), and mechanisms to achieve conservation of wildlife. The objectives of this class are to provide an introduction to these three components of wildlife conservation through lectures, textbook and selected assigned readings, and the popular literature. Examples will be drawn from both local wildlife conservation issues in Montana and internationally.

**Required Readings:** The assigned textbook is:

- **Primack, R.B. 2008. A Primer of Conservation Biology, Fourth Edition**, May 2008, 292 pages, 123 illustrations
- **Additional required readings** (which will be testable) will be posted online at the class website.

**Course Website:** UM Online - BLACKBOARD <http://umonline.umn.edu/StudentInfo/welcome.htm>

**Final Exam Time:** Wednesday, 8:10-10:00 AM, May 13.

[http://cyberbear.umn.edu/instructions/finalsschedule\\_spr08.htm](http://cyberbear.umn.edu/instructions/finalsschedule_spr08.htm)

**Lecture Format:**

Lectures will be primarily PowerPoint based and made available on the course website AFTER lectures for downloading and reviewing from Blackboard. Discussion of assigned readings will be included. However, additional material will be covered not contained in PowerPoint presentations and will be

considered part of testable class content. Additional materials will include class discussions, films, discussion of current events, and questions.

**Pop Quizzes, Take Home Assignment, Wildlife Conservation Issue Summary:**

These will be explained in more detail in the first class and subsequent classes, and detailed instructions will be given for both the take home population ecology assignment, and the wildlife conservation issue summary. Both are designed to allow you to learn at your own pace and on a subject of wildlife conservation of your choice.

**Exams:**

Exams will consist of multiple choices, true-false, short answer and short essay questions. Emphasis on exams will be to test whether students learned key material presented in both labs and lectures, can synthesize presented materials into your own understanding of wildlife habitat, and be able to problem solve in new situations based on your syntheses. Course material in lectures, labs, and readings will be considered for all exams. The midterm exams will cover all course content up to the class prior, and the final exam will cover the entire course though material from the last third will be emphasized.

Time for exams will be allotted as the regular course time, 10:10-11:00AM, and no extra time will be given to take exams. Students arriving at a scheduled exam AFTER the first person to finish the test has left the room will not be allowed to take the test and will be assigned a ZERO. Failure to take an exam during the regularly scheduled time will result in a grade of ZERO being assigned. Make-up exams will be scheduled only given notification of a valid excused absence (see attendance below) 1 week prior to the regularly scheduled exam time. Make up exams will be essay format and students will have 1 week following return to school to schedule exams – this will be your responsibility.

<b><u>Course Grading:</u></b>	<b>Total Marks</b>	<b>% of Total Grade</b>
<b>Pop quizzes (5)</b>	<b>35</b>	<b>10%</b>
<b>Midterm exam I</b>	<b>50</b>	<b>14%</b>
<b>Midterm exam II</b>	<b>75</b>	<b>21%</b>
<b>Wildlife Conservation Issue Summary</b>	<b>35</b>	<b>10%</b>
<b>Population ecology take home assignment</b>	<b>35</b>	<b>10%</b>
<b>Final Exam</b>	<b>125</b>	<b>35%</b>
<b>Total</b>	<b>355</b>	<b>100%</b>

## Course Schedule

Week of	Topics	Assignments
26-Jan	Course Introduction, Definitions, History of Wildlife Conservation	
2-Feb	Wildlife and Ecosystems	
9-Feb	Biodiversity & its conservation	
16-Feb	Species conservation strategies	
23-Feb	Extinction, Midterm I	<b>Midterm 1, Thursday Feb 26</b>
2-Mar	Conservation genetics	
9-Mar	Population Ecology	
16-Mar	Population Ecology II	
		Population Ecology take home assignment due
23-Mar	Predation	
30-Mar	<b>Spring Break</b>	
6-Apr	Midterm exam 2, Threats to wildlife	<b>Midterm 2, Tuesday April 7</b>
13-Apr	Forest management & Wildlife	
20-Apr	Forestry, Fire & Wildlife	
		<b>Wildlife-human management issue summary due</b>
27-Apr	Ecosystem Management	
4-May	International Wildlife Conservation	
11-May	<b>Final Exam Week</b>	<b>Final exam, 8:10 AM, Wed March 13</b>

## Course Policies

### Attendance Policy:

Attendance will not be recorded in lecture because your desire to learn will dictate your presence. Students are individually responsible for all information presented in lectures, guest lectures, readings and field trips. No make-up exams will be scheduled. In the case of medical or family emergency (e.g., legitimate, planned absences) I will work with the student individually in terms of rescheduling exam times etc. Formal health care documentation will be required for legitimate emergencies.

### Academic Dishonesty:

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

### Dropping/Adding:

University policies on drops, adds, changes of grade option, or change to audit status will be strictly enforced in this course. These policies are described in the course catalog and are YOUR responsibility to follow. Note that after the 30<sup>th</sup> day of the semester, such changes are NOT automatically approved. They may only be requested after this time by petition and include documentation of extenuating circumstances. Requests to drop a course or change the grade basis to benefit a student's grade point average will NOT be approved.

**Other Codes of Conduct:**

The University of Montana expects all students to conduct themselves as honest, responsible, and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For specific information on the Student Conduct Code, visit

<http://ordway.umt.edu/SA/vpsa/index.cfm/page/2585>

**Email Policy:**

Email is perhaps the world's most banal form of communication, except text-messaging, which seems destined to erode any last remnants of skill in writing. I expect emails to myself and the teaching assistant from students to be composed professionally with proper sentence and English writing style with no spelling mistakes, a CLEAR subject line that CLEARLY identifies the COURSE CODE [i.e., Subject: FOR 275 question from student X], and a clear, concise question. Because of email proliferation, professors often get >100 ill-formed and unnecessary emails a day, wasting everyone's precious time.

Furthermore, while I may be able to answer procedural and simple questions on email, the main use of email in this class should be to request a meeting outside of the normal office hours of myself and teaching assistant. Face-to-face discussion about the course and any problems or questions you may have will always be more beneficial than an email. Finally, I do not reply to emails sent after normal working business hours, Monday to Friday. This is not because I'm at home watching hockey- this is because this is when I work the other 30-40 hours/week on the other 2/3 of my professional duties that include research, graduate students, and service to the university community.

**Office Hours:**

**It is critical to develop good learning skills in life, and as a student, these can involve**

- learning to identify problems early on in the class,
- developing good study habits,
- get in the practice of searching for additional information about a subject on the internet from reputable sites (e.g., wikipedia)
- Develop study groups before or after classes with fellow students
- Review readings, assignments, tests, and lectures – all of which will be posted on line AFTER the lecture, reading, etc.
- Meet with the teaching assistant and/or professor **if none of these work.**

Meeting with the teaching assistant or professor for a course can be a useful way to overcome obstacles to learning, understand key concepts, and improve your learning experience.

I request that students request a meeting first with the Teaching Assistant during their normal office hours, or by appointment. If a question still remains, please use email to schedule a meeting during my normal office hours. See my E-mail policy regarding advice on how to communicate effectively using this tedious communication medium.