

**Wolves, dogs, and people Fall 2017 – Instructor: Dr. Adrian Treves (atreves@wisc.edu) 30A
Science Hall, 550 North Park St. • Tel 608-890-1450 • Office Hours: by appointment
Students whose religious observances conflict with a mandatory assignment are kindly asked to inform the
instructor at least one week before the deadline.**

This First-year Interest Group (FIG) provides an interdisciplinary look at the changing ecological and cultural relationships between people, dogs and wolves across the world over millennia.

Class Meetings: T 2:20–4:20 p.m. in Science Hall room 110 or outdoors by arrangement. There is no final exam. Required readings and audiovisual materials will be provided on CANVAS.

Overview: This FIG is designed for students interested in ecology and human attitudes, behavior, and social norms relating to nature. Our topic is necessarily integrative and will include scholarship on human cognition and behavior as well as cultural and social norms as they relate to the biology and ecology of three species that attract great interest and affection.

Service-learning component: This course will include a service-learning component in the Lakeshore Nature Preserve on campus. Students will continue an on-going program of annual data collection and interaction with Preserve managers. Collect data on the priority issues of the Lakeshore Preserve managers, e.g., (a) free-running dogs off-leash and (b) coyote recolonization and the occasional concern of community members about these predators. FIG students engage with the managers to understand and address the human perceptions and enforcement of rules for unleashed dogs. Students will report the results of their service-learning projects to the Preserve managers and Eagle Heights community leaders in oral and written reports. Build a sense of personal and professional responsibility towards your campus community and the natural environment around you.

Course Philosophy: One of the goals of this course is to prepare you to be successful in your chosen profession upon graduation. To achieve this, the projects and class structure are modeled after the environment in which you may work; think of your fellow students as co-workers. To be successful, it is critical that you actively contribute to your team and the class as a whole in a way that benefits the group and projects. This is also a student- led course. You are the innovators! The leaders! The instructor is here to act as your coach or facilitator--to guide you along the process--but the ideas and work comes from you. Our aim is to help you be as effective as possible, refine skills, and keep you moving in the right direction.

Mutual expectations: Instructors expect students will arrive on time for class. If you arrive late, enter in a non-disruptive manner please. Instructors expect all students will complete assignments by class start on the day listed in the syllabus. Assignments must be based on your own original, creative thinking (see 'Fair credit to other authors' warning below). Instructors expect students to notify ahead of time of late assignments except in the case of sudden illness (see below). Without such notification, assignments will lose 25% of their value immediately and 25% for each full day late. Appropriate reasons for late assignments include: medical emergency for self or immediate family (notify us before or during the midterm) or professional travel (this requires formal letter of explanation from the host or agenda showing student's name). Students can expect that the instructor will make available all readings at least one week before they are due. You can expect us to deliver graded assignments no more than two weeks after submission (except midterm 3). You can expect us to arrive on time for class unless we have given prior notice 24 hours beforehand. You may request an explicit report explaining why you lost credit on any graded work. If you request a re-grade, the instructor will re-grade the entire assignment, which may result in a loss of points. Students are expected to read the syllabus carefully – The answer to

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assignment 1 is “I read the syllabus cover to cover”.

Fair credit to other authors: Plagiarism is copying someone else’s work--whether it is your classmate or another author, whether it is written or spoken. Expect incidents of plagiarism to be reported to the Dean of Students. Avoid plagiarism can by following ALL these steps:

- integrate information from multiple sources when you write or speak,
- write in your own words so the output is original and does not directly copy any other person’s work, credit other authors explicitly when you quote them or repeat their original ideas, and
- Fair quotations are complete and not taken out of context. You may use another author’s exact words if you fairly credit them.
- To credit others in writing, consult your instructor for appropriate citation formats. Assignments with evidence of plagiarism will receive zero credit regardless of whether the work is correct.

Guidelines for discussion: Discussing topics and critically evaluating evidence are important learning tools and critical professional skills. Therefore, our hope and goal is that the discussion component of the course will serve as an opportunity to explore and engage in intellectual inquiry and professional communication. To accomplish this, all opinions will be heard without interruption. We expect no signs of disrespect, whether verbal or nonverbal.

Assignments: The course will be graded over 200 points as follows (See CANVAS for details):

+10 points: Assignment 1 (syllabus) due before class meeting 1 done as an individual.

+10 points: Assignment 2 (Lakeshore Nature Preserve) done as an individual.

+10 points for Assignment 3 (camera placement and retrieval) done in pairs.

+20 points for Assignment 4 (book review) done as an individual.

+50 points for Assignment 5: Writing for two team projects (camera traps and user surveys)

- 2 team-members to write the methods for each team
- 2 team members to enter, clean, and organize data for analysis for each team
- 2 team members assigned to data interpretation, analysis, and depiction in table and figures for each team
- 2 team members assigned to writing and revising each team’s report
- 2 team members assigned to presenting each team project orally (once as rehearsal for Adrian, once for Lakeshore Nature Preserve managers)

+50 points for Assignment 6 (peer evaluation by your team-mates) done as an individual and due immediately after each oral presentation is completed anonymously via email to atreves@wisc.edu

+50 points for Assignment 7 (reflection on service-learning) done as an individual and due by midnight on December 12th -- shared with Adrian by email a as Word file .docx to atreves@wisc.edu