Coupled Human and Wildlife Systems

WIS 6522

Spring semester of odd years
Mon/Wed 9:00-10:25 am
3 credits

Instructor:
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Office Hours: Mon/Wed 10:30-11:30 am (or by appointment)
She/her/hers

Course Description

This course will train graduate students in implementing the Coupled Human and Natural Systems (CHANS) framework for interdisciplinary wildlife research around the globe. This is an interdisciplinary approach to addressing global challenges by explicitly examining interactions and feedbacks between humans (e.g., culture, socioeconomics, governance) and nature (e.g., wildlife, plants, abiotic features).

Learning Objectives

By the end of this course, students should be able to:

1. Employ a working knowledge of the main theories shaping coupled human and natural systems approaches.
2. Compare mechanisms shaping variation in human-wildlife interactions and feedbacks that occur in diverse socio-ecological contexts around the globe.
3. Interpret a given wildlife conservation challenge from multiple perspectives, drawing on both natural and social science disciplines.
4. Identify hidden human actors who are often ignored in single-discipline wildlife conservation efforts (e.g., marginalized groups, cultural minorities, indirect governance actors).
5. Assess cutting-edge methods that may be used to address a given wildlife research question in an interdisciplinary manner.
6. Design interdisciplinary strategies for addressing pressing challenges in wildlife conservation in different socio-ecological contexts and countries around the globe.

Course components

Class Participation

This course relies heavily on active student participation. Attendance is expected. Students are allowed an unlimited number of excused absences that do not affect the grade. Excused absences may include research trips, field work, qualifying exams, family emergencies or health issues, sickness, or personal health issues (this includes mental health). You do not need to notify me of excused absences. We work on an honor system. Everyone is allowed up to 3 unexcused absences with no deduction. After that there will be a 5-point deduction per unexcused absence.

Please complete the readings prior to the class period. It is expected that students will participate in discussions/activities.

Diversity and inclusion are important to me. The classroom will be an inclusive space. I seek to maintain an environment that is inclusive for all, including racial and ethnic minorities, first-generation students, international students, the LGBTQ+ community, people of all religious faiths, and those with disabilities. I want to maintain a course environment where everyone feels safe to express their views and be themselves.

Student mental health and wellness are important to me. Please let me know anytime how I can better meet your needs in this course.

Research Paper/Presentation

The main component of this class is the student independent research project. This project can be completed alone or in a small group with other students. The project will involve writing a research paper and making a presentation to the class in the last third of the semester (either in class or recorded on VoiceThread). The student can choose their own topic broadly related to the application of coupled human and natural systems research to wildlife.

The research paper could be an insight piece, conceptual framework, literature review, or analysis of original data. Students could aim to write a high-quality piece that could conceivably be published in a peer-reviewed journal after the course. Students will also review a research paper written by another student in the class and provide valuable constructive feedback for their colleague (similar to a peer review that would be conducted when reviewing for a journal). Students will then make changes to their paper in response to the peer review comments and submit a final paper along with responses to the peer reviewer comments.

There will be two "check in" points throughout the semester during which students will schedule one-on-one meetings to discuss progress on the research paper and go over any questions. These will occur in Weeks 3 and 7.

Note that I do not deduct points for "late" assignments as comprehensive policy for all of my courses.

Detailed descriptions of the research project expectations can be found on Canvas.

Course Webpage

The course will be maintained on the Canvas E-learning website https://elearning.ufl.edu/. All course materials (including lectures, readings, and assignments) will be posted here. Please turn in any assignments via the submission buttons on the website.

Grading:

Grades will be calculated as follows:

A (90% or greater), B+ (87%-89.99%), B (83%-86.99%), B- (80%-82.99%), C+ (77%-79.99%), C (73%-76.99%), C- (70%-72.99%), D+ (67%-69.99%), D (63%-66.99%), D- (60%-62.99%), E (<60%)

Item	Points
Class participation	100
Research paper	100
Peer review of research paper	100
Presentation	100
Total	**400**

More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Class Schedule

Week 1	Introduction	
	Systems theory	
Week 2	Coupled Human and Natural Systems	
	CHANS wildlife case study	
Week 3	SES theory	
	SES theory case study	
Week 4	Resilience	
	Resilience case study	
Week 5	Social-ecological feedbacks	
	Social-ecological traps	
Week 6	Biocultural approaches	
	Telecoupling	
Week 7	Case study- People and Pandas	
	Guest Lecture	
Week 8	SES Mapping	
	Participatory Approaches	
Week 9	Special topic- Poverty and wildlife	
	Guest Lecture	
Week 10	Special topic- Wildlife and war	
	Guest Lecture	
Week 11	Special topic- Human-wildlife conflict	Rough Research Paper Due
	Guest lecture	
Week 12	Special topic- Gender and wildlife	
	Guest lecture	
Week 13	Student presentations	Peer Review Due
Week 14	Student presentations	
Week 15	**Agenda for the Future**	Final Research Paper Due

Students Requiring Accommodations
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/ .

University Honesty Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

Campus Resources:

Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or http://www.police.ufl.edu/.

Academic Resources

E-learning technical suppor*t*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. https://www.crc.ufl.edu/.

Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.

Writing Studio, 302 Tigert Hall*,* 846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.

Student Complaints Campus*:*
https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints*:* http://www.distance.ufl.edu/student-complaint-process.