American Public University System

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The Ultimate Advantage is an Educated Mind

School of Science, Technology, Engineering & Math
Course Number: EVSP204
Course Name: Hunting & Wildlife Conservation
Credit Hours: 3
Length of Course: 8 weeks
Prerequisite: None

Table of Contents

Instructor & Office Hours**:** See link in classroom too!

Course Description

This course will give students the opportunity to learn and connect issues in wildlife conservation as they pertain to hunting. Basic concepts of ecology, ethics, human health, policy, economics, history, culture and other disciplines will be used to examine the role hunting plays in wildlife and conservation management. Assignments will allow students to study issues and topics surrounding hunting in the U.S. and around the world. These include the following topics: endangered species and associated policies worldwide; hunters' role in wildlife conservation; infectious diseases of game animals transmittable to humans; government's role in hunting regulations; major hunting and anti-hunting organizations; conservation management funding; invasive species; cultural differences within and outside the U.S.; economic impact of hunting; and, perceptions and myths of hunting.

Course Scope

This course provides students with an overview of the relationship hunting has with wildlife conservation. Hunting and wildlife conservation policy, perceptions, funding, enforcement, biological diversity, and cultural sensitivities are introduced in this course. In addition, the course will examine wildlife conservation practices such as habitat management and assessment, control or prevention of spread of disease, predator control, and hunting regulations.

Course Objectives

At the conclusion of this course, students will demonstrate the ability to:

- CO-1: Identify the role hunting plays in wildlife conservation;
- CO-2: Discuss the perceptions and myths surrounding hunters and hunting;
- CO-3: Identify the economic impact hunting has on wildlife conservation and U.S. economy;
- CO-4: Explain hunting's role in wildlife management practices; and,
- CO-5: Compare world-views and policies of hunting.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Resources

Electronic learning resources will be used for this course.

Evaluation Procedures

Reading Assignments: Each week you will have various reading assignments including journal articles, textbook readings and other online resources. You can find these throughout the course content and the library e-reserve.

Quizzes: There are two quizzes. The first quiz will cover the reading and content material for weeks 1-4 and the second quiz will cover material for weeks 5-8.

Introduction Forum Assignment: In week one, the discussion submission serves as your official entry into the course. This Week 1 Discussion must be submitted the first week of the course, by Sunday 11:55 pm ET to maintain your registration in the course. You must post a minimum of 250 words in the Week 1 Discussion prior to 11:55 pm ET on Sunday of Week 1 to be considered enrolled in the course. Students who do not post to this discussion by Sunday 11:55 pm ET may be automatically dropped from the course.

Forum Assignments: The idea behind the discussions is to engage in scholarly and discipline-specific discussion each week. Please check in frequently and contribute. The discussions are a conversation, and a conversation takes time to develop. Therefore, you are encouraged to post early and often to help facilitate a rich discussion with your classmates and instructor.
Make sure your posts are substantial, meaning they contribute something new and important to the discussion. A good substantive post contributes a new idea or perspective, a good follow-up question, offers a response to a question, provides an example, or scholarly contribution. Just agreeing with a post and/or repeating information is not substantive.
As a class, if we run into conflicting views we must respect each individual's own opinions. Hateful and hurtful comments towards other individuals, students, groups, people and/or societies will not be tolerated.

Assignments: There are 3 assignments for this course. Please see specific instructions for each in the course content.

Turnitin: Some assignments will be submitted automatically through Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the students to edit before submitting it for a grade. This is automatically processed through the assignment area and it is the student's responsibility to check the report each week after submission for any issues.

8 – Week Course Outline and Grading

Week 1: History of Hunting in Wildlife Conservation
Learning Objectives
- LO-1.1: Describe the establishment of hunting, conservation, government, and scientific organizations.
- LO-1.2: Identify hunting leaders in the wildlife conservation movement.
- LO-3.1: Explore some of the lessons learned in the past regarding hunting and wildlife conservation.

Readings and other resources

- The History of Wildlife Conservation and Research in the United States – and Implications for the Future, Robert D. Brown
- The Sportsman's Voice, Chapter 1
- Other resources found in learning content

Assignments
- Discussion – Introduction and Story

Week 2: Hunting in Culture and Society
Learning Objectives
- LO-1.1: Describe hunting as a cultural heritage for a diverse group of stakeholders
- LO-4.1: Distinguish between hunting as recreation and subsistence
- LO-5.1: Evaluate how hunting and anti-hunting organizations influence wildlife conservation

Readings and other resources
- Article - Cultural Contexts of Recreational Hunting and Native Subsistence and Ceremonial
- Article - Killing Tradition : Inside Hunting and Animal Rights Controversies by Simon J. Bronner , and Simon J. J. Bronner
- Article - How the Boone and Crockett Club (B&C) shaped North American conservation
- Other resources found in learning content

Assignments
- Discussion – Conservation Organizations

Week 3: Foundations of Wildlife Management
Learning Objectives
- LO-4.1: Describe how wildlife become endangered using specific examples of species and how they are managed.
- LO-4.2: Relate the role of the hunter as a tool in wildlife conservation and management
- LO-4.3: Explain the role disease plays in wildlife management

Readings and other resources
- Ryder, T. (2018). State Wildlife Management and Conservation, Chapter 6
- Ryder, T. (2018). State Wildlife Management and Conservation, Chapter 12
- Article - Evaluating the efficacy of predator removal in a conflict-prone world
- Other resources found in learning content

Assignments
- Assignment – Case study: Endangered Species

Week 4: Policy – Laws, Regulations, and Enforcement
Learning Objectives
- LO-4.1: Apply the tenets of the North American Model of Wildlife Conservation to conservation challenges
- LO-5.1: Describe the role of law enforcement as related to hunting in conservation
- LO-5.2: Evaluate the Public Trust Doctrine as a legal principle in wildlife conservation

Readings and other resources
- TWS - The Public Trust Doctrine: Implications for Wildlife Management and Conservation in the United States and Canada, Pgs 9-14

- Exploiting the Wilderness : An Analysis of Wildlife Crime , chapter 2, Wildlife conservation laws and agreements
- Wildlife Law : A Primer, Preface and chapter 1
- Other resources found in learning content

Assignments
- Discussion – Public Trust Doctrine
- Quiz #1 – Weeks 1-4

Week 5: U.S. State and Federal Programs
Learning Objectives
- LO-1.1: Explore how hunter education is conducted and integrated into wildlife conservation.
- LO-4.1: Describe different game species and how they are managed at the state and federal level

Readings and other resources
- Ryder, T. (2018). State Wildlife Management and Conservation, Chapter 3
- Other resources found in learning content

Assignments
- Assignment –State Conservation Management Plan

Week 6: Funding Conservation
Learning Objectives
- LO-2.1: Explore how non-governmental organizations contribute to wildlife conservation
- LO-3.1: Evaluate the economic impacts of hunting to wildlife conservation
- LO-3.2: Describe the different Federal Acts passed to support conservation funding

Readings and other resources
- The sportsman's voice: Hunting and fishing in America, Chapter 7
- Article - Economic contribution of hunting expenditure to the southern United States of America
- Other resources found in learning content

Assignments
- Discussion – Funding Conservation

Week 7: Hunter Safety and Ethics
Learning Objectives
- LO-1.1: Explore the concept of Leopold's land ethic to hunting as a conservation tool.
- LO-2.1: Assess your knowledge of hunter safety
- LO-4.1: Demonstrate knowledge of ethics in relation to hunting, conservation, and harvestable wildlife

Readings and other resources
- Aldo Leopold Foundation, Land Ethic - https://www.aldoleopold.org/post/understanding-land-ethic/
- Other resources found in learning content

Assignments

- Complete State Hunter Education Course

Week 8: Contemporary Management Issues

Learning Objectives
- LO-2.1: Discuss the impact of current trends and societal issues on hunting and wildlife conservation
- LO-3.1: Evaluate how a changing climate can impact the role of hunting in conservation
- LO-5.1: Describe how human population growth influences wildlife populations

Readings and other resources
- Harvesting in Changing Environments, pg 298-300
- Ryder, T. (2018). State Wildlife Management and Conservation, Chapter 15
- Other resources found in learning content

Assignments
- Discussion – Emerging issues
- Quiz #2 – Weeks 5-8

The table below shows the points for each assignment.

Name	Grade %
Discussions	40%
Week 1: Introductions and Story	8%
Week 2: Culture and Recreation	8%
Week 4: Public Trust Doctrine	8%
Week 6: Funding Conservation	8%
Week 8: Emerging Issues	8%
Assignments	40%
Week 3: Case Study – Endangered Species	13.3%
Week 5: State Wildlife Management Plan	13.3%
Week 7: Hunter Safety and Ethics	13.3%
Quizzes	20%
Quiz 1: Weeks 1-4	10%
Quiz 2: Weeks 5-8	10%

Please see the Student Handbook to reference the University's grading scale.

Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy
Disability Accommodations

Writing Expectations
All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, such as that described below.
- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- 11 or 12-point font in a style such as Arial, Helvetica or Times New Roman.

Citation and Reference Style
Assignments completed in a narrative essay or composition format must follow a widely accepted citation style, such as APA, Turabian or MLA. Please refer to the APUS Online Library for further examples, or contact the instructor with questions.

Late Assignments
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me **before the due date** so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette
Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☐

Disclaimer Statement
Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.

- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

- **Tutor.com**: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Library Guide (http://apus.campusguides.com/SCIN134)
The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. This course guide provides links to a number of sources relevant to this course, including journals, books, and web sites. Also, you can directly contact the librarian assigned to this course for assistance in locating information.