

EFB 797: CONTROVERSY IN WILDLIFE HARVEST

Fall 2022 – 1 credit

INSTRUCTOR

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HOURS

Class Meetings	11am-noon	Illick 354
Office Hours	By Appointment	Illick 244

PREREQUISITES

- Graduate Level Standing *or*
- EFB 390 – Wildlife Ecology and Management *or* concurrent enrollment

COURSE DESCRIPTION

This course is a one-semester, one-credit seminar examining controversial topics in wildlife harvest. Wildlife harvest is one of the most commonly employed techniques in wildlife management. However, it is also one of the most debated, and its use and regulation within specific contexts can spark disagreement among even the most ardent supporters of its use. The goal of this seminar will therefore be to explore these topics in a collegial discussion-based format to better understand the science supporting or refuting the implementation and regulation of wildlife harvest.

LEARNING OBJECTIVES

- Exposure to controversial topics in wildlife harvest
- Thoughtful consideration of appropriate regulations to wildlife harvest regimes
- Improved ability to read and digest scientific literature
- Improved comfort discussing complex and sensitive topics with individuals holding beliefs other than your own

TEXTBOOKS & SUPPLIES

None: assigned reading material will be made available online.

GRADING

100-90% = A; 90-80% = B; 80-70% = C; <70% = F

- Attendance & Participation (40%)
- Leading Course Discussion (20%)
- Position Statements (40%)

ATTENDANCE & PARTICIPATION

This course is primarily based on in-class discussions and participation. As such, it is crucial that you make every effort to attend each class meeting. If you must be absent, please consult with the instructor beforehand. Exceptions will be made within reason. As an alternative, if you cannot attend the class in-person, an online option will be made available via Zoom upon request. You will receive a score of *zero* for *Attendance & Participation* for any day in which you have an unexcused absence. If your absence is excused, you will receive *no score* for that day.

DISCUSSION LEADERSHIP

Each student is expected to lead one of the discussions being held throughout the semester. Students will be asked to sign-up for a date and topic during the second class period. Topics must receive instructor approval; if you're having difficulty choosing a topic, please contact the instructor for ideas and guidance. Topics should match the course theme and be neither too narrow nor too broad. Discussion leaders are responsible for arranging reading materials with the instructor at least one week prior to the day they are leading to allow classmates a full week to review the assigned reading materials. On the day you are leading, you should come prepared with specific questions/talking points to make sure that the discussion of your topic is well-facilitated. Students will be assessed on the timeliness and effectivity of their leadership.

WRITING ASSIGNMENTS

Twice during the semester (once for your own day and once for someone else's), you will need to draft a position statement on the topic we discussed. These should be ~2–3 pages in length and should concisely reflect your personal stance on a subject. Alternatively, you may choose to write a position statement from the perspective of an organization of your choice. Regardless, your position must be backed with sound logic and scientific literature; there is no set minimum or maximum length for your bibliography, but you should reference assigned readings for the given topic. Further, you should cite any ideas, statements, or statistics that are not your own in-line with standard scientific writing. Writing assignments are due within 2 weeks of the topic being discussed. The exception is the last topic of the semester; this assignment will be due on December 16, the last day of finals.

JUSTICE, EQUITY, DIVERSITY, AND INCLUSION

As an institution, ESF embraces inclusive excellence and the strengths of a diverse and inclusive community. During classroom discussions, you may be challenged by ideas different from your own lived experiences and cultures. Understanding individual differences and broader social differences will deepen your understanding of each other and the world around you. In this course, all people (including, but not limited to, people of all races, ethnicities, sexual orientations, genders, gender identities and expressions, students undergoing transition, religions, ages, abilities, socioeconomic backgrounds, veteran status, regions and nationalities, intellectual perspectives, and political persuasions) will be encouraged to share their own perspectives and experiences. Hateful, discriminatory, derogatory, or otherwise unprofessional words or actions will not be tolerated.

COVID-19

Students are required to follow ESF's evolving COVID-19 protocols and restrictions at all times.

RELIGIOUS OBSERVANCES

All students have a right under ESF policy to observe religious holidays of their choice, according to their individual faith. If students wish to observe a religious holiday, they should provide written notification to the instructor of their intent to observe a particular religious holiday prior to missing any required course meetings or activities. Reasonable requests for absence from course meetings or activities will be accommodated whenever possible. Please send your request to me directly by email.

LEARNING AND PHYSICAL DISABILITIES

ESF works with the Office of Disability Services (ODS) at Syracuse University, who is responsible for coordinating disability-related accommodations. Students can contact ODS at 804 University Avenue: Room 309 or at 1-315-443-4498 to schedule an appointment and discuss their needs and the process for requesting accommodations. Students may also contact the ESF Office of Student Affairs: 110 Bray Hall or 1-315-470-6660 for assistance with the process. Authorized accommodation forms must be in the instructor's possession one week prior to any anticipated accommodation. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

ACADEMIC DISHONESTY

Academic dishonesty is a breach of trust between a student, one's fellow students, and/or the instructor. By registering for courses at ESF you acknowledge your awareness of the ESF Code of Student Conduct, in particular academic dishonesty includes but is not limited to plagiarism and cheating, and other forms of academic misconduct. The Academic Integrity Handbook contains further information and guidance. Infractions of the academic integrity code may lead to academic penalties as per the ESF Grading Policy.

COURSE SCHEDULE		
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Date	Topic	Discussion Leader
8/30	North American Model of Wildlife Conservation	Nate
9/6	Traditional Ecological Knowledge (TEK)	Nate
9/13	Recruitment, Retention, and Reactivation (R3)	Nate
9/20	Invasive and Nonnative Species	Nate
9/27	Poaching	Katya
10/4	Carnivore Harvest	<i>Guest speaker: Dr. Jacqueline Frair, SUNY ESF</i>
10/11	Traditional Harvest	Megan
10/18	Data Availability	Chloe
10/25	Lead Ammunition	Riley
11/1	Culling	Kate
11/8	Trophy Hunting	<i>Guest speaker: Joe Goergen, Safari Club International</i>
11/15	Conservation Funding	Emily
11/22	<i>Thanksgiving Break</i>	<i>N/A</i>
11/29	Baiting	Nate
12/6	Corner Crossing, Tag Allotment Systems, Hunting with Dogs, Stocking Game, and Hunting Contests	Nate

ASSIGNED READINGS

** Readings w/ an asterisk are optional/supplemental*

Date Citation

- 8/30 Lawrence B (2022) North American Model of Wildlife Conservation: wildlife for everyone. USFWS, Washington, DC, USA
 *Organ JF et al. (2012) The North American Model of Wildlife Conservation. The Wildlife Society, Bethesda, MD, USA
- 9/6 Hessami MA et al (2021) Indigenizing the North American Model of Wildlife Conservation. FACETS 6:1285-1306
- 9/13 Vayer VR et al (2021) Diverse university students across the United States reveal promising pathways to hunter recruitment and retention. Journal of Wildlife Management 85:1017-1030
 *USDI et al (2016) National Survey of Fishing, Hunting, and Wildlife-Associated Recreation. USDI, Washington, DC, USA
 *Schummer ML et al (2020) Balancing waterfowl hunting opportunity and quality to recruit, retain, and reactivate. Wildlife Society Bulletin 44:391-395
- 9/20 Hoag H (2014) Bounty hunters. Nature 513:294-295
 Nunez MA, Kuebbing S, Dimarco RD, and Simberloff D (2012) Invasive species: to eat or not to eat, that is the question. Conservation Letters 5:334-341
- 9/27 Di Minin E, Sas-Rolfes MT, Selier J, Louis M, and Bradshaw CJA (2022) Dismantling the poachernomics of the illegal wildlife trade. Biological Conservation 265:109418
 *Ntuli H, Sundstrom A, Sjostedt M, Muchapondwa E, Jagers SC, and Linell A (2021) Understanding the drivers of subsistence poaching in the Great Limpopo Transfrontier Conservation Area: What matters for community wildlife conservation? Ecology and Society 26:18
- 10/4 Servheen C (2022) Anti-predator and anti-science. The Wildlife Professional 93:31-35
 Creel S, Becker M, Christianson D, Droge E, Hammerschlag N, Hayward MW, Karanth U, Loveridge A, Macdonald WD, Matandiko W, et al (2015) Questionable policy for large carnivore hunting. Science 350:1473-1475
- 10/11 Fielding R (2021) Contemporary whaling in the Faroe Islands: its history, challenges, and outlook. Senri Ethnological Studies 104:133-145
 *Weihe P and Joensen HD (2012) Dietary recommendations regarding pilot whalemeat and blubber in the Faroe Islands. International Journal of Circumpolar Health 71:18594
- 10/18 Frey RM, Hardjono T, Smith C, Erhardt K, Pentland A (2017) Secure sharing of geospatial wildlife data. Association for Computing Machinery 1-13
 Lindenmayer D and Scheele B (2017) Do not publish. Science 356:800-801
 Utah.gov (2020) DWR launches new website highlighting wildlife migration across Utah. DNR, Salt Lake City, Utah, USA

- 10/25 Tranel MA and Kimmer RO (2009) Impacts of lead ammunition on wildlife, the environment, and human health – a literature review and implications for Minnesota. *In* Watson RT, Fuller M, Pokras M, and Hunt WG (*eds*) Ingestion of lead from spent ammunition: implications for wildlife and humans. The Peregrine Fund, Boise, Idaho, USA
- Heffelfinger J (2022) Lead ammo and wildlife: separating science from advocacy. *MeatEater Newsletter*, Sept. 1, 2022.
- *Wright ML and Tolbert G (1987) Reform at last for the lead shot controversy. *Environmental Practice News* 12:8-11
- 11/1 Manjerovic MB, Green ML, Mateus-Pinilla N, and Novakofski J (2014) The importance of localized culling in stabilizing chronic wasting disease prevalence in white-tailed deer populations. *Preventative Veterinary Medicine* 113:139-145
- Newsome T, Van Eeden L, Lazenby B, and Dickman C (2017) Does culling work? *Australasian Science* 171:28-30
- 11/8 Dickman A, Cooney R, Johnson PJ, Louis MP, Roe D, et al (2019) Trophy hunting bans imperil biodiversity. *Science* 365:874
- College Humor (2016) Adam Ruins Everything S1 E23: Why trophy hunting can be good for animals. <https://www.youtube.com/watch?v=YUA8i5S0YMU>
- *Challender D and Cooney R (2016) Informing decisions on trophy hunting. IUCN Briefing Paper to EU
- 11/15 Smith ME, and Molde DA (2014) Wildlife conservation & management funding in the U.S. Nevadans for Responsible Wildlife Management.
- King M (2018) The American system of conservation funding – what’s it going to look like? *Outdoor News Bulletin* 72(9)
- *USDI et al (2016) National Survey of Fishing, Hunting, and Wildlife-Associated Recreation. USDI, Washington, DC, USA
- 11/29 Dubois S, and Fraser D (2013) A framework to evaluate wildlife feeding in research, wildlife management, tourism and recreation. *Animals* 3:978-994
- *Bump JK, Murawski CM, Kartano LM, Beyer Jr DE, and Roell BJ (2013) Bear-baiting may exacerbate wolf-hunting dog conflict. *PLoS One* 8:e61708
- *Sorensen A, van Beest FM, Brook RK (2014) Impacts of wildlife baiting and supplemental feeding on infectious disease transmission risk: a synthesis of knowledge. *Preventative Veterinary Medicine* 4:356-363