

1 **University of Wisconsin-Madison • Envir St 260: Introductory Ecology • 3 credits**

2 **Lectures:** T and R 4:00-5:15 p.m. in 3650 Humanities Building

3 **Prerequisites:** None

4 **Instructor:** Adrian Treves, PhD • 30A Science Hall, Nelson Institute for Environmental Studies

5 <http://faculty.nelson.wisc.edu/treves/> • 608-890-1450 • [atreves@wisc.edu](mailto:atreves@wisc.edu) (preferred method)

6 **Student hours:** by appointment + three scheduled periods of extended student hours (see below)

7 **Instructional mode:** Blend of in-person and online, optional discussion sections

8 **Teaching Assistants (TAs) Office Hours:** Tuesdays 4:30-5:30pm, Bradley Memorial Building RM 103

9 **Communicating with instructor or your TA**

- 10 1. First check the syllabus and CANVAS if you have a question – most are answered there.
- 11 2. If your question remains unanswered by the above, or for all course mechanics questions ask  
12 your TA not the instructor. (First-time mistakes in this step incur no penalty, but repeated issues  
13 may incur one.)
- 14 3. For content questions (i.e., exology), or if your TA cannot answer your question, then you should  
15 email the instructor.

16 **Thanks for respecting these rules; they are essential in large classes like this one.**

17 **Optional discussion sections** begin the second week of class but NOT every week. Look at the schedule.  
18 They are optional but recommended. Optional discussion sections are an opportunity for Q&A and  
19 discussing concepts with instructors, hearing your peers' questions, and prep for exams. There will be  
20 extended small-group exam review sessions also (see below). Discussions will be recorded and posted  
21 online within one week of their completion.

22 **Course description and expectations:** This course is aimed at first- and second-year students who are  
23 considering a natural science major and at older students majoring in other fields who want experience  
24 with an interdisciplinary course in the natural sciences. The primary goal of this course is to place  
25 ecological thought in an interdisciplinary framework that encompasses the ecology of humans as  
26 another unique species evolving and interacting within Earth's ecosystems. We focus on the biosphere  
27 (i.e., only superficial treatment of the ecology of water, energy, chemical cycling, inorganic substrates,  
28 etc.), and introduce major branches of ecology from community ecology and ecosystems to population  
29 ecology to behavioral ecology. In particular, we focus on global sustainability issues and conservation  
30 science. We use gray wolf recolonization of Wisconsin as a lens to examine conservation of ecosystems  
31 and endangered species worldwide. This course will provide students with a foundation in ecology. After  
32 completing this course students will be ready for more advanced work in ecology or ready to apply  
33 ecological principles to public policy debates as consumers, voters, and professionals. To integrate  
34 human behavior and ecology, and to fully understand ecosystem function and change, we will compare  
35 Wisconsin and U.S. ecosystems to ecosystems in several other countries using case studies and  
36 discussion sessions. This course has the following desired learning outcomes:

- 37 • Develop a conceptual framework for understanding ecosystem process and pattern with  
38 humans integral to it.
- 39 • Enhance your understanding of how humans interact with nonhuman ecosystem elements
- 40 • Explore how ecological science can help resolve modern environmental problems.
- 41 • Integrate new ideas from international and interdisciplinary perspectives on the environment.
- 42 • Increase interest in environmental studies and ecology.
- 43 • Explain the social, economic, and/or environmental dimensions of the sustainability challenge(s)  
44 of protecting ecosystems.
- 45 • Analyze the causes of and solutions for the sustainability challenge of protecting biodiversity.

***Students whose religious observances conflict with a mandatory assignment are asked to inform their TA as soon as possible and no later than 24 hours prior to the due date of the assignment, including attendance in Discussion.***

46  
 47 **Expectations:** Instructors expect students will arrive on time for class meetings. If you arrive late to class  
 48 meetings, enter in a non-disruptive manner please. Instructors expect all students will complete  
 49 assignments by the due date listed in the syllabus. Assignments must be your own original, creative  
 50 thinking (see 'Fair credit to other authors' warning below). Because you are given at least one week of  
 51 flexibility to take each exam and complete each assignment, late submissions WI\*LL lose 25% of their  
 52 value immediately and 25% for each full day late. Appropriate reasons for late assignments include  
 53 medical emergency for self or immediate family (notify us before the due date) or professional travel  
 54 (this requires formal letter of explanation from the host or agenda showing student's name). You can  
 55 expect us to deliver graded assignments no more than two weeks after submission. If you request a  
 56 regrade, the instructor will regrade the entire assignment, which may result in a loss of points compared  
 57 to what your TA gave you.

58 **Grading:** The course will be graded over 370 points divided into the following items:

59 10 = quiz 0

60 100 = 1st Exam

61 100 = 2nd Exam

62 100 = 3rd Exam

63 60 = 3 study guide assignments worth 30 points, drop the lowest score

64 **There will be no final exam.**

65  
 66 A-F scale based on (a) individual improvement in oral and written communication skills; and (b)  
 67 improvement in project design and completion. Tentative letter grades:  $\geq 90$ =A, 88-89=AB, 80-87=B, 78-  
 68 79=BC, 70-77=C, 61-69=D, and  $\leq 60$ =F with AB and BC depending on the curve of your peers' scores.

69  
 70 **Required Readings:** The Balance of Nature: Ecology's Enduring Myth, J. Kricher (2009) Princeton U.  
 71 Press, no cost <http://ebookcentral.proquest.com/lib/wisc/detail.action?docID=457846>. Additional  
 72 readings provided as PDFs on CANVAS. **Recommended reading online:** The Oxford English Dictionary  
 73 <http://www.oed.com.ezproxy.library.wisc.edu> even if you think you know the English language well!  
 74 (Professor Treves uses it every week)

75  
 76 **Schedule of class meetings and assignments**

77 You may find yourself lost in class if you do not keep up with the assignments (reading especially).

78  
 79 **Section 1: Evolutionary ecology**

80 Quiz 0, Study guide 1, Exam 1

81 **Section 2: Human effects on ecosystems and biodiversity**

82 Study guide 2, Exam 2

83 **Section 3: Repairing the damage done by previous generations of people**

84 Study guide 3, Exam 3, TA evaluation

85 **NO FINAL**

86

87 **POLICIES**88 **New policies for Fall 2020 from <https://kb.wisc.edu/lis/104866>**89 **Students' Rules [Rights, & Responsibilities](#)**

90 During the global COVID-10 pandemic, we must prioritize our collective  
91 health and safety to keep ourselves, our campus, and our community safe. As a  
92 university community, we must work together to prevent the spread of the  
93 virus and to promote the collective health and welfare of our campus and  
94 surrounding community.

95 **UW-Madison [Badger Pledge](#)**

96

97 **Mask Policy**

98 Effective March 12, 2022, masks may be worn but are no longer required inside university buildings.

99 Masks are required when visiting COVID-19 test sites and other clinical spaces on campus, including  
100 University Health Services.101 You should wear a mask for 10 days following a positive COVID-19 test and for 10 days following an  
102 exposure to someone with COVID-19.

103 Can an instructor require face masks in the classroom?

104 Instructors may recommend, but may not require, students to wear masks in instructional  
105 settings. Instructors may not reward or penalize students for whether or not they choose to wear a  
106 mask.

107 If cases rise again, will campus bring back the mask requirement?

108 As we've done throughout the pandemic, we will continue to evaluate local, state and national public  
109 health guidance to determine if further changes to campus policies are appropriate.

110 Can I continue wearing a mask?

111 Yes. The university will continue to provide free masks for those who choose to wear them.

112 I'm not comfortable being around unmasked people. What can I do?

113 At this stage in the pandemic, our country is transitioning from public health orders and mandates to  
114 encouragement in using personal health tools. Our experience since 2020 has shown that regardless of  
115 what others do, you can receive strong protection against the more serious effects of COVID-19 by being  
116 vaccinated and boosted, as well as wearing a high-quality, well-fitting mask. Wearing a mask also  
117 protects against other upper respiratory viruses.118 You may continue to wear a mask if you feel more comfortable doing so. If you have specific concerns  
119 related to a disability, please talk to your [Divisional Disability Representative](#) (employees) or  
120 the [McBurney Disability Resource Center](#) (students).

121

122 **Fair Credit**123 **Assignments with evidence of plagiarism – or its relative 'not giving fair credit to other authors or  
124 creators of content' – will receive zero credit regardless of whether the work is correct. Two incidents  
125 will result in communication of the case to the Dean of Student Life.**126 Plagiarism is the copying of someone else's work--whether it is your classmate or another author,  
127 whether it is written or spoken. Not giving fair credit to others includes misattributing ideas to them or

128 failing to give them credit for their ideas or communications. These forms of academic misconduct can  
 129 be avoided by combining ALL of the following steps in your oral or written work:

- 130
- 131 • Integrate information from multiple sources when you write or speak and use your own words  
 so the output is original and does not directly copy any other person's work.
  - 132 • Credit the authors of work you used so that your reader can find the exact same source in the  
 133 place you report you found it.
  - 134 • Cite sources appropriately in two places as follows: (a) include both a shortened in-text citation  
 135 (e.g., Treves 2018 or Treves et al. 2018) – ‘et al.’ is short for ‘et altera’ and means ‘and others’;  
 136 (b) the in-text citation must be exactly repeated in the bibliography or literature cited section  
 137 with its creator, title (if any), date, and location, e.g., “A. Treves *et al.* (2018) Intergenerational  
 138 equity can help to prevent climate change and extinction. *Nature Ecology & Evolution* 2, 204-  
 139 207.” or for websites, e.g., “Carnivore Coexistence Lab. 2018. Publications.  
 140 <http://faculty.nelson.wisc.edu/treves/publications.php> accessed 21 April 2018”; (c) for sources  
 141 that are missing any of the above **required** elements of appropriate citation, You must explain in  
 142 writing what was missing and precisely where the reader will find the exact same source.
  - 143 • If you wish to use the exact wording of another author, place the text in quotations in your text  
 144 and provide the exact page number or location (e.g., time in an audio recording). Do not modify  
 145 the original text. If you need to connect different passages use ‘...’ but do not cite out of context  
 146 (the surrounding words) or distort the meaning by excerpting sections. For example, “The global  
 147 crises of climate change and extinction imperil all life on Earth, including present and future  
 148 human generations. ... 144 nations emit the majority of atmospheric CO<sub>2</sub> and host most of the  
 149 world’s biodiversity by several measures.” (p. 204, Treves et al. 2018).
  - 150 • Always try to find the primary reference to a statement rather than someone else's repetition of  
 151 it. This may not always be possible for obscure sources. Wikipedia, Google, and the like are NOT  
 152 primary sources, although they may lead you to appropriate primary sources, which should be  
 153 read in the original.
  - 154 • Even when an assignment demands that you copy text, you must cite your source carefully.

155

156 **Rules, Rights, Responsibilities:** Please refer to UW-Madison’s Guide regarding students’ Rules, Rights  
 157 and Responsibilities: <http://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

158

159 **Policy on the use of generative Artificial Intelligence (AI):**

- 160 • Use of generative AI tools, such as ChatGPT, Bard, etc, is prohibited on all class assignments,  
 161 including Study Guides and Exams. The only approved use of such tools is for studying between  
 162 assignments; if a student is unclear on a class concept, they are welcome to use such tools to  
 163 help improve their understanding.

164 **Netiquette <sup>1</sup>:**

- 165 • Students are responsible for good behavior online, just as they are in a traditional classroom.  
 166 Always use a computer in a way that shows consideration and respect. Do not use threatening or  
 167 pornographic language. Never say anything via email that you wouldn't mind seeing on the school  
 168 bulletin board or in the local newspaper. Your UW email address is not private. Email with your

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<sup>1</sup> \* Sources: Shirley Waterhouse and Rodney O. Rogers (3004) “The Importance of Policies in E-Learning Instruction” *EDUCAUSE Quarterly* 3: 28-39 and Florida virtual School Handbook 2015-2016  
[https://www.flvs.net/docs/default-source/full-time/resources/flvsft\\_highschool\\_handbook.pdf?status=](https://www.flvs.net/docs/default-source/full-time/resources/flvsft_highschool_handbook.pdf?status=)

- 169 online classmates should be course-related. It is prohibited to send unsolicited non-academic  
170 email to your online classmates.
- 171 • We take integrity and authenticity of student work very seriously. Because it is easy to copy from  
172 the internet, it may be tempting. See the policy on fair credit to others above.
  - 173 • Security is a high priority, especially when the system involves many users. If you identify a  
174 security problem in the school's computers, network, or Internet connection, notify a system  
175 administrator.
  - 176 • Beware of emails from anyone you don't know, asking for personal information, attempting to  
177 arrange meetings, or engaging in personal contact. Alert your instructor or other UW employee of  
178 any message you receive that is threatening or aimed at you with offensive content.
  - 179 • Protect your password. Keep it secret from anyone except your close family.
  - 180 • This document sets forth guidelines for e-mail communication with the course instructor.  
181 Excessive e-mails make unreasonable time demands on both sender and recipient. Please ensure  
182 you have a reasonable need before you write. Thanks. Your instructor will answer e-mails about  
183 (a) understanding course content, (b) requests for feedback about graded assignments, (c) private  
184 issues that affect learning or participation in the course. Your instructor will not answer e-mails  
185 that pose questions answered in the syllabus other than to direct you to the syllabus, (b) lacks a  
186 subject line pertinent to the course or to prior discussions, (C) raises an inappropriate subject.
  - 187 • Course materials, including student work and unpublished research, should not be shared or  
188 distributed without written permission.
  - 189 • Your instructor will answer e-mail received within 24 hours unless they have notified the class of  
190 an interruption of service.
  - 191 • We assume no responsibility for any phone charges, line costs, or usage fees for connectivity to  
192 the Internet.
  - 193 • It is illegal to create harmful computer viruses. We will cooperate fully with local, state, or federal  
194 officials in any investigation related to any illegal activities conducted through Internet access. In  
195 the event there is a claim that you have violated this policy, you will be provided with notice of  
196 the suspected violation and have an opportunity to present an explanation. Any violations by the  
197 student or parent/guardian may result in removal from course(s), as well as other disciplinary or  
198 legal action.

199

## 200 UNIVERSITY POLICIES

### 201 Academic Integrity

202 By enrolling in this course, each student assumes the responsibilities of an active participant in UW-  
203 Madison's community of scholars in which everyone's academic work and behavior are held to the  
204 highest academic integrity standards. Academic misconduct compromises the integrity of the university.  
205 Cheating, fabrication, plagiarism, collaboration on individual assignments unless authorized by your  
206 instructor(s), and helping others commit these acts are examples of academic misconduct, which can  
207 result in disciplinary action. This includes but is not limited to failure on the assignment/course,  
208 disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to  
209 the Office of Student Conduct & Community Standards for additional review. For more information,  
210 refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/)

211

### 212 Accommodation for Students with Disabilities

*Students whose religious observances conflict with a mandatory assignment are asked to inform their TA as soon as possible and no later than 24 hours prior to the due date of the assignment, including attendance in Discussion.*

213 The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal  
214 educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and  
215 UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably  
216 accommodated in instruction and campus life. Reasonable accommodations for students with  
217 disabilities is a shared faculty and student responsibility.

218 *Students are expected to inform faculty [me] of their need for instructional accommodations by the end*  
219 *of the third week of the semester, or as soon as possible* after a disability has been incurred or  
220 recognized. Faculty [I], will work either directly with the student [you] or in coordination with the  
221 McBurney Center to identify and provide reasonable instructional accommodations. Disability  
222 information, including instructional accommodations as part of a student's educational record, is  
223 confidential and protected under FERPA.

224 <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

225

### 226 **A Safe and Welcoming Classroom**

227 Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions  
228 of each person and respect the profound ways their identity, culture, background, experience, status,  
229 abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence  
230 in teaching, research, outreach, and diversity as inextricably linked goals. Safe and welcoming  
231 classrooms “encourage that continual and fearless sifting and winnowing by which alone the truth can  
232 be found” by fostering an environment of free speech consistent with US law and safe from threats or  
233 violence.

234 The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive  
235 community for people from every background – people who as students, faculty, and staff serve  
236 Wisconsin and the world.

237

### 238 **Mental Health Resources**

239 School is a context where mental health struggles can be exacerbated. If you ever find yourself  
240 struggling, please do not hesitate to ask for help. The University and larger Madison community offer  
241 mental health resources to support a range of psychological issues in a confidential and safe  
242 environment: Confidential Counseling Services: -University Health Service (UHS) - For 24/7 confidential  
243 consultation: 608-265-5600 (option 9)

### 244 **FERPA**

245 FERPA – the Family Educational Rights and Privacy Act of 1974, as amended – is a federal law that  
246 governs the privacy of student educational records, access to those records, and disclosure of  
247 information from them. For more information, please refer to Student Privacy Rights (FERPA).

### 248 **Copyright**

249 Access to UW Madison courses are restricted to registered students and their instructors. This site is  
250 maintained for educational purposes only. Your viewing of the material posted here does not imply any  
251 right to reproduce, to retransmit or to redisplay it other than for your own personal or educational use.  
252 Links to other sites are provided for the convenience of the site user (staff or student) or visitor and do  
253 not imply any affiliation or endorsement of the other site owner nor a guarantee of the quality or  
254 veracity of information contained on the linked site. In addition, the materials in this course are  
255 protected by copyright, and you may make copies of these materials only for course-related tasks. The  
256 materials are not to be shared with others, or used for other purposes, without expressed, written  
257 consent. Materials that are drawn from other sources are used in compliance with the TEACH Act of  
258 2002, under Fair Use, or are covered by the copyright held by the originator of the materials.

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259 **Technology Requirements**

260 Recommended systems and browsers: <https://community.canvaslms.com/docs/DOC-10721>

- 261 • Firefox: <http://support.mozilla.org/en-US/kb/update-firefox-latest-version>
- 262 • Chrome: <http://support.google.com/chrome/bin/answer.py?hl=en&answer=95414> **(sometimes**
- 263 **creates problems with videos)**
- 264 • Safari <http://www.apple.com/safari/>

265 **System Check**

266 To ensure your browser is properly configured, please use the following link:

267 <https://uwmad.courses.wisconsin.edu/d2l/systemCheck> .

268 For technical support, please contact the Help Desk: <https://kb.wisc.edu/helpdesk/1> .

- 269 • Firefox: <http://support.mozilla.org/en-US/kb/update-firefox-latest-version>
- 270 • Chrome: <http://support.google.com/chrome/bin/answer.py?hl=en&answer=95414>
- 271 • Internet Explorer: <http://windows.microsoft.com/en-us/internet-explorer/download-ie>

272 **Network Use Policies**

273 <https://it.wisc.edu/about/office-of-the-cio/it-policies/>

274