

FISHERIES AND WILDLIFE MANAGEMENT

Almost everyone enjoys wildlife. We live in an age where increasing populations, social and political pressures often dictate the direction professional managers must take in managing our resources. The “public”, along with many special interest groups, (not just the professional managers) are having a tremendous impact on the way our resources are being managed. For better or for worse, the public is directing the professional managers regarding how they do their jobs! This semester, we will discuss fish and wildlife management techniques. We will consider the history, present and the future of wildlife management on this continent. I will place an emphasis on habitats and habitat management, and we will also discuss fish and wildlife management philosophies, taxonomy and the life histories of both game and non-game species; hunting, bird watching, fishing, trapping and ecological concepts as they pertain to fish, wildlife and related resource management.

PURPOSE

I realize that **most** of you will not become professional fish or wildlife managers. However, I do expect many of you will work in environmental fields or an area closely related to or involved with our natural resources. As a result, a knowledge of the past, present and future principles, techniques and philosophy of fish and wildlife management today will be of benefit to you. Even if you do not end up working in a resource field, I hope the information you gain from taking this class will give you an appreciation for our wildlife resources and how they are managed. My goal is to not only acquaint you with the theory, tools and techniques of fish and wildlife management and become informed about many fish and wildlife species and how they are managed, but also to discuss some of the reasons (philosophy) behind the methods of fish and wildlife management today. Along the way we will consider problems and conflicts of resource management in today’s resource-demanding world. We must also consider “people management”, diseases and Law Enforcement as integral parts of fish and wildlife management in particular, and resource management in general. Finally, I hope to enthuse and encourage you to get out and enjoy our resources with a new appreciation and additional information about how important management is to ensuring a bright future for fish and wildlife.

OBJECTIVES

- * Learn the history of wildlife management on this continent, including past failures and why; along with success stories and how they occurred
- * Become familiar with life histories and taxonomy of many common and threatened species
- * Discuss funding of resource management; who pays the bill for resource management?
- * Understand how basic ecological concepts: population dynamics, energy flow, predator/prey relationships, succession, etc., affect the management of our wildlife resources.
- * Discuss habitat types, their management and the species requirements that cause those species to depend on specific habitat types
- * Discuss behavior of some species and how managers behavior in management efforts
- * Discuss many of the conflicts and problems confronting managers and management today; problem species (exotics), nuisance wildlife, diseases, etc.
- * Discuss "people management" vs. wildlife management
- * Understand management tools: surveys, law enforcement, habitat management techniques, hunting & trapping, fishing, stocking, reintroductions, etc.
- * Discuss the political and bureaucratic systems involved in managing our resources, along with state and federal government and private organization programs
- * Discuss wildlife related diseases, their importance and impacts to both humans and other wildlife populations

BOOKS AND OTHER RESOURCES

Text: Introduction To Wildlife and Fisheries: An Integrated Approach; Scalet, Flake and Willis

There is one additional book that I require you to read, *A Sand County Almanac* by Aldo Leopold. You may purchase, borrow or get it from the library. You will be quizzed on its content.

I will have some readings on Reserve at the library, accessible via the internet.

Internet sites: Those listed below and others I give you during the semester should be of interest to you.

Additional sources: I will be referring to several books, journals, and Internet sites throughout the semester. At times I will bring these sources to class. You should keep a list of these sources of information, and refer to them as needed.

INSTRUCTOR INFORMATION:

Mark Bennett Home: (812) 849-9114

E-mail: maebenne@indiana.edu

SPEA Secretary - Jennifer Mitchner: SPEA Rm. 341 phone: 855-7980

My secretary and mailbox are in SPEA 341. As an adjunct, I do not have regular office hours. **Do not hesitate to call me at home any time you have a question or a concern!** Identify yourself as a student when you call and if we don't answer, leave a message. I will return your call quickly and we can discuss your concerns then or make an appointment to discuss any class related matter. I will arrive early to meet with you on class nights, and am willing to stay afterward to talk with you. If you wish to make an appointment for either of those times, or any other time, let me know and you will be moved to the front of the line. It will be my practice to try and arrive early regardless of whether or not there are appointments. The fact that I do not have a regular office at SPEA is no reason for us not to be able to meet. Contact me!

GRADING AND ASSIGNMENTS

ASSIGNMENT	Points	Date Due
First Exam	100 pts	14 October
SCA Quiz	50 pts	4 November
Species/Management Paper	100 pts	4 December
Final Exam	100 pts	18 December

Total Points 350

Graduate Students: Paper and presentation on the topic I assign. Presentations will be given in class on Dec. 2, 4 and 9. Papers are due the night of your presentation.

My friends, the paper is due on the date indicated. I will not accept late papers. There will be no make-up quizzes or exams. The grading scale will be the standard: >90=A; 80-89=B; 70-79=C; 60-69=D.

DO NOT CHEAT! Academic and personal misconduct by students in this class are defined and dealt with according to the procedures in the Code of Student Ethics. If I catch you, you will receive a **0** (zero) on that test or paper. No excuses, no appeals no retakes.

Exam 14 Oct. 100 pts. We will discuss format in class.

This exam will cover all we have discussed to date, readings and text chapters.

***A Sand County Almanac* Quiz 4 Nov.**

I consider this book a "must read" for anyone interested in resource management and especially wildlife management. Unless we as individuals develop a **land ethic**, we will **not** have the passion to correctly manage our

natural resources as a nation. Aldo Leopold is the father of wildlife management, and the conservationist visionary of his time. His writings are still pertinent, and I know you will enjoy and benefit from his dedication, philosophy, and his method of encouraging us to develop a land ethic. This book will not only help you develop a land ethic, but will encourage you to share that ethic with others. Leopold's thoughts, observations and philosophies are timeless. The quiz will consist of you answering from a list of questions. You will give me the significance of what Leopold was saying, the importance and relevance of it, as well as your personal viewpoint.

Species/Management Paper Dec 4 100 pts.

I want you to write a 5-page paper on a specific management practice targeted at a species, ecosystem or group of species. You may choose any North American fish or wildlife species to your liking. This paper will focus on active management. Site at least 5 sources in scientific fashion. Following is a list of questions to answer in this paper.

State the problem. Why is the management being conducted (why is it important)?

List which species are positively impacted and which species the management negatively impacts?

Describe the goals, objectives and methods of the management plan and procedures.

Indicate any programs used, opposition, support organizations, etc.

Ideas: This paper could involve a species being reintroduced to a stream or lake, an exotic eradication program, a state or federal program or a private organization project such as TNC (Nature Conservancy) or DU (Ducks Unlimited) project.

Provide me with an abstract before September 30. (Get an early start on this project!) At that time I will approve your topic, and perhaps slightly change or narrow your focus as well as add some specific questions to be answered.

If you are struggling with a topic, see me for ideas. The Jordan Library houses the Journal of Wildlife Management and other resource related periodicals. Browsing those journals may give you some ideas. I hope this paper will be an interesting learning experience for you on a fish, bird or animal species that interests you, or one you want to learn more about.

Final Exam 18 Dec. 100 pts. Format to be discussed.

The final will **not** be comprehensive. Only material covered since the last exam will be included. We will discuss format later.

Class Participation

I encourage questions and discussions during lecture. Your participation and attendance grade will be taken into consideration as I grade your work (both papers and exams). If you do not attend, sleep during class, or do not add to our discussions, you may not receive the benefit of the doubt on the "borderline call." Also, anything discussed in class may appear on an exam. If you do not attend regularly, I expect you will not do well on the exams. Please attend class and join in! I expect to learn from you also.

Class Schedule

I will stick to the schedule as much as possible. Certain issues may occur during the semester and we will take some time to discuss them. If I detect a special interest by you during the semester, we may spend more time on a topic than planned or discuss an entirely new topic. I also plan to have a few guest speakers, and scheduling will be at their convenience and according to their work schedule. As a result, I reserve the right to deviate from the schedule somewhat. Exam questions will cover the material presented by guest speakers, as well as anything we discuss in class, including the graduate presentations.

Please attend class, participate, let me know if you have any problems or questions, and let's all have a good and enjoyable semester while we learn about fish and wildlife management!

Internet sites: These sites will provide you with some good information regarding a variety of resource related materials.

<http://www.state.ia.us/government/dnr/organiza/fwb/wildlife/pages/index.htm>

enature.com

fws.gov

<http://www.usda.gov/index.html>

<http://www.in.nrcs.usda.gov/PlanningandTechnology/fotg/Section4/section4.htm>

<http://rmmcnt7.cr.usgs.gov/ecl/default.htm>

<http://endangered.fws.gov/recovery/recplans/index.htm>

http://www-ed.fnal.gov/help/prairie/Prairie_Res/index.html

<http://www.ernstseed.com/>

<http://www.aphis.usda.gov/>

<http://www.prairiesource.com/>

<http://www.org/iafwa>