



# Introduction to Ecology

BISC 204



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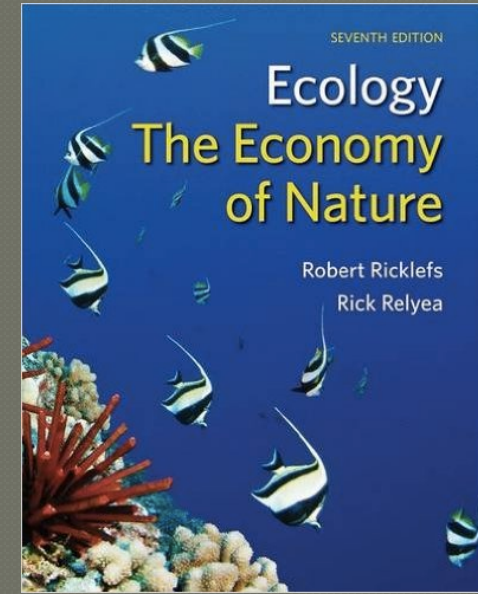
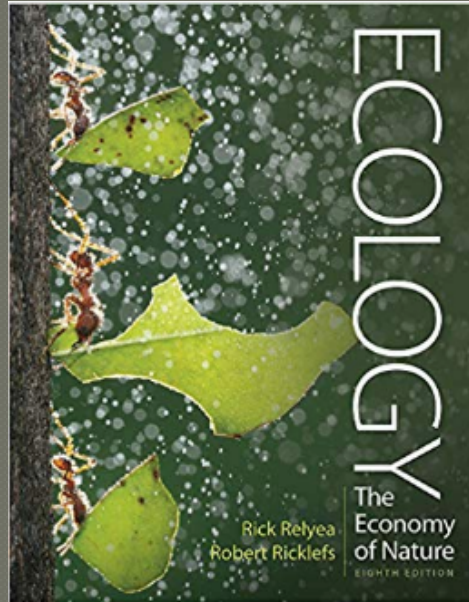


# Course Website

[www.sfu.ca/biology/courses/bisc204](http://www.sfu.ca/biology/courses/bisc204)

- All important course information will be posted to the above website
- Lecture notes (available prior to lecture), lecture slides (after), syllabus
- **This class DOES NOT use Canvas for class announcements**

# Textbook



- RECOMMENDED but not required
- Helps clarify concepts for many students, but lectures will not follow the text closely
- 8<sup>th</sup> Edition available at SFU Bookstore
  - Cheaper used on Amazon

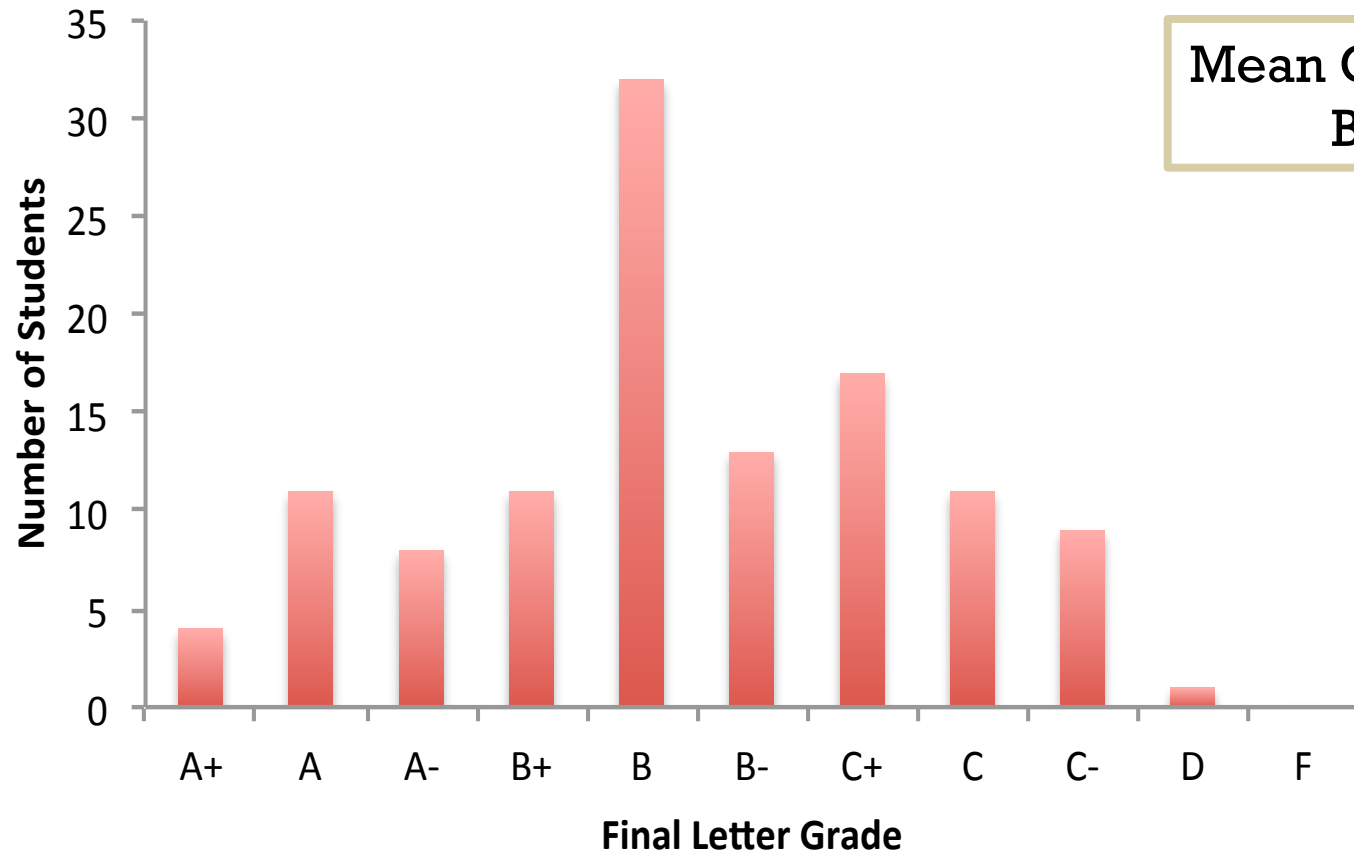
# Grade distribution & deadlines

Activity	Date	Percent of final grade
<b>Exams</b>		
1	Thursday – Sept. 26	15
2	Thursday – Oct. 24	15
3	Friday – Dec. 5	25
<b>Paper review</b>		
Rough draft & peer review	Week of Oct. 1 (tutorial)	*
Final draft	Week of Oct. 7 (tutorial)	5
Presentation	Weeks of Oct. 28 <sup>th</sup> /Nov. 4 <sup>th</sup> (tutorial)	5
<b>In-class exercises (4)</b>		
Estimating population size	Thursday – Sept. 12	5
Population dynamics	Thursday – Sept. 19	5
Community ecology experiments	Thursday – Oct. 17	5
Nutrient budgets	Thursday – Nov. 21	5
<b>Graphical Analysis</b>	Thursday – Nov. 28	5
<b>Tutorial attendance &amp; participation</b>	Ongoing	10
<b>TOTAL</b>		<b>100</b>

- If you think you'll miss an exam or assignment, you **MUST** contact me as soon as possible & provide supporting documentation
- Students with disabilities who require accommodation (csd\_office@sfu.ca)
- Tutorial Attendance is **MANDATORY (starts next week)**

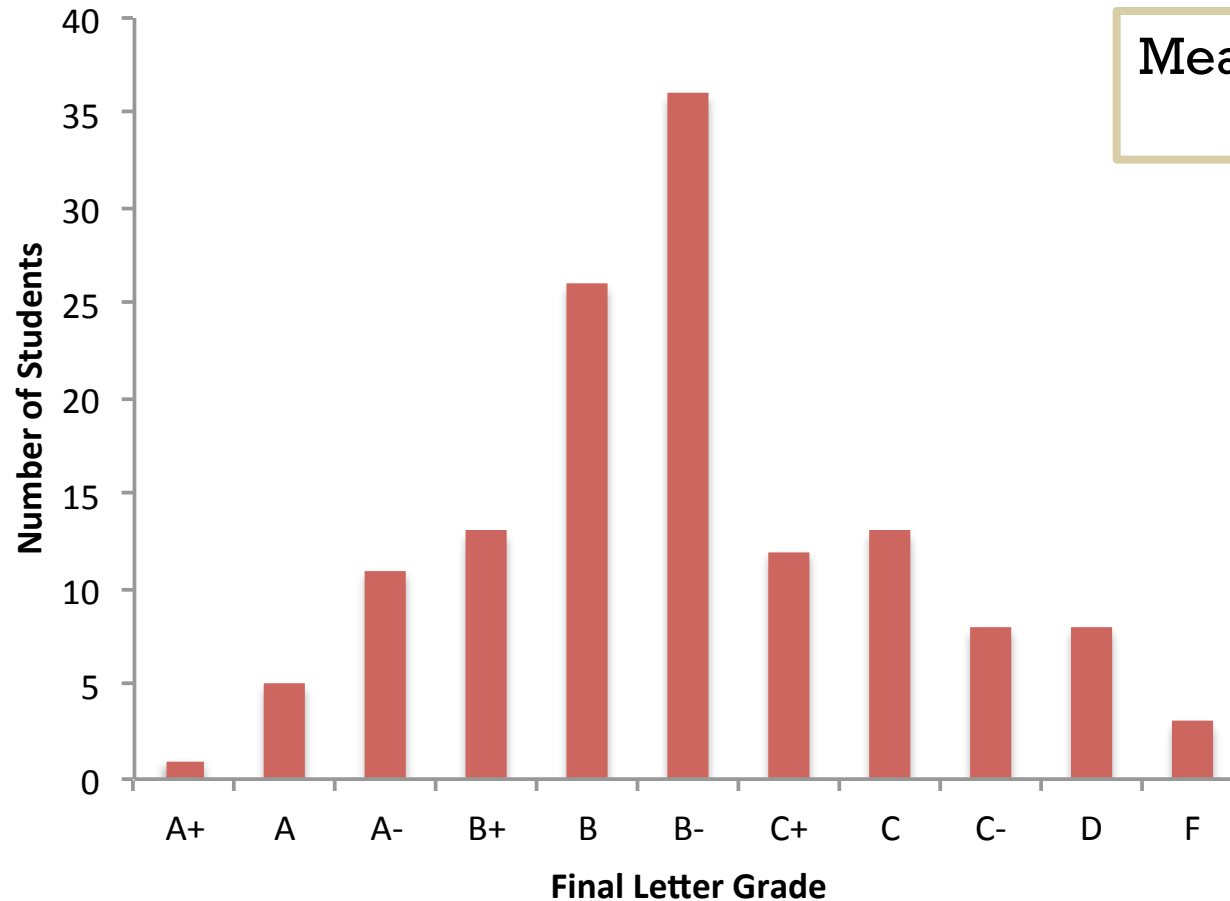


# Final Grades: Fall 2018



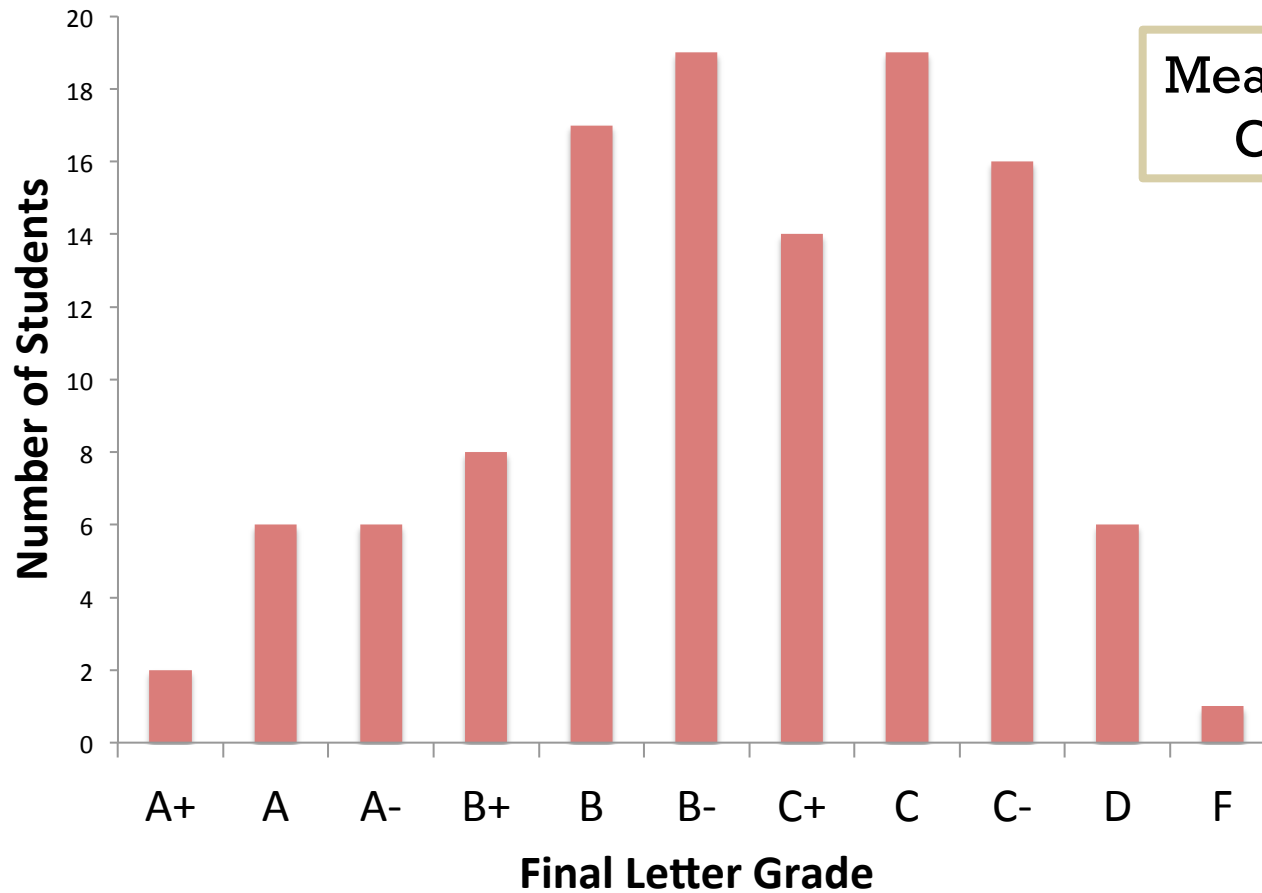
Mean Grade:  
B

# Final Grades: Fall 2017



Mean Grade:  
B-

# Final Grades: Fall 2016



Mean Grade:  
C+ / B-

# YOUR ACADEMIC SUCCESS CENTRE

✓ **Learning Strategies**

- Manage your time
- Improve your study skills
- Read texts more effectively
- Get more from lectures

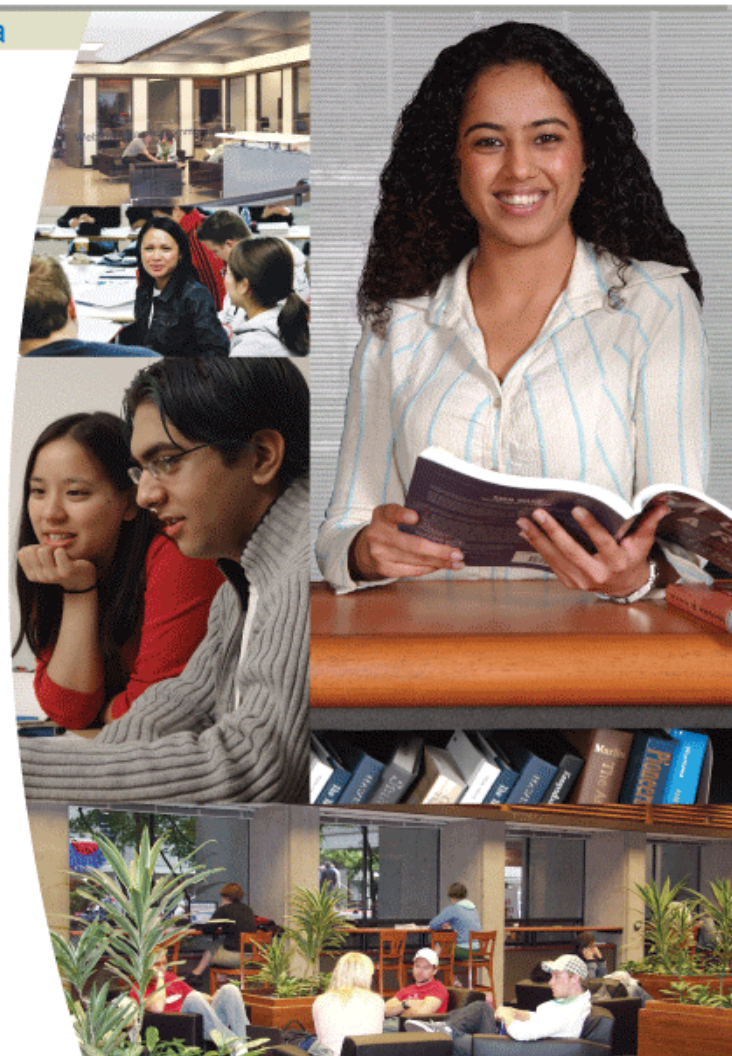
✓ **Services are FREE**  
for all SFU undergraduate  
and graduate students!

✓ **Writing Strategies**

- Plan your paper
- Develop effective arguments
- Improve coherence and flow
- Learn self-editing skills

✓ **Plus...**

- EAL/ESL (English Conversation Groups)
- MS Office workshops



BURNABY  
Bennett Library  
Room 3020

SURREY  
Room 3695  
Podium Level 3

VANCOUVER  
Belzberg Library  
Harbour Centre

Visit in person or online at  
[www.learningcommons.sfu.ca](http://www.learningcommons.sfu.ca)



# A little about me...

- Univ. of Virginia
- PhD: Univ. of Washington
- Postdoc: UC-Berkeley
- At SFU since 2007



- Freshwater Ecology, Conservation Biology
- Amphibians, Fishes, Population dynamics of species at risk of extinction, Energy Development, impacts of climate change

# Learning ecology in the classroom is not ideal....



Take a class at a field station



Get involved in research to learn more

Volunteer!

Take BISC 298/497/498 –Research for credit courses

Apply for a summer undergraduate research award (USRA)

Do a research honors thesis (BISC 490/491/492)





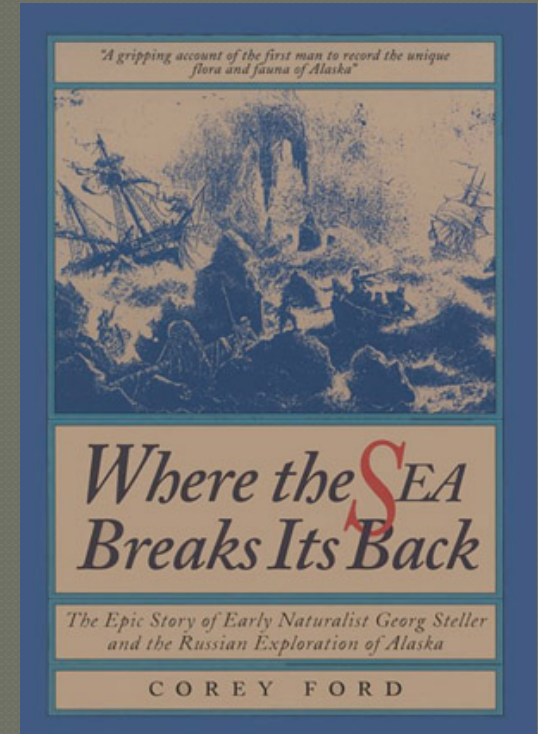




# Brief history of *Ecology* (read about it: Ricklefs Ch.1)

- 18th C natural history as an occupation
- Initial interest in what regulated populations  
‘demography’ - human, fisheries, etc.
- ‘Harmony’ in nature - systems stable and in equilibrium  
pervasive concept...
- Ecology of disease (epidemiology)
- mid-1800’s (19th C) saw increasingly complex ideas  
& understanding
- modern ecology came into public view in 1960’s

WHY?





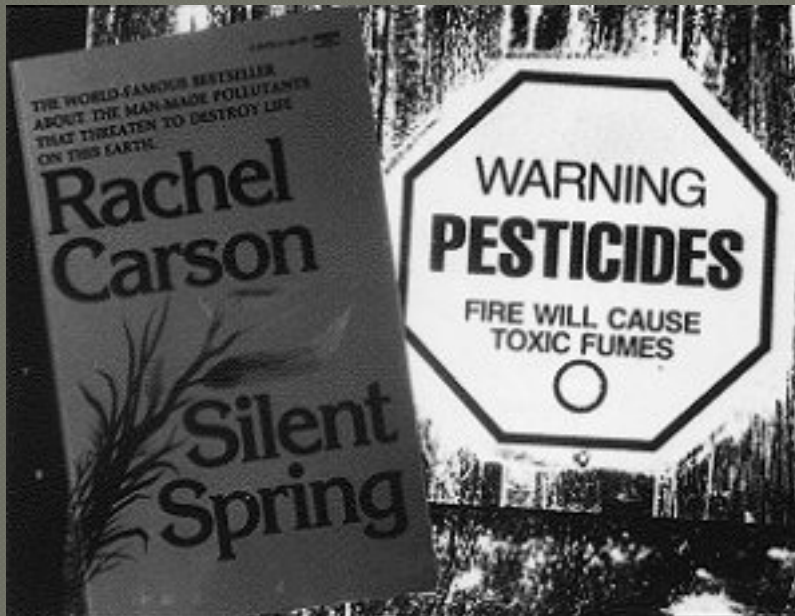
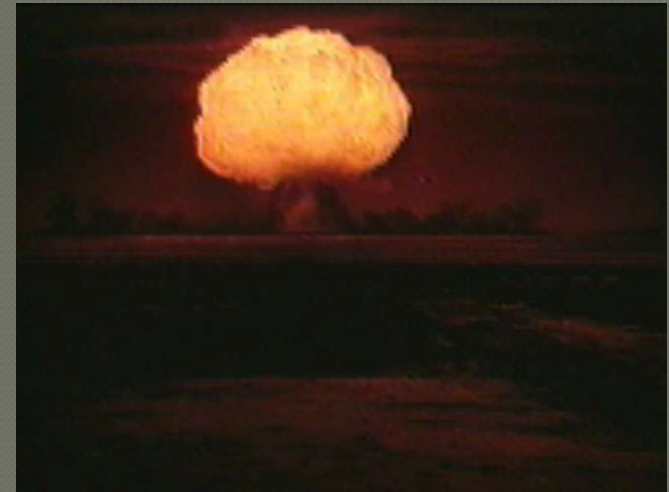
Rapid industrialization --> environmental degradation

Nuclear technology (Trinity test 1945)

Space travel

Silent Spring by Rachel Carson

Population Bomb by Paul Ehrlich



## And why is it relevant today?

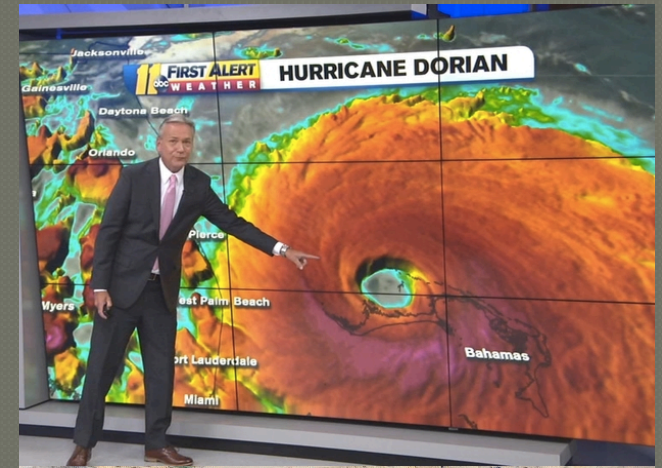
Wealth disparity → Environmental degradation

Human Population Growth

Climate change → Refugees

Natural hazards → Social & Env \$\$

And on, and on...





# What is *Ecology* ?

Increasing complexity



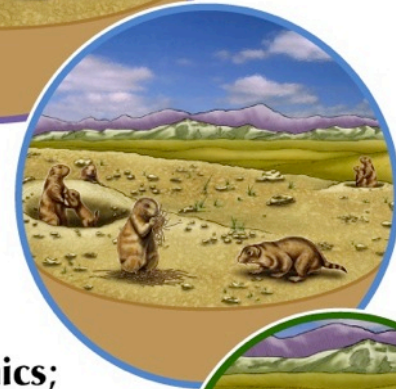
**Biosphere:**  
Global processes



**Ecosystem:**  
Energy flux and cycling  
of nutrients



**Community:**  
Interactions among  
populations



**Population:**  
Population dynamics;  
the unit of evolution



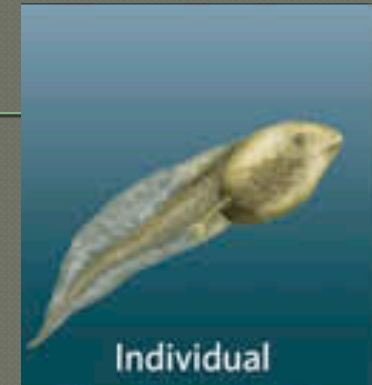
**Individual:**  
Survival and reproduction;  
the unit of natural selection

1. Distribution and abundance of organisms
2. Interactions between biotic and abiotic components of the environment
3. Energy and nutrient fluxes/cycles
4. Resource management, conservation, restoration, agriculture

# Individuals

## Individual:

- acquire nutrients and energy, and produce wastes
- have a membrane boundary that separates internal processes from the external environment.



**Species:** individuals that are capable of interbreeding or share genetic similarity.

- This definition is not universal...



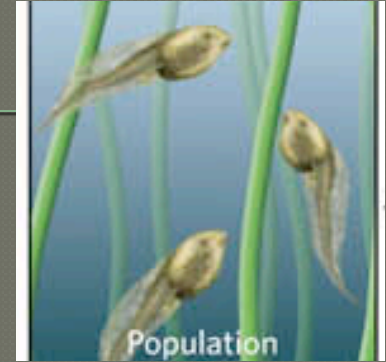
# Populations

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**Population:** individuals of the same species living in a particular area.

- Boundaries can be natural (e.g., forest edges) or political (e.g., state lines).

*Geographic range (distribution)* is the extent of land or water within which a population lives.



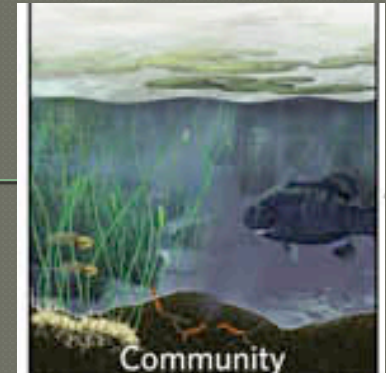
# Communities

**Community:** Populations of species living together in a particular area.

- Boundaries are not always rigid, and may cover small or large areas.

Includes many types of interactions, such as predation and competition.

**Example:** Cheetahs and gazelles on the African plains.



Chapter 1 Figure 01-03  
Ecology: The Economy of Nature, Seventh Edition  
Photo by Michel & Christine Denis-Huot/Photo Researchers, Inc.

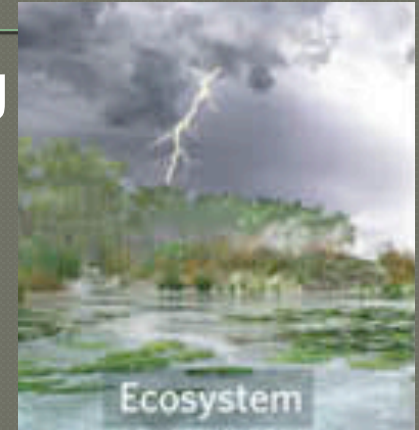
# Ecosystems

**Ecosystem:** one or more communities of living organisms interacting with their nonliving physical and chemical environments.

→ movement of energy and matter between physical and biological components.

→ “flow” of material from “pools” of elements, such as carbon, oxygen, hydrogen, nitrogen, and phosphorus.

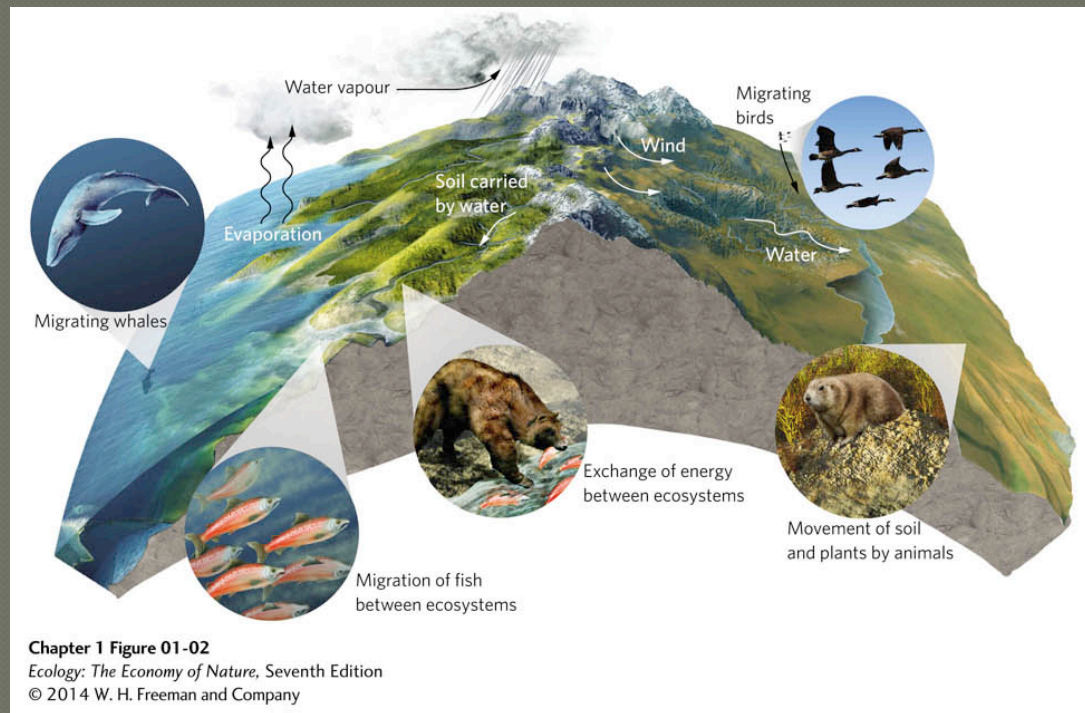
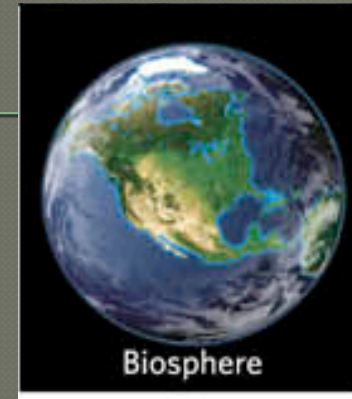
Boundaries are often not distinct



# The Biosphere

**Biosphere:** all ecosystems on Earth.

Distant ecosystems are linked together by exchanges of wind and water and by the movement of organisms.




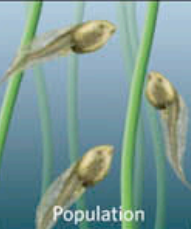



# Governing principles of ecology

Matter and energy cannot be created or destroyed, but can change form (i.e. first law of thermodynamics).

Ecological systems gain and lose matter and energy.  
A dynamic steady state occurs when gains and losses are in balance.

Gains →

Inputs	Level	Outputs
Food →	 Individual	→ Energy expended; Waste
Births; Immigration →	 Population	→ Deaths; Emigration
Colonization by new species →	 Community	→ Extinction of species

→ Losses

# **Approaches to *Ecology*** (read about it: Ch.1)

**Descriptive** - observe/describe patterns

**Functional** - understand dynamic relationships, mechanisms

*proximate causes for patterns*

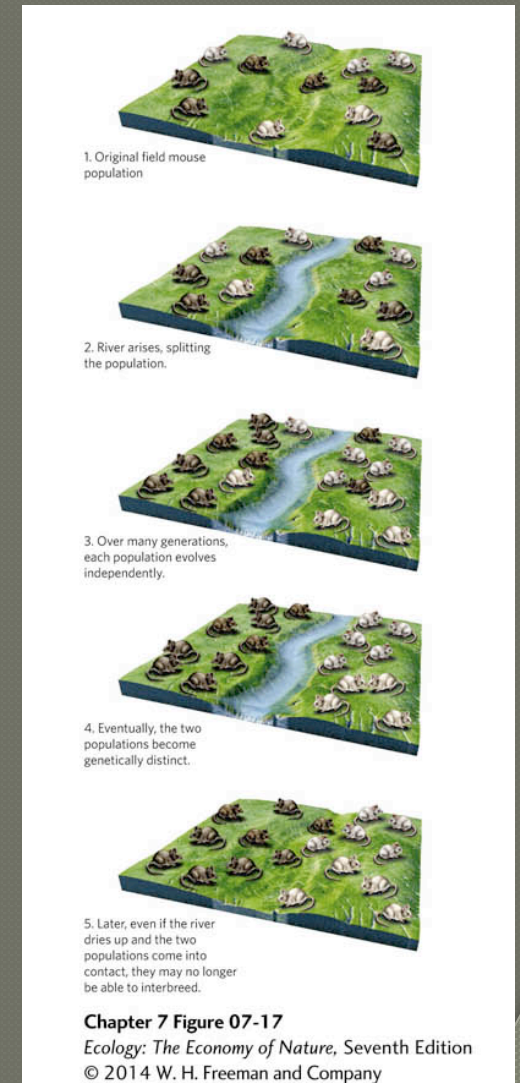
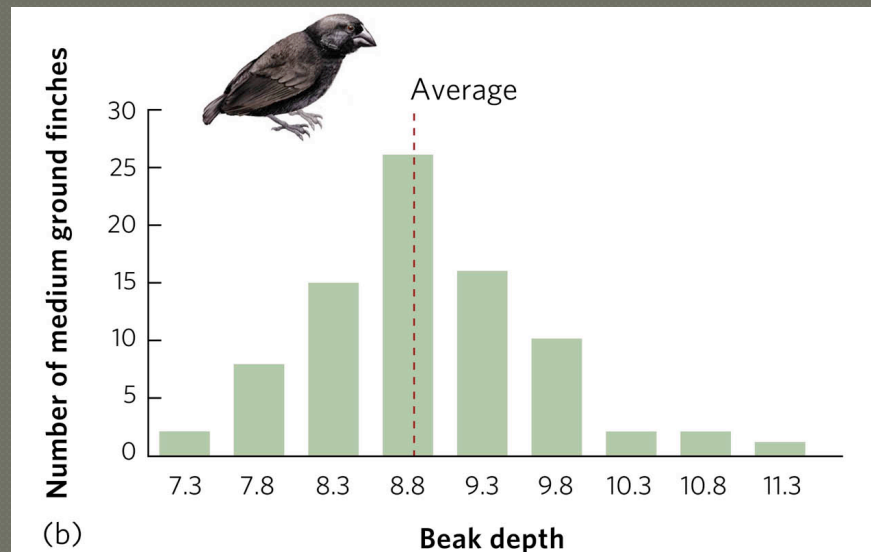
**Evolutionary** - understand historic reasons for adaptations

*ultimate causes for patterns*

**\*\*All three are necessary for ‘good’ ecological understanding**

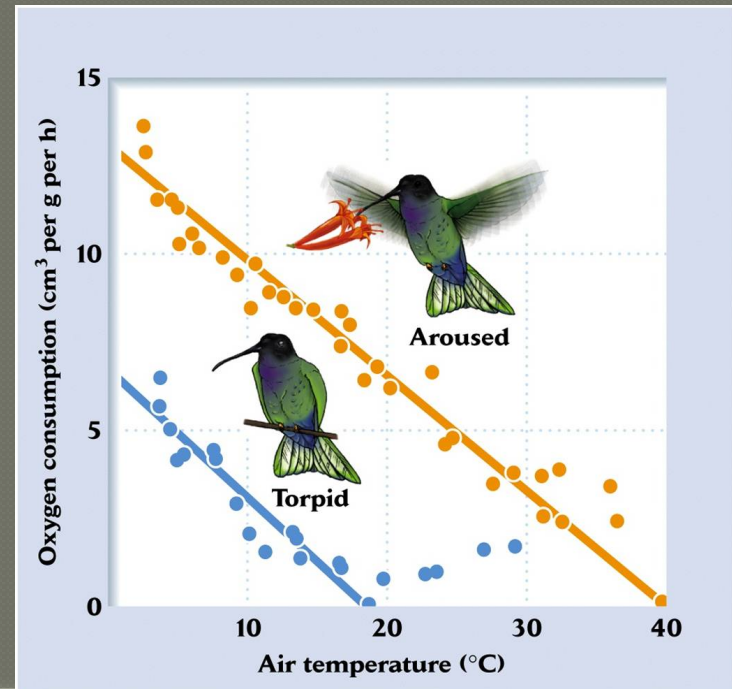
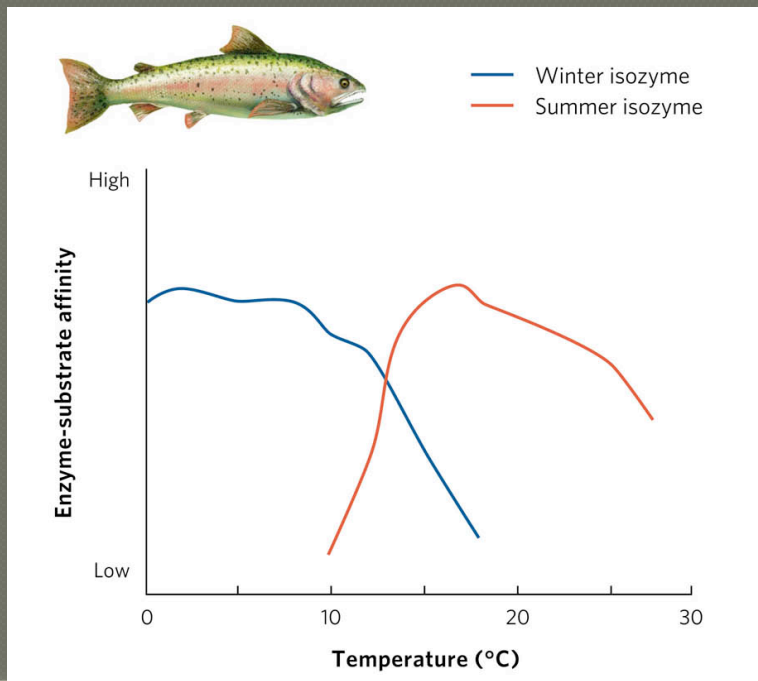
# Review Concepts (Ch. 7):

- Evolution by natural selection
- Adaptation
- Fitness



# Ecological Adaptations (Ch. 2 & 3):

- Aquatic Environments (Ch. 2)
- Terrestrial Environments (Ch. 3)





# Examples of Ecological Questions:

Western Meadowlark  
*Sturnella neglecta*



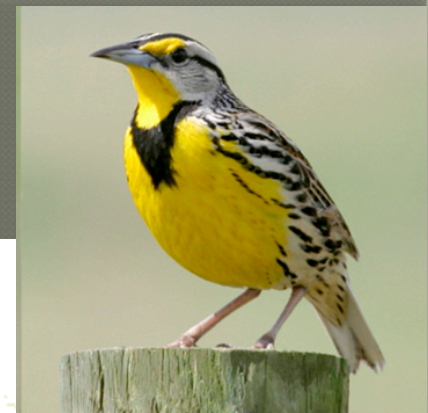
## Evolutionary history

### LEGEND

- Year Round
- Summer (breeding)
- Winter (non-breeding)
- Migration

Map by Cornell Lab of Ornithology  
Range data by NatureServe

Eastern Meadowlark  
*Sturnella magna*



## Static distribution

## Seasonal dynamics of distribution

### LEGEND

- Year Round
- Summer (breeding)
- Winter (non-breeding)
- Migration

Map by Cornell Lab of Ornithology  
Range data by NatureServe

# Things to remember:

- 1) Download lecture notes before class
- 2) Bring calculator for all in-class exercises (check the syllabus for dates)
- 3) Check the website for updates to the syllabus, readings, assignments. These things are *not* fixed...
- 4) Come for help, early and often! We're here to help, but please respect your TA's (and my) time. Use office hours and tutorials.