

## UNIT 1: Introduction

### 1 Course overview

#### 1.1 Course structure

##### Communication

- Lecture notes for each section will be available the afternoon before you need them
  - Check AtL frequently for announcements and new information
  - All info will also be on the course resource page
    - \* <http://bio3ss.github.io/>
- The professor is Jonathan Dushoff
  - `dushoff@mcmaster.ca`
  - Office hours will be announced
  - Or ask questions on facebook group
    - \* Bio 3SS Winter 2018
    - \* I am not your friend

##### Expectations of professor

- Start and end on time
- Focus on conceptual understanding
- Make clear what terminology and facts must be learned
- Open to questions – both in class (within reason) and at office hours
- Responsive to questions on class forums (Facebook and AtL)

##### Expectations of students

- Start and end on time
- Don't talk while other students are talking, or while I am responding to student questions
- If you must talk at other times, be unobtrusive
- Don't use the internet for non-class activities
- Attend the lecture, and the mandatory tutorials

## Texts

- The primary text for this course is the lecture notes
- You will be given readings, which will be posted to AtL
- You are required to have an Ecology textbook
  - Molles and Cahill, Second Canadian edition is recommended
  - If you would like to use a different textbook, let your TA know, so we can attempt to provide readings.

## Structure of presentation

- Required material will be clearly outlined in the notes
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- Required terminology will be presented in **bold**
- General ideas and approaches presented in class may also be required; you should take notes on these in your own words

## Taking notes

- You will do best if you take notes
  - You should know by now what works for you
  - Or else that you need to keep working on it
- If a new concept is making sense to you right now, write something that will help you remember
- If there's something specific I think you all need to write down, I will write it for you (or mark it as an answer)

## Polling

- You can obtain extra credit by responding to in-class polls
  - Text from your cell phone, or answer on the web
- Poll: Why are you taking this class?

## 1.2 People

## Dushoff

- Loves math
- Lived in four countries
- Studies evolution and spread of infectious diseases
  - HIV, rabies, ebola, influenza, ...
  - <http://lalashan.mcmaster.ca/theobio/DushoffLab/>
  - [https://twitter.com/jd\\_mathbio](https://twitter.com/jd_mathbio)

## TAs

- Morgan Kain
  - Current: ecology and evolution of infectious diseases
  - Forest ecology, animal behaviour
    - \* Focused on statistical approaches
- Michael Li
  - Research: Disease forecasting and control
  - Interests: Math, science, business, politics, philosophy.
    - \* How everything is connected

## Students

- Poll: What year are you in?
- Poll: What kind of career are you aiming for?

## 1.3 Course content

## 1.4 Learning goals

- Ecology and population ecology
- Quantitative thinking
- Dynamical modeling
- Poll: What is ecology?
- My answer
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- Poll: What is population ecology?
- My answer

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## Dynamical modeling

- Investigates the links between local, short-term processes, and large-scale, long-term outcomes
- Allows us to explore what assumptions we're making, and how assumptions affect the link

## Math

- Population ecology uses math
  - Math is a critical tool for linking processes to outcomes
  - Math will play a central role in the course
- We will keep it *simple*
  - But we understand that simple does not always mean easy
- Review the math supplement

## Humans and abstract thought

- People are evolved to be concrete thinkers, not conceptual thinkers
- A goal of this course is to build conceptual thinking skills

## 1.5 Examples

### Malaria

- A nasty, mosquito-borne disease
- In some places (e.g., the southeastern US), it has been eradicated almost by accident
  - Mosquitoes are still present
- In other places it persists at high levels despite concerted efforts at elimination
- *What factors determine when and where malaria spreads?*

## Red squirrels

- Red squirrels are rapidly disappearing from England
  - Loss of suitable habitat?
  - Competition from gray squirrels introduced from North America?
  - Diseases carried by gray squirrels?
- [http://en.wikipedia.org/wiki/Eastern\\_grey\\_squirrels\\_in\\_Europe](http://en.wikipedia.org/wiki/Eastern_grey_squirrels_in_Europe)

## Cod fisheries

- Is the ocean too big for people to affect?
- What happened to the cod?
- [http://en.wikipedia.org/wiki/Collapse\\_of\\_the\\_Atlantic\\_northwest\\_cod\\_fishery](http://en.wikipedia.org/wiki/Collapse_of_the_Atlantic_northwest_cod_fishery)

## Populations

- Poll: What population of organisms interests you?

## Dandelions

- Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.
  - How many dandelions after 3 years?
    - \*
    - \*

## 2 Example populations

### 2.1 Dandelions

- Start with one dandelion; it produces 100 seeds, of which only 4% survive to reproduce the next year.
- How many dandelions after 3 years?
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  - See spreadsheet on resource page
- The spreadsheet is an implementation of a dynamical model!

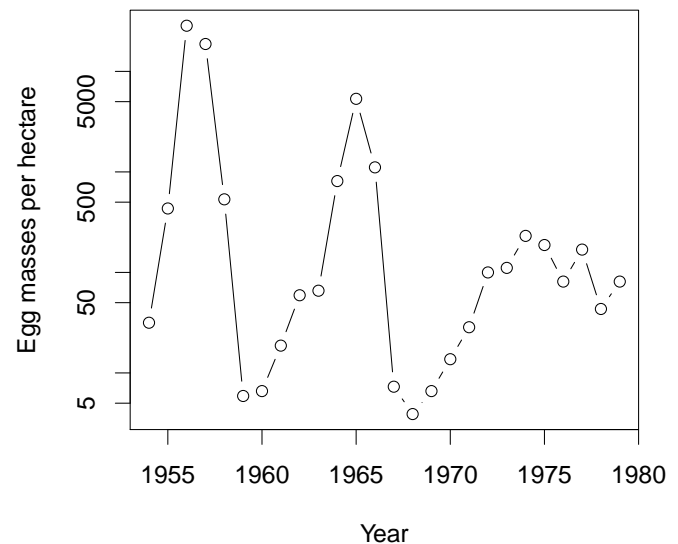
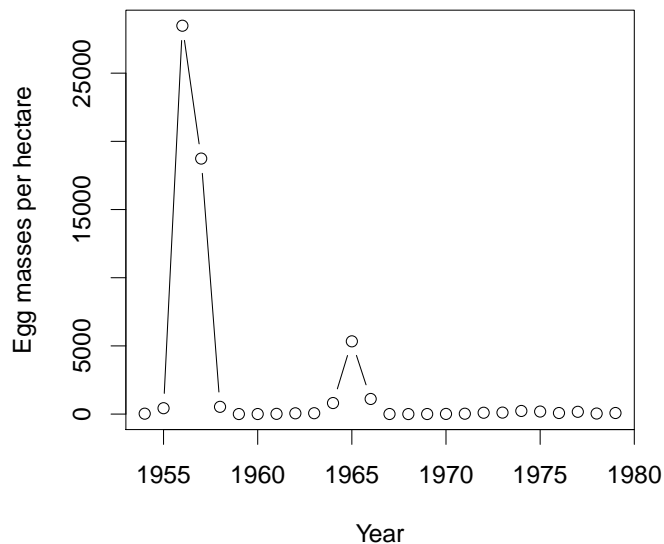
## Dynamical models

- Make rules about how things change on a small scale
- Assumptions should be clear enough to allow you to calculate or simulate population-level results
- Challenging and clarifying assumptions is a key advantage of models

## 2.2 Gypsy moths

- A pest species that feeds on deciduous trees
- Introduced to N. America from Europe 150 years ago
- Capable of wide-scale defoliation

### Gypsy moth populations



### Moth calculation

- Researchers studying a gypsy moth population make the following estimates:
  - The average reproductive female lays 600 eggs
  - 10% of eggs hatch into larvae
  - 10% of larvae mature into pupae
  - 50% of pupae mature into adults
  - 50% of adults survive to reproduce

- All adults die after reproduction
- What happens if we start with 10 moths?

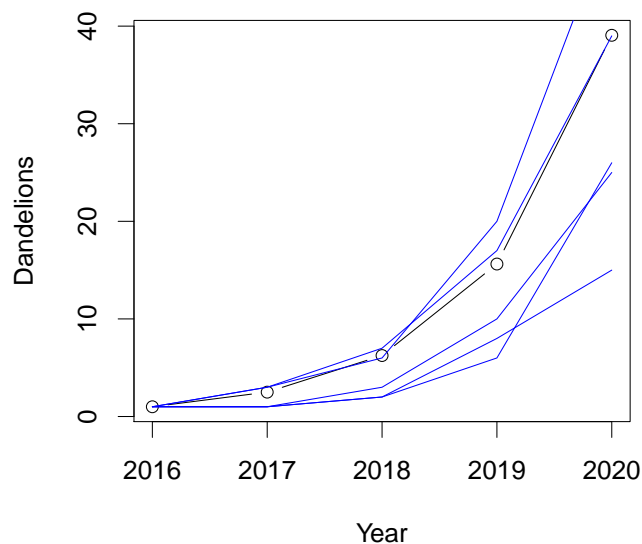
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## Stochastic version

- Obviously, we will not get *exactly* 7.5 moths.
- If we consider moths as individuals, we need a **stochastic** model
- What do we mean by stochastic?

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## Stochastic model



- A stochastic model has randomness in the model.
- If we run it again with the same parameters and starting conditions, we get a different answer

## 2.3 Bacteria

- Imagine we have some bacteria growing in a big tank, constantly dividing and dying:
  - They divide (forming two bacteria from one) at a rate of 0.04/ hr
  - They wash out of the tank at a rate of 0.02/ hr

- They die at a rate of 0.01/hr
- Rates are **per capita** (i.e., per individual) and **instaneous** (they describe what is happening at each moment of time)
- We start with 10 bacteria/ml
  - How many do we have after 1 hr?
  - What about after 1 day?

## Bacteria, rescaled

- Imagine we have some bacteria growing in a big tank:
  - They divide (forming two bacteria from one) at a rate of 0.96/day
  - They wash out of the tank at a rate of 0.48/day
  - They die at a rate of 0.24/day
- If we start with 10 bacteria/ml, how many do we have after 1 day?

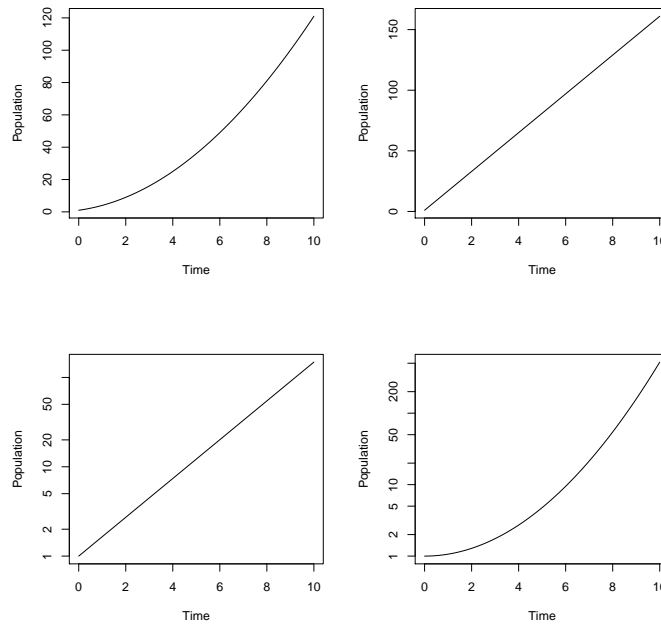
## Units

- When we attach units to a quantity, the meaning is concrete
  - 0.24/day *must* mean exactly the same thing as 0.01/hr
  - The two questions above *must* have the same answer

## 3 Exponential growth

- What is exponential growth?
- Which of these is an example?





## Types of growth

- arithmetic/linear:

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- geometric/exponential:

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- other:

— Many possibilities, we may discuss some later

## Exponential decline?

- Poll: What does exponential decline look like?

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## Terminology

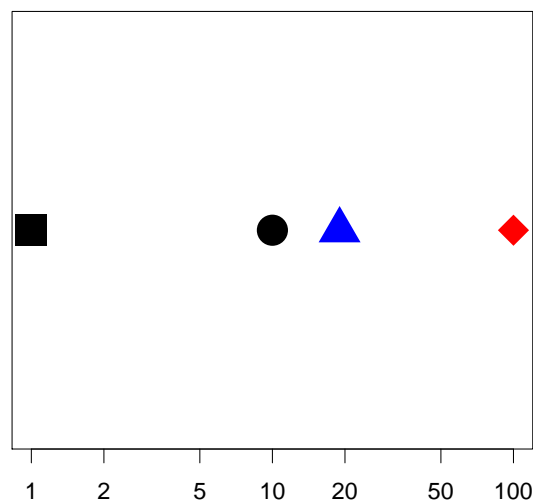
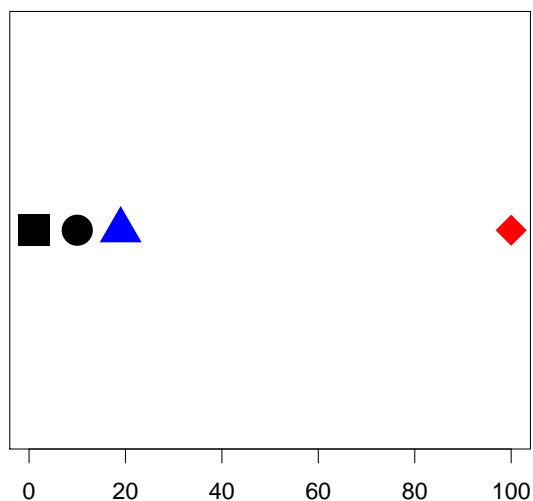
- Sometimes people distinguish
  - **arithmetic** from **linear** growth, or
  - **geometric** from **exponential** growth
- Based on:
  -
- We won't worry much about this.

## 3.1 Log and linear scales

### Scales of comparison

- Poll: 1 is to 10 as 10 is to what?
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### Scales of display

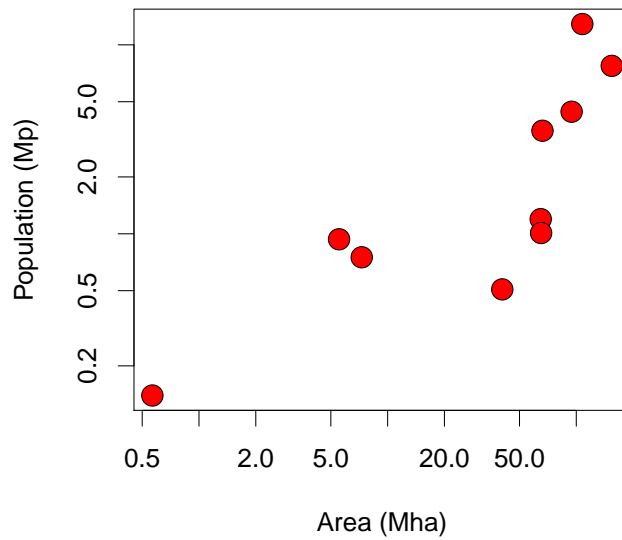


There is only one log scale; it doesn't matter which base you use!

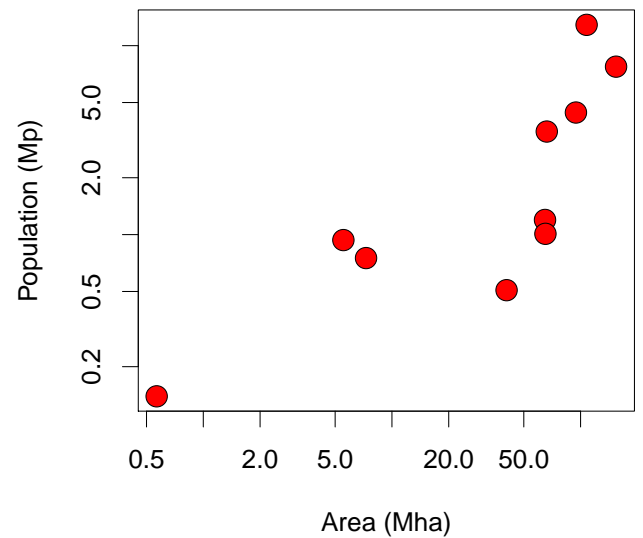
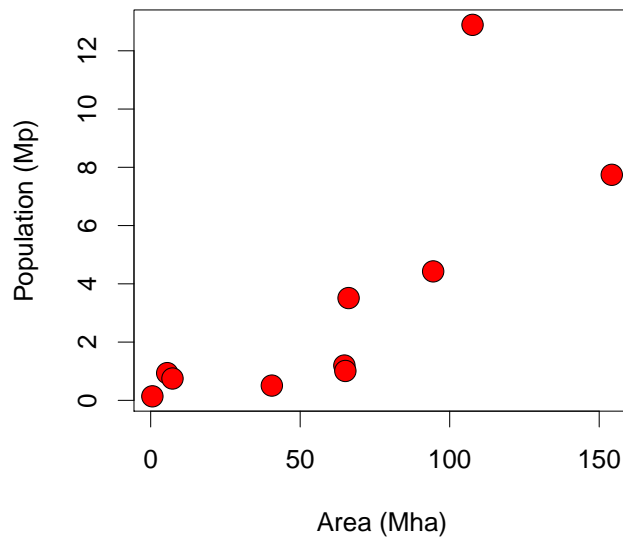
### Canadian provinces

- How many people know the Canadian provinces song?
- Poll: Which Canadian province is the most unusual in terms of area?
- Poll: Which Canadian province is the most unusual in terms of population?

## Canadian provinces



## Canadian provinces



## Predation comparison

- A 300 lb lion is attacking a 600 lb buffalo!
- Poll: This is analogous to a 15 lb red fox attacking: a beaver, an elk
  - A 30 lb beaver (twice as heavy)?

- A 315 lb elk (500 lbs heavier)?

## Different scales

- The log scale and linear scale provide different ways of looking at the same data
- Equally valid
- What are some advantages of each?

## Advantages of arithmetic view

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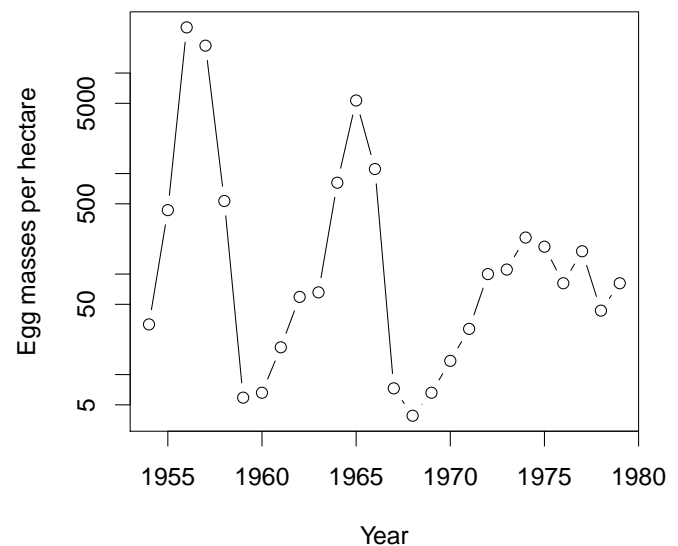
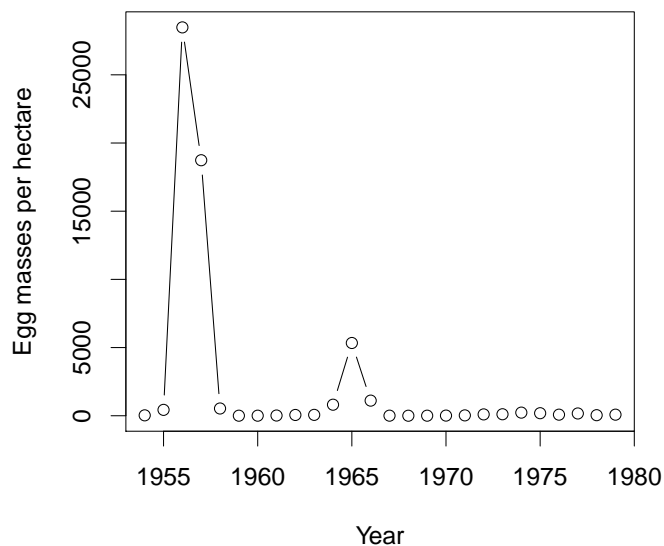
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## Advantages of geometric view

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## Gypsy-moth example



## Scales in population biology

- The linear scale looks at differences at the population scale
- The log scale looks at differences at the individual scale (per capita)

## 3.2 Time scales

### Characteristic times

- If something is declining exponentially, the rate of change (units [widgets/time]) is always proportional to the size of the thing ([widgets]).
- The constant ratio between the rate of change and the thing that is changing is:
  - the **characteristic time** (something/change), or
  - the **rate of exponential decline** (change/something)

### Bacteriostasis

- What if we add an agent to the tank that makes the birth and death rates nearly zero?
- Now the bacteria are merely washing out at the rate of 0.02/hr
- If we start with 10 bacteria/ml, how many do we have after:
  - Poll: 1 hr?
  - Poll: 1 wk?

### Bacteriostasis answers

- Bacteria wash out at the rate of 0.02/hr
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- Start with 10 bacteria/ml:
  - 
  -

### Bacteriostasis analysis

- Rate of exponential decline is  $r = 0.02/\text{hr}$
- Characteristic time is  $T_c = 1/r = 50\text{ hr}$
- If experiment time  $t \ll T_c$ , then proportional decline  $\approx t/T_c$
- The answer makes sense for short times and for long times

### Euler's $e$

- The reason mathematicians like  $e$  is that it makes this link between instantaneous change and long-term behaviour
- If I drive for an hour, how much closer do I get to the ideal town of Speed?
  -

- $e$  or  $1/e$  is the approximate answer to a lot of questions like this one
  - If I compound 1%/year interest for 100 years, how much does my money grow?
  - If two people go deal out two decks of cards simultaneously, what is the probability they will never match cards?
  - If everyone picks up a backpack at random after a test, what's the probability nobody gets the right backpack?

## Exponential growth

- We can think about exponential growth the same way as exponential decline:
  - Things are always changing at a rate that would take a fixed amount of time to get (back) to zero
  - This is the characteristic time
  - Exponential growth follows  $N = N_0 \exp(rt) = N_0 \exp(t/T_c)$

## Doubling time

- Some people prefer to think about doubling times.
- These make just as much sense as characteristic times, but don't have the direct link to the instantaneous change.
  - It takes  $T_c$  time to increase by a factor of  $e$
  - It takes  $\log_e(2)T_c \approx 0.69T_c$  to increase by a factor of 2
  - We can write  $T_d = \log_e(2)T_c$
- You should be able to do this calculation
  - $\exp(rT_d) = 2$
  - $T_d = \log_e(2)/r$
  - $T_d = \log_e(2)T_c$

## Half life

- The half life plays the same role for exponential decline as the doubling time does for exponential growth:
  - $T_h = \log_e(2)T_c$
  - It takes  $T_c$  time for a declining population to decrease by a factor of  $e$
  - It takes  $\log_e(2)T_c \approx 0.69T_c$  to decrease by a factor of 2
  - We can write  $T_h = \log_e(2)T_c$