Introduction to Human Dimensions of Natural Resources
FOR 464 ONLINE
Tuesday 8-9am Open Discussion Available ZOOM
SEE COURSE SCHEDULE ON LAST PAGE OF SYLLABUS

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Human Dimensions of Natural Resources –
Communications, Education, Recreation, Interpretation
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Office Hours:
Room 209
Available all week.
Tuesday 9-9:30 am and 2-3 pm.
Thursday 8-9:30 am and 1-3 pm.
Phone calls and/or virtual office visits by appointment or as available. Meetings are sometimes scheduled across these hours beyond my control, particularly on Thursdays. If so, I will return your call at the earliest available time. I am also available at other times during the week.

Course Description:
Survey of the historical, cultural, sociological and psychological interaction between humans and natural resources with emphasis placed upon management of the human/natural resource interface and human experiences within that interface.

Course Objectives:
Students should expect:

- To develop a working knowledge of the basic components of the historical, cultural, sociological and psychological relationship of humans and the natural world.
- To develop a working knowledge of the basic components of human dimensions of natural resources;
- To gain experience identifying and assessing natural resource issues;
- To gain experience in qualitative and quantitative research;
- To understand the complexities of multiple use and multiple viewpoints in relationship to that use;
- To understand and develop skills a natural resource/energy manager uses to manage both human and physical aspects of resource management issues;
- To develop a working knowledge of leadership skills beneficial to professionals involved in controversial issues.
- To develop a knowledge of communication strategies.
Student Learning Outcomes:
- Define the depth and breadth of human dimensions of natural resources;
- List and define the players at the federal, state, and stakeholder levels;
- Discuss why human dimensions is important;
- Discuss the influences human dimensions;
- List and discuss the primary factors or forces that affect the decision space a manager has;
- Apply a problem analysis process, learned during the semester, to analyze and solve various management problems;
- Describe the actions available to solve specific management problems and evaluate the pros and cons of different actions;
- Participate in leadership development for natural resource professionals.
- Determine appropriate methods for gathering and synthesizing information and data to help determine solutions to human dimensions problems.

Textbooks:
Readings are available online in Brightspace - D2L and generated in class as appropriate.

Course Overview:
The course will consist of three components:
1. Fundamentals of understanding humans and their relationship and history with natural resources.
2. Developing knowledge and skills to appropriately guide and engage in natural resource decision-making.
3. Professional communications for Human Dimensions Management Purposes

Projects:
Projects for this class will consist of individual and collaborative assignments to either emulate authentic situations or directly serve as a service-learning experience. They will include training to achieve the skill level needed to meet the assignment, clear criteria for evaluation, multiple drafts, presentation of data, and peer review. Each project is expected to be of the highest professional quality for the field. Final projects are expected to be submitted ON TIME, unless there is an emergency preventing this. Late projects will not be accepted without prior approval.

You will be required to complete:
1. Participation in “virtual class” including preparedness and discussion
2. View all assigned powerpoints, videos, lectures, readings, etc.
3. Weekly assignments
4. Portfolio of history, current events and analysis of human dimensions topics
5. Final exam – Project based
Class Assignments:
Throughout the semester you will be required to participate in a series of exercises to develop your knowledge and skill in human dimensions issues and management. You may be required to complete short exercises, online reading, prepare response cards, participate in debate, etc. **This is a hands-on class and participation is expected of every individual.**

Attendance:

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assignments</td>
<td>300</td>
</tr>
<tr>
<td>Midterm – Open Book Take Home</td>
<td>200</td>
</tr>
<tr>
<td>Portfolio</td>
<td>300</td>
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<tr>
<td>Final Project</td>
<td>200</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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</table>

YOU MUST COMPLETE ALL ASSIGNMENTS TO PASS THE COURSE!!!

Grades will be assigned according to the following scale:

- 1000 - 930 points = A
- 929 - 860 points = B
- 859 - 780 points = C
- 779 - 710 points = D
- 709 and under = F

Classroom Behavior:
You are expected to participate in class as a professional. Any behavior interpreted as disrespectful to other classmates or the instructor, or interfering with the class, will not be tolerated.

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**ACCEPTABLE STUDENT BEHAVIOR:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
PROFESSIONAL AND LEADERSHIP BEHAVIOR: This course is specifically designed to help you become a professional and leader in your field. Readings, activities and assignments are all designed to that purpose. You will be expected to behave as and to be treated as professionals.

For University Assessment Purposes:

Relevant CORE Objectives for FOR 3xx or 4xx as a core course are as follows:

1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Empirical and Quantitative Skills: Include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

In addition, other CORE Objectives met in FOR 3xx or 4xx are as follows:
1. Teamwork: The ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
2. Social Responsibility: Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Program Learning Outcomes:

1. Demonstrate understanding and competency of forest ecology and biology;
2. Demonstrate understanding and competency in the measurement of forest resources;
3. Demonstrate understanding and competency in managing forest resources;
4. Demonstrate understanding and competency of forest resource policy, economics, and administration.
5. Demonstrate understanding and competency in oral and written communication skills.

Items #1 - #4 above are required by the Society of American Foresters, the program’s accrediting agency.

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<thead>
<tr>
<th>B.S. Forestry Program Learning Outcomes</th>
<th>Proficiency Levels</th>
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<tbody>
<tr>
<td>PLO 1 Forest Ecology &amp; Biology</td>
<td>PLO2 Forest Resource Measurement</td>
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<tr>
<td>PLO3 Forest Resource Management</td>
<td>PLO4 Forest Resource Policy,</td>
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<td>PLO5 Oral &amp; Written Communication Skills</td>
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<td>Economics, Administration</td>
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**Definition of Rating Categories:**

1. **N/A** – Not Applicable – course does not support the Program Learning Outcome.
2. **B** – Basic – course supports Program Learning Outcome by providing students with fundamental information, definitions, concepts, and lab activities relative to the expected outcomes.
3. **I** – Intermediate – course supports Program Learning Outcome by providing students with topic-specific information, concepts, applications, and lab activities that increase the students' skills in making tactical implementation decisions relative to the expected outcomes.
4. **A** – Advanced – course supports Program Learning Outcome by providing students with transitional, high-level topic-specific information, activities, and opportunities that enable the students to apply their critical thinking and tactical skills to resolved increasingly challenging strategic situations.
5. **M** – Mastery – course supports Program Learning Outcome by providing students with opportunities to independently apply tactical and strategic planning skills to successfully accomplish real-world, non-academic management objectives. Completes students' preparedness for entry-level professional activity accomplishment.
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Agenda - TENTATIVE</th>
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<td>Aug 27-31</td>
<td>Introduction to the Course</td>
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<tr>
<td>2</td>
<td>Sept 3-7</td>
<td>Introduction to Human Dimensions</td>
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<td>3</td>
<td>Sept 10-14</td>
<td>Historical Context of Humans and Natural Resources in the U.S.</td>
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<td>4</td>
<td>Sept 17-21</td>
<td>Historical Context of Humans and Natural Resources in the U.S.</td>
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<td>5</td>
<td>Sept 24-28</td>
<td>Basics of Sociology and Psychology</td>
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<td>6</td>
<td>Oct 1-5</td>
<td>Basics of Sociology and Psychology</td>
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<td>7</td>
<td>Oct 8-12</td>
<td>Tools - Research</td>
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<td>8</td>
<td>Oct 15-19</td>
<td>Tools – Research</td>
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<td>9</td>
<td>Oct 22-26</td>
<td>Communication Theory</td>
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<td>Human Dimensions Issues, Tools and Players</td>
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<td>10</td>
<td>Oct 29-Nov 2</td>
<td>Communications – HD Tools – Basic Skills – Case Studies</td>
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<td>Human Dimensions Issues, Tools and Players</td>
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<td>11</td>
<td>Nov 5-9</td>
<td>Communications – HD Tools – Basic Skills – Case Studies</td>
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<td>Human Dimensions Issues, Tools and Players</td>
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<td>12</td>
<td>Nov 12-16</td>
<td>Human Dimensions In Practice - Project</td>
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<td>13</td>
<td>Nov 19-23</td>
<td>Thanksgiving Break</td>
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<td>14</td>
<td>Nov 26-30</td>
<td>Human Dimensions In Practice – Project</td>
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<td>Dec 2-7</td>
<td>Human Dimensions in Practice – Project</td>
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<td>16</td>
<td>Dec 10-14</td>
<td>Final Exams</td>
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