Introduction to Human Dimensions of Natural Resources and Forest Recreation
FOR 251
Spring 2020 T-TR 9:30. Room 117

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Human Dimensions–Sociology and Psychology of Humans and Natural Resources
Communications, Education, Recreation, Interpretation
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Fax: 936-468-2489
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Co-Facilitator: Sarah Fuller, Outreach Coordinator
Graduate Teaching Assistant: Josue Gonzalez

Office Hours:
Room 209
Available all week.
Tuesday 8:30-9:30 am.
Thursday 8:30-9:30 am and 12:15-3 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. Send an email, but please try to problem solve prior to that.

Course Description:
Survey of the historical, cultural, sociological and psychological interaction between humans and natural resources with emphasis placed upon recreation as the connecting factor and 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 and conservation psychology;
- 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 necessary 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 knowledge of communication strategies to handle controversial issues in society resulting from the use of natural resources.
To develop knowledge of forest recreation as the connecting factor of humans and natural resources.
To develop an understanding of techniques and management strategies to provide safety and protection of resources and visitors.

Student Learning Outcomes:
- Define the depth and breadth of human dimensions of natural resources;
- Describe the sociological and psychological theories and history affecting human interaction and decision-making including natural resources;
- List and define the players in natural resource use and decision-making at the federal, state, private and stakeholder levels;
- Discuss why human dimensions is important;
- List and discuss the primary factors or forces that affect the decision space a manager or private citizen has;
- Apply a problem analysis process, learned during the semester, to analyze and solve various natural resource problems affecting society;
- Describe the actions available to solve specific management problems and evaluate the pros and cons of different actions;
- Participate in leadership development to raise the ability for civic engagement and informed consumerism concerning natural resources;
- Determine appropriate methods for gathering and synthesizing information and data to help determine solutions to human dimensions and recreation problems.

Textbooks:
2. Readings will be required and are available online in Brightspace - D2L and generated in class as appropriate.
3. REQUIRED: Project WILD Tree Manual will be distributed at the time of training and certification. Cost is $50.
   a. VIDEO ACCESS: Ken Burns, The Dust Bowl and National Parks

Course Overview:
The course will consist of four components:
1. Outdoor recreation challenges and solutions in a growing world.
2. Fundamentals of understanding humans and their sociological and psychological relationship and history with natural resources.
3. Developing knowledge and skills to appropriately guide and engage in understanding of natural resource issues affecting human lives and behavior.
4. Professional communications and decision-making to help students develop processes for assessing natural resource issues and developing informed decisions and actions based on the values, attitudes, ethics and needs of society and the sustainability of the natural resources.

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. Human Dimensions and Forest Recreation Participation – Individual
2. Outreach Volunteer Interpretive/Conservation Education/Recreation Impact and Management – 20 hours directed experiences
3. Mid-term – Individual
4. Project WILD Certification and Interactive Outreach - Collaborative
5. Human Dimensions, Social Marketing, Communications - Collaborative

Class Assignments:
Throughout the semester you will be required to participate in a series of classroom exercises to develop your knowledge and skill in human dimensions, relevant issues and subsequent management as a private and public informed citizen. When reading is required, you must be prepared UPON ARRIVAL IN CLASS. 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 Policy:

Attendance is mandatory!
If you do not attend, you will NOT pass the course!

REPEAT - Attendance is mandatory! The design of the exercises and projects depends on your presence in class. A major portion of your grade is based on
your participation in class and with your group. You will receive points for each class period. If you must miss class, you are responsible for information covered. Extra assignments for make-up may be provided to those with LEGITIMATE reasons. Please contact me prior to class, or, in the case of an emergency, as soon as possible.

**Grading Policy:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Engagement</td>
<td>200</td>
</tr>
<tr>
<td>Assignments in Brightspace</td>
<td>200</td>
</tr>
<tr>
<td>Outreach Volunteer</td>
<td>200</td>
</tr>
<tr>
<td>Project WILD etc.</td>
<td>100</td>
</tr>
<tr>
<td>Midterm</td>
<td>100</td>
</tr>
<tr>
<td>Social Marketing/Mgt Public Lands</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000 possible points</strong></td>
</tr>
</tbody>
</table>

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

Grades will be assigned according to the following scale:

- 1000 - 900 points = A
- 899 - 800 points = B
- 799 - 700 points = C
- 699 - 600 points = D
- 599 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. Please behave as grownups, you are one whether you like it or not.

CELL PHONES - Calls, texting, and/or checking email is considered rude and disruptive. Grade reduction or confiscation may occur.

**Student Academic Dishonesty Policy (4.1)**

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/student_academic_dishonesty.pdf](http://www.sfasu.edu/policies/student_academic_dishonesty.pdf)

**Course Grades Policy (5.5)**

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. Please read the complete policy at [http://www.sfasu.edu/policies/5.5_course_grades.pdf](http://www.sfasu.edu/policies/5.5_course_grades.pdf)

**Academic Accommodation for Students with Disabilities Policy (6.1)**

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/](http://www.sfasu.edu/disabilityservices/)

**Responsible Use of Technology**

It is expected that all students will only use cell phones, PDAs, laptop computers, MP3 players and other technology outside of class time or when appropriate in class. Answering a cell phone, texting, listening to music or using a laptop computer for matters unrelated to the course may be grounds for dismissal from class or other penalties.

**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 10.4). 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. Please read the complete policy at [http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf)

**For University Assessment Purposes:**

Relevant TEST CORE Objectives for FOR 251:

1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
Students will develop higher order thinking skills relative to critical thinking through in-class and out-of-class participation and assignments. Students will be responsible for thinking creatively about relationships between the history of human dimensions and natural resources, the psychological and sociological constructs that lend themselves to the constructs of that history and the development of innovative management techniques for the use and sustainability of our natural resources for current and future generations. Students will participate in a series of assignments including the opportunities to use innovation in the inquiry and discovery of information about natural resource issues facing humans over time, and current and future interactions of humans with those resources. Students will be responsible for design, implementation and analysis of quantitative and qualitative information in order to create new ways of approaching human dimensions management. Students will participate in a series of assignments to give them opportunities to apply strategic ways to use higher order thinking skills and will be assessed through embedded questions, self-assessment, portfolios, and rubrics as applicable.

2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.

This course may be considered Communications Intensive. Students are required to use the information they learn, construct, and deem important to share with the general public and natural resource professionals to select and utilize effective messages and venues for oral, written, and visual technology transfer. Students are required to give professional presentations as representatives of governmental and non-governmental organizations, develop public service announcements, scientific and informational posters, and workshop agendas. Students will be assessed through rubrics, portfolios, and self-assessment as applicable.

3. Empirical and Quantitative Skills: Include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Students will have the opportunity to learn and apply methods of quantitative and qualitative inquiry through instruction on methodology and subsequent assignments which require them to identify human dimensions of natural resource issues, design methodology to collect data concerning stakeholders, collect appropriate data and apply the results to construct an informed solution to a human dimensions management problem. Assignments begin with local problem solving and advance to application to a national natural resource problem.

4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

This class begins with a joint discussion on the historic relationship of humans and natural resources and the ethics, personal responsibility, and professionalism expected of professionals involved with natural resource decision-making. Students will learn about codes of ethics, professional accountability, and leadership opportunities and be given opportunity to exhibit this knowledge through professional involvement during the class to meet service-learning and presentation requirements. In addition, the capstone project for the course requires inquiry into ethical choices made by the public and responsible management
of natural resources, a review of those choices, and management recommendations based upon synthesis and analysis of that information.

In addition, other CORE Objectives met in FOR 251 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.

One of the most important components of Human Dimensions is learning how humans work together and how to work with others of conflicting viewpoints in the workplace and in the public sector. Behavior, policy and advocacy based on values, attitudes and opinions affect every working atmosphere and decision-making progress. Students will have the opportunity to explore effective strategies for working with different stakeholders and co-workers. Students will then apply these strategies in an assignment that includes multiple stakeholders of public organizations and federal and state agencies. Students will work together as a team to produce a series of products, then will self-assess themselves and their group as part of the assessment process.

2. Social Responsibility: Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Students will have the opportunity to learn how humans develop civic responsibility and engagement and how to motivate them to do so. The projects/assignments in this course allow students to engage in local issues, such as the SFA Recreational Trails and Gardens, then move to regional, national, and global issues, such as wildland fire, climate change, invasive species, water, wildlife and unmanaged recreation. Students will explore the structure of communities concerning these issues and how to incorporate psychology, sociology and communications to influence policy in an ethical manner.

Program Learning Outcomes Possible:

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.
### 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.

### B.S. Forestry Program Learning Outcomes Proficiency Levels

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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>I</td>
<td>A</td>
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N/A – Not Applicable  
B-Basic  
I-Intermediate  
A-Advanced  
M-Mastery
## FOR 251 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Agenda</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 15-17</td>
<td>Introductions</td>
</tr>
<tr>
<td>2</td>
<td>Jan 20-24</td>
<td>Human Dimensions and Recreation</td>
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<tr>
<td>3</td>
<td>Jan 27-31</td>
<td>Human Dimensions and Recreation</td>
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<tr>
<td>4</td>
<td>Feb 3-7</td>
<td>History, Players, Policy and Planning</td>
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<tr>
<td>5</td>
<td>Feb 10-14</td>
<td>Human Dimensions and Recreation Tools</td>
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<tr>
<td>6</td>
<td>Feb 17-21</td>
<td>Human Dimensions and Recreation Tools</td>
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<tr>
<td>7</td>
<td>Feb 24-28</td>
<td>Human Dimensions and Recreation Tools - Presentations</td>
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<tr>
<td>8</td>
<td>March 1-6</td>
<td>Human Dimensions and Recreation Tools - Presentations</td>
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<tr>
<td>9</td>
<td>March 9-16</td>
<td>Spring Break</td>
</tr>
<tr>
<td>10</td>
<td>March 16-20</td>
<td>Human Dimensions Issues, Tools and Players</td>
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<td></td>
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<td>Midterm Due Thursday</td>
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<tr>
<td>11</td>
<td>March 23-27</td>
<td>Human Dimensions Issues, Tools and Players</td>
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<tr>
<td>12</td>
<td>March 30-April 3</td>
<td>Human Dimensions Issues, Tools and Players</td>
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<tr>
<td>13</td>
<td>April 6-9</td>
<td>Human Dimensions Issues, Tools and Players</td>
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<td>Education and Outreach</td>
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<td>Easter Break Thursday-Sunday</td>
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<tr>
<td>14</td>
<td>April 13-17</td>
<td>Human Dimensions Issues, Tools and Players</td>
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<td>Education and Outreach</td>
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<tr>
<td>15</td>
<td>April 20-24</td>
<td>Social Marketing, Town Meeting</td>
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<tr>
<td>16</td>
<td>April 27- May 1</td>
<td>Social Marketing, Town Meeting</td>
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</tbody>
</table>
I have read and understand the expectations for this class:

Signature:______________________________________________________

Name:

Address:

Hometown/State:

Email:

Emphasis/Major:

Load this Semester:

Work or other demands on your time:

Interests:

Short term goals:

Long term goals:

Anything you want to tell me: