Human Dimensions of Natural Resources  
FOR 642 Stephen F. Austin State University  
Spring 2020

Course Virtual Class Hours: **Tuesday 1:00 p.m. CST**

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**Pat Stephens Williams, Ph.D.**

Professor  
Human Dimensions and Forest Recreation –  
Education, Interpretation, Communications, Recreation  
Arthur Temple College of Forestry and Agriculture  
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**Office Hours:**  
**Room 209**  
Available all week.  
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..

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*Public sentiment is everything,*  
*With public sentiment, nothing can fail,*  
*Without it, nothing can succeed.*

- Abraham Lincoln

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**Catalog and Course Description:**

This course examines the role of resource managers in making wise decisions concerning natural resources, incorporating not only biological sciences but sound information concerning human thought and action regarding natural systems. This course provides the opportunity to explore and build foundations of understanding
current human-natural resource relationships and the development of theoretical understanding of the importance of viewing humans as part of the natural resource decision-making process.

**Introduction to the Course**

This course addresses the considerations and implications associated with the “people side” of natural resource management. The purpose of this course is to explore the complex interactions of social, political, institutional, economic, and ecological processes that constitute natural resource use and management. Emphasis will be on domestic issues and will include social and environmental dynamics stemming from extractive industries, tourism, wildlife management, forestry, and land ownership throughout the semester.

The course is divided into three sections. Material explored in the first section lays the foundation of human dimensions by reviewing social sciences that are applied in natural resource management. You will be introduced to paradigms and theoretical approaches of human-environment interaction. The intent of this section is to expose students to perspectives and assumptions influencing decisions about natural resource use and management.

The second section focuses on the theory and practice of working with and serving the public in natural resource management. The theory and practice involved in managing social issues will be discussed, including identifying and involving stakeholders dependent upon or concerned with the management of natural and cultural resources. Methods of defining environmental problems, public involvement and conflict resolution will be investigated and examples of studies explored.

The final section covers numerous human dimensions topics and issues in natural resource management. Information about people’s values, beliefs, and behaviors can be incorporated into resource management decision-making. The impact of cultural and demographic based values and attitudes will be reviewed. Specific natural resource management alternatives and sustainable development approaches will be considered.

Throughout the semester the topic of the role of professionals in the formulation and selection of public policy alternatives will also be addressed. The question, “Whom do we serve as resource professionals?” will be scrutinized.
Course Objectives:

- To develop a working knowledge of the basic components of the Human Dimensions field as it pertains to natural resources, particularly forestry and wildlife;
- To develop a working knowledge of the basic components of research methodology in the Human Dimensions of natural resources field;
- To gain experience in Human Dimensions research;
- To understand the complexities of multiple use, multiple constituency input, and multiple sociological/anthropological bases;
- To understand and develop skills a natural resource manager uses to manage human, wildlife, and physical aspects of resource management issues.

Student Learning Outcomes:

By the end of the course you will be able to:

- Define Human Dimensions in as much as it can be defined at this point in time;
- Discuss why the Human Dimensions aspect is important;
- Describe the goals and aims of Human Dimensions in the management component;
- List and discuss the primary factors or forces that affect the decision space a manager has;
- Apply problem analysis process, learned during the semester, to analyze and solve various management problems;
- Describe the management actions available to managers to solve specific management problems and evaluate the pros and cons of different actions;
- Understand the “current issues and trends” in Human Dimensions and describe ways in which these will affect you as a resource manager in the future.
Course Texts:
All readings available through D2L or generated throughout the semester.

Course Technology:
Visit the following website for everything you need to get started and learn how to navigate your online experience!

http://sfaonline.sfasu.edu/gettingstarted.html#prep

Words of Wisdom:
- Disable your pop-up blocker while working in D2L.
- Call OIT whenever you need to for technical support – they are there for you!
  www.oit.sfasu.edu or (936) 468-1010

Course Requirements:

Class Participation:

ZOOM and Facebook:
Class session available in ZOOM once per week. Please attend as regularly as possible. Sessions will be available for listening a few hours after scheduled class time. If you must miss class (we KNOW this is going to happen) please just be sure and keep me up with what your particular loop is).

Join the Facebook page and read and comment regularly. Human Dimensions 542.

This is a graduate course. As such, it requires students to assume responsibility for analyzing class readings and other course content, identifying the implications for resource management, and applying those insights to class discussions and assignments.

Because this is a graduate level course it differs from undergraduate course format. As graduate students you will be expected to participate as professionals in the field, meaning that your opinions will be expected and valued. In addition, the class format is based on a workshop/seminar design.

Readings:

Course readings are taken from the assigned text and a variety of supplemental readings. All supplemental readings are available in the D2L site. The Course
Schedule provides an outline of required course readings. Please feel free to provide additional resources as the need and occasion arises.

**Workshop/Seminar/Discussion:**

Each week students participate in an online seminar/discussion as your job allows at 1:00 p.m. - CENTRAL on Tuesdays. Keep track of the announcements and email for any changes in the virtual schedule due to professional commitments.

**Meet in ZOOM.**

Once again, this is a graduate course so BE PREPARED to discuss topics that include application of the current readings.

**Project Assignments:**

**Submitting Assignments**

Assignments will be submitted through D2L. The specific process for submitting assignments is as follows:

- Prepare assignments and upload or paste through the Dropbox portal and/or Discussion portal as assigned.
- Assignments are due by the date and time indicated in the syllabus and on the website. You are a grad school student, juggling professional, and contributing family member – if you need more time for a quality product, just keep me in the loop. All assignments are ultimately due by the end of the semester for credit.

**Project Assignment #1 – HD Building Blocks**

Every two weeks we will move from one HD section/chapter to another to complete a collection of materials and ideas for future use. Full citations in APA style are mandatory. Acknowledgement and credit for student contributions.

**Project Assignment #2 – Book Review**

This assignment provides you the opportunity to expand your knowledge in a direction of human dimensions that interests or influences you or your profession. A list of potential books for you to read and review is located on the website homepage under Book Review. If you choose a book that is NOT on the list, it must be okayed PRIOR to completing the assignment.

In order to complete this assignment you will need to:
☐ select and read a book from the list,
☐ locate a format model in a professional journal (Human Dimensions of Wildlife, Society & Natural Resources, etc.),
☐ write a review,
☐ post your review to the Assignment portal, publish it, and
☐ be prepared to discuss your book in class.

**Project Assignment #3 – Discussion Leader and Supporting Work**

You will be responsible to lead a discussion on one or more Human Dimensions issues. As Discussion Leader you basically have total autonomy of the class for that particular class session. You may use ANY Human Dimensions related topic from issue to research to solution! You may bring in additional works or challenges outside of the readings for that week. This is basically you as instructor to provide experience for you in that capacity. Assignment includes class leadership for one session, any supporting documents and a one page outline on components of that session.

**Project Assignment #4 – HD Issues and Solutions – Model Provided**

This assignment includes a recorded presentation or paper on an approved topic of your choice of issues and solutions related to human dimensions of natural or cultural resource management.

Explore issues under common and maybe not-so-common problems and solutions for Human Dimensions issues. These might be under categories of wildland fire, water quality, recreation, fragmentation, wildlife issues. Focus on one issue and one successful and/or innovative solution.

The final product will be a clear and concise article on that issue and solution, including graphics and citation. Models will be provided. Acknowledgement and credit for student contributions.

The presentation should be uploaded as early as possible under the Discussion portal for PowerPoint Presentation.

**Cornerstone Readings**

These readings should be completed by the end of the semester – they will provide you with exposure to cornerstone paradigms and theories of Human Dimensions.
Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation/Cornerstone Readings – being a part of the discussion!</td>
<td>200</td>
</tr>
<tr>
<td>Assignment #1 – HD Building Blocks</td>
<td>200</td>
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<tr>
<td>Assignment #2 – Book Review</td>
<td>200</td>
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<tr>
<td>Assignment #3 – Discussion Leader</td>
<td>200</td>
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<tr>
<td>Assignment #4 – HD Issues and Solutions</td>
<td>200</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
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All assignments must be submitted in order to receive a passing grade in the class!!!!

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

Social Justice:

Stephen F. Austin State University and the Arthur Temple College of Forestry are committed to social justice. Every effort will be made to assure a positive learning environment based upon open communication, honest expression of ideas, and mutual respect. Tolerance for divergent backgrounds and ideas will be strongly encouraged, whether based on race, ethnic origin, gender, physical challenge, age, or religion. Suggestions to help foster an environment of academic freedom and social justice are welcome.

Professional Ethics Statement

Students in the graduate program are considered to be professionals, as well as students, and we expect that you will reflect professionalism in your work. As representatives of Stephen F. Austin and members of the graduate program of the Arthur Temple College of Forestry, you are held to the responsibility to conduct yourselves, your academic work, and your research in a professional and ethical way. This means that you abide by the rules of conduct stated in the student
handbook, agree to a no cheating and no plagiarism policy, and follow the guidelines for ethical research set forth by the university.

Cheating and plagiarism are serious offenses and will be treated as such. Cheating can be defined as unethical use of another’s information to complete an assignment or test. Plagiarism can be defined as using someone else’s words or ideas without giving proper credit for their use. Be sure to cite your sources if in doubt. Behavior related to cheating or plagiarism may cause immediate failure of the course, and/or, at the very most, cause academic expulsion from the program.

Per the Catalog:

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)
Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.

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

*Please copy and paste the following statement and place in your course syllabus.*

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/).

**Program Learning Outcomes – for University Assessment Purposes Only**

This course is not an assessment course, however, does meet the following PLOs for the College of Forestry and Agriculture:

1. The student will demonstrate proficiency in research design, relative to their field of study.
2. The student will demonstrate proficiency in the process of reviewing scientific literature pertinent to their field of study.
3. The student will demonstrate preparation to pursue a professional career and/or Ph.D. degree in subject.
4. The student will demonstrate competency in oral and written communication skills.
**Course Schedule:**
Topics may be adjusted at the discretion of the instructor according to the needs of the class. Schedule may be adjusted as needed.

<table>
<thead>
<tr>
<th>Week</th>
<th>HD Building Blocks/Agenda</th>
<th>Cornerstone Readings</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 15-17</td>
<td>Introductions, Course Overview</td>
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<td>2</td>
<td>Jan 20-24</td>
<td>Introductions Class Parameters</td>
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<td>3</td>
<td>Jan 27-31</td>
<td>How do we define Human Dimensions? I. Introduction to Human Dimensions</td>
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|      |                           | Leopold *The Conservation Ethic*
|      |                           | Cordell *Chapter 1*
|      |                           | MacCleary *Aldo Leopold’s Land Ethic: Is it Only Half…*
| 4    | Feb 3-7                   | II. Historical Context of Humans and Natural Resources in the U.S. |
|      |                           | Muir *Hetch Hetchy Valley*
|      |                           | Peterson *Four Corners of Ecology*
|      |                           | Pinchot *Principles of Conservation*
| 5    | Feb 10-14                 | III. Basics of Sociology and Psychology |
|      |                           | Kahn *The Human Relationship with Nature*
|      |                           | Kellert *The Biological Basis for Human…*
|      |                           | Wilson *Biophilia and the Conservation Ethic*
| 6    | Feb 17-21                 | Designated Discussion Leaders |
|      |                           | Carson *Silent Spring*
|      |                           | Kaplan *With People in Mind*
|      |                           | Orr *Political Economy and the Ecology of Childhood*
|      |                           | Wilson *The Current State of Biological Diversity*
| 7    | Feb 24-28                 | Designated Discussion Leaders |
|      |                           | Kahn *Children’s Affiliation with Nature*
|      |                           | Clayton & Myers *Environment and Identity*
<p>|      |                           | Cheng <em>Place as an Integrating Concept…</em> |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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</table>
| 8    | March 1-6   | Designated Discussion Leaders             | *Louv Last Child in the Woods, Ch 1, 2, 3*  
*Clayton & Myers Attitudes, Values and Perceptions*  
*Psychology of Hope* |
|      | March 9-16  | Spring Break                               |                                                                                     |
| 9    | March 16-20 | Book Review Discussion                      | *Yellowstone Readings*                                                                |
|      |             | V. Case Studies                            |                                                                                     |
| 10   | March 23-27 | IV. Tools                                  | Any report by Responsive Management                                                  |
|      |             | Designated Discussion Leaders              |                                                                                     |
| 11   | March 30-April 3 | Designated Discussion Leaders             | Any journal article by Jerry Vaske Decker *Human Dimensions of Wildlife, Ch 18 and 19* |
| 12   | April 6-9   | Designated Discussion Leaders              |                                                                                     |
| 13   | April 13-17 | Designated Discussion Leaders              |                                                                                     |
| 14   | April 20-24 | Designated Discussion Leaders              |                                                                                     |
| 15   | April 27- May 1 | Designated Discussion Leaders          |                                                                                     |
| 16   |             |                                            |                                                                                     |