Advanced Professional Interpretation
FOR 680-501, Stephen F. Austin State University
Spring 2020

Online Seminar Times: Tuesday 1:00 p.m. CST

Instructor: Pat Stephens Williams, Ph.D. (Dr. Stephens)
Professor
Human Dimensions, Interpretation, and
Forest Recreation
Arthur Temple College of Forestry
Box 6109, SFA Station
Corner at Raguet and East College
Stephen F. Austin State University
Nacogdoches, TX 75962-6109
Phone: 936-468-1365 or 936-468-2196 (direct line)
Fax: 936-468-2489
Email: stephensp@sfasu.edu

Office hours:
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. Phone calls by appointment or as available.

*Please note: All course-related electronic correspondence must be sent via Blackboard’s electronic mail feature. If you need emergency attention – email OUTSIDE of Blackboard.

Course Description:

Advanced Interpretive Program Development may be considered a capstone course for the MSRI graduate program in that it is used to help the student bring together the skills, techniques, philosophies and knowledge related to interpretation and associated fields, as well as prepare the student for participation in the profession at an advanced degree level. Students will explore the relationships between disciplines; the histories associated with people and parks and the natural world; ethics; psychologies; management techniques; and advanced methodologies for information gathering and programming delivery. In addition, students will use this
information to understand the process utilized in leadership in the field through professional research, presentations, and writing. Through this student-centered intensive course, the student will have the opportunity to develop higher level thinking, researching, and programming abilities, including critical thinking, audience analysis, and primary research of natural and cultural resources.

**Student Learning Outcomes:**

Upon completion of the course, students will be able to:

1. Identify historical and cultural factors that make up attitudes, beliefs, and behavior of humans related to natural and cultural resources.

2. Determine characteristics, issues, and techniques associated with audience analysis.

3. Determine appropriate methods for performing primary research on identified topic areas.

4. Identify techniques for management of issues and people related to natural and cultural resources.

5. Articulate how connecting multiple resource meanings with multiple audience interests and perspective facilitates opportunities for audiences to make their own intellectual and emotional connections to the meanings and significance inherent in the resource.

6. Construct an appropriate conference proposal.

7. Construct a research proposal for funding purposes.

8. Identify key components of grant forms.

9. Identify and be knowledgeable about key professional journals and their contents.

10. Prepare an appropriate presentation for conference delivery.

**Course Texts:**

becoming difficult to locate – obtain if you can but do not pay exorbitant price for it. Scanned into D2L.

**Suggested Support Texts:**


Texts selected for this course are for support, as well as reading for discussion. Each of the above books belongs on your bookshelf for the rest of your life. You should not be without them!

Additional required and recommended readings can be found on the through your Readings within the course homepage.

**Course Technology:**

**CTL/OIT is wonderful at helping you navigate through software and technology problems. Please feel free to contact them regarding any issues or problems!**

**Prepare Your Computer**

Visit the OIT website and d2l.sfasu.edu for downloads and tutorials to help you navigate through the technology.

In addition, we will be meeting in Collaborate for class. You will need to make sure you have a working microphone and speakers to your computer. A webcam is also an asset, but not a necessity. Collaborate will allow us to share voice contact, as well as PowerPoints, websites, etc. The more talking the better!

**Words of Wisdom:**

- Disable your pop-up blocker while working in myCourses.
- Call OIT whenever you need to for technical support – they are there for you! www.sfaonline.sfasu.edu or Andra at (936) 468-1919
- If by any chance you are on dial-up, go to a friend's, a cyber café, anyplace where you can access a high-speed connection, to download supplementary readings, video clips, or audio files – trying to get these files on dial-up will cause extreme frustration!

**Course Requirements:**
**Class Participation.** This is a graduate course in resource interpretation and MS leadership. As such, it requires students to assume responsibility for analyzing class readings and other course content, identifying the implications for interpretive program development, and applying those insights to class discussions and assignments. Students are encouraged to participate in all aspects of the course. Student questions and comments are always welcome. Class participation includes, but is not limited to:

1. **Attending class either during class time or by listening to the ZOOM recording.** Each one of you will be required to lead a discussion session during the semester.

2. Completing assigned readings.
3. Blogging to discussion questions on the discussion board.
4. Reading discussion board submissions.
5. Submitting assignments online.
6. Working with one’s peers (in pairs or small groups) to complete assignments as required.
7. Providing peer review comments for drafts of classmates’ final projects.

**Weekly Readings**

Course readings will be taken from the course textbooks and a variety of required and recommended reading materials available in PDF format on the course homepage. The Course Schedule (syllabus, pp. 9-12) provides an outline of required weekly course readings and due dates. Keep up with the readings! Most are very interesting—don’t short yourself by NOT keeping up. Citation information for all books and PDF’s are listed in the Required Readings section of the syllabus.

**Seminar Discussion and Participation.** Each week students have the opportunity to participate in an online seminar discussion and/or project that will last approximately one hour. Seminar discussions will focus on a topic(s) related to that week’s readings and/or assignments. Projects will be focused on topics related to the readings and will be assigned during class time. You will be informed if there is any preparation work for participation projects. Projects primarily focus on using experiential learning techniques and may include individual in-class assignments, group discussion leadership, and/or group peer review. Transcripts of the seminar discussion sessions will be posted on the course webpage.

Seminar discussions will build upon the written reflections and any comments students post to the course discussion board. Preparation for seminar discussions includes (1) preparing written reflections of the required readings in connection with one’s media product progression, (2) posting one’s own response to discussion questions or comments on the discussion board, and (3)
reviewing the reflections other students have posted. To accommodate differing work schedules and time zones, two seminar discussions will be held each week. Students can attend the seminar discussion that best fits their schedule. For the Advanced Professional Interpretation course, seminar discussions will be held on Tuesday 1:00 p.m.

Topics may be modified according to the needs of the students and perception of the instructor. Each week will include time for Q & A concerning assignments or other issues at hand.

**Assignments.**

You will complete a variety of assignments to (1) increase your knowledge of humans and their role as audience, (2) increase your abilities to design and perform primary research related to natural and cultural resources, and (3) strengthen your abilities to develop an in-depth knowledge working as a professional in your field. Additional criteria for successful completion of the assignments below will be available on the Blackboard homepage for this course.

**Also,** although assignments are predominantly self-directed PLEASE, PLEASE do not hesitate to contact me with any questions you may have on how to approach or complete assignments. Sometimes we get lost in class on topics while you are really worrying about assignments, and sometimes it is the other way around! NO ONE should continue to feel lost or confused!! Only challenged!

**Grading:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Class Participation</strong> – Includes Facilitator and participation in class</td>
<td>200</td>
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<tr>
<td>Journal Review</td>
<td>200</td>
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<tr>
<td>Research Proposal</td>
<td>150</td>
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<tr>
<td>Conference Proposal</td>
<td>100</td>
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<tr>
<td>Conference Presentation or Poster Peer Review</td>
<td>50</td>
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<tr>
<td>Conference Presentation or Poster</td>
<td>200</td>
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<tr>
<td>Grant Proposal</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td>1000 points</td>
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Grades will be assigned according to the following scale:

- 1000 - 930 = A
- 929 - 860 = B
SYLLABUS

points
859 - 780 = C
points
779 – 710 = D
points
709 and under = F

**All assignments MUST be turned in to receive a passing grade for the course!!

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.

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/.

Ph.D. STUDENTS:
If necessary, Ph.D. students should schedule a meeting with the instructor to discuss special course content deemed required to support their research.
**Course Schedule:**

**Textbook** readings are included in the schedule below. Those listed here are from *Nature and the Human Spirit*. Other textbooks assigned are to support your assignments. See below for the additional READING LIST for additional readings and their assigned weeks. Several readings are supplementary and suggested, but not required.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Agenda</th>
<th>Textbook Readings</th>
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<tbody>
<tr>
<td></td>
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<td>For the FOLLOWING WEEK!!!</td>
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<tr>
<td>1</td>
<td>Jan 15-17</td>
<td><strong>Introductions</strong></td>
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<td>2</td>
<td>Jan 20-24</td>
<td><strong>Introduction to the Course and Split Personality</strong> Nature and the Human Chapters 2, 3, 15 *see additional list</td>
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<td>3</td>
<td>Jan 27-31</td>
<td>Ethics N and H – Ch. 9-12 for next week *see additional list</td>
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<td>Aesthetics – Our Guiding Lights</td>
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<td>Facilitator: ___________________</td>
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<td>4</td>
<td>Feb 3-7</td>
<td>Cultural Influences N and H – Ch.13 *see additional list</td>
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<td>Professional Journals</td>
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<td>5</td>
<td>Feb 10-14</td>
<td>Environmental History in America N and H – Ch. 1, 6, 31 *see additional list (read for next week)</td>
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<td>Facilitator: ___________________</td>
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<td>6</td>
<td>Feb 17-21</td>
<td>Environmental Psychology and Sociology -Idealism N and H – Ch. 21 *see additional list</td>
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<td>Facilitator: ___________________</td>
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<td>7</td>
<td>Feb 24-28</td>
<td>Research Proposals N and H – Ch. 4 -5 *see additional list</td>
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<td>1 - Journal Review Due</td>
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<tr>
<td>Date</td>
<td>Events</td>
<td>Readings</td>
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<tr>
<td>March 1-6</td>
<td>Temperature Check Conferences and Proposals</td>
<td>N and H – Ch. 27</td>
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<td>March 9-16</td>
<td>Spring Break – NO CLASS</td>
<td>*see additional list</td>
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<tr>
<td>March 16-20</td>
<td>Conference Presentations and Posters</td>
<td>N and H – Ch. 23, 25, 30</td>
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<td>2 - Research Proposal Due</td>
<td>*see additional list</td>
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<tr>
<td>March 23-27</td>
<td>Issues and People – Meanings and Management</td>
<td>N and H – Ch. 29, 33</td>
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<td>3 - Conference Proposal Due</td>
<td>*see additional list</td>
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<tr>
<td>March 30-April 3</td>
<td>Issues and People – Meanings and Management</td>
<td>N and H – Ch. 29, 33</td>
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<td>4 – Conference Proposal Peer Review Due</td>
<td>*see additional list</td>
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<tr>
<td>March 6-9</td>
<td>Grant Writing</td>
<td>N and H – Ch. 16, 17, 19</td>
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<td>5 - Presentation or Poster Draft Due for Peer Review in your group</td>
<td>*see additional list</td>
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<tr>
<td>April 13-17</td>
<td>Bringing it All Together</td>
<td>N and H – Ch.34 - 37</td>
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<td>6 – Conference Presentation or Poster Conducted Peer Review Due</td>
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<td>April 20-24</td>
<td>Reviewing the Presentations and Posters</td>
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<td>7 – Final Presentation or Poster Due</td>
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<td>April 27-May 1</td>
<td>Reviewing the Presentations and Posters</td>
<td>No new readings</td>
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<td>8 - Grant Proposal Due</td>
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<td>FINALS WEEK</td>
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<td>OPEN ACCORDING TO NEED</td>
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ADDITIONAL READING LIST

All articles reproduced for educational purposes only.

*Required Reading
If not marked with an asterisk it is Support Reading

Environmental Ethics – Divergence and Convergence – 3rd Edition
Susan J. Armstrong and Richard G. Botzler

Week 2

Chapter 2 – Morality
*6 A Short Introduction to Moral Philosophy, James Rachels p 58 – 68

7 Some Basic Points about Arguments, James Rachels p 68-74

*8 Environmental Ethics: Values in and Duties to the Natural World, Holmes Rolston III, p 74 – 87


10 Environmental Ethics as Environmental Etiquette: Toward an Ethics-Based Epistemology, Jim Cheney and Anthony Weston p 95 – 106

11 Just Garbage: Environmental Injustice, Peter S. Wenz 106 – 114

Week 3

Chapter 3 – Aesthetics
*12 Walking, Henry David Thoreau 121 – 128

*13 A Near View of the High Sierra, John Muir p 129 - 134

*14 The Land Aesthetic, J. Baird Callicott p 135 – 144

Week 4

Chapter 4 – Historical Context
*18 Anglo-American Land Use Attitudes, Eugene C. Hargrove 164 – 176

Chapter 5 – Religious and Cultural Perspectives
*27 Voices From the White Earth 247 - 255

Chapter 8 – Ecocentrism
*41 The Land Ethic, Aldo Leopold, p 374 – 383

American Environmentalism – Readings in Conservation History
Roderick Nash

Week 5

Part One – The Conservation Impulse, Beginnings - 1878
*1. Native Americans Define the Natural Community
   Black Elk (1931) p 13 - 16
*4. An Artist Proposes a National Park
   George Catlin (1832) p 31 - 35
*5. The Value of Wildness
   Henry David Thoreau (1851) p 36 – 39
*6. Human Responsibility for the Land
   George Perkins Marsh (1864) p 40 – 44
*7. The Value and Care of Parks
   Frederick Law Olmsted (1865) p 45 - 51

Week 6

Part Two – The Progressive Conservation Crusade, 1901 - 1910
*11. The Birth of “Conservation”
   Gifford Pinchot (1947, 1910) p 73 – 79

*13. Publicizing Conservation at the White House
   Theodore Roosevelt (1908) p 84 – 89

Part Three – Conserving Resources and Environmental Quality, 1921 - 1965
*28. The Meaning of Wilderness for American Civilization
   Wallace Stegner (1960) p 175 – 180

*40. Wilderness Advocacy
**Environmental Psychology – Principles and Practice**  
Robert Gifford 2nd Edition  
1997, Allyn and Bacon, Boston, MA.

**Week 7**

*Chapter 1 – The Nature and Scope of Environmental Psychology  
P 1 – 15

Chapter 2 – Environmental Perception and Cognition  
P 16 – 45

*Chapter 3 – Environmental Attitudes, Appraisals, and Assessments  
P 46 – 76

**Invitation to Environmental Sociology – 2nd Edition**  
Michael Myerfeld Bell  

**Week 8**

Part II – The Ideal

*Chapter 6 – The Ideology of Environmental Domination p 127 – 146

Chapter 7 – The Ideology of Environmental Concern p 147 – 172

**Making Sense of Intractable Environmental Conflicts – Concepts and Cases**  
Roy J. Lewicki, Barbara Gray, Michael Elliot  

**Week 10**

*Chapters 1 – Barbara Gray  
Framing of Environmental Disputes p11-34

*Chapter 2 – Linda L. Putnam and Julia M. Wondolleck  
Intractability: Definitions, Dimensions, and Distinctions p 35-59

Chapter 4 – Barbara Gray
Freeze Framing: The Timeless Dialogue of Intractability Surrounding Voyageurs National Park p 91 – 125

**Week 11**
Chapter 6 – Barbara Gray, Tarla Peterson, Linda L. Putnam, and Todd A. Bryan
Comparing Natural Resource Cases p 159 - 189
Chapter 13 – Robert Gardner, Carol Conzelman, Karen Mockler, Kim Sanchez, and Guy Burgess
Colorado Growth-Related Environmental Conflicts p 355 – 386
Chapter 15 – Michael Elliot, Barbara Gray, and Roy J. Lewicki
*Lessons Learned about the Framing and Reframing of Intractable Environmental Conflicts p 409 – 435

**Making Collaboration Work – Lessons from Innovation in Natural Resource Management**
Julia M. Wondolleck and Steven L. Yaffee

**Week 12**
Part II: Lessons from a Decade of People Working Together

*4. Building on Common Ground
   A Sense of Place or Community p 73 – 75
   Shared Problems or Fears p 76 – 77
   Shared Goals or Interests p 78 – 81
   Compatible Interests p 82 – 86

*8. Fostering a Sense of Responsibility and Commitment
   Transforming “Them” to “Us” p 142 – 145
   Ownership of the Problem and the Process p 146 – 147
   Commitment p 148 – 152
   Fairness p 153 – 156

**SUPPORT RESOURCES**

**The Passionate Fact – Storytelling in Natural History and Cultural Interpretation**
Susan Strauss

Chapter 1 – The Passionate Fact: Story Speaking versus Information Giving
P 1 – 7
Chapter 2 – A world Layered in Story: Types of Story and How They Work
P 8- 23

Chapter 8 – Researching a Story with Head and Heart
P 111 - 120

**Critical Political Ecology – the politics of environmental science**
Tim Forsyth

Chapter 2 p 24-51
Environmental Science and Myths

**Footprints on the Land – An Assessment of Demographic Trends and the Future of Natural Lands in the United States**
H. Ken Cordell, Christine Overdevest – Principal Authors

Chapter 1 – Natural Lands and the American Mind Set
P 1 – 42

Chapter 7 - Leisure and Outdoor Recreation
P 185 – 228

**Natural Resource and the Informed Citizen**
Steve Dennis

Chapter 7 – Federal Agencies: The National Park Service
P 59 – 72

Chapter 8 – Federal Agencies: The U.S. Forest Service
P 73 – 82

Chapter 9 – Federal Agencies: The Bureau of Land Management
P 83 – 92

Chapter 10 – Federal Agencies: The U.S. Fish and Wildlife Service
P 93 – 92

Chapter 11 – Federal Agencies: The Bureau of Reclamation and U.S. Army Corps of Engineers
Program Learning Outcomes

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 proficiency in basic statistical analysis; relative to their field of study.
4. The student will demonstrate preparation to pursue a professional career and/or Ph.D. degree in subject
5. The student will demonstrate competency in oral and written communication skills.
6. The student will demonstrate competency in comprehensive interpretive planning and design of interpretive products.

Please list each course in the program and indicate how it supports the Program Learning Outcomes for the identified program.

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<td>A</td>
<td>N/A</td>
<td>N/A</td>
<td>M</td>
<td>A</td>
<td>M</td>
</tr>
</tbody>
</table>

N/A – Not Applicable
B - Basic
I - Intermediate
A - Advanced
M - Mastery

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.