Human Dimensions of Natural Resources  
FORS 4163 Stephen F. Austin State University  
Fall 2023

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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  
Box 6109, SFA Station  
Stephen F. Austin State University  
Nacogdoches, TX 75962-6109  
Phone: 936-468-2196  
Fax: 936-468-2489  
Email:stephensp@sfasu.edu

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...

Public sentiment is everything,  
With public sentiment, nothing can fail,  
Without it, nothing can succeed.  
- Abraham Lincoln

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:

Zoom Recordings:
Listen to the zoom recordings posted in the announcements. For each recording, write a response.

Readings:

Course readings are taken from 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.

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 – Recordings

Listen to the recordings and enter responses in the Discussion Forum
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 – 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.

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:

| Class Participation/Cornerstone Readings | 200 points |
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/.

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.
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.
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.

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<thead>
<tr>
<th>Week</th>
<th>HD Building Blocks/Agenda</th>
<th>Cornerstone Readings</th>
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<tr>
<td>2</td>
<td>Introductions and Course Overview Class Parameters</td>
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<tr>
<td>4</td>
<td>II.Historical Context of Humans and Natural Resources in the U.S.</td>
<td>Muir <em>Hetch Hetchy Valley</em> Peterson <em>Four Corners of Ecology</em> Pinchot <em>Principles of Conservation</em></td>
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<td>5</td>
<td>III.Basics of Sociology and Psychology</td>
<td>Kahn <em>The Human Relationship with Nature</em> Kellert <em>The Biological Basis for Human…</em> Wilson <em>Biophilia and the Conservation Ethic</em></td>
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<td>6</td>
<td></td>
<td>Carson <em>Silent Spring</em> Kaplan <em>With People in Mind</em> Orr <em>Political Economy and the Ecology of Childhood</em> Wilson <em>The Current State of Biological Diversity</em></td>
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<tr>
<td>7</td>
<td></td>
<td>Kahn <em>Children’s Affiliation with Nature</em> Clayton &amp; Myers <em>Environment and Identity</em> Cheng <em>Place as an Integrating Concept…</em></td>
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<td><strong>Syllabus</strong></td>
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| 8 |   | *Louv Last Child in the Woods, Ch 1, 2, 3*  
   |   | *Clayton & Myers Attitudes, Values and Perceptions*  
   |   | *Psychology of Hope* |
| 9 |   | **Book Review Discussion**  
   |   | **V. Case Studies**  
   |   | *Yellowstone Readings* |
| 10 |   | *Any report by Responsive Management* |
| 11 |   | *Any journal article by Jerry Vaske Decker Human Dimensions of Wildlife, Ch 18 and 19* |
| 12 |   |   |
| 13 |   |   |
| 14 |   |   |
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| 16 |   |   |