

NRM 4301 – Human Dimensions in NRM Course Syllabus – Spring 2023

Instructor

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Alternate arrangements can always be made via e-mail or text. I also have "Open Door Office Hours".
Feel free to come in anytime you see me in my office.

Course Description

This course covers theory and applications for considering human dimensions in an integrated approach to wildlife conservation and management. Course emphases will include human values, the role of constituency groups, natural resource policy development, conflict resolution, group decision-making, research methods, and case studies..

Course Objectives

Student Learning Outcomes for the M.Ag. in Natural Resource Conservation

The graduating student will demonstrate that he/she is able to:

1. Apply statistical concepts and procedures to natural resource data.
2. Evaluate literature and references as they apply to the natural resource field.
3. Demonstrate their knowledge of the fundamentals and advanced concepts of range and wildlife management.

Marketable Skills for the M.Ag. in Natural Resource Conservation

Students will acquire these marketable skills:

1. Students will demonstrate knowledge of key Natural Resource Management topics.
2. Students will be able to apply knowledge to projects that include biostatistics, research methods, and scientific writing.
3. Students will demonstrate skills in scientific writing and analysis.

Course Objectives

This course addresses the Student Learning Objectives and Marketable Skills highlighted above. More specifically, Students will learn the art and science of human dimensions research as it applies to the field of natural resource management. Specifically, upon course completion students shall understand:

1. Current trends in public opinion affecting natural resource management,
2. Current human dimension issues in the field of conservation, and
3. Strategies and techniques for effectively communicating with people..

Course Outline

Human Dimensions (1st half of semester) (Numbers given are the associated chapters in *Wildlife and Society: The Science of Human Dimensions*)

1. Introduction: Perspectives on the Past and Future of Human Dimensions in Fish and Wildlife
2. Social and Demographic Trends Affecting Fish and Wildlife Management
3. Understanding Global Values toward Wildlife
4. The Emergence of Conservation NGOs as Catalysts for Local Democracy
5. Imagining the Future: Humans, Wildlife, and Global Climate Change
6. The Changing Culture of Wildlife Management
7. Toward a Framework for Integrating Human Dimensions in Wildlife Management
8. Comanaging Wildlife in the Amazon and the Salvation of the Pacaya-Samiria National Reserve in Peru
9. Working with Communities to Achieve Conservation Goals
10. Humans and Wildlife as Ecosystem Components in Integrated Assessments
11. Legal Trends in Fish and Wildlife Policy
12. Reviving the Public Trust Doctrine as a Foundation for Management in North America
13. A “Wicked” Problem: Institutional Structures and Wildlife Management Success
14. Fueling the Conservation Engine: Where Will the Money Come from to Drive Fish and Wildlife Management and Conservation?
15. The Socioecology of Urban Wildlife Management
16. The Human Dimensions of Conflicts with Wildlife around Protected Areas
17. <Skip>
18. Preparing for the Next Disease: The Human-Wildlife Connection
19. <Skip>
20. Trends in Access and Wildlife Privatization
21. <Skip>
22. Communications as an Effective Management Strategy in a Diverse World
23. <Skip>

Case Studies of Current Wildlife and Society Issues in Natural Resource Conservation (2nd half of semester)

In the first half of the semester, each student will select a human dimensions and/or working with people issue that is a) of interest to them, and b) of current relevance in the field of Nature Resource Conservation. Then each student will research their issue and produce a case study summarizing their selected topic. In the second half of the semester, the class will go through one case study per week, discussing the issue at length.

Logistics / Materials / Grading Information / Course Policies

Class Meeting Time/Place

This is an entirely web-delivered course. Readings from the course text replaces formal lecture. Blackboard will be used for all e-mail communications, announcements, discussion board communication, reading assignments, and as the official gradebook for the course.

Course Design and Organization

This course is structured into weekly time periods that begin on Mondays and end on Sundays. All assignments are due by Sunday at 11:59 pm central time unless otherwise specified. See the class schedule (posted at the end of this syllabus) for the dates and assignments each week.

Text and Supplies

1. Manfredo, M. J., Vaske, J. J., Brown, P. J., Decker, D. J., and Duke, E. A, editors. 2009. *Wildlife and Society: The Science of Human Dimensions*. Washington, DC: Island Press. 350 pp. **(Required)** (ISBN 978-1597264082)
 - NOTE: This book is available as free ebook from the SRSU library website. However, access is not always available, so you may want to purchase it so you have your own physical copy.

Course Grade

Book Summaries – <i>Wildlife & Society</i>	40%
Case Studies – Creation	30%
Case Studies – Topic Reports	15%
Case Studies – Topic Discussions and Facilitation	15%

Grade Assignment

<60 = F, 60-69 = D, 70-79 = C, 80-89 =B, 90-100 = A.

Late Work and Extensions Policy

All graded work is expected to be on-time. **No due dates for ANY graded work will be extended without PRIOR e-mail arrangements** initiated by the student, and only for valid reasons. **Before an accommodation (e.g. extended due date) can be granted for a COVID-related reason, students are required to first submit the SR COVID-19 Self Report form found at <https://srinfo.sulross.edu/covid-19/self-report/>.** Late work may be accepted at the instructor's discretion, with a **10% penalty per day late** (i.e. 10% for 0-24 hours late, 20% for 24-48 hours late, etc.) Late assignments are not accepted after 7 days.

Book Summaries

The course and its material are organized by week (see schedule at end of syllabus). Each week has a reading assignment that explains that week's material. Weekly reading will consist of 20-60 pages of the text, plus occasional supplemental material. **As we will not have formal lectures, the readings are essential; completing 100% of the assigned readings is expected.** We will be reading and summarizing this book this semester:

1. *Wildlife and Society: The Science of Human Dimensions*. We will read this book in the first half of the semester. Students will write and submit four (4) **Book Summaries** of at least 1000 words each, one for each of the book's sections, during the first half of the semester. More details on the Book Summaries are provided on Blackboard.

Case Studies – Creation

Each student will research a human dimensions topic and create a Case Study (CS) that will be reviewed and discussed by everyone in the class. Case Studies will focus on a human dimensions issue in natural resource conservation or management. With assistance from the instructor, students will choose a peer-reviewed journal article to use as the basis for their Case Study.

Each student's Case Study must:

1. Summarize the major sections of their selected journal article, using the online tool called ArcGIS StoryMaps. Although this is the primary goal of the StoryMap summary, it may optionally contain additional information / cite other sources, if desired;
2. Provide four (4) open-ended questions for all students to answer in a **Case Study Topic Report**, and
3. Provide two (2) open-ended questions for that week's **Case Study Topic Discussion**.

StoryMap Case Studies will be built during the first half of the semester, and are due by the end of Week 7. More information will be provided about this assignment in Blackboard.

Case Study Weeks

During the second half of the class, we will be discussing a different Case Study each week, facilitated/led by the student author of each week's Case Study (known as that week's **Facilitator**). The weekly order will be chosen by the instructor, prior to Spring Break, in collaboration with and accommodating students' preferences and constraints, whenever possible.

Each week, each student is expected to fully read the Case Study's journal article and the Facilitator's StoryMap summary of the journal article, **before** participating in that week's Topic Discussion and working on their Topic Report. Topic reports and/or discussion posts that indicate one has not read the material will significantly lower one's grade(s) for Topic Reports and/or Topic Discussions.

Case Studies – Topic Reports

During each Case Study week, all students, including the week's Facilitator, will turn in a written report answering the 4 open-ended Topic Report questions provided in the StudyMap. More details are given in Blackboard.

Case Studies – Topic Discussions and Facilitation

During each Case Study week, all students, including the week's Facilitator, will:

1. Participate in the Case Study Discussion Forum. Thoughtful participation in the online discussion forums is *critical* to the learning process in this class. I expect a high level of online discussion to enhance everyone's learning. Each student must contribute at least 3 posts per Case Study, as detailed next:
 - *One original post* is required by Thursday at 11:59 pm. In it, you must answer the two questions posed, including your personal thoughts and experiences if desired. **If you include a question(s) as part of your post, you should also give your own answer(s), then invite others to consider your question.** This should NOT be a summary of the topic! Although there is not a length requirement, you should target at least 250 words for each of the two questions (500 words total) to ensure you are contributing sufficiently to the discussion and receive the maximum score.
 - *Two comments on others' posts* (by other students or the instructor) are required by Sunday at 11:59 pm. Although there is not a length requirement, you should target at least 100 words per comment to ensure you are contributing sufficiently to the discussion and receive the maximum score. Note that you will not be able to see or comment on others' posts until after you submit your own original post (see prior bullet).
 - All posts will be graded based upon their relevance, depth of knowledge, and unique contribution made to the discussion, using a rubric that will be made available in Week 1. **Short posts saying things like "I thought the same thing" or "I never thought of that", but nothing more, will be ignored.**
 - Zeros will be earned for the entire discussion grade for any week if any single post is judged by the instructor to be unprofessional, discourteous, and/or uncivilized.
 - All posts must be entered directly into Blackboard; not as file attachments.
 - Posts must be made during the week in which it was scheduled. No credit for late postings.

- Additionally, the week's Facilitator MUST:
 - Ensure the instructor has created your week's Discussion Forum, and provided the correct two Discussion Questions from your StoryMap.
 - Monitor (DAILY) and address Blackboard discussion for any questions on the material.
 - Facilitate online discussion forums DAILY - the Facilitator is required to thoughtfully respond to EVERY significant question or comment made by others.
 - ***Due to the nature of this course, late products expected during a student's facilitation week cannot and will not be accepted.*** It is imperative that conflicts with your Case Study week are identified **before** you are assigned to your week. Once scheduled, changes will be made only if the student finds another student with whom to switch topic weeks, or if unable to find such a student, only in the case of emergency.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for any online exams. **Any student shown to violate academic integrity will receive no credit (0) for work done and/or may be penalized in accordance with published University Rules.**

On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Communication

You are required to check your ***Sul Ross e-mail and Blackboard announcements several times per week.*** I do not use the personal or preferred e-mail addresses that you may have on record with the University.

Distance Education Non-Participation

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In Web courses, this policy is interpreted as not participating for more than 3 weeks in a long semester, 1 week in a summer session, or 3 days in the midwinter session. Any student dropped for non-participation will receive an "F" in the course dropped. Inactivity may include the following:

- Not logging into the course in Blackboard
- Not submitting assignments
- Not participating in assigned activities
- Not communicating with the instructor by phone or email, and/or
- Not following the instructor's participation guidelines stated in the syllabus.

Resources and Assistance

SRSU Online Bookstore

The Sul Ross State University Online Bookstore, powered by TextbookX, operates completely online and can be visited at <http://sulross.textbookx.com>. Created in partnership with Akademos, Inc., and powered by TextbookX, SRSU's Online Bookstore simplifies the textbook process for students while providing them with a variety of course materials, and physical and digital textbook formats. Students log into the bookstore using their LoboID login, select their materials, checkout, and their materials will be delivered to them via email or shipped via USPS, FedEx, or UPS. Information about the on-campus bookstore can be found at <https://www.sulrossbookstore.com/home>.

SRSU Library Services

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Tutoring

SRSU tutoring will be available shortly after the semester starts. Contact Anita Banegas (432-837-8992, abanegas@sulross.edu) or Mabel Garcia 432-837-8629, mag15bf@sulross.edu) to get information or to request an appointment.

Blackboard's Support Desk

If you have any technical issues with Blackboard itself, e.g. if you are having issues submitting a document, getting videos to play, or you are dealing with a technical error in the course, then the Blackboard Support Desk is ready to help you. The support desk is open 24 hours a day, 7 days a week. You can reach the support desk by calling **888-837-6055**, emailing blackboardsupport@sulross.edu, using resources from the Technology Support tab within Blackboard, or clicking the Support Desk graphic on the course homepage. As always, academic questions about course assignments, due dates, and general course questions should be directed to your instructor.

SRSU Disability Services

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartz@sulross.edu. The office is located on the first floor of Ferguson Hall – room 112, and the mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Learning Environment and Life

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. **If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me.** I want to be a resource for you.

Tentative Course Schedule (Subject to Change)

Week #	Dates	Case Study Assignment	Reading Assignment	Pages	Due Sunday
1	1/18-1/22	N/A	W&S Part I Ch 1-2	30	Start Here and Introductory Modules
2	1/23-1/29	Topic /Paper Selection	W&S Part I Ch 3-5	42	W&S Part I Summary Report
3	1/30-2/05	Topic /Paper Selection	W&S Part II Ch 6-7	31	CS Topic/Paper Selection Approved
4	2/06-2/12	Start Building StoryMap	W&S Part II Ch 8-10	39	W&S Part II Summary Report
5	2/13-2/19	Complete Initial StoryMap	W&S Part III Ch 11-12	29	Initial Case Study StoryMap
6	2/20-2/26	Revise StoryMap	W&S Part III Ch 13-14	27	W&S Part III Summary Report
7	2/27-3/05	Finalize StoryMap	W&S Part IV Ch 15, 16, 18a	61	Final Case Study StoryMap
8	3/06-3/12	Catch Up Week	W&S Part IV 18b, 20, 22	56	W&S Part IV Summary Report
9	3/13-3/19	S P R I N G B R E A K			
10	3/20-3/26	Explore CS#1 StoryMap	CS#1 Journal Article	TBD	Case Study #1 Report and Discussion
11	3/27-4/02	Explore CS#2 StoryMap	CS#2 Journal Article	TBD	Case Study #2 Report and Discussion
12	4/03-4/09	Explore CS#3 StoryMap	CS#3 Journal Article	TBD	Case Study #3 Report and Discussion
13	4/10-4/16	Explore CS#4 StoryMap	CS#4 Journal Article	TBD	Case Study #4 Report and Discussion
14	4/17-4/23	Explore CS#5 StoryMap	CS#5 Journal Article	TBD	Case Study #5 Report and Discussion
15	4/24-4/30	Explore CS#6 StoryMap	CS#6 Journal Article	TBD	Case Study #6 Report and Discussion
16	5/01-5/07	Explore CS#7 StoryMap	CS#7 Journal Article	TBD	Case Study #7 Report and Discussion
17	5/08-5/14	Explore CS#8 StoryMap	CS#8 Journal Article	TBD	Case Study #8 Report and Discussion

- W&S = Manfredo, M. J., Vaske, J. J., Brown, P. J., Decker, D. J., and Duke, E. A, editors. 2009. *Wildlife and Society: The Science of Human Dimensions*. Washington, DC: Island Press. 350 pp.

Holidays

Mon-Fri	03/13-17	Spring Break (no classes)
Fri	04/07	Good Friday Holiday (no classes)