NRM 5321 – Wildlife and Society
Spring 2025
Instructor: Dr. Kelbi Delaune
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        Office hours: Tu/W/Th 10:00 am-12:00 pm, or app.

Class meeting time and space:
This is an online, asynchronous course that will be available through Blackboard.

Course Description:
This advanced course explores the theory and application of human dimensions in wildlife conservation. Students will study stakeholder dynamics and psychological, sociological, economic, and communication strategies.

Effective wildlife management requires understanding ecological processes and the cultural and economic factors influencing human interactions with the environment. The course will provide practical methods for identifying key stakeholders, assessing their values, and integrating these insights into wildlife management strategies. Students will develop skills to balance diverse perspectives, resolve conflicts, and create socially and ecologically sustainable management plans. This advanced course will explore the theory and application of human dimensions in wildlife conservation. Students will explore stakeholder dynamics, psychological, sociological, economic, decision-making, and communication strategies.

Course Objectives:
Students will study the principles and methods of human dimensions research and its application to natural resource management. By the end of this course, students will:
1. Understand current trends in public opinion and their influence on natural resource management,
2. Analyze key human dimensions challenges in the field of conservation and
3. Develop strategies and techniques for effective communication with diverse stakeholder groups.

Student Learning Outcomes, M.S. in Range and Wildlife Management
1. Students can apply statistical concepts and procedures to research.
2. Students will critically evaluate literature and references to support their research
3. Students can justify and defend research questions and design.

Student Learning Outcomes, M.Ag. in Natural Resources Conservation
1. Students can apply statistical concepts and procedures to natural resource data.
2. Students can evaluate literature and references as they apply to the natural resource field.
3. Students will be able to demonstrate their knowledge of the fundamentals and advanced concepts of range and wildlife management.

Marketable Skills, M.Ag. in Natural Resources Conservation (THECB requirement)
1. Students will demonstrate knowledge of key Natural Resource Management topics.
2. Students can apply knowledge to projects that include biostatistics, research methods, and scientific writing.
3. Students will demonstrate skills in scientific writing and analysis.

Course Materials:
1. Decker, D. J., Riley, S. J., and W. F. Siemer, editors. (2012). Human dimensions of wildlife management. Second edition. Johns Hopkins University Press, Baltimore, USA.
2. Bonar, S. A. (2007). The conservation professional's guide to working with people. IslandPress, Washington, D.C., USA.

Additional reading materials will be provided in the course Blackboard.

Libraries:
The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers FREE resources and services to the 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 by phone (432-837-8123). You are not alone in your academic journey, and we are here to support you.

Grading:
The class is structured into weekly time periods that begin on Monday and end on Sunday (11:59 pm) for the weekly discussions and the additional course assessments. Grading will be based on the percentage of points earned out of the total.

Participation and Engagement	300
Weekly Reflections	150
Stakeholder Survey Design	250
Book Report	300
TOTAL	**1000**

Scale: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D.

Course Structure:
The course will be delivered online, using a mix of synchronous and asynchronous components through Blackboard to facilitate engagement and flexibility. I understand that each student has a unique schedule and learning style. I will update resources on the course site as discussions evolve to ensure your interests and ideas are cultivated. This course is designed to accommodate your needs and preferences.

Course Assessments:
Participation and Engagement:
      Participation makes up 20% (200 points) of the graded material in this course. This includes contributions to weekly discussions and activities, which will be student-led.
Weekly Reading Reflections:
      Weekly reading reflections will account for 15% (10@ 15pts= 150) of the graded materials in this course. Students will upload weekly reflections to the course Blackboard weekly that correspond to the readings from the textbook and any other assigned course readings.
Stakeholder Survey Design:
      This project will account for 25% (250) of the graded materials in this course. Students will select a wildlife management issue and create a stakeholder survey or plan. This will include creating survey questions and explaining how the data would be statistically analyzed, followed by a discussion of how the findings could be applied to the management plan.
Book Report and Course Reflection:
      The final project for the course will be a book report on The Conservation Professional's Guide to Working with People by Scott Bonar, which will account for 30% (300 points) of your final grade. This report, along with your reflection, is designed to encourage you to critically evaluate the course material and apply it to your own experiences and understanding of wildlife management.

Tentative Course Schedule:

Term Week	Date	Topic	Activities	Due Dates
1	Jan 15	Course Introduction	Welcome Discussion	
2	Jan 20	Human Dimensions of Wildlife Management (CH 1)	Discussion 1	
3	Jan 27	Governance of Wildlife Resources (CH 2)	Discussion 2	Reflection 1

4	Feb 3	Stakeholders and Wildlife Management (CH 3)	Discussion 3	Reflection 2
5	Feb10	Sociological Considerations (CH 4-5)	Discussion 4,	Reflection 3
6	Feb 17	Economic Considerations (CH 6)	Discussion 5	Reflection 4
7	Feb 24	Wildlife Management as a Process (CH 7)	Discussion 6	Reflection 5
8	Mar 3	Decision Making (CH 8)	Discussion 7	Reflection 6
9	Mar10	Planning and Methods in Decision Making (CH 9-10)	Discussion 8	Reflection 7
10	Mar 17	Spring Break		
11	Mar 24	Stakeholder Engagement & Effective Communication (CH 11-12)	Discussion 9	
12	Mar 31	Human Dimensions Applications (13-15)	Discussion 10	Reflection 8
13	Apr 7	Environmental Ethics (CH 16)	Discussion 11	Reflection 9
14	Apr 14	Continuing Education in Human Dimensions (CH 17)	Discussion 12	Reflection 10
15	Apr 21	Adaptive Value of Human Dimensions (CH 18)	Discussion 13	Stakeholder Survey Due
16	Apr 28	TBD	Discussion 14	
17	May 5	Finals Week- Optional Synchronous Session		Book Report and Reflection Due

*Subject to change based on course progression, student interest, etc.

ADA Statement SRSU Accessibility Services:
Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU's 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director, or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Academic Integrity:
Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Student Responsibilities Statement:
All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

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 a 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 course's needs and requirements, as outlined on the SRSU website. Directions for filing a student complaint are in the student handbook.

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.

Supportive Statement:

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, health concerns, or even unexpected life events may 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 a supportive 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.