

Introduction to Human Dimensions of Natural Resources and Forest Recreation

FOR 251

Arthur Temple College of Forestry and Agriculture

Name:

Office:

Email:

Office Hours:

Phone:

Class meeting time and place:

Course Description:

Three semester hours, three hours lecture per week. Survey of the interaction between humans and natural resources with emphasis placed upon management of the human/ natural resource interface and outdoor recreation experiences.

Text and Materials:

Readings will be required and are available online in D2L and generated in class as appropriate. Included on D2L are sections of the following texts:

Buzzell, L. and C. Chalquist, ed. 2009. *Ecotherapy: Healing with Nature in Mind*. Counterpoint; Berkeley, CA.

Dennis, S. 2012. *Natural Resources and the Informed Citizen*, 2nd ed. Sagamore Press; Urbana, IL.

Herberlein, T. A. 2012. *Navigating Environmental Attitudes*. Oxford University Press; New York.

Manning, R. E. and L.E. Anderson. 2014. *Managing Outdoor Recreation: Case Studies in the National Parks*. CABI; Boston, MA.

Roszak, T. and M.E. Gomes, and A.D. Kanner, ed. 1995. *Ecopsychology: Restoring the Earth, Healing the Mind*. Counterpoint; Berkely, CA.

REQUIRED: Project WILD manuals will be distributed at the time of training and certification. **Cost is \$35 paid directly to TPWD.**

VIDEO ACCESS: Ken Burns - The Dust Bowl and National Parks

Program Learning Outcomes:

This is a general education core curriculum course so learning outcomes are applicable for that core. In addition, learning outcomes for an informed and engaged citizen steward graduating from any major at SFA should include those PLO's that also serve ATCOFA majors:

1. Demonstrate understanding and competency in components of managing forest resources;
2. Demonstrate understanding and competency of components of forest resource policy, economics, and administration;
3. Demonstrate understanding and competency in oral and written communication skills.

General Education Core Curriculum Objectives/Outcomes:

This course has been selected to be part of Stephen F. Austin State University's core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

Core Objective	Definition	Course Assignment Title	Date Due in LiveText
Critical Thinking Skills (CO 1)	To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.	<ol style="list-style-type: none"> 1. Social history of Natural Resource Use in America 2. Social Marketing in the National Parks 	
Communication Skills (CO 2)	To include effective development, interpretation and expression of ideas though written, oral, and visual communication.	<ol style="list-style-type: none"> 1. Social history of Natural Resource Use in America 2. Social Marketing in the National Parks 3. Project WILD 	
Empirical and Quantitative Skills (CO 3)	To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.	<ol style="list-style-type: none"> 1. Social Marketing in the National Parks 2. Weekly Assignments 	
Teamwork (CO 4)	To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	<ol style="list-style-type: none"> 1. Social Marketing in the National Parks 2. Weekly Assignments 3. Outreach 	
Personal Responsibility (CO 5)	To include the ability to connect choices, actions and consequences to ethical decision-making.	<ol style="list-style-type: none"> 1. Social Marketing in the National Parks 2. Weekly Assignments 	
Social Responsibility (CO 6)	To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	<ol style="list-style-type: none"> 1. Social Marketing in the National Parks 2. Weekly Assignments 3. Outreach 	

Student Learning Outcomes:

The overall objectives of this course are that the learner will:

- Define the depth and breadth of human dimensions of natural resources;
- Describe the sociological and psychological theories and history affecting human interaction and decision-making concerning natural resources and forest recreation;
- List and define the players in natural resource use and decision-making at the federal, state, private and stakeholder levels;
- Discuss why human dimensions is important;
- List and discuss the primary factors or forces that affect the decision space a manager or private citizen has;
- Apply a problem analysis process, learned during the semester, to analyze and solve various natural resource problems affecting society;
- Describe the actions available to solve specific problems and evaluate the pros and cons of different actions;
- Participate in leadership development to raise the ability for civic engagement and informed consumerism concerning natural resources;
- Determine appropriate methods for gathering and synthesizing information and data to help determine solutions to human dimensions problems;
- Establish leadership requirements based upon visiting leaders in the classroom.

Course Requirements:

The course is a survey course with problem-based learning embedded. It will consist of three components:

1. Fundamentals of understanding humans and their sociological and psychological relationship and history with natural resources.
2. Developing knowledge and skills to appropriately guide and engage in understanding of natural resource issues affecting human lives and behavior.
3. Professional communications and decision-making to help students develop processes for assessing natural resource issues and developing informed decisions and actions based on the values, attitudes, ethics and needs of society and the sustainability of the natural resources.

Guests:

Throughout the semester we will have visiting professionals in the classroom, as well as students who have participated in internships and undergraduate research. These guests will provide the opportunity for you to learn about the depth and breadth of jobs related to Human Dimensions and Forest Recreation, develop contacts for future internships, jobs, etc., and make a first impression on future employers.

Projects:

Projects for this class will consist of individual and collaborative assignments to either emulate authentic situations or directly serve as a service-learning experience. They will include training to achieve the skill level needed to meet the assignment, clear criteria for evaluation, multiple drafts, presentation of data, and peer review. Each project is expected to be of the highest professional quality for the field. Final projects are expected to be submitted **ON TIME**, unless there is an emergency preventing this. **Late projects will not be accepted without prior approval.**

You will be required to complete:

1. Human Dimensions and Forest Recreation Weekly Assignments (13) - Individual
2. Social Marketing in the National Parks (Yellowstone and Gulf Islands) - Collaborative
3. Outreach Volunteer Interpretive/Conservation Education/Recreation Impact and Management – 20 hours directed experiences
4. Project WILD Certification - Collaborative
5. Midterm and Final – Individual

Class Assignments:

Throughout the semester you will be required to participate in a series of classroom exercises to develop your knowledge and skill in human dimensions, relevant issues and subsequent management as a private and public informed citizen. When reading is required, you must be prepared **UPON ARRIVAL IN CLASS**. You may be required to complete short exercises, online reading, prepare response cards, participate in debate, etc. **This is a hands-on class and participation is expected of every individual.**

Attendance Policy:

Attendance is mandatory!

If you do not attend, you will NOT pass the course!

REPEAT - Attendance is mandatory! The design of the exercises and projects depends on your presence in class. A major portion of your grade is based on your participation in class and with your group. You will receive points for each class period. If you must miss class, you are responsible for information covered. Extra assignments for make-up may be provided to those with **LEGITIMATE** reasons. Please contact me prior to class, or, in the case of an emergency, as soon as possible.

Grading Policy:

Participation	200 points
Human Dimensions Weekly Assignments	250 points
Social Marketing in the National Parks	200 points
Outreach Volunteer, etc.	150 points
Midterm	100 points
Final	100 points
Total	1000 possible points

YOU MUST COMPLETE ALL ASSIGNMENTS TO PASS THE COURSE!!!

Grades will be assigned according to the following scale:

- 1000 - 900 points = A**
- 899 - 800 points = B**
- 799 - 700 points = C**
- 699 - 600 points = D**
- 599 and under = F**

Course Calendar:

Week	Topics/Agenda	Core Objectives
1	Introductions	CO 1,2, 4, 5, 6
2	Leadership	CO 1, 2, 4, 5, 6
3	Leadership and Ethics History, Psychology and Policy	CO 1,2, 3, 4, 5, 6
4	Sociology, Psychology, and Policy	CO 1,2, 3, 4, 5, 6
5	Sociology, and Policy	CO 1,2, 3, 4, 5, 6
6	History, Policy and Planning – the players	CO 1,2, 3, 4, 5, 6
7	History, Policy and Planning - methodology	CO 1,2, 3, 4, 5, 6
8	History, Policy and Planning - strategies	CO 1,2, 3, 4, 5, 6
	Spring Break	
9	Human Dimensions Issues, Tools and Players MIDTERM THURSDAY	CO 1,2, 3, 4, 5, 6
10	Human Dimensions Issues, Tools and Players Education, Engagement and Outreach	CO 1,2, 3, 4, 5, 6
11	HD in Action	CO 1,2, 3, 4, 5, 6
12	HD in Action	CO 1,2, 3, 4, 5, 6
13	Social Marketing in the National Parks and Debates	CO 1,2, 3, 4, 5, 6
14	Social Marketing in the National Parks Presentations and Debates	CO 1,2, 3, 4, 5, 6
15	Social Marketing in the National Park Presentations and Debates	CO 1,2, 3, 4, 5, 6

Classroom Behavior:

PROFESSIONAL AND LEADERSHIP BEHAVIOR: This course is specifically designed to help you become a professional and leader in your field. Readings, activities and assignments are all designed to that purpose. You will be expected to behave as and to be treated as professionals.

Any behavior interpreted as disrespectful to other classmates, the instructor, and guests, or interfering with the class, will not be tolerated.

CELL PHONES must be turned off during class unless they are being used for class work. Calls, texting, and/or checking email is considered rude and disruptive. Grade reduction or confiscation may occur.

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/>.

ACCEPTABLE STUDENT BEHAVIOR: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

ATCOFA Program Learning Outcomes Possible:

1. Demonstrate understanding and competency of forest ecology and biology;
2. Demonstrate understanding and competency in the measurement of forest resources;
3. Demonstrate understanding and competency in managing forest resources;
4. Demonstrate understanding and competency of forest resource policy, economics, and administration.
5. Demonstrate understanding and competency in oral and written communication skills.

Items #1 - #5 above are required by the Society of American Foresters, the program’s accrediting agency.

B.S. Forestry Program Learning Outcomes Proficiency Levels				
PLO 1 Forest Ecology & Biology	PLO2 Forest Resource Measurement	PLO3 Forest Resource Management	PLO4 Forest Resource Policy, Economics, Administration	PLO5 Oral & Written Communication Skills
N/A	N/A	B	I	A

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.

I have read and understand the expectations for this class:

Signature: _____

Name:

Cell phone where you may be reached this semester:

Email you will check frequently:

Hometown/State:

Emphasis/Major:

Number of hours you are taking this semester:

Work or other demands on your time:

Interests:

Short term goals:

Long term goals:

Anything else you want me to know about you: