

FOR 3202: Society and Natural Resources
School of Forest Resources and Conservation, Spring, 2020

Class number 13213 meets: T period 6-7 (12:50 – 2:45) in ROL 0205

R period 7 (1:55 – 2:45) in RNK 0215

Class number 13215 meets: T period 8-9 (3:00 – 4:55) in NPB 1001

R period 8 (3:00 – 3:50) in LIT 0121

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Description:

Local-to-global and individual-to-institutional perspectives on natural resource values, sustainability, diversity, and social change help reveal potential paths for working within complex human and natural resource systems.

Course Overview:

Society and social systems play critical roles in natural resource planning and management. Public resources are managed under policies that are established by decision makers on behalf of the public. Private resources are managed to maximize landowner objectives, and these often reflect social constraints, such as market influences, neighbor tolerance, and public policies.

This course is a **Social and Behavioral Sciences** general education course and provides a foundation for understanding how society influences the management of natural resources. We use case studies from Florida, Alaska, and Australia to explore the course's fundamental concepts. The assignments in each case will help you practice communication skills that should help you address natural resource conflicts, work with citizens and staff, and access mass media and will build toward a culminating final assignment: to assess a case study for relevant opportunities to engage society in enhancing the sustainability of our natural resources.

The world is on the cusp of considerable change. Making good decisions in the context of the coming opportunities will require that we have the ability to consider different perspectives and needs, rights and responsibilities, economic development and livelihoods, community and personal well-being, and ecosystem continuity. This course will help give you some perspectives and skills for approaching these elements of sustainability.

Fundamental Concepts:

- Conflict and Collaboration: Organizations, agencies, businesses, and individuals may have competing interests over natural resources. Collaboration among willing parties is a way to work through conflict, as well as develop innovative management strategies that one party could not do alone.
- Communication and Social Change: Increasing awareness, building understanding, supporting attitudes, building capacity and encouraging change depends on effective communication strategies.
- Sustainability: The future depends on our ability to make decisions that are socially just, economically viable, and environmentally sustainable. Resource managers and others can support progress by using systems thinking to assess situations and seeking opportunities to appropriately engage stakeholders.

Student Learning Outcomes:

By the end of this course, students will be able to:

1. Know key themes, principles, and terminology related to society and natural resources.
 - a. Be able to correctly use terms, such as sustainability, systems thinking, collaboration, conflict management, and governance, to analyze natural resource issues.
2. Know theory and methodologies related to society and natural resources.
 - a. Describe how collaboration creates more acceptable decisions.
 - b. Explain how individuals and communities change norms and behaviors.
 - c. Describe major theories related to human behavior and sustainability such as Theory of Planned Behavior, Diffusion of Innovation, social marketing, values, and attitudes.
3. Identify, describe and explain social institutions, structures, and processes that guide natural resource decision-making.
 - a. Differentiate and describe the major natural resource agencies, organizations and decision-makers in the U.S.
 - b. Discuss and explain the issues and opportunities for natural resource management outside the U.S.
 - c. Describe current multilateral environmental agreements, agencies, and organizations that support efforts toward sustainability.
 - d. Explain how to effectively use news media to inform and persuade the public.
4. Analyze the processes of how individuals and organizations make personal and group decisions related to the management and use of natural resources.
 - a. Use systems thinking to understand natural resource conflicts, situations, and opportunities.
 - b. Evaluate stakeholder perspectives in the context of natural resource conflicts.
5. Assess and analyze ethical perspectives in individual and societal decisions related to the management and use of natural resources.
 - a. Explain the ethical principles related to sustainability and apply them to class cases.
6. Communicate knowledge, thoughts, and reasoning clearly and effectively.
 - a. Recognize and effectively use outreach tools that can help change behaviors.

Texts and Materials:

The course readings will be available electronically through the course reserves. Course reserves can be accessed through Canvas (elarning@ufl.edu) or through the [library website \(ares.uflib.ufl.edu\)](http://ares.uflib.ufl.edu).

Course Grading

Assignments/Exercises	Points
Class Participation	100
4 Assignments	250
3 Exams	300
Total	650

Grading Scale

<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>
A	604 - 650	C	474 - 499
A-	585 - 603	C-	455 - 473
B+	565 - 584	D+	435 - 454
B	539 - 564	D	409 - 434
B-	520 - 538	D-	390 - 408
C+	500 - 519	E	less than 390

UF Grading Policies: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Course AssignmentsClass Participation

You must participate in all aspects of this course to get full credit. Specifically, participation will be graded on the following criteria:

1. Class attendance. Missed classes will not be counted against you if you provide an appropriate, relevant, written excuse. If you know you can't attend one class, you may attend another that week.
2. Preparation for class
3. Class conduct (e.g., arriving on time, contributing to class discussions, no disruptive behavior, and no irrelevant activity: such as sleeping, reading, texting, surfing).
4. Completion of discussion activities.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Exams

This course has three in-class exams worth 100 points each. Studying for these exams will help you review topics covered throughout the semester and test your ability to apply those concepts to the various case studies. They will be composed of multiple choice and short answer questions.

Assignments

You will be responsible for four assignments that will facilitate your learning of the concepts, skills, and strategies. Instructors will provide specific details for each assignment. All written assignments will be submitted to the Canvas website and be subject to Turnitin.

	Assignment Points
1. Press Release	30
2. Sustainability Assignment 1	60
3. Sustainability Assignment 2	60
4. Sustainability Paper	100
Assignments Total	250

Unless otherwise explained, all assignments should be typed with 12 point font, single-spaced, and submitted through the course website in Canvas. Remember to put your name on your paper and name the file with your last name and assignment number (e.g., Smith Assign1.doc) before you upload it. Each assignment must be submitted prior to the period it is due. For each unexcused day a paper is late, 3% will be deducted from the score. You must communicate your need for more time with an instructor prior to the due date. Grades and comments will be posted on the Canvas Site.

A brief description of each assignment is below. More detail will be given in discussion and on Canvas.

1. **Press Release** – You will write a draft press release, edit at least one other students' draft press release online, and submit a final, well-written, properly formatted press release featuring a fabricated news-worthy event from a case study presented in class.

Assignments 2-4 will all revolve around one case study that you will select from a list we provide. You will use the concepts already introduced in the course (systems, behavior change, communication, stakeholders, collaboration) and several new concepts (power, governance, ethics, economics) to complete these assignments.

2. **Case Selection and the Social Pillar of Sustainability** – Describe in detail the context and scenario of the case you chose, define at least three major stakeholders, their interests and their positions as you define the problem and solution. Explain the ethical frameworks and policies (local, national or international) that apply to this case and how they are influenced by, constrain, or motivate stakeholder engagement.
3. **Economic and Environmental Pillars of Sustainability** – Using your case, describe the costs using both traditional and environmental economics and identify externalities, both positive and negative. What are the key environmental factors in this case that can help determine sustainability?
4. **Sustainability Paper** – The final activity for the case study will be a paper that 1) summarizes the key concepts about sustainability in the context of your case: ethics and justice, governance and policy, economics and externalities, and the environmental problem and 2) establishes your personal rules of thumb or guidelines for approaching a challenging natural resource issue.

Special Notes

1. Individuals who miss classes are expected to make arrangements with the professor(s) teaching that section of the class, your TA, and other students in the class to get lecture materials.
2. Class participation in discussion is essential, and relevant opinions are valued no matter what perspective you have. The knowledge and skills you are expected to learn are achieved not simply learned through memorizing class notes. Actively taking part in class activities, asking questions, responding to instructors' questions, participating in discussions, and generally being present in all your classes will improve your ability to learn the information presented.
3. Turn off cell phones and bury them away from temptation, and only use laptops for taking notes. E-mailing, texting, or surfing websites during class is not permitted. Instructors will require all laptops to be closed if students are found misusing laptops during lecture or discussion.
4. **Remember, do not plagiarize!** Academic honesty dictates that we credit information to the original source through citations or quotes. Copying information or key phrases from other documents (whether they are Web sites, newspaper articles, journal articles, lectures, etc.) without documenting the source is plagiarism and a violation of the Student Honor Code. If documented, it will result in a zero for that assignment and in submission of the evidence to the UF authorities. Please take special caution when using or summarizing other sources to be sure your words are your own. Consult the UF tutorial if you wish to have a better handle on plagiarism: <http://www.uflib.ufl.edu/msl/07b/students.html> or ask questions in class.

Other Information

Academic Honesty

In 1995 the UF student body enacted an [honor code](#) and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.

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."**

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair

advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court. (Source: 2010-2011 Undergraduate Catalog)

It is assumed all work will be completed independently. There are no group assignments in this course, but there are in-class group activities.

This policy will be vigorously upheld at all times in this course.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies
- Sexual Assault Recovery Services (SARS)
- Student Health Care Center, 392-1161.
- University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling <http://www.crc.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Accepting Diversity

All students have the right to free expression and to study in a supportive atmosphere conducive to academic success. Comments or actions that demean a student for different ideas, customs, habits, or other differences (such as ethnicity, age, or gender) are not helpful nor promote open dialogue.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>."

**FOR 3202: Society and Natural Resources
Course Schedule and Readings**

Citations refer to the assigned readings to be completed by class that day and are found in the [online course reserves](#) and on Canvas.

Dates	Topic
Week 1	
Jan. 7	Orientation to course; introductions Natural resource management over time Connections to careers <u>Reading:</u> <i>none</i>
Jan. 9	Attitudes and sense of place <u>Reading:</u> 1) <i>Jacobson, S.K., and M.D. McDuff. 1998. Training idiot savants: The lack of human dimensions in conservation biology. Conservation Biology, 12(2): 263-267.</i> 2) <i>Manfredo, Vaske, & Decker. Human dimensions of wildlife management. Chpt. 2, pages 17-31.</i>
Week 2	
Jan. 14	Reindeer in Alaska <u>Reading:</u> 1) <i>Reindeer Removal Reading, from Ethics of Sustainability Instructor's Guide</i>
Jan. 16	Diffusion of Innovation and Theory of Planned Behavior <u>Reading:</u> 1) <i>Muth, R. M. and Hendee, J. C. 1980. "Technology transfer and human behavior," Journal of Forestry. 78(3): 141-144.</i>
Week 3	
Jan. 21	FireWise Case: Communication/information strategies Critique of Brochures <u>Reading:</u> 1) <i>Randall, Hermansen-Baez, Acomb: Fire in the Wildland-Urban Interface: Reducing Wildfire Risk while Achieving Other Landscaping Goals, Circ 1478:</i> http://edis.ifas.ufl.edu/pdf/FR/FR16200.pdf 2) <i>Shands, W.E. 1991. Problems and prospects at the urban-forest interface. Journal of Forestry. 89(6): 23-26</i> 3) <i>Monroe, M. C. and K. C. Nelson. 2004. The value of assessing public perceptions: Wildland fire and defensible space. Applied Env. Ed. and Communication. 3:109-117</i>
Jan.23	Audience Assessment <u>Reading:</u>

- 1) Jacobson, S. K., M. C. Monroe, and S. Marynowski. 2001. *Fire at the Wildland Interface: The influence of experience and mass media on public knowledge, attitudes, and behavioral intentions. Wildlife Society Bulletin. 29(3): 929-937.*
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Week 4

Jan. 28 Social marketing to change behavior

Press Release

Reading:

- 1) McKenzie-Mohr, *Quick Reference: Community-Based Social Marketing Handout.*
- 2) Jacobson, S.K. 2009. *News releases. Communication Skills for Conservation Professionals. Washington DC: Island Press, pages 265-271.*

Jan 30 Communication Challenges

Watch Dr. Matt Cohen's video on Systems Thinking before Feb 4

Reading:

- 1) Monroe. *Addressing misconceptions about wildland-urban interface issues. Florida Cooperative Extension Service Fact Sheet, FOR 108. University of Florida*
<http://edis.ifas.ufl.edu/pdf/FR/FR15500.pdf>
 - 2) Kahan, D. 2010. *Fixing the communications failure. Nature, 463: 296-297.*
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Week 5

Feb. 4 Systems and Systems Thinking

The Case of Haiti

Assignment 1 DRAFT is Due (Remember to comment on a press release online this week)

Reading:

- 1) McClintock, N. 2010. *Agroforestry and sustainable resource conservation in Haiti: a case study. Pp 1-11. Retrieved from*
<https://projects.ncsu.edu/project/cnrnt/Agro/PDFfiles/HaitiCaseStudy041903.pdf>

Feb. 6 **EXAM 1**

Week 6

Feb. 11 Conflict and collaboration

Reading:

- 1) Brunson, M. 2002. *Experiences in ecosystem management: Collaborative stewardship: Views from both sides. Pp. 240-244. In: Ecosystem Management. Washington D.C.: Island Press.*

Feb. 13 Multistakeholder processes and public engagement

Assignment 1 Press Release FINAL is Due

Reading:

- 1) Hemmati, M. 2001. *Designing the process – The key elements for developing an MSP In H. Brouwer, J. Woodhill, M. Hemmati, K. Verhoosel, & S. Vugt (Eds), The MSP Guide (pp 26-43). Retrieved from <http://www.mspguide.org>*

- 2) Kaplan S and Kaplan R, 2009. Creating a larger role for environmental psychology: The Reasonable Person Model as an integrative framework. *J of Envir Psychology*. 29: 329-339
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Week 7

Feb. 18 Managing Conflict

Reading:

- 1) Glaser, T. 2007. *Book Summary of Getting to Yes: Negotiating Agreement Without Giving In* by Roger Fisher and William Ury.

Feb. 20 Creating Collaboration

Reading:

- 1) Steiner, F. 2008. *Identifying issues and establishing planning goals*. Pp. 27 – 48. In: *The Living Landscape*. Washington D.C.: Island Press.
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Week 8

Feb. 25 Common pool resources and community management

Reading:

- 1) Ostrom, Elinor. "Tragedy of the Commons." *The New Palgrave Dictionary of Economics*. Second Edition. Eds. Steven N. Durlauf and Lawrence E. Blume. Palgrave Macmillan, 2008.

Feb 27 EXAM 2

March 4,6 No Classes - Spring Break

Week 9

Mar. 10 Uluru Case Study: Co-management in Australia

Introduction to Assignment 2, 3, and 4

Reading:

- 1) Parks Australia. 2015. *Fact Sheet: UluruKata Tjuta National Park*.
<https://www.environment.gov.au/system/files/pages/d285fa76-222b-4531-8914-964c55851332/files/uluru-factsheet.pdf>.
- 2) Parks Australia. 2015. *Fact Sheet: Uluru-Kata Tjuta National Park World Heritage*.
<https://www.environment.gov.au/system/files/resources/364eefe0-1b87-4209-8b3a-e45eae4490df/files/uktnp-a4factsheet-worldheritage-small.pdf>
- 3) Marks, Kathy. 2015. *Thirty years on from the Ayers Rock handback intercultural strains still persist*. *The Sydney Morning Herald*. October 24, 2015.

Mar. 12 Uluru Continued

Reading:

- 1) Tarabay, J. 2019. "A climbing ban at Uluru ends a chapter. But there's more to this Australian story." *New York Times*.
<https://www.nytimes.com/2019/10/24/world/australia/uluru-climbing-ban.html?action=click&module=RelatedLinks&pgtype=Article>
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Week 10

Mar. 17 International policies and governance

Reading:

- 1) Steiner, Andrej, Henrieta Martonakova & Zuzana Guziova. 2003. *Environmental Governance Sourcebook: Challenges, Laws, Instruments*. UNDP: Bratislava, Slovak Republic. pgs 15-18 and 85-99.

Mar. 19 Ethics and Justice

Reading:

- 1) Agyeman, J., Bullard R.D. & Evans, B. 2002. *Exploring the Nexus: Bringing together sustainability, environmental justice and equity*, *Space and Polity*, 6:1, 77-90,

Week 11

Mar. 24 Intro to Economics and Externalities

Reading:

- 1) Joselow, Maxine. 2019. *VW emissions cheating scandal increased children's pollution exposure*. *Scientific American*. Retrieved from <https://www.scientificamerican.com/article/vw-emissions-cheating-scandal-increased-childrens-pollution-exposure/>
- 2) Helbing, T. 2010. *What are externalities? What happens when prices do not fully capture costs?* *International Monetary Fund*. Retrieved from <https://www.imf.org/external/pubs/ft/fandd/2010/12/pdf/basics.pdf>

Mar. 26 Peer Exchange – Discuss cases for externalities, policy and ethics

Assignment 2 due

Week 12

Mar. 31 Traditional and Environmental Economics (Damian Adams Guest Lecture)

Reading:

- 1) Daly, H. 2008. *Economics blind spot is a disaster for the planet*. *New Scientist* 2648: 46-7.
- 2) Jackson, T. 2008. *Why politicians dare not limit economic growth*. *New Scientist*. Issues 2678, Oct 16, 2008. Pages 42-43.

Apr. 2 More on Economics – Payment for Ecosystem Services
Case studies – New York City Catskill Watershed

Reading:

- 1). Appleton, A. *How New York City used an ecosystem services strategy carried out through an urban-rural partnership to preserve the pristine quality of its drinking water and save billions of dollars*. Retrieved from <http://www.ourwatercommons.org/sites/default/files/New-York-preserving-the-pristine-quality-of-its-drinking-water.pdf>

Week 13

Apr. 7 Sustainability
Readings:
1) De Young, R., and S. Kaplan. 1988. On averting the tragedy of the commons. *Environmental Management*, 12(3): 273-283.

Apr. 9 Developing Personal Guidelines for Approaching Issues Assignment 4
Assignment 3 due
Reading:
None

Week 14

Apr. 14 Sustainability and Natural Resource Management.
Reading:
1) Beddoe, R., R. Costanza, et al. 2009. Overcoming systemic roadblocks to sustainability: The evolutionary redesign of worldviews, institutions, and technologies. *PNAS*. 106 (8): 2483-2489

Apr. 16 Creating the Future
Reading:
1) Evich, H. B. 2019. How a closed-door meeting shows farmers are waking up on climate change. *Politico Live*. <https://www.politico.com/news/2019/12/09/farmers-climate-change-074024>
2) Monroe, M. C., and Oxarart, A. 2012. *Etoile Firewise: youth working with communities to adapt to wildfire*. Newtown Square, PA: U.S. Department of Agriculture, Forest Service, Northern Research Station. 14 p.

Week 15

Apr. 22 **Assignment 4 due**
Final discussion of Personal Guidelines

13213 EXAM 3: April 27, 7:30 – 9:30 am

13215 EXAM 3: April 28, 12:30 – 2:30 pm