

## Application for General Education and/or Gordon Rule Writing Certification

I. A.) Course Number and Title: FOR 3202: Society and Natural Resources

B.) Credit Hours: 3

C.) Prerequisites: None

D.) Current Classification

1. General Education Code:  B  C  D  H  M  N  P  S  None

2. Gordon Rule (Writing):  E2  E4  E6  None

3. Gordon Rule (Math):  M  None

### Requests:

II. General Education

A.) Requested Classification:  B  C  D  H  M  N  P  S

B.) Effective Date:  Fall  Spring  Summer 2011 (year)

Or

1-time Approval \_\_\_\_\_ (year)

C.) General Education purpose and learning outcomes for the course? [Detailed attached response requested.]

III. Gordon Rule

A.) Requested Classification for course  E2  E4  E6

B.) Writing Requirements:

1.) Number of papers, essays, etc. with word count specified.

2.) Due Dates? Returned with feedback dates?

3.) What type of feedback will be provided the student (in reference to writing skill)?

\_\_\_\_\_ Grade      \_\_\_\_\_ Corrections      \_\_\_\_\_ Drafts      \_\_\_\_\_ Other

4.) Assessment

a.) Will the written work be evaluated for grammar, punctuation and proper usage of standard written English?

## C) General Education purpose and learning outcomes for the course – Detailed response

### Application for General Education Certification FOR 3202: Society and Natural Resources

For the last three years, instructors in the School of Forest Resources and Conservation (SFRC) have taught the course, *FOR 3202: Society and Natural Resources*. The course was originally designed to provide students majoring in Forest Resources and Conservation (FRC) and Natural Resources and Conservation (NRC) knowledge and skills related to understanding, communicating, and working with the public who depend on the natural resources they manage. The course is taught by two instructors who are trained in the social sciences, and the entire course is focused on social science theories, concepts, and practices.

#### General Education Purpose:

Although *Society and Natural Resources* was designed for FRC and NRC majors, registration to the course was open to the entire university population, and over the last two years more students from outside the SFRC have registered for the course than FRC and NRC students. The instructors were pleased with this broad interest in the course and believe that the course would be valuable to more students if it received certification as a social and behavioral sciences general education course.

The management of natural resources is something that affects every citizen, but rarely do people understand how governments, industries, and organizations make decisions about natural resource management. *Society and Natural Resources* introduces students to the field of natural resources management in terms of the social issues that drive decision-making. Specific topics examined in the course include sustainability, conflict management, collaboration, social marketing, power and land tenure, and ethics and justice. Specific communication and collaborative techniques are included in the course in order to assist all students who want to learn and hope to work with environmental decision-making. Case studies are used from Florida, the U.S., India, and Guatemala to provide a realistic context to these concepts and introduce aspects that broaden students' horizons. Finally, critical thinking is a major part of the course since many natural resource and environmental issues are complex and often do not have clear solutions.

#### Learning Outcomes:

Over the last three years, learning outcomes were developed for the course that focused on providing students with social science theories, skills, and concepts related to natural resources management and decision-making. In order to comply with the general education certification, these specific course learning outcomes were adapted and categorized under the broad learning outcomes as described for social and behavioral sciences general education certification. The learning outcomes are listed below. Social and behavioral sciences learning outcomes are described first as the broad category within which specific course learning outcomes are listed.

By the end of the course, students will

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, governance, and land tenure to analyze natural resource issues.
2. Know theory and methodologies related to society and natural resources.
  - a. Describe how collaboration creates more acceptable decisions.

**FOR 3202: Society and Natural Resources**  
School of Forest Resources and Conservation

Spring, 2011

**Co-Instructors:** Martha Monroe      [mcmonroe@ufl.edu](mailto:mcmonroe@ufl.edu)      846-0878      NZ 347  
Office Hours: Thursdays 2:00 – 4:00

Taylor Stein      [tstein@ufl.edu](mailto:tstein@ufl.edu)      846-0860      NZ 345  
Office Hours: Tuesdays and Thursdays 1:00 – 2:00

**Meeting Time:** Lectures: Tuesday and Thursday 6 Period  
Discussion Sections: Wednesday 6 or 7 Period (Students will register for one)

**Catalogue Description:**

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

**Course Overview:**

Society and social systems play a critical role 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, India, and Guatemala 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.

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, and encouraging change often depends on effective communication strategies.
- Sustainability: The future depends on our ability to make decisions that are socially just, economically viable, and environmentally sustainable.

## Course Grading

<b>Assignments/Exercises</b>	<b>Points</b>
Class Participation	10
Assignments	90
Midterms (2)	60
Final Exam	40
<b>Total</b>	<b>200</b>

## Grading Scale

<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>
A	186 - 200	C	146 - 153
A-	180 - 185	C-	140 - 145
B+	174 - 179	D+	134 - 139
B	166 - 173	D	126 - 133
B-	160 - 165	D-	120 - 125
C+	154 - 159	E	less than 125

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

## Course Assignments

### Class Participation

You must participate in all aspects of this course to get full credit. We will meet for three hours a week. It is expected you actively engage in all aspects of this course. Specifically, participation will be graded on the following criteria:

1. Class attendance in both lecture and discussion sections.
2. Class conduct (e.g., arriving on time, contributing to class discussions, and no disruptive behavior – e.g. sleeping and cell phones or email).
3. Completion of in-class exercises.

### Assignments

You will be responsible for 9 assignments that will facilitate your learning of the concepts, skills, and strategies. Assignments are worth between 3-20 points. Instructors will provide specific details for each assignment.

	Assignment Points
Diffusion Assignment	10
Wildfire Website Critique	15
Ocala National Forest	
Interests and Positions	8
News Release	
News Release V. 1	3
News Release Peer Review	3
News Release V. 2	8
Maya Biosphere Reserve	
Treaty and Stakeholder	8
Case Comparison Paper	15
Poster Case Study	20
<b>Assignments Total</b>	<b>90</b>

Unless otherwise explained, all assignments should be typed with 12 point font and double-spaced. Remember to put your name on your paper. You can submit your assignment on recycled paper or double-sided. Please submit your assignments in class to the instructor associated with that portion of the class. For each unexcused day a paper is late, 10% will be deducted from the score. Grades will be posted on the e-Learning Site at <http://lss.at.ufl.edu>.

**Diffusion Assignment** – Please select two different innovations that you have adopted in the last five years in which your role (early adopter, laggard, change agent, etc.) was different. Describe what led to the adoption in terms of the diffusion theory. Comment on the contrast between the two innovations and what might have affected the difference in your own adoption rate.

**Wildfire Website Critique** – Using the worksheet provided, go to the designated web sites and brochures and identify examples of using two social marketing tools, persuasion, and addressing misconceptions to change behavior to reduce the risk of wildfire.

**Ocala National Forest** – Through lectures, readings, and your own investigation on the web, you will examine the conflict associated with managing off-highway vehicle (OHV) recreation on the Ocala National Forest in terms of the stakeholders involved, their interests and positions, and possible ways to resolve the conflict.

**News Release** – You will write a draft news release, review another students' draft news release, and rewrite a final, well-written, and properly formatted news release featuring an event from Ocala National Forest.

**Maya Biosphere Reserve** – You will prepare for our Maya Multistakeholder Role Play by reviewing a significant multinational environmental agreement and researching a stakeholder organization in the Maya Biosphere Reserve. For the stakeholder, you will explore their interests and positions in the question of expanding the boundaries of the reserve. You will play this role in our discussion class.

**Case Comparison Paper** – Drawing upon your understanding of social forestry in India, reindeer removal in Alaska, community forums on biomass, and reserve boundaries in Guatemala, write a four page paper that explores the following questions: a) what leads to natural resource conflicts? b) what communication strategies help to prevent or reduce conflicts? c) what policies and procedures help to prevent or reduce conflicts?

**Poster Case Study** – You will choose a topic from our list of environmental issues, policies, and case studies and create a poster that provides a context for understanding this example through the lenses of environment, ethics and justice, economic development, and governance. Use the concepts from the course to describe what is required to move toward sustainability in the context of your topic.

### Exams

This course has two midterms and a comprehensive final exam. The exams will help you review topics covered throughout the semester and test your ability to integrate those concepts. The exam will not focus on specific facts and figures covered throughout the semester, but will ask you about the concepts and ideas we've discussed as well as ask you to apply the information to over-arching ideas and realistic situations. The midterms are each worth 30 points and the cumulative final is worth 40 points.

### Special Notes

1. Individuals who miss classes are expected to make arrangements with the professor(s) teaching that section of the class and other students in the class to get lecture materials.
2. Class participation in this course is essential, and relevant opinions are valued no matter what perspective you have. Memorizing class notes is not the best way to learn the information in this class. Actively taking part in class activities, asking questions, responding to instructors' questions, participating in class discussions, and generally being present in all your classes will improve your ability to learn the information presented in each course.
3. Turn off cell phones 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 class.
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.

### Other Information

#### Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities

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.**

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 unless the assignment is defined as a group project, in writing by the instructor.

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.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)*

Counseling Services  
Groups and Workshops  
Outreach and Consultation  
Self-Help Library  
Training Programs  
Community Provider Database

- *Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)*

#### Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.

#### 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.

#### Outdoor Ethics

When visiting natural areas, we are guests of the land manager/owner and visitors to the area. We strive to leave no trace of our visit, which includes removing everything we bring, leaving everything we find, minimizing stress to native wildlife, and being respectful and courteous to other visitors.

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

Citations refer to the assigned readings for that day and are found in the reading packet.

Dates	Topic
<b>Week 1</b>	
Jan 6	Orientation to Course; Introductions; Connections to Careers
Discussion	No Discussion
<b>Week 2</b>	
Jan 11	Attitudes and Values <i>1) Manfredo, Vaske, and Decker. Human dimensions of wildlife management.</i>
Jan 13	Diffusion of Innovation <i>1) Muth, R. M. and Hendee, J. C. 1980. "Technology transfer and human behavior," Journal of Forestry. 78(3): 141-144.</i>
Discussion	Readings Discussion and Changing Role of Natural Resource Managers <i>1) Tipple and Wellman. Life in the Fishbowl, Journal of Forestry 24-30.</i>
<b>Week 3</b>	
Jan 18	Thinking in Systems – Guest Speaker Matt Cohen <i>1) Morris and Martin. Complexity, systems thinking and practice. The handbook of sustainability literacy: Skills for a changing world.</i>
Jan 20	Misconceptions and Surprise <i>1) Monroe. Addressing misconceptions about wildland-urban interface issues. Florida Cooperative Extension Service Fact Sheet, FOR 108. University of Florida</i>
Discussion	Systems Thinking and Spruce Budworm



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Week 4

Jan 25 Fire Wise: Intro to Issue and Communication/Information Strategies

- 1) Behm and Duryea: *Fire in the Wildland-Urban Interface: Considering Fire in Florida's Ecosystems*, Circ 1431: <http://edis.ifas.ufl.edu/pdf/FR/FR13700.pdf>
- 2) Randall, Hermansen-Baez, Acomb: *Fire in the Wildland-Urban Interface: Reducing Wildfire Risk while Achieving Other Landscaping Goals*, Circ 1478: <http://edis.ifas.ufl.edu/pdf/FR/FR16200.pdf>
- 3) Hill, Ashton, Visser, and Monroe: *Forest Management in the Interface: Reducing Fire Risk*, FOR 179 <http://edis.ifas.ufl.edu/fr249>
- 4) Monroe, M. C. and K. C. Nelson. 2004. *The value of assessing public perceptions: Wildland fire and defensible space*. *Applied Environmental Education and Communication*. 3:109-117.

**Diffusion Assignment due**

Jan 27 Communication about fire: Perceptions and Audience Analysis

- 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.

Discussion Critique of brochures

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Week 5

Feb 1 Fire: Social Marketing and Risk Reduction Behaviors

- 1) McKenzie-Mohr, *Quick Reference: Community-Based Social Marketing Handout*.

Feb 3 Ocala National Forest: Collaboration and Natural Resources Management

**Wildfire Website Assignment Due**

Discussion Review for Midterm

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Week 6

Feb 8 **Midterm**

Feb 10 Ocala: Collaboration and Conflict Overview

- 1) Moote, Margaret Ann. 2008. *Collaborative forest management*. In: E.M. Donoghue and V.E. Sturtevant (Eds.). *Forest Community Connections: Implications for Research, Management, and Governance*. Resources for the Future: Washington, DC. Pp. 243 – 260.

Discussion Nominal Group Technique

1) Clark J. and T. Stein. 2004. *Applying the Nominal Group Technique to Recreation Planning on Public Natural Areas*. *Journal of Park and Recreation Administration*, 22(1): 1-22.

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**Saturday  
Feb. 12**

**FIELD TRIP – Ocala National Forest**

**Meet at the Newins-Ziegler Hall Breezeway at 9:00**

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Week 7

Feb 15 Ocala Approaches to Conflict

Feb 17 Ocala: Conflict Management

**Interests and Positions Assignment Due**

1) Carr, Susan L. 2008. *More off-highway vehicle trails are coming to the Forest, but at a cost*. *Ocala Star-Banner*, Sunday April 20, 2008. Glaser, T. 2007. *Book Summary of Getting to Yes:*

2) *Negotiating Agreement Without Giving In* by Roger Fisher and William Ury.

Discussion Writing News Releases

1) Telg, R. *Developing Effective Media Relations for Your County Program*, EDIS AEC 339

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Week 8

Feb 22 Kumaon Highlands and Social Forestry in India

1) Tucker, R. 1984. *The Historical Context of Social Forestry in the Kumaon Himalayas*. *The Journal of Developing Areas*. 18 (3). pp. 341-356.

2) *MountainVoices. Forestry*. [www.mountainvoices.org/i\\_th\\_forestry.asp.html](http://www.mountainvoices.org/i_th_forestry.asp.html). Accessed 2008

**Submit Draft News Release**

Feb 24 Kumaon: Conflict and Interests, Power and Land Tenure

**Submit Peer Review of News Release**

Discussion Kumaon and Social Forestry: Power and Land Tenure

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Week 9

March 1 Reindeer Removal, Alaska Case Study

March 5 **Midterm – Pick up Treaty and Stakeholder Role Assignments**

**News Release V2 Due**

Discussion Reindeer Removal

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March 8, 10 Spring Break

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Week 10

March 15 Introduce the Maya Biosphere Reserve Issue

- 1) Radachowsky, J. 2005. *Forest Policy in the Petén, Guatemala*.
- 2) UNESCO. 2001. *Introduction and Sections on the Maya Biosphere Reserve*. In: *Biosphere Reserves: Special Places for People and Nature*. UNESCO, Paris.
- 3) Steiner, Andrej, Henrieta Martonakova & Zuzana Guziova. 2003. *Environmental Governance Sourcebook: Challenges, Laws, Instruments*. UNDP: Bratislava, Slovak Republic. pgs 15-18 & 85-99
- 4) Websites for assigned international accord

**Treaty and Stakeholder Descriptions Due**

March 17 Maya Biosphere Reserve: Stakeholders and Multi-Stakeholder Processes

- 1) Cronkleton, P, et al. 2008. *Environmental Governance and the Emergence of Forest-Based Social Movements*. CIFOR Occasional Paper No. 49. pgs. 1-11
- 2) Finger-Stitch, A. 2003. *Community Concessions and Certification in the Maya Biosphere Reserve*. In: *Social and Political Dimensions of Forest Certification*

Discussion International Environmental Governance and Treaties

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Week 11

March 22 Maya Biosphere Reserve: Indigenous Governance and Conservation

- 1) Chapin, Mac. 2004. *A Challenge to Conservationists*. *WorldWatch*: Vol 17, No 6.
- 2) Various. 2005. *From Readers*. *WorldWatch*: Vol. 18, No.1. (Responses to Mac Chapin)

March 24 Maya Biosphere Reserve Wrap-up

Discussion Multi-Stakeholder Processes Role Play

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Week 12

March 29 Woody Biomass: Context

- 1) Monroe and Plate, 2007. *Common concerns, Wood to Energy Project*.
- 2) Langholtz, M., D. R. Carter, and R. Schroeder. 2007. *Do-It-Yourself Supply Curves, Wood to Energy Project*

March 31 Woody Biomass: Outreach for Public Participation

- 1) Reading: *Conservation Biology*, 2008. Kaplan and Kaplan. *Bringing out the best in people*. 22(4) 826-829

Discussion Supply Curve Demonstration and Discussion

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Week 13

April 5 Sustainability and Natural Resource Management: Participation, Governance, Economics, Development, Environmental Protection vs Exploitation, Ethics.

*Beddoe, R., R. Costanza, J. Farley, E. Garza, J. Kent, I Kubiszewski, L Martinez, T. McCowen, K Murphy, N. Myers, Z Odgen, K Stapleton, J Woodward. 2009. Overcoming systemic roadblocks to sustainability: The evolutionary redesign of worldviews, institutions, and technologies. PNAS. 106 (8): 2483-2489*

April 7 Sustainability continued

**Case Comparison Paper Due**

Discussion Introduction to Poster Assignment; What makes a good poster

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Week 14

April 12 Ecological Economics

*1) Daly, H. 2008. Economics blind spot is a disaster for the planet. New Scientist 2648: 46-7.  
2) Jackson, T. 2008. Why politicians care not limit economic growth. New Scientist 2648: 42-3.  
3) 2008. Life in a land without growth. New Scientist 2648: 52-3.*

April 14 Wrap up, Course summary, Poster Preview

*1) Stokstad, E. 2005. Taking the pulse of the Earth's life support systems. Science 308: 41-3.*

Discussion Sustainability Wrap-up

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Week 15

April 19 **Poster Presentations**

No  
Discussion

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**Final Exam**

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