

**Department of Forestry
Southern Illinois University Carbondale
FOR 585
HUMAN DIMENSIONS OF NATURAL RESOURCE MANAGEMENT
Spring 2007 - Course Syllabus**

Instructor: Dr. Jean Mangun

Office: 186E Agriculture Bldg.

Office Hours: Mon. & Thurs. 1:30 – 4:30 PM

If you need to see me outside of Office Hours, contact me via e-mail to make an appt.

Please note: This semester office hour times will be subject to change in order to accommodate faculty meeting times, conference attendance, etc., changes will be posted.

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Class meets: Weds. 10:00 AM - 1:00 PM in AG Room 218

Readings (Texts, supplements, suggestions):

All required chapters & articles to be kept on reserve in Human Dimensions Qualitative Lab, AG 194F.

1. M. J. Manfreda, J. J. Vaske, B. L. Bruyere, D. R. Field, and P. J. Brown, editors. 2004. Society and Natural Resources: A Summary of Knowledge Prepared for the 10th International Symposium on Society and Resource Management. Modern Litho, Jefferson, Missouri. 361 pp.

Useful, but becoming dated:

2. Ewert, A. W., ed. 1996. Natural resource management: The human dimension. Westview Press, Boulder, CO. 263 pp.
3. Mangun, W. R., ed. 1992. American fish and wildlife policy: The human dimension. Southern Illinois University Press, Carbondale, IL. 272 pp.

Course Objectives:

1. Students will become familiarized with the body of literature dealing with social science research in natural resource management;
2. Students will consider the diversity of human perspectives that exist relative to consumptive and nonconsumptive uses of renewable natural resources;
3. Students will acquire basic skills in qualitative and quantitative research methodologies, consensus building and meeting facilitation;

Details of Specific Individual Assignments:

- I. Government Document Retrieval (Adapted from a “document scavenger hunt” exercise developed by Dr. Bob Ditton, TAMU) (200 points):**
Using the following directions, locate all materials relevant to a federal statute in an area of interest to you. Make a printed or Xerox copy of each document retrieved labeled with the number of the appropriate step (see below) for identification purposes. Turn in hardcopies of required materials and typed report as outlined in Step 8. Be prepared to discuss the background of your statute in class. Due date: April 4, 2007.
 The objectives of this exercise are: 1) to follow the stream of legislation and regulations following passage of a selected **federal** law. 2) to understand the role of constituency groups in passing legislation and promulgating rules; and 3) to locate statutes, codes, and regulations in a government documents library or on the Internet. Please choose a wildlife, fisheries, forestry, or environmental regulation-related statute of interest **to you** and go through the process. It is hoped that this project will give you an appreciation for the complex legislative and regulatory processes that delimit natural resource management. *Note: samples of completed assignments are also on reserve in the Human Dimensions Qualitative Lab.*
1. First, you need to identify an existing statute of interest to you. If nothing immediately comes to mind, there are many websites that will assist you in this process. For example, visit the homepage of any federal resource management agency (including EPA)
or the online pdf file (352 pp.), *Compilation of Selected Laws Concerning National Forests & Related Matters*, available at:
www.loc.gov/rr/law/lrrcomp.html
or
Center for Wildlife Law, Univ. of New Mexico School of Law, available at:
<http://ipl.unm.edu/cwl/> and follow links
or
USGS Guide to Federal Environmental Laws and Regulations, available at:
http://water.usgs.gov/eap/env_guide/
 2. Second, you need to locate the title, popular name, and text of your statute in the most recent version of the United States Code. You can use the Internet:
<http://uscode.house.gov/search/criteria.shtml>
or
<http://assembler.law.cornell.edu/uscode/>
or go to the Government Documents Section in Morris Library. If you use the latter, use the U.S.C. General Index to identify the appropriate title and popular name of your statute.
 3. Locate the *Congressional Findings and Declaration of Purposes and Policy* (a.k.a. *Findings and Statement of Purpose*) section for your statute. The congressional perspective of the problem and legislative intent is very important. You should be prepared to discuss the findings, purposes, and policy of your statute in class (April

4th). At the end of this section you should find public law citations for the original act, as well as any other amendments enacted since then.

4. Track down any amendments to the original statute. (To ascertain whether your statute has been amended since the date of the paper version of the U.S. Code in the library, you can consult U.S. Code Supplement I and H.) Check to see in which years Congress passed amendments to your statute. Photocopy any amendments. **If** you search the U.S. Code on the Internet, please see the instructions on how to determine whether a particular part of the Code has been amended since published, which should be available at:
<http://assembler.law.cornell.edu/uscode/>
5. Identify any evidence of interagency coordination, by consulting the Code of Federal Regulations (CFR) Index to locate regulations pertaining to your topic. The Code of Federal Regulations contains regulations issued by executive branch agencies. Review Part 17 of the relevant CFR title, **or** conduct an online search of the CFR at:
<http://www.gpoaccess.gov/cfr/index.html>
6. Use CFR LSA (*List of CFR Sections Affected*) to determine the extent to which there have been changes in the part identified in above step (5) since the last published version of the CFR. Where changes have occurred, page numbers are provided. Consult the Federal Register for the actual changes. At the conclusion of the relevant title in the CFR LSA, look up any proposed rules for Part 17. Locate one of the proposed rules in the Federal Register. Proposed regulations adopted so recently that they are not yet in the CFR may be found in the Federal Register, **or** conduct an online search of LSAs at:
<http://www.gpoaccess.gov/lsa/index.html> (*can also follow the appropriate link from the CFR Index page*).
7. Consult the Federal Register (FR) (1994 - forward) at:
<http://www.gpoaccess.gov/fr/index.html> (*can also follow the appropriate link from the previous Index pages*).

Look under the popular name of your statute to locate coverage of: rules, proposed rules, notices, and Presidential documents. Use the Internet to identify one or two interesting notices pertaining to your statute in the Federal Register.

8. The written portion of this assignment is to identify some of the human dimensions issues addressed by passage of the particular statute you have selected. Discuss the findings, purposes, and policy of your statute. Research and identify what groups may have lobbied pro or con the statute and what their arguments might have been. Have there been any amendments; if so, for what purpose? This report should be approximately 3-5, double-spaced, typed pages. *Suggestion: Be sure to number each of the photocopied pages you turn in so they remain in a logical sequence!*

II. Human Dimensions Literature Review (100 points)

This semester, in lieu of a term paper, you are to develop a literature review section suitable for inclusion in **your own thesis** Literature Review that examines how “natural resource social science” or “human dimensions” research provide theoretical underpinnings for your own thesis project. An informal class discussion/presentation of what connections you found will be held during our last class session, May 2, 2007. Early versions of the written portion of this assignment can be turned in for my edits/comments. Final product is due during finals week.

Details of Collaborative Projects:

III. Qualitative Data Collection Exercise (100 points)

Each student will be responsible for facilitating a 30 – 40 minute model focus group session using classmates and any other interested parties as participants. Sessions will be held during regularly scheduled class time in the **Human Dimensions Qualitative Lab, AG 194F**. Sessions will be digitally recorded, so that you can observe yourself in action. Focus group discussion topics and discussion prompts will be developed by the student and approved by the instructor.

IV. Quantitative Data Collection Exercise (100 points)

Working in teams, students will review the survey instruments currently used by the SIUC Department of Forestry to profile incoming students and alums. Recommendations will be made and presented in class on modifications designed to make data collected more easily coded and generally more useful. If time permits, an existing data set will be entered into SPSS to familiarize students with this statistical software package.

Grading Breakdown:

Gov. Document Retrieval	200 pts.
HD Literature Review	100
Class Participation/Presentations	200
Qualitative Data Exercise	100
Quantitative Data Exercise	100
Total Points	700

A grade of incomplete (INC) is **only** awarded if a student cannot complete all course requirements due to some unforeseen serious circumstances **and** appropriate arrangements have been made with the instructor. A grade of incomplete is **not** awarded in cases where a student simply ceases to attend class and reappears at the very end of the semester. In those cases in which a student stops attending **without** officially dropping the course, a grade of WU will be assigned.

The last day to drop a course without penalty is March 19, 2007 (Monday of the 9th week).

Academic Honesty Policy: The academic honesty policy enforced will follow the Student Conduct Code, Section II, Article A.

ADA Special Accommodations: In keeping with the goal of the implementation of the Americans with Disabilities Act (ADA), all students for whom the act applies should notify the instructor no later than the second session of the course so that arrangements can be made for accommodations to meet your educational needs and maximize learning.

HD Class Schedule:

Date	Topic	Readings
Jan. 17	Orientation --Human Dimensions as a natural resource discipline	-----
24	No Class Scheduled: "Six Degrees Exercise"	-----
31	--Discussion of Class Projects --Presentation of "Six Degrees" Results --The evolution of social science research in natural resource management --Video: CSU Symposium on <i>Nat. Resource Mgmt. for the New Century</i>	-ISSRM: Chaps. 1, 3, & 4
Feb. 7	--How we got here: The tragedy of the commons	-Supplemental Readings: Nos. 2 & 3
14	--The continuum of sociological theories --Social science methodologies I: Quantitative Analysis --Introduction to Quantitative Project	-ISSRM: Chap. 21 -Supplemental: No. 4
21	--The emergence of collaborative decision making --Nominal Group Technique Exercise	-ISSRM: Chap. 12 -Supplemental: No. 20
28	--Place-based approaches --Introduction to Focus Group Project	-Supplemental: No. 19 -Kreuger & Casey reference
Mar. 7	--Social science methodologies II: Qualitative Analysis Guest Lecture --Draft Focus Group Topics & Discussion Prompts Due	-----
14	Spring Break	-----
21	Focus Group Exercises	-----
28	Focus Group Exercises	-----

Apr. 4	Govt. Document Retrieval Projects due; Class discussion of your selected pieces of legislation	-----
11	No class scheduled: SPSS Data Entry Exercise	Will meet in Forss Lab, AG
18	--Social science and the land management agencies --Team Presentation(s) of Survey Improvements	Supplemental: Nos. 11, 13, & 14
25	--The consumptive vs. nonconsumptive debate --“Hunting, Fishing, PETA and Protein”	ISSRM: Chap. 17 Supplemental: Nos. 15, 16, 17 & 18
May 2	Informal presentation of your “piece of the puzzle” Literature Review Segment due Finals Week	-----

Compendium of Supplemental Readings:

1. Witter, D. J. and L. J. Jahn. 1998. Emergence of human dimensions in wildlife management Trans. North Am. Wildl. and Nat. Resour. Conf. 63:nn-nn.
2. Hardin, G. 1968. The tragedy of the commons. Science 162: 1234-1248.
3. Feeny, D., F. Berkes, B. J. McCay, and J. M. Acheson. 1990. The tragedy of the commons: Twenty-two years later. Human Ecology 18(1): 1-19.
4. Kinloch, G. C. 1977. (What is theory, Chapter 2 and What is sociological theory, Chapter 3) Sociological Theory: Its Development and Major Paradigms. New York: McGraw-Hill.
5. Bultena, G. L., and D. R. Field. 1980. Structural effects in national park going. Leisure Sciences 3(3): 221-240.
6. Mangun, J. C. and J. T. O=Leary. 2001. Macrosociological inquiry and sport fishing. Society and Natural Resources 14: 385-397.
7. Decker, D. J., C. C. Krueger, R. A. Baer, Jr., B. A. Knuth, and M. E. Richmond. 1996. From clients to stakeholders: A philosophical shift for fish and wildlife management. Human Dimensions of Wildl. 1(1): 70-82.
8. Ditton, R. B. 1995. Fisheries professionals: Preparing for demographic change. Fisheries 20(1): 40.
9. Hunt, K. M., and R. B. Ditton. 2001. Perceived benefits of recreational fishing to Hispanic-American and Anglo anglers. Human Dimensions of Wildl. 6:153-172.
10. Field, D. R., R. Hammer, T. Kuczenski, P. Voss, and A. Hagen. 2000. Applied demography and natural resource management: A perspective on social change along the Upper Mississippi flyway. Pp. 105-113 in D. C. Fulton, K. C. Nelson, D. H. Anderson, and D. W. Lime, eds. Human Dimensions of Natural Resource Management: Emerging Issues and Practical Applications. St. Paul: University of Minnesota and USGS-Biological Resources Division.
11. Llewellyn, L.G., W.R. Mangun, and J.C. Mangun. 1998. Human dimensions in U. S. Fish and Wildlife Service decision making. Trans. North Am. Wildl. and Nat. Resour. Conf. 63: 227-238

12. Nelson, K. C., and B.W. Stieglitz. 2000. Community relations, conflict management, and collaborative partnerships. Pp. 114-125 in D. C. Fulton, K. C. Nelson, D. H. Anderson, and D. W. Lime, eds. Human Dimensions of Natural Resource Management: Emerging Issues and Practical Applications. St. Paul: University of Minnesota and USGS-Biological Resources Division.
13. Kennedy, J. J., and J. W. Thomas. 1992. Exit, voice, and loyalty of wildlife biologists in public natural resource/ environmental agencies. Pp. 221-238 in W.R. Mangun, ed. American Fish and Wildlife Policy: The Human Dimension. Carbondale, Illinois: Southern Illinois University Press.
14. Meeker, J. W. 1972. Red, white, and black in the national parks. Paper presented at National Park Service Training Academy, Grand Canyon, Arizona.
15. Benson, D. E., and D. J. Decker. 2001. Why people hunt: A theoretical framework. Trans. North Am. Wildl. and Nat. Resour. Conf. 66:140-153.
16. Geist, V., S.P. Mahoney, and J. F. Organ. 2001. Why hunting has defined the North American model of wildlife conservation. Trans. North Am. Wildl. and Nat. Resour. Conf. 63:175-185.
17. Mangun, J. C., J. T. O'Leary, and W. R. Mangun. 1992. Nonconsumptive wildlife-associated recreation in the United States: Identity and dimension. Pp. 175-200 in W.R. Mangun, ed. American Fish and Wildlife Policy: The Human Dimension. Carbondale, Illinois: Southern Illinois University Press.
18. Chapple, S. 1997. The Bambi Syndrome. Sports Afield (May): 128, 122.
19. Cheng, A.S., L.E. Kruger, and S.E. Daniels. 2003. Place as an integrating concept in natural resource politics: Propositions for a social science research agenda. Society Nat. Resources 16:87-104.
20. Conley, A. and M.A. Moote. 2003. Evaluating collaborative natural resource management. Society Nat. Resources 16:371-386.