

NRE 220: Human Dimensions of Natural Resources

Spring 2018, 3 Credits, SEC 201 (CRN 4288)

M/W/F: 09:00 – 09:50 am

Room: WAEC 1227

Instructor

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Teaching Assistant

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University Policies

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to www.marshall.edu/academic-affairs/policies/. Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

Required Texts, Additional Reading, and Other Materials

- 1) Main Text: Knight, R.L. & White, C. (2008). *Conservation for a new generation: redefining natural resources management*. Island Press (ISBN-10: 1597264385).
- 2) Additional reading materials will be assigned by the instructor as needed.

Course Description

(From Catalog: This course provides an overview of human-nature relationships from the perspective of conservation and natural resource management) This course is designed to help students of all disciplines to understand concepts and practices of how human dimensions could play an essential role in natural resource management and conservation. The main topics include 1) the characteristics of human dimensions in natural resource management, 2) the key

players in natural resource management, 3) the tools/tactics for natural resource management and conservation, and 4) the factors and considerations for successful natural resource management and conservation. In addition, this course meets a **Core I/Critical Thinking** requirement. Thus, the course is designed to provide critical thinking skills to 1) identify the characteristics of issues/problems related to environmental, political, cultural, economic, or communication structures, 2) understand unique positions/viewpoints of the stakeholders, 3) investigate various solutions pertinent to the problems/issues within the context of human dimensions, and 4) examine potential implications of the proposed solutions. By the end of this course, students should have an understanding of the following domains of Critical Thinking: Integrative Thinking; Inquiry-based Thinking; Information Literacy; Creative Thinking; and Communication Fluency (**Pre/co-requisites:** N/A).

Course Student Learning Outcomes and Assessment Measures

Upon completion of this course, student will be able to

Course Student Learning Outcomes	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed in this Course
1: Integrative Thinking: Students will make connections and transfer skills and learning among varied disciplines, domains of thinking, experiences, and situations.	In-class examples/materials, student-led group discussion, group activity, low-stakes writing, a small-scale research	Exams, group discussion presentations, case study presentations, poster presentation project
2: Inquiry Based thinking: Students will formulate focused questions and hypotheses, evaluate existing knowledge, collect and analyze data, and draw justifiable conclusions.	In-class examples/materials, student-led group discussion, group activity, low-stakes writing, a small-scale research	Exams, group discussion presentations, case study presentations, poster presentation project
3: Information Literacy: Students will revise their search strategies to find appropriate research tools, integrate relevant information from reliable sources, question and evaluate the complexity of the information environment, and use information in an ethical manner.	In-class examples/materials, student-led group discussion, group activity, low-stakes writing, a small-scale research	Exams, case study presentations, poster presentation project

4: Creative Thinking: Students will outline multiple divergent solutions to a problem, develop and explore risky or controversial ideas, and synthesize ideas/expertise to generate ideas.	In-class examples/materials, student-led group discussion, group activity, low-stakes writing, a small-scale research	Exams, group discussion presentations, poster presentation project
5: Communication Fluency Students will develop cohesive oral, written, and visual communications tailored to specific audiences.	In-class examples/materials, student-led group discussion, group activity, low-stakes writing, a small-scale research	Group discussion presentations, case study presentations, poster presentation project

Course Requirements

- 1) **Exams:** There will be two in-class exams during the semester (closed book test). The format and content of the exams will be discussed later.
- 2) **Group Discussion/Activity/Quiz:** Each week, students will have a group discussion based on questions regarding the course contents. The instructor will provide the questions and instructions for the group discussion. Each student must perform the responsibilities of being a presenter or a writer more than **five times** during the semester, in order to obtain full class participation point. In this activity, students will be encouraged to produce creative strategies/solutions rather than to utilize some existing ideas that we will review together in the class.
- 3) **Case Study Presentation (group project):** A total of 12 different case studies regarding the course contents will be analyzed by student groups. Each group is expected to prepare **max. 20-minute power point presentation** about the assigned case study as well as **two discussion questions** to be used for further discussion. It is mandatory that each group meet with the instructor to discuss the presentation contents prior to their intended presentation date.
- 4) **Final Presentation (individual project):** Students will need to formulate their own research questions based on the previous practices in analyzing the case studies. In addition, students will be encouraged to frame their own research questions using various spectrums of disciplines. For example, in reviewing the same management strategies/actions for conservation, each discipline may approach with different keywords; (1) psychology (e.g. public attitude, perception, behavior), (2) sociology (e.g. demographic characteristics, conservation ethics/philosophy), (3) geography (e.g. spatial

and temporal patterns/trends of natural resource changes), (4) political science (e.g. policy/law/regulation aspects, public use/access, civic engagement/public participation, decision-making process), (5) economics (e.g. local economy, cost-effective, economic incentives), and (6) communication science (e.g. educational messages for conservation, persuasive theory). Then, students will need to review literature regarding their questions, analyze data or process, and address their findings/outcomes in an organized/professional way for audiences. This requirement will be developed as a poster or digital format, and the presentation will be made at the end of the semester.

- 5) **Final Reflection Paper**: This requirement is strongly linked to the final presentation. Students will need to submit an evaluation paper to summarize their final presentation topic/contents. Another important aspect, in this final reflection paper, is that students will be required to add the followings: the questions they had during the final presentation session, how they answered those questions, and what other or additional aspects could/should be added in answering the questions. The instructor will provide more instructions for the expected style of this assignment (e.g. double spaced, 2-page limit).
- 6) **General Education Assessment Repository (GEAR) Requirement**: Students are expected to upload their final presentation project (poster: image or PowerPoint file, final reflection paper: word or pdf file) into GEAR. It will be assessed based on all five learning outcomes: integrative thinking, inquiry-based thinking, information literacy, creative thinking, and communication fluency.
- 7) **Attendance & Participation**: Attendance will be part of student's grade as noted below. If students miss more than 30 percent of the lectures, the instructor reserves the right to summarily assign you a failing grade for the course. In addition, 15 percent of the grade for this course is comprised of group discussions/activities/quizzes, most of which will be completed in class. Student will not be allowed to make-up in class discussions and activities missed due to unexcused absences. Absences will only be excused if they have been pre-approved by the instructor or if the student is able to document a valid reason for their absence (i.e. illness, death in family, automobile accident, the Dean of Students, etc.).

Grading Policy

Exam 1 (15 %)

Exam 2 (15 %)

Group Discussion/Activity/Quiz (15 %)

Case Study Presentation (30 %: 10% × 3)

Grading Scale

100 – 90

89 – 80

79 – 70

69 – 60

A

B

C

D

Final Presentation (10 %)
Final Reflection Paper (10 %)
Attendance (5 %)

59 – 0

F

Total: 100 %

Additional Policies and Expectations

- 1) **Class participation** is essential for the successful completion of the course. Students are expected to read the assigned papers prior to class and to come to class ready to discuss what they have read.
- 2) **Class materials** can be found at MU-online (<http://www.marshall.edu/muonline>). The instructor will upload all lecture and class discussion files (pdf format) at MU-online in a timely manner. It is mandatory that students monitor the MU-online for updated class materials at least once a week.
- 3) **Resources**: Students who find themselves in need of additional assistance are reminded that the instructor is available during office hours. Again, the instructor's office hours are as follows: W (08:00 – 03:30 pm, except class times) & R (08:00 – 09:30 am).
- 4) **Course Evaluation**: Mid-semester evaluation will be done by the instructor to identify students' suggestions on the course (i.e. pace and topic/subject of the course). Final student course evaluation will be conducted during the last two weeks of the semester in a manner that maintains the integrity of the process and the anonymity of evaluators (online format).

Course Outline (Please note this is a tentative schedule and it may change upon class progress)

NRE 220: Human Dimensions of Natural Resources		
Date	Topic	Assignment
Jan. 08/10/12	Introduction & Overview Conservation as discipline, Group Discussion # 1	
Jan. 15/17/19	Jan. 15: Martin Luther King, Jr. Holiday MU-online overview, Conservation history, Group Discussion # 2	
Jan. 22/24/26	Federal agency in natural resource management, Group Discussion # 3 New paradigm for public land management, Group Discussion # 4 Administrative boundaries of parks and protected areas,	

	Group Discussion # 5 Case Study overview	
Jan. 29/31, Feb. 02	Case Study # 1 Case Study Presentation # 1	
Feb. 05/07/09	Review EXAM # 1	
Feb. 12/14/16	Conservation planning, Group Discussion # 6 Community planning, Group Discussion # 7	
Feb. 19/21/23	Economic incentives for landowners and developers, Group Discussion # 8 Value of ecosystem services, Group Discussion # 9 Case Study Overview	
Feb. 26/28, Mar. 02	Case Study # 2 Case Study Presentation # 2	
Mar. 05/07/09	Contemporary conservation efforts, Group Discussion # 10 Land health and ecological restoration, Group Discussion # 11	
Mar. 12/14/16	People-land relationships, Group Discussion # 12 An unprecedented Future Case Study Overview	
Mar. 19/21/23	Spring Break – University closed	
Mar. 26/28/30	Case Study # 3 Case Study Presentation # 3	
Apr. 02/04/06	Review EXAM # 2 Note: geospatial education in MD (from Monday to Wednesday)	
Apr. 09/11/13	Final Project Topic / Q & A / Scheduling / Preparation	
Apr. 16/18/20	Final Project Presentation I	GEAR requirement due
Apr. 23/25/27	Final Project Presentation II	