

FOR 3202: Society and Natural Resources
School of Forest Resources and Conservation, Spring 2020
Milton Section 1901

Lectures: Pre-recorded videos to be watched before the corresponding discussions. Links located in Canvas.

Discussions: Students attend **ONE** discussion each week via Zoom:

1901 Wednesday, at Milton (4 – 4:50 CST / 5:00 – 5:50 pm EST) TA: Sara Komenda

Co-Instructors: **Martha Monroe** mcmunroe@ufl.edu
Office Hours: by appointment via Zoom or phone
Taylor Stein tstein@ufl.edu
Office Hours: by appointment via Zoom or phone
Mysha Clarke mysha.clarke@ufl.edu
Office Hours: by appointment via Zoom or phone

Teaching Assistants: **Sara Komenda** skomenda@ufl.edu
Office Hours: by appointment via Zoom or phone

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 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, stakeholders, 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.
 - 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 perspectives of ethics and justice 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:

1. The course readings will be available electronically through the course reserves. Course reserves can be accessed for FREE 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 and attendance	100
5 Assignments	370
13 Quizzes	130
2 Exams	400
Total	1000

Grading Scale

<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>
A	930 - 1000	C	730 - 769
A-	900 - 929	C-	700 - 729
B+	870 - 899	D+	670 - 699
B	830 - 869	D	630 - 669
B-	800 - 829	D-	600 - 629
C+	770 - 799	E	less than 600

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. 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 discussion, you may make arrangements with the TA to make up the work.
2. Preparation for class through active participation during discussions.
3. Class conduct (e.g., arriving on time, contributing to class discussions, no disruptive behavior, and no irrelevant activity: e.g., sleeping, reading, texting, surfing).

Students are expected to attend class and submit assignments on time. If you have an accommodation and require additional resources or time, please make sure we are aware of that and provide what you need. If you know you will be absent for work, conferences, or family events, please communicate with your TA and make arrangements to obtain class notes from a peer and submit assignments in advance. If you are absent for illness or accident, please communicate with your TA or instructor as soon as possible, make arrangements to obtain class notes, and negotiate a new due date for your assignment and/or quiz. Any other absences will be unexcused and will reduce your class participation score. Any late assignments will be docked 3% per day late unless you explain extenuating circumstances and negotiate an alternative.

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>.

Quizzes

You are expected to watch all lecture videos and read all assigned materials on your own, on a weekly basis, in preparation for the discussions. The articles and chapters chosen for your reading packet provide a wealth of information that will supplement the information provided in the video lectures. To assist with your understanding and aid you in keeping up with the pace of class, quizzes have been developed to ensure you identify relevant points from the lectures and readings and apply them to current issues. These are available on Canvas (under the quiz section). Quizzes will be due weekly, for a total of 13 quizzes. Late quizzes will not be accepted except for excused absences as states above.

Quizzes can be taken multiple times to achieve your desired grade, so long as they are submitted before the due date.

Exams

This course has two in-class exams. The in-class 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 five 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. Systems diagram	40
2. Press Release	40
3. Sustainability Assignment 1	70
4. Sustainability Assignment 2	70
5. Sustainability Paper	150
Assignments Total	370

Unless otherwise explained, all assignments should be typed with 12 point font, single spaced, and submitted through the course website in Canvas (<http://elearning.ufl.edu>). 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. Grades and comments will be posted on the Canvas Site.

Excused absences and extensions for assignments require advanced notice when foreseeable conflicts exist and written confirmation of these conflicts (such as conference attendance, family weddings, etc.). Absences due to illness will be excused with confirmation from a doctor.

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

1. **Systems Diagram** – Using a case study from the Tipping Point reading, describe the specific natural resource scenario and the socio-ecological system that would also encompass the relevant and impacted actors. At both the short and longer-term scales, identify the key variables, their relationships to one another, and how human activities complicate the system.
2. **Press Release** – You will write a draft press release, edit at least one other students' draft press release, and submit a final, well-written, properly formatted press release featuring a news-worthy event from a scenario presented in class.

Assignments 3-5 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.

3. **Case Selection and 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.
4. **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?
5. **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 class discussions, and generally being present in all your classes will improve your ability to learn the information presented.
3. Cell phones and laptops are only to be used to take notes. E-mailing, texting, or surfing websites during class is not permitted. Loss of participation points will occur for any student found misusing electronic devices 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. Consult the UF tutorial if you wish to have a better handle on plagiarism:
<http://www.uflib.ufl.edu/tutorials/research.html>

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>, 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/](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://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- 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 feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

FOR 3202: Society and Natural Resources
Course Schedule and Readings

Assigned readings for each lecture are found in the [online course reserves](#) and on Canvas.

Week 1		
	On own	<ul style="list-style-type: none"> • Watch lecture 1a: Natural Resource Management Over Time <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <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>
	Jan 9	<ul style="list-style-type: none"> • Attend discussion 1a: – Orientation
		<ul style="list-style-type: none"> • Watch lecture 2a: Reindeer in Hagemeister <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>Reindeer Removal Reading, from Ethics of Sustainability Instructor’s Guide</i> • Watch lecture 2b: Attitudes, Values, Place <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>Manfredo, Vaske, and Decker. Human dimensions of wildlife management. Chapter 2, pages 17-31</i>
	Jan 15	<ul style="list-style-type: none"> • Take Quiz wks 1-2 – Due Jan 14
Week 2		
	Jan 16	<ul style="list-style-type: none"> • Attend discussion 2: – How Attitudes, Values and Place affect Reindeer removal
		<ul style="list-style-type: none"> • Watch lecture 3a: Systems Thinking <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>Marten, G., Brooks, S., Suutair, A. 2005. “Environmental tipping points: A new slant on strategic environmentalism. World Watch 18(6): 10-14.</i> • Watch lecture 3b: Changing Behavior <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>Muth, R. M. and Hendee, J. C. 1980. “Technology transfer and human behavior,” Journal of Forestry. 78(3): 141-144.</i> ▪ <i>J. Stern, M. (2018). The Theory of Planned Behavior. In Social science theory for environmental sustainability (pp. 41–44). New York, NY: Oxford University Press.</i>
	Jan 22	<ul style="list-style-type: none"> • Take Quiz wk 3
Week 3		
	Jan 23	<ul style="list-style-type: none"> • Attend discussion 3: – Systems diagrams – Intro to Assignment 1

		<ul style="list-style-type: none"> • Watch lecture 4a: FireWise in Florida <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>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/pdffiles/FR/FR16200.pdf.</i> ▪ <i>Shands, W.E. 1991. Problems and prospects at the urban-forest interface. Journal of Forestry. 89(6): 23-26.</i> ▪ <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> • Watch lecture 4b: Social Marketing to Reduce Risk <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>McKenzie-Mohr, D., N R Lee, P W Schultz, and P Kotler. 2012. Social Marketing to Protect the Environment. LA: Sage, pages 3-21</i> ▪ <i>Jacobson, S.K. 2009. News releases. Communication Skills for Conservation Professionals. Washington DC: Island Press, pages 265-271.</i>
	Jan 29	<ul style="list-style-type: none"> • Take Quiz wk 4
Week 4		
	Jan 30	<ul style="list-style-type: none"> • Attend discussion 4: – Press Release – Intro Assignment 2
	Jan 31	<ul style="list-style-type: none"> • Submit – Assignment 1: Systems Diagram
		<ul style="list-style-type: none"> • Watch lecture 5a: Audience Assessment Strategies <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>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.</i> • Watch lecture 5b: Communication Strategies <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>Monroe. Addressing misconceptions about wildland-urban interface issues. Florida Cooperative Extension Service Fact Sheet, FOR 108. University of Florida http://edis.ifas.ufl.edu/pdffiles/FR/FR15500.pdf</i> ▪ <i>Kahan, D. 2010. Fixing the communications failure. Nature, 463: 296-297</i>
	Feb 5	<ul style="list-style-type: none"> • Take Quiz wk 5
Week 5		
	Feb 6	<ul style="list-style-type: none"> • Attend discussion 5: – Communication
	Feb 7	<ul style="list-style-type: none"> • Submit – Assignment 2: Press Release DRAFT
	Feb 11	<ul style="list-style-type: none"> • Complete Peer Review ONLINE

		<ul style="list-style-type: none"> • Watch lecture 6a: Kumaon, India and Power in NR issues <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>Tucker, R. 1984. The Historical Context of Social Forestry in the Kumaon Himalayas. The Journal of Developing Areas. 18 (3). pp. 341-356.</i> • Watch lecture 6b: Conflict and Collaboration <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>Brunson, M. 2002. Experiences in ecosystem management: Collaborative stewardship: Views from both sides. Pp. 240-244. In: Ecosystem Management. Washington D.C.: Island Press.</i> ▪ <i>Swirko, C. 2014. Homeowners vs. trail users. Gainesville Sun October 27. Pp. 1A, 5A.</i> ▪ <i>Island Field Neighbors. 2014. Letter to the Editor: Balance recreational desires, property rights with preserve. November 22.</i> ▪ <i>Gainesville Sun Editor. 2014. Editorial: Keep the trail open. Gainesville Sun, October 24.</i>
	Feb 12	<ul style="list-style-type: none"> • Take Quiz wk 6
Week 6		
	Feb 13	<ul style="list-style-type: none"> • Attend discussion 6: – Nominal Group Technique
	Feb 16	<ul style="list-style-type: none"> • Submit – Assignment 2: Press Release FINAL (IN CANVAS)
		<ul style="list-style-type: none"> • Watch lecture 7a: Multi-Stakeholder Process <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>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</i> ▪ <i>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</i> • Watch lecture 7b: Understanding Conflict <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>Glaser, T. 2007. Book Summary of Getting to Yes: Negotiating Agreement Without Giving In by Roger Fisher and William Ury.</i>
	Feb 19	<ul style="list-style-type: none"> • Take Quiz wk 7
Week 7		
	Feb 20	<ul style="list-style-type: none"> • Attend discussion 7: – Interests and Positions
		<ul style="list-style-type: none"> • Watch lecture 8a: Collaboration <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>Steiner, F. 2008. Identifying issues and establishing planning goals. Pp. 27-48. In: The Living Landscape. Washington D.C.: Island Press.</i> • Watch lecture 8b: NO lecture, study for your exam! <ul style="list-style-type: none"> ○ Read: <i>None.</i>
	Feb 26	<ul style="list-style-type: none"> • Take Quiz wk 8

Week 8		
	Feb 27	<ul style="list-style-type: none"> Attend discussion 8: – <u>EXAM</u>
		<ul style="list-style-type: none"> Watch lecture 9a: Co-management of Uluru Kata Tjuta National Park, Australia - part 1 <ul style="list-style-type: none"> Read: <ul style="list-style-type: none"> <i>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.</i> <i>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</i> <i>Marks, Kathy. 2015. Thirty years on from the Ayers Rock handback intercultural strains still persist. The Sydney Morning Herald. October 24, 2015.</i> Watch lecture 9b: Co-management of Uluru Kata Tjuta National Park, Australia - part 2 <ul style="list-style-type: none"> Read: <ul style="list-style-type: none"> <i>NONE.</i>
SPRING BREAK		
Week 9		
	March 11	<ul style="list-style-type: none"> Take Quiz wk 9
	March 12	<ul style="list-style-type: none"> Attend discussion 9: – Choosing a sustainability case: Intro to Assignment 3
		<ul style="list-style-type: none"> Watch lecture 10a: Fisheries management with a human dimensions twist – guest speaker Dr. Kai Lorenzen <ul style="list-style-type: none"> Read: <ul style="list-style-type: none"> <i>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.</i> Watch lecture 10b: Ethics and Justice <ul style="list-style-type: none"> Read: <ul style="list-style-type: none"> <i>Kibert, C. J. (Ed.). (2012). Social Dimensions of Sustainability Ethics. In Working toward sustainability (1st ed, pp. 67–94). Hoboken, NJ: Wiley.</i>
	March 18	<ul style="list-style-type: none"> Take Quiz wk 10
Week 10		
	March 19	<ul style="list-style-type: none"> Attend discussion 10: – Ethics and Justice

		<ul style="list-style-type: none"> • Watch lecture 11a: Traditional and Environmental Economics <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>none</i> • Watch lecture 11b: Ecological Economics <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>none.</i>
	March 25	<ul style="list-style-type: none"> • Take Quiz wk 11
Week 11		
	March 26	<ul style="list-style-type: none"> • Attend discussion 11: – Intro to Assignment 4
	March 28	<ul style="list-style-type: none"> • Submit – Assignment 3: (IN CANVAS)
		<ul style="list-style-type: none"> • Watch lecture 12a: Ecotourism <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>none</i> • Watch lecture 12b: International Policies and Governance <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>Steiner, Andrej, Henrieta Martonakova & Zuzana Guziova. 2003. Environmental Governance Sourcebook: Challenges, Laws, Instruments. UNDP: Bratislava, Slovak Republic. pgs 15-18 and 85-99.</i>
	April 1	<ul style="list-style-type: none"> • Take Quiz wk 12
Week 12		
	April 2	<ul style="list-style-type: none"> • Attend discussion 12: – Ecotourism
		<ul style="list-style-type: none"> • Watch lecture 13a: Intro to Sustainability <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>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.</i> ▪ <i>De Young, R., and S. Kaplan. 1988. On averting the tragedy of the commons. Environmental Management, 12(3): 273-283.</i> • Watch lecture 13b: Sustainability and Natural Resource Management <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>Daly, H. 2008. Economics blind spot is a disaster for the planet. New Scientist 2648: 46-7.</i> ▪ <i>Jackson, T. 2008. Why politicians dare not limit economic growth. New Scientist. Issues 2678, Oct 16, 2008. Pages 42-43.</i>
	April 8	<ul style="list-style-type: none"> • Take Quiz wk 13
Week 13		
	April 9	<ul style="list-style-type: none"> • Attend discussion 13: – Intro to Assignment 5
	April 11	<ul style="list-style-type: none"> • Submit – Assignment 4: (IN CANVAS)

		<ul style="list-style-type: none"> • Watch lecture 14a: Gender and Race in Natural Resource Management <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>WWF UK. (2012) Natural Resource Management and the Importance of Gender.</i> • Watch lecture 14b: NGO's and Organizing <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ <i>Saville, Anne and Alison Adams. "Balancing Environmental Remediation, Environmental Justice, and Health Disparities: The Case of Lake Apopka Florida."</i>
	April 15	<ul style="list-style-type: none"> • Take Quiz wk 14
Week 14		
	April 16	<ul style="list-style-type: none"> • Attend discussion 14: – Sustainability
		<ul style="list-style-type: none"> • Watch lecture 15a: NONE – WORK ON YOUR PAPERS!! <ul style="list-style-type: none"> ○ Read: <ul style="list-style-type: none"> ▪ none
		NO QUIZ THIS WEEK
Week 15		
	April 22	<ul style="list-style-type: none"> • Attend discussion 15: –exam prep (OPTIONAL) • Assignment 5 DUE • NO QUIZ THIS WEEK
Week 16	April 29	Final exam – Date and Time TBD