FOR 3202: Society and Natural Resources
Syllabus
School of Forest, Fisheries, and Geomatics Sciences, Spring 2021

Important Information

This course will be conducted in a hybrid format that includes some students attending face-to-face sessions and others attending online. During all face-to-face activities, the following public health and safety protocols are required of all students, instructors, and teaching assistants:

- **Wear face masks at all times,** both indoors and outdoors.
- Sit at designated seats and stay at least 6 feet from others as you enter and leave class.
- Bring a laptop to class so you can access handouts and group discussions.
- Because we need to vacate the classroom quickly, if you have personal questions for the instructors, please meet us outside the building at the nearest exit. We will answer questions at a designated spot that will be out of the mainstream traffic.
- Wash your hands frequently, before class and before eating.
- If you feel sick or have COVIC symptoms, please stay home. Use the UF Health screening system and follow the instructions on whether you are able to attend class.

For those attending by Zoom, please turn your cameras on (if bandwidth allows) and mute your audio for increased engagement. You are welcome to ask questions via chat or vocally as relevant.

If you are unable to attend class, please submit documentation for an excused absence and discuss a reasonable deadline for you to make up the work with an instructor.

Class sections 1881, 1901, 2265 meet: Thurs periods 3-4 (9:35 – 11:30am) in RNK 210
(Class # 13031, 13032, 27150)   (nearest exit door faces McCarty Hall)
Join Class via Zoom:
https://ufl.zoom.us/j/97419660405?pwd=YWowMDNFRk5pbjFMMDZMcTh4ZjRBQT09
Meeting ID: 974 1966 0405, Passcode: 301495

Class sections 1325, 6317, HN10 meet: Thurs periods 6-7 (12:50 – 2:45pm) in CSE E222
(Class # 31015, 13033, 24532)   (nearest exit door faces the Hub)
Join Class via Zoom:
https://ufl.zoom.us/j/94059664178?pwd=MGYySEVocDdtYVZCeDFBRkJsczQrdz09
Meeting ID: 940 5966 4178, Passcode: 117561

Co-Instructors:
Martha Monroe	mcmonroe@ufl.edu	NZ 347; Office Hours by appointment on zoom
Taylor Stein	tstein@ufl.edu	NZ 353; Office Hours by appointment on zoom
Mysha Clarke	mysha.clarke@ufl.edu	NZ 345; Office Hours by appointment on zoom

Teaching Assistants:
Gabby Salazar	gabriellesalazar@ufl.edu	by appointment
Lynn Buchanan	LynnBuchananTA@gmail.com	by appointment

Please use these email addresses (not Canvas Inbox) for the fastest and most reliable response. We are all available for office hours and are happy to meet with you. Just email us to set up a time.

Course Description:
Local-to-global and individual-to-institutional perspectives on natural resource values, sustainability, diversity, and social change can 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, and how resource managers can influence the public. We use case studies from Florida, Alaska, and Australia to explore the course's fundamental concepts. The assignments associated with each case will help you practice skills that should help you address natural resource conflicts, work with citizens and staff, and access mass media. The course will build toward a culminating final assignment in which you will select and assess a case study to better understand relevant opportunities to engage society in enhancing the sustainably using 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 can consider different perspectives and needs, rights and responsibilities including but not limited to 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:
1) <u>Conflict and Collaboration</u>: 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.
2) <u>Communication and Social Change</u>: Increasing awareness, building understanding, supporting attitudes, building capacity and encouraging change depends on effective communication strategies.
3) <u>Sustainability</u>: 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. Understand key themes, principles, and terminologies related to society and natural resources.
   a. Be able to correctly use terms, such as sustainability, systems thinking, collaboration, conflict management, environmental justice, externalities, and governance, to analyze natural resource issues.

2. Understand theories and methodologies related to society and natural resources.
   a. Describe how collaboration c may lead to more acceptable decisions.
   b. Explain how individuals and communities can shape norms and behaviors.
   c. Describe major theories related to human behavior and sustainability such as Theory of Planned Behavior, Diffusion of Innovation, power, values, and attitudes.
   d. Explain the interconnectedness between environmental economics (including costs, benefits, and externalities) and sustainability outcomes.

3. Identify, describe, and explain social institutions, structures, and processes that guide natural resource decision-making.
   a. Discuss and explain the issues and opportunities for natural resource management outside the U.S.
   b. Describe current multilateral environmental agreements, agencies, and organizations that support efforts toward sustainability.
   c. 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 environmental justice principles related to sustainability and apply them to class case studies.
   b. Explain how the historical legacies and current impacts related to the distribution of environmental goods/amenities (for example trails, parks etc.) and environmental bads (for example toxic sites, landfills etc.) disproportionately impact People of Color and low-income communities.

6. Communicate knowledge, thoughts, and reasoning clearly and effectively.
   a. Recognize and effectively use outreach tools that can help change behaviors.
   b. Explain how social science theories help improve communication and interaction.

Texts and Materials:
The course readings will be available electronically through the course reserves. Course reserves can be accessed through Canvas (elearning@ufl.edu) or through the library website (ares.uflib.ufl.edu).

Course Grading

Assignments/Exercises	Points
Class Participation	100
Weekly quizzes	120
5 Assignments	280
2 Exams	200
Total	700

Grading Scale

Grade	Points	Grade	Points
A	658 - 700	C	511 - 538
A-	639 - 659	C-	490 - 510
B+	609 - 638	D+	469 - 489
B	581 - 608	D	441 - 468
B-	560 - 580	D-	420 - 440
C+	539 - 559	E	less than 420

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

Course Assignments

Course Format
This is a three-credit class that meets synchronously for two hours each week. You will be expected to spend an additional 2-4 hours preparing for class each week: watching videos, reading assigned articles, and taking the weekly quiz. We will spend the majority of each class period working in small groups to learn from each other, discuss readings, quizzes and case studies. **You must be prepared.** Classes will be recorded for a few asynchronous students and anyone who cannot attend due to illness or other excused absences. All materials can be accessed through the Canvas course site. By sharing your video, screen, or audio during any synchronous online class sessions, you are consenting to being recorded for the benefit of students who cannot attend live and for class review this semester. If you have special circumstances or concerns about privacy, it is your responsibility to discuss it with the instructors.

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 and submit a copy of the completed exercise you missed (if applicable for that week). Attendance will be counted using roll call for in-class students and attendance reports as recorded by Zoom for on-line students. Online students must attend 90% of the class to count as attending.
2. Preparation for class. Most classes will require you to use the readings, videos, and other material provided on Canvas to full participate, so you must be prepared.
3. Class conduct (e.g., arriving on time, engaging with peers, contributing to class discussions, no disruptive behavior, and no irrelevant activity: such as sleeping, reading, texting, surfing).

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.

Technology Requirements:
- A computer or mobile device with high-speed internet connection.
- A webcam, headset and/or microphone, and speakers.
- Latest version of web browser. Canvas supports only the two most recent versions of any given browser. What browser am I using?
- Installation of proctoring software will be required for both exams.

Exams

This course has two in-class/online exams that are 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. The exams will be composed of multiple choice and short answer questions.

Assignments

This course has five assignments that will facilitate your learning of the concepts, skills, and strategies taught in class throughout the semester. Instructors will provide specific instructions for each assignment. All written assignments will be submitted to the Canvas website and be subject to Turnitin (a software that will check student submissions for plagiarism).

	Assignment Points
1. Sustainability Topic	30
2. The People and the Problem	60
3. Sustainability Economics/Policy	60
4. Press Release	30
5. Sustainability Paper	100
Assignments Total	**280**

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 by midnight on the day it is due. For each unexcused day a paper is late, 1% 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 in the table below. More detail will be given in class and on Canvas.

Assignment	Description	Due Date
1 – Your Paper Topic	Your Sustainability Paper is the key product of this course. It is essential that you select a topic that 1) you are interested in, 2) is a challenging problem, 3) has economic, justice/ethical, policy, and environmental implications, 4) has a proposed solution that you can research. Please review the Paper Topic Checklist (module 1) to make sure you have selected a good topic. We would like to review your topics at the beginning of the course to make sure you have selected something reasonable. For this assignment, please submit a one-page description of the issue and solution you would like to analyze. Include a brief description of the stakeholders who are involved. List the citations of at least 4 reputable sources that you can use to learn more.	Week 3
2 – People and the Problem	Use your approved topic and describe the setting, the context, the background of the problem. You will also need to discuss the perceived solution to the issue in terms of different stakeholders' perspectives. This will require you to understand conflict and how different groups have different interests, positions, and power related to the issue. In your paper, you will describe at least three stakeholder groups who are involved in the	Week 6

	issue. For each group, describe interests, positions, and power. four pages, double spaced. We expect that your paper will have at least four references, properly cited.	
3 – The Ethical and Economic Distribution of Costs and Benefits	Now take your topic to the next level. Assignment 3 will help you assess the economic and ethical dimensions of your selected case study. Use your pre-approved topic (same context as assignment 2) to answer the questions in this assignment. Based on the case study you selected, most natural resource issues involves people who receive various benefits (examples clean air, hiking trails, monetary value, land etc.) and people who receive costs/losses (poor air quality, hazardous soils, unsafe drinking water, loss of land etc.) including impacts on the environment. The purpose of this assignment is to encourage you to think critically about the historical and current distribution of resources in your case study context. We expect that your paper will be have at least 4 credible references, including at least one peer-reviewed journal article, properly cited. 4 pages, double spaced, with at least 4 relevant citations	Week 10
4 – Press Release	You can take a break from your case to 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 one of the class case studies (Reindeer, Uluru, or wildfire). It should be newsworthy but fictitious.	Week 12
5 – Final Sustainability Paper	You will present your complete sustainability case analysis, revising your second and third papers as needed, and adding a communications plan that will enable the lead stakeholders or agency to engage or communicate with the public to build support or implement your solution. 12 pages with cited references	Week 14

Policies and Requirements

Late Submissions and Make-up Requests

It is the responsibility of the student to access on-line lectures, readings, quizzes, and exams and to maintain satisfactory progress in the course. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing assignments. Any late submissions due to technical issues MUST be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request consideration.

For computer, software compatibility, or access problems call the HELP DESK phone number—352-392-HELP = 352- 392-4357 (option 2).

Inclusive Learning Environment

This course embraces the University of Florida's Non-Discrimination Policy, which reads,

The University shall actively promote equal opportunity policies and practices conforming to laws

against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act.

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see the instructor or refer to the Office of Multicultural & Diversity Affairs website: http://multicultural.ufl.edu.

Communication Courtesy, Respect and Professionalism

Just as in any professional environment, meaningful and constructive dialogue is expected in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. **Respect for individual differences and alternative viewpoints will be maintained in this class at all times.** All members of the class are expected to follow rules of common courtesy, decency, and civility in all interactions. Failure to do so will not be tolerated and may result in loss of participation points and/or referral to the Dean of Students' Office.

Turn off cell phones and bury them away from temptation, and only use laptops for taking notes and completing class exercises. E-mailing, texting, or surfing websites during class is not permitted and students may lose participation points if distracted by computers during class. Instructors will require all laptops to be closed if students are found misusing laptops during lecture or discussion.

Semester Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. **At approximately the mid-point of the semester**, the School of Forest Resources & Conservation will request anonymous feedback on student satisfaction on various aspects of this course. These surveys will be sent out through Canvas and are not required but encouraged. This is not the UF Faculty Evaluation!

At the end of the semester, 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/.

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.

Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:
http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

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. **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.

Services for 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. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

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 http://www.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, 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.career.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 Complaint Process
The School cares about your experience and we will make every effort to address course concerns. We request that all of our online students complete a course satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered.
If you have a more urgent concern, your first point of contact should be the SFRC Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course. You may also submit a complaint directly to UF administration:
- Students in online courses: http://www.distance.ufl.edu/student-complaint-process
- Students in face-to-face courses: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

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
<u>**online course reserves**</u> **and on Canvas.**

For each week, refer to the modules in Canvas. Each module will describe the objectives and main concepts for that week. It will also the list of all media (i.e., on-line lectures and videos, links to readings, and other readings you can access using UF Course Reserves. You should review all the information and answer questions in the quiz to be prepared for class each week.

Dates	Topic
Week 1	
Jan. 14	Orientation to course; introductions
	Natural resource management over time
	Strategies for success
	Example of Assignment
Week 2	
Jan. 21	Prepare by watching videos: Reindeer in Alaska (parts 1 and 2), Power, Thinking in Systems and taking the quiz. All materials are in Canvas, Module 2.
	<u>Readings</u>:
	1) *Reindeer Removal Reading, from Ethics of Sustainability Instructor's Guide*
	2) *Marten, G., Brooks, S., Suutair, A. 2005. "Environmental tipping points: A new slant on strategic environmentalism. World Watch 18(6): 10-14.*
	3) *Jacobson, S. K. & McDuff, M. 1998. Training Idiot Savants: The lack of human dimensions in conservation biology. Conservation Biology, 12(2): 263-267.*
Week 3	
Jan.28	A New World: The Sociopsychology of Stakeholders (and just humans)
	Assignment 1 Due
	<u>Reading</u>:
	1) *Manfredo, Vaske, & Decker. Human dimensions of wildlife management. Chpt. 2, pages 17-31. (In Course Reserves)*
	2) *Parks Australia. 2015. Fact Sheet: Uluru Kata Tjuta National Park.* <u>*https://www.environment.gov.au/system/files/pages/d285fa76-222b-4531-8914-964c55851332/files/uluru-factsheet.pdf (Links to an external site.)*</u>.
	3) *9a -2: Parks Australia. 2015. Fact Sheet: Uluru-Kata Tjuta National Park World Heritage.* <u>*https://www.environment.gov.au/system/files/resources/364eefe0-1b87-4209-8b3a-e45eae4490df/files/uktnp-a4factsheet-worldheritage-small.pdf*</u>

Week 4

Feb 4   Collaboration and Co-Management
        Reading:
        1) *Selin, S.; Blahna, D.J.; and Cerveny, L.K. 2020. How can collaboration*
            contribute to sustainable recreation management? In: Selin, S.; Blahna, D.J.;
            Cerveny, L.K.; Miller, A.B. (Eds) Igniting Research for Outdoor Recreation:
            Linking Science, Policy, and Action. General Technical Report PNW-GTR-987
            Pp. 203-212.
            https://www.fs.fed.us/pnw/pubs/pnw_gtr987.pdf
        2) *Marks, Kathy. 2015. Thirty years on from the Ayers Rock handback*
            intercultural strains still persist. The Sydney Morning Herald. October 24, 2015.
            https://www.smh.com.au/national/nsw/thirty-years-on-from-the-ayers-rock-
            handback-intercultural-strains-still-persist-20151022-gkfops.html
        3) *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

Week 5

Feb. 11   Conflict Management
        Reading:
        1) Glaser, T. 2007. Book Summary of Getting to Yes: Negotiating Agreement
            Without Giving In by Roger Fisher and William Ury.
            https://www.beyondintractability.org/bksum/fisher-getting

Week 6

Feb. 18   Environmental Economics and Externalities
        Assignment 2 Due
        Readings:
            1) 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
            2) Majumdar, S.R. 2019. Varied Responses to Human-Induced Seismicity in the City
            of Azle, Texas. Case Studies in the Environment. 3 (1): 1–8.
            3) Van Vugt M. 2009. Averting the Tragedy of the Commons: Using Social
            Psychological Science to Protect the Environment. *Current Directions in*
            Psychological Science. 18(3):169-173.

Week 7

Feb. 25 –   Recharge Day
No class   Environmental Justice

        Watch film – Food Chains (https://www.youtube.com/watch?v=6vw-qTCW8fo) ~ 1hr 25
        minutes

Week 8

March 4   Exam 1

Week 9

Mar. 11   Environmental Justice

Readings:

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,*

2) *Saville, A., Adams, A.E. Environmental justice in the American south: an analysis of black women farmworkers in Apopka, Florida. Agric Hum Values (2020). https://doi.org/10.1007/s10460-020-10147-0*

3) *National Association for the Advancement of Colored People. State of Environmental and Climate Justice in Florida: A Human and Civil Rights Based Analysis. (Optional read)*

Week 10

Mar. 18   Ecosystem services and Urban greenspace

Assignment 3 Due

Readings:

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*

2) *Miller, S. 2019. Park access and equity in a segregated, Southern U.S. City: A case study of Tallahassee, FL*

Week 11

Mar. 25   **Sharing your solution with the public – using mass media**

Prepare by watching: Fire in Florida, Diffusion of Innovation, Theory of Planned Behavior, News Release

Reading:

- *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*

- *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*

- *Muth, R. M. and Hendee, J. C. 1980. Technology transfer and human behavior, **Journal of Forestry**. 78(3): 141-144.*

- *Jacobson, S.K. 2009. News releases. **Communication Skills for Conservation Professionals**. Washington DC: Island Press, pages 265-271.*

Week 12

April 1 **Involving the public in creating a solution – using deliberation**
Edit a draft press release and revise your own
Assignment 4 Due
Prepare by watching Community Engagement and Deliberation, Worldviews, and Common Pool Resources, Audience assessments
<u>Readings</u>:
- *Jensen, M. N. 2000. Common Sense and Common-Pool Resources: Researchers decipher how communities avert the tragedy of the commons. **BioScience** 50(8): 638-644.*
- *Monroe, M. C., A. Oxarart, L. McDonell, and R. Plate. 2009. Using community forums to enhance public engagement in environmental issues. **Journal of Education for Sustainable Development**, 3(2): 171-182.*
- *Monroe. M. C. 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*
- *Kahan, D. 2010. Fixing the communications failure. **Nature**, 463: 296-297.*

Week 13

Apr. 8 **International policy**
<u>*Reading:*</u>
1) *Steiner, Andrej, Henrieta Martonakova & Zuzana Guziova. 2003. Environmental Governance Sourcebook: Challenges, Laws, Instruments. UNDP: Bratislava, Slovak Republic. pgs 15-18 and 85-99.*

Week 14

Apr. 15 Summary
Assignment 5 Due

Exam 2 Class sections 1881, 1901, 2265 meet: Thurs periods 3-4 (9:35 – 11:30am) in RNK 210
(Class # 13031, 13032, 27150) **April 28, 7:30 AM – 9:30 AM**
Class sections 1325, 6317, HN10 meet: Thurs periods 6-7 (12:50 – 2:45pm) in CSE E222
(Class # 31015, 13033, 24532) **April 26, 7:30 AM – 9:30 AM**