

FNR 3602 Society and Natural Resources

Spring, 2026

Tuesdays: Newins-Ziegler Hall 222 12:50 to 2:45

Thursdays: McCarty Hall B G086 12:50 to 1:40

3 Credits

Instructors

Dr. Taylor Stein

- 353 Newins-Ziegler Hall, 352-846-0860, tstein@ufl.edu
- Office Hours: Mondays 1:00 to 2:00 pm
- Zoom: <https://ufl.zoom.us/j/98798617154>

Dr. Mysha Clarke

- 345 Newins-Ziegler Hall, mysha.clarke@ufl.edu
- Office Hours: Wednesdays at 11am – noon
- Zoom: Join Zoom Meeting
(<https://ufl.zoom.us/j/99159780370?pwd=aMij6d1QVXEMibkGzag47AH5nyXama.1>)

Teaching Assistant

Angelica Nunes

- 227 Newins-Ziegler Hall, angelica.gouveia@ufl.edu
- Office Hours: Scheduled

We are all available for office hours when you would like to schedule them with us and are happy to meet with you (in-person or via Zoom). Please call or message us through Canvas to set up a time to meet. You can use our emails for questions or setting up meetings, but we prefer if you would use the Canvas message system, so your emails do not get lost in our email inboxes.

Course Description

Local-to-global and individual-to-institutional perspectives on natural resource values, sustainability, conservation, policies and social change can reveal potential paths for working within complex human and natural resource systems. 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 provides a foundation for understanding how society influences the management of natural resources, and how resource managers can influence the public. We use local and international case studies 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.

Fundamental Concepts:

- 1) **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.
- 2) **Communication, Risk Perceptions and Social Change:** Increasing awareness, building understanding, supporting attitudes, building capacity and encouraging change depends on effective communication strategies.
- 3) **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 through a good understanding of the social system to assess situations and seeking opportunities to appropriately engage stakeholders.

Course Learning Objectives

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 collaboration, conflict management, environmental justice, externalities, risk perceptions, social norms and social influence, ecosystem services, communication and governance, to analyze natural resource issues.
2. Understand theories and methodologies related to society, social norms, and natural resources.
 - a. Describe how collaboration 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.
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. 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 ethical considerations of climate gentrification and green gentrification
 - b. Explain how the historical legacies, policies and socio-economic factors influence the displacement and change in communities because of changes in natural resources availability and environmental amenities using various case studies.
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, risk perceptions and interaction.

Course Overview and Purpose

This course is required for Forest Resource and Conservation majors and fulfills a core for several other natural resource and environmental majors. It is often the one opportunity where students learn the fundamental psycho-sociological concepts and relationships between the environment and society. We want all students to master the information we provide in this course, but we also understand that we are providing brief summaries of complex topics and concepts – in fact, many of these topics have courses taught and professions that focus entirely on that topic (e.g., conflict management). We hope that introducing students to these topics will provide them the opportunity to expand on any of these topics and concepts on their own.

Course Prerequisites

None

Textbooks, Learning Materials, and Supply Fees

The course assigned materials including readings, videos, etc. will be available electronically through the course's Canvas site.

Communication Guidelines

Please communicate often with the instructors and/or TA whenever you have any issue with the course. In particular, if you are to miss a class, you must let the instructors and TA know as soon as possible. We will do our best to work with students who are proactive and plan for missed courses. However, we are not as good at working with students who repeatedly miss assignments and do not work with us on missed course work.

Technical Support

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. <https://helpdesk.ufl.edu/> | 352-392-4357

Weekly Course Schedule

Tuesdays: Newins-Ziegler Hall 222 12:50 to 2:45

Thursdays: McCarty Hall B G086 12:50 to 1:40

Week	Date	Topic	Assignment Due
1	Jan 13	Class Introduction and Orientation	
	15 (Stein)		
2	20	Public Lands and Making Tough Decisions	
	22	Guest Lecture: Carrie Sekarik, Ocala NF District Ranger, USFS	
3	27	Basics of Social Sciences	Assignment 1 due: Public Lands Paper
	29	Social Sciences (continued)	
4	Feb. 3	Guest Lecture: Martha Monroe, emeritus professor of environmental education, SFFGS	
	5	Identifying and Working with Stakeholders	
5	10	Introduction to Conflict Management	Assignment 2a due: Press Release Draft
	12	Guest Lecture: Whitney Ward, Principal and Rachel Stein, Urban Planner, VCBO	
6	17	Introduction to Collaboration	Assignment 2b due: Press Release Final
	19	Collaboration (continued)	
7	24	Section Review and Prepare for Exam 1	
	26	Exam 1	
8	March 3 (Clarke)	Risk Perceptions and Natural Resource Management	Assignment 3 due: Stakeholder Collaboration Plan
	5	Strategies for community engagement: Social Marketing Process	
9	10	Guest Speaker: Dr. Diane Sturgeon, Postdoctoral Fellow at North Carolina State University and UF/IFAS Invasive Science Institute	
	12	Strategies for community engagement	Assignment 4 due: Risk perceptions and community engagement
10	March 16 – 20	Spring Break	
11	24	Socio-ecological resilience and human behaviors	
	26	Guest speaker: Dr. Ben Lowe, Executive Director; AROCHA USA	Assignment 5 due: Socio-ecological resilience and human behaviors
12	31	Socio-ecological resilience and human behaviors	
	April 2	Guest speaker: Dr. Chelsey Crandall, Florida Fish and Wildlife Commission	
13	7	Conservation Behaviors	Assignment 6 due: Conservation behaviors
	9	Conservation Behaviors; Prepare for Exam 2	
14	14	Exam 2	
	16 (Stein returns)	Co-management and International Collaborative Strategies	
15	21	Continue International Collaboration and Course Wrap-up	

Assignment Descriptions

We will spend much of each class period working in small groups to learn from each other, discuss readings, weekly exercises, and case studies. You must be prepared. All materials can be accessed through the Canvas course site. If you have special circumstances or concerns about privacy, it is your responsibility to discuss it with the instructors.

Participation and Weekly Exercises

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. Participation in class. Throughout the semester, instructors will give you small group and independent exercises and activities to complete in class. These will be graded and can best be done by coming to class and participating. If you plan to miss class, work with the instructor to identify how to best complete the exercise.
3. 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.
4. 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>.

Writing Assignments

This course has six writing 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). More details for each assignment will be provided throughout the semester.

Exams

This course has two in-class/online exams that are worth 150 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.

Grading Policy

Course grading is consistent with [UF grading policies](#).

Course Grading Structure

Assignment Type	Point Value	Percent of Final Grade
Participation and Weekly Exercises	280	28%
Writing Assignments (6)	420	42%
Exams (2)	300	30%
Total	1000	100%

Grading Scale

Grade	Points	Percentage
A	934 – 1000	93.4% - 100%
A-	900 – 933	90.0% - 93.3%
B+	867 – 899	86.7% - 89.9%
B	834 – 866	84.4% - 86.6%
B-	800 – 833	80.0% - 83.3%
C+	767 – 799	76.7% - 79.9%
C	734 – 766	73.4% - 76.6%
C-	700 – 733	70.0% - 73.3%
D+	667 - 699	66.7% - 69.9%
D	634 - 666	63.4% - 66.6%
D-	600 – 633	60.0% - 63.3%
S	less than 600	Less than 60.0%

Academic Policies and Resources

Academic policies for this course are consistent with university policies. See <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Campus Health and Wellness Resources

Visit <https://one.uf.edu/whole-gator/topics> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact [UMatterWeCare](#) for additional and immediate support.

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.

Use of AI (from Boston University, Computing & Data Sciences)

Students shall

1. Give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations.
2. When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).
3. Not use AI tools during in-class examinations, or assignments, unless explicitly permitted and instructed.
4. Employ AI detection tools and originality checks prior to submission, ensuring that their submitted work is not mistakenly flagged.
5. Use AI tools wisely and intelligently, aiming to deepen understanding of subject matter and to support learning.

Instructors shall

1. Seek to understand how AI tools work, including their strengths and weaknesses, to optimize their value for student learning.
2. Treat work by students who declare no use of AI tools as the baseline for grading.
3. Use a lower baseline for students who declare use of AI tools, depending on how extensive the usage, while rewarding creativity, critical nuance, and the correction of inaccuracies or superficial interpretations in response to suggestions made by AI tools.
4. Employ AI detection tools to evaluate the degree to which AI tools have likely been employed.
5. Impose a significant penalty for low-energy or unreflective reuse of material generated by AI tools and assigning zero points for merely reproducing the output from AI tools.

This policy recognizes that this outcome depends on goodwill, a sense of fairness, and honorable character.

Privacy and Accessibility Policies

- Instructure (Canvas)
 - [Instructure Privacy Policy](#)
 - [Instructure Accessibility](#)
- Zoom
 - [Zoom Privacy Policy](#)
 - [Zoom Accessibility](#)