

**Human Dimensions of Wildlife
NRSM 595
Times and locations of class TBD
2.0 credits**

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Course Description: This course provides a foundational understanding of multiple perspectives in human dimensions of wildlife and will explore the interactions natural resource professional have with stakeholders. The course is intended to be broad in nature to provide students with a comprehensive understanding of the topics. Students will be challenged to approach human dimensions of wildlife issues from multiple perspectives.

Learning Goals: At the end of this course students should be able to understand the following:

- Wildlife issues are complex and require multiple perspectives to solve.
- Key social science concepts for exploring human dimensions of wildlife including psychology, sociology, communication, and education.
- Integration of diverse perspectives.
- Appreciation for multiple perspectives and a willingness to work with multidisciplinary teams.

Learning Outcomes: Measure of performance for students:

- The ability to offer insightful contributions to the discussion of human dimensions research.
- To work with classmates to provide solutions to human dimensions of wildlife case studies.
- To communicate through writing a knowledge of human dimensions of wildlife issues.
- To demonstrate how one could potentially approach a wildlife problem from multiple perspectives.

Course format

NRSM 595 is a graduate seminar, which means that students are responsible for contributing to the content of the course through engaged participation and discussion. In fact, the success of the course depends on a collective dialogue about the meaning and implications of the readings. Students are expected to carefully and thoroughly read ALL assigned readings prior to class and come to class prepared to discuss, examine, analyze, and critique each reading.

Students with Disabilities

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommason 154 or 406 243 2243. We will work with you and DSS to provide an appropriate modification.

Student Conduct Code

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#).

Grading Statement

Please note, this class is offered for traditional letter grade only, it is not offered under the credit/no credit option.

Course Withdrawal Deadlines

To 15 th instructional day	Students can drop classes on Cyberbear	September 15 = last day
16 th to 45 th instructional day	Drop requires form with instructor and advisor signature, a \$10 fee from registrar's office, student will receive a 'W'.	September 16 through October 27
Beginning 46 th instructional day	Students are only allowed to drop a class under very limited and unusual circumstances. Not doing well in the class, deciding you are concerned about how the class grade might affect your GPA, deciding you did not want to take the class after all, and similar reasons are not among those limited and unusual circumstances. If you want to drop the class for these sorts of reasons, make sure you do so by the end of the 45 th instructional day of the semester.	October 28

Grading:

Participation	30%
Reaction paper (4)	40%
Final case study paper	30%
TOTAL	100%

Assignments:

Reaction paper (4): You can choose any journal articles/chapters throughout the semester to write a reaction paper. Each reaction paper should be 3 pages in length. Your paper should address the following: what is the main problem or issue?; What is the author(s) central claim or argument?; What are the strengths and weaknesses to the article?; Why are the problems and the arguments interesting or important in the HDW field?

Case Review: Each student will conduct a review of real world human dimensions of wildlife issue. The paper will require a detailed description of the issue, who are the key stakeholders, their positions and interests in the issue, and how the human dimensions are being incorporated into the decision making process. This paper will be informed by academic literature, relevant policy, popular press and newspapers, and other sources.

Topics and Schedule (tentative):

Day	Topic	Readings
Sept. 18	Social psychological approaches to wildlife	Heberlein, T. A. (2012). Navigating environmental attitudes. Oxford University Press: New York.
October 16	Value orientations: examination of wildlife issues	<p>Fulton, D. C., Manfredo, M. J., & Lipscomb, J. (1996). Wildlife value orientations: A conceptual and measurement approach. <i>Human Dimensions of Wildlife</i>, 1(2), 24-47.</p> <p>Manfredo, M., Teel, T., & Henry, K. (2009). Linking society and environment: A multilevel model of shifting wildlife value orientations in the Western United States. <i>Social Science Quarterly</i>, 90(2), 408-427.</p> <p>Manfredo, M., Teel, T., & Bright, A. (2011). Why are public values toward wildlife changing? <i>Human Dimensions of Wildlife</i>, 8(4). 287-306.</p> <p>Zinn, H., Manfredo, M., & Barro, S. (2010). Patterns of wildlife value orientations in hunters' families. <i>Human Dimensions of Wildlife</i>, 7(3), 147-162.</p> <p>Purdy, K. & Decker, D. (1989). Applying wildlife values information in management: The wildlife attitudes and value scales. <i>Wildlife Society Bulletin</i>, 17(4), 494-500.</p> <p>Kellert, S. (1985). Public perceptions of predators, particularly the wolf and coyote. <i>Biological Conservation</i>, 31, 167-189.</p>
November 6	Attitudes, values and beliefs-Theory of Reasoned Action	<p>Fishbein, M. & Manfredo, M. (1992). A theory of behavior change. In manfredo, M. (Ed), <i>Influencing Human Behavior</i> (29-50). Sagamore Publishing.</p> <p>Vaske, J. J., & Donnelly, M. (1999). A value-attitude-behavior model predicting wildlife preservation voting intentions. <i>Society & Natural Resources</i>, 12, 523-537.</p> <p>Bright, A. & Manfredo, M. (1996). A conceptual model of attitudes toward natural resource issues: A case study of wolf reintroduction. <i>Human Dimensions of Wildlife</i>, 1(1), 1-21.</p> <p>Bright, A., Manfredo, M., Fishbein, M., & Bath, A. (1993). Application of the Theory of Reasoned Action to the National Park Service's controlled burn policy. <i>Journal of Leisure Research</i>, 25(3), 263-280.</p> <p>Lutz, R. J. 1990. The role of attitude theory in marketing. In H. H. Kassarian and T. S. Roberson (eds.) <i>Perspectives in Consumer</i></p>

		<p>Behavior, 4th Edition. (pp. 317-319, 332-334). Englewood Cliffs, NJ: Prentice Hall.</p> <p>Shrestha, S. K., Burns, R. C., Deng, J., Confer, J., Graefe, A. R. & Covelli, E. A. (2012). The role of elements of theory of planned behavior in mediating the effects of constraints on intentions: A study of Oregon Big Game Hunters. <i>Journal of Park and Recreation Administration</i>, 30 (2), 41-62.</p>
Nov 20	Stakeholder involvement	<p>Schusler, T. M. & Decker, D. J. (2002). Engaging local communities in wildlife management area planning: an evaluation of the Lake Ontario Islands search conference. <i>Wildlife Society Bulletin</i>, 30(4), 1226-1237.</p> <p>Moretenson, K. G., & Krannich, R. S. (2001). Wildlife management and public involvement: Letting the crazy aunt out. <i>Human Dimensions of Wildlife</i>, 11(1), 55-69.</p> <p>Stout, R. J., Decker, D. J., Knuth, B. A., Proud, J. C., & Nelson, D. H. (1996). Comparison of three public-involvement approaches for stakeholder input into deer management decisions: A case study. <i>Wildlife Society Bulletin</i>, 24(2), 312-317.</p> <p>Lord, J. K., & Cheng, A. S. (2006). Public Involvement in state fish and wildlife agencies in the US: A thumbnail sketch of techniques and barriers, 11(1), 55-69.</p> <p>Messmer, T., Cornicelli, L., Decker, D., & Hewitt, G. (1997). Stakeholder acceptance of urban deer management techniques. <i>Wildlife Society Bulletin</i>, 25(2), 360-366.</p>