WIS6526: Stakeholder Engagement in Natural Resources

3 credits

I. Course Information

Fall 2023

Meeting Day/Time: Tuesday: Period 4 (10:40am-11:30 am) & Thursday Period 4-5 (10:40am-12:35pm)

Location: Tuesday ==WEIM 2050== NZH 219, Thursday UST 108

Instructor

Nia Morales, Assistant Professor of Human Dimensions

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Office location: 316 Newins-Ziegler Hall

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Course Description

This course examines the concept of stakeholders and builds understanding of the variety of perspectives of people that affect or are affected by natural resource decisions. The course also provides students with tools to engage with communities/groups for effective decision-making.

Learning Objectives

In this course students will:

- Define stakeholders and assess the importance of engaging with communities for natural resource decision-making
- Interpret positions, interests, and needs of stakeholders in order to develop effective and appropriate methods of engagement
- Effectively use a variety of tools to engage with stakeholders and be able to identify when to use these tools
- Evaluate the success of stakeholder engagement using appropriate techniques

Required Textbook

None. Readings will be posted on Canvas

II. Coursework & Schedule

1. List of Graded Work

Assignment	Description	Requirements	Due Date	Points
Concept Map 1	In class, create a concept map of your understanding of stakeholder engagement in natural resource conservation	Submit map at end of class	8/22	10
Stakeholder Matrix	Fill out a stakeholder matrix based on the video watched in class	Submit to Canvas	9/8	10
Semester Project Pt I	Select a natural resource issue, give 3-5 pages of background.	Submit to Canvas	9/22	100
Wolf Case Study	Participation & 2-3 page debrief	Peer review and debrief submitted to Canvas	10/13	20
Semester Project Pt II	Choose a SH framework, in 3-5 pages explain your SH engagement process.	Submit to Canvas	10/20	100
Harvard Negotiation	Participation & 2-3 page debrief	Peer review and debrief submitted to Canvas	10/27	20
Semester Project Pt III	In 3-5 pages address trust, power, and equity issues in your SH context. Include brief description of your evaluation metrics.	Submit to Canvas	11/10	100
Semester Project Presentation	Upload presentation. See Canvas for detailed instructions.	Submit to Canvas	11/26	100
Presentation Peer Review	Fill out peer review card for each presenter	Submit to Canvas	12/5	20
Concept Map II	Create a concept map of your understanding of stakeholder engagement in natural resource conservation	Due at end of class	12/5	10
Overall Participation	See page 6 for detailed rubric			10
			Total	500

2. Weekly Course Schedule

Date	Topic	Assigned Work Due
Week 1 (8/22): What are Stakeholders?		
Readings	Decker ch 3	Concept map I (turn in at end of class 8/22)
Activities		
Week 2 (8/27 & 8/29): Understanding Stakeholders		
Readings	Reed 2008 & Sterling 2017	
Activities		
Week 3 (9/3 & 9/5): Frameworks for SH engagement		
Readings	Choose a framework and browse the document (listed on Canvas)	Stakeholder matrix from week 2 video due 9/8
Activities		
Week 4 (9/10 & 9/12): Methods and tools of engagement Pt I (Social Science Methods)		
Readings	Bhattacherjee 2012 Ch 9 & 11 Jacobson Ch 5	
Activities		
Week 5 (9/17 & 9/19): Methods and tools of engagement Pt II (Engagement Methods)		
Readings	Arnold and Bartels Ch12 & Kaner Ch9	Part I of semester project due 9/22
Activities	9/19- guest lecture, Fatima Ramis Roles assigned for next week	
Week 6 (9/24 & 9/26): Stakeholder Engagement Case Study		
Readings	Background and supplemental info for your roles	Please read your supplemental materials before class on Tuesday!
Activities	Wolf Case Study	
Week 7 (10/1 & 10/3): Negotiation & Conflict		
Readings	Getting to Yes (skim)	
Activities	Roles assigned for next week	
Week 8 (10/8 & 10/10): Negotiation Case Study		
Readings	Background info for your roles	Wolf Case Study Debrief due 10/13
Activities		

Week 9 (10/15 & 10/17): Science Communication		
Readings	Lyengar & Massey 2019	Part II of semester project due 10/20
Activities	Guest Lecturer 10/15- Dr. Jamie Loizzo Thursday 10/17 NO IN CLASS MEETING- Check Canvas for more info	
Week 10 (10/22 & 10/24): Science Communication II		
Readings	Cooke 2017 & Bourne 2016	Negotiation Debrief due 10/27
Activities		
Week 11 (10/29 & 10/31): Trust and Power in SH engagement		
Readings	Ford et al. 2020	
Activities		
Week 12 (11/5 & 11/7) Fairness in Environmental Decision Making		
Readings	Martin et al 2016 and Turner et al 2016	Part III of semester project due 11/10
Activities		
Week 13 (11/12 & 11/14): Evaluation of SH engagement		
Readings	Biodiversa Part 8 and M4DSI chapter 8	Upload presentation by 11/17
Activities		
Week 14 (11/19 & 11/21): Presentations		
Readings	None	
Activities	None	
Week 15 (11/26 & 11/28): No Class this Week- Thanksgiving		
Readings	None	
Activities	Present semester projects	
Week 16 (12/3): Course Evaluation		
Readings	None	Concept map II due at end of class Peer reviews due at end of class
Activities		

3. Reading List

Listed readings in course schedule:

- Arnold, J. and Bartels, W.L. Ch 12: Participatory methods for measuring and monitoring governance.
- BiodivERsA Stakeholder Engagement Handbook. 2014.
- Cooke, S. et al. 2017. Considerations for effective science communication. FACETS 2, 233-248
- Cvitanovic, et al. 2021. Strategies for building and managing trust to enable knowledge exchange at the interface of environmental science and policy. Environmental Science and Policy, 123
- Ford, J. et al. 2020. Factors affecting trust among natural resource stakeholders, partners, and strategic alliance members: A meta-analytic investigation. Frontiers in Communication, 5(9)
- Fisher, R and Ury, W. 1981. Getting to Yes
- Grimble, R. 1998. Stakeholder Methodologies in Natural Resource Management. Natural Resources Institute
- Haddaway, N.R., et al. 2017. A framework for stakeholder engagement during systematic reviews and maps in environmental management. Environmental Evidence, 6 (11).
- Iyengar, S. and Massey, D. 2019. Scientific Communication in a Post-truth Society. PNAS, 116(16)
- Jacobson, Susan Kay. (1999). Communication skills for conservation professionals. Washington, D.C. Island Press.
- Kaner. Ch 9: Alternatives to open discussion in Facilitator's Guide to Participatory Decision-making.
- Leong, K.M., Decker, D., and Luaber, B. 2012. Chapter 3: Stakeholders as beneficiaries of wildlife management in Human Dimensions of Wildlife Management.
- National Audubon Society. 2011. Tools of Engagement: A Toolkit for Engaging People in Conservation
- Pettigrew, T. 2021. Advancing intergroup contact theory. Society for the Psychological Study of Social Issues, 77, 258-273
- Reed. M. 2008. Stakeholder participation for environmental management: A literature review. Biological Conservation, 141, 2417-2431
- Sharfstein, J.M. 2016. Banishing "Stakeholders". The Millbank Quarterly, 94(3) 476-479
- Sterling, E. et al. 2017. Assessing the evidence for stakeholder engagement in biodiversity conservation. Biological Conservation, 209, 159-171
- Talley, J.L., Schneider, J., and Lindquist, E. 2016. A simplified approach to stakeholder engagement in natural resource management: The five-feature framework. Ecology and Society, 21(4).
- The MSP Guide. 2016. Practical Action Publishing. ISBN 978-1-85339-965-7
- Turner, R. et al. Trust, confidence, and equity affect the legitimacy of natural resource governance. 2016. Ecology and Society. 21(3)

4. Statement on Participation

Participation: Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below.

NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

Participation Rubric:

Informed: Shows evidence of having done the assigned work.			
Thoughtful: Shows evidence of having understood and considered issues raised.			
Considerate: Takes the perspective others into account.			
Present: Shows evidence of regular attendance. (Reminder: you may have up to 4 excused absences)			
	High Quality	**Average**	**Needs Improvement**
Total Points	**10**	**7**	**4**

5. Grading Scale

For information on how UF assigns grade points, visit: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

A	93.6 – 100%		C	73.6 – 76.5%
A-	89.6 – 93.5%		C-	69.6 – 73.5%
B+	86.6 – 89.5%		D+	66.6 – 69.5%
B	83.6 – 86.5%		D	63.6 – 66.5%
B-	79.6. – 83.5%		D-	59.6 – 63.5%
C+	76.6 – 79.5%		E	<59.5

IV. Required Policies

6. Course Policies:

Attendance Policy: 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

Quiz/Exam Dates/Policies: There are no quizzes/exams in this course. There is no final exam.

Make-up Policy: Make-up assignments are at the instructor's discretion.

Assignment Policy: Please see Pg 2 for a list of graded work.

Online course evaluation: 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 semesters, 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.

7. UF Policies:

University Policy on Accommodating 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.

University Policy on Academic Conduct: UF students are bound by The Honor Pledge which states, "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 of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Class Demeanor or Netiquette: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. [Describe what is expected and what will occur as a result of improper behavior See Sample Netiquette Document]

8. Getting Help:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- http://helpdesk.ufl.edu

- (352) 392-HELP (4357)

- Walk-in: HUB 132

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk 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 a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help for:
- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

(Required) Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.