NREM 420 Community and Natural Resource Management

Instructor:
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Office Hours: Tuesday, 8:00 am –9:30 am and Wednesday 3:30 pm –5:00 pm

Class Overview:
This class is designed to help students develop skills and obtain knowledge related to the human dimensions of natural resource management. Issues related to working with and within groups and communities to address natural resource management concerns will be specifically addressed. The course will cover theory, tools and examples of working with individuals and communities in both the extension/development context.

The course will explore theoretical and practical aspects of various concepts including: extension/development theory, the structure and attributes of groups and communities, working with individuals and groups, participation, and the role of the “outsider” in natural resources management planning and practice.

This course relies on the active participation of students. Students in this course will get as much out of it as they are willing to put in. Students are expected to come to class prepared to participate in discussions and to offer their opinions and the benefit of their experience where appropriate. Class attendance will be tracked and account for five percent of the final grade. Excused absences require the instructor’s prior approval or a doctor’s excuse. Students will also be evaluated on their participation during in-class activities. During group activities, members are expected to fulfill various roles during these activities. Each student is expected to fulfill some of these roles during the course. In addition, students are asked to provide feedback about the participation of themselves and their peers to each other and to the instructor.

The course does not have a textbook. Instead, various materials have been assembled into a reader. The reader is available for purchase at Campus Copy. The readings are to be completed on the day that the topic is discussed in class, as indicated on the course schedule.

Short written assignments on various aspects of the course are required. Assignment topics are listed in the course schedule. In addition, specific assignment sheets will be handed out. All assignments are generally due at the beginning of class on the week after they are assigned (e.g. the assignment for Week 2 is due on the first class of Week 3). Specific due dates are on the assignment sheets.
Grading:
Class attendance, participation, etc. 30%
Short written assignments 40%
Final project 30%
NREM 420
Detailed Class Schedule

Class 1.
Pass out syllabus. Introduce instructor. Each student introduces self, gives one short story about how natural resources were important to them in their childhood and tells the group their expectations for the course.

In-class exercise: Divide into three groups. Each group is to decide what community (group 1), natural resources (group 2) and management (group 3) means to them. Expect to share with group during next class. Pick a spokesperson for group. Expect to share at next class.

Class 2.
Spokespeople for each group share their output.

Sustainability lecture

Individual assignment to provide two examples of natural resource use that is sustainable and two that are not. Explain why or why not.

Readings: Hart, Chaps. 1-2

Class 3
Interviewing and listening lecture

In-class exercise: Divide into class into pairs. One person talks about what is most important in their life and one person listen for three minutes. Then the listener summarizes in 15 seconds what the talker said. Then the pair switches roles.

Reading: Isaacs and Listening Hand-out

Class 4.
Diffusion lecture

A CTAHR extension person presents a summary of how they extended an innovation in natural resource management in a community.

Individual assignment to identify the methods used by the extension program in the presentation to extend the innovation and how the program dealt with the four criticisms presented by Stephson.

Reading: Rogers; Stephson; USDA NRCS; Campbell and Barker

Class 5.
Typologies lecture

In-class exercise: Each class member shares the name of a group they have been in.

Individual assignment to group a list of NREM faculty, staff and students, according to a stated criteria.

Reading: Moore

Class 6.

Facilitation lecture

In-class exercise: Class divides into group. Each group plans a NREM social function. Report to class what happened the group.

Reading: Cox et al. 71-83

Class 7.

Groups lecture

In-class exercise: Class is given 3 minutes to divide themselves into groups. Discuss with their group what they observe about how the class divided themselves. Groups share with class.

Reading: Landis

Class 8.

Team building lecture

In-class exercise: Group does team building exercise. Groups share with class.

Individual assignment to describe a group you have been in. Analyze the way in while the group function based on the theory and concepts cover to date.

Reading: Cox et al. 41-53

Class 9.

Community lecture

In-class exercise: Pairs discuss what defines a community.

Reading: Agrawal and Gibson

Individual assignment to describe a community you have lived in. Describe a natural resource that they might be challenged in managing and describe the groups in the community that are involved in managing the natural resource.
Class 10:
Leadership lecture

In-class exercise: Individual leadership assessment exercise

Sharing of exercise

Reading: Cox et al. 55-60

Class 11:
Culture and community lecture

In-class exercise: Pairs share stories about how natural resource management is handled in their culture

Class 12:
Scaling lecture

Reading: Lovell, et al.

Class 13:
Social Infrastructure lecture

View “the Will to Survive Video”

Class 14:
Asset Mapping

Guest lecture Hal MacAurther or Mike Robothum

Reading Asset Mapping

Class 15:
Asset mapping lecture

Group assignment to make an asset map of UH.

Class 16.
Strategic planning lecture

In-class exercise: Pair share your individual vision and mission for your life.

Reading: Guyette Chp 2, Cox et al. Chp 9-26

Class 17.
Stakeholder analysis

Individual assignment to find a website for a group dedicated to improving the environment. Determine who this group feels are their stakeholders and identify how they reach out to these groups.

Reading Ramirez and EPA

Class 18:
Conflict resolution lecture

Video on water use conflict

Reading: Folger, Poole, and Stutman

Class 19:
Conflict resolution
Guest Speaker Donna Ching

Reading: Cox et al. 85-92

Class 20:
Participation lecture

Reading: Ramirez; Nelson and Wright

Class 21:
Participation video

In-class discussion of video

Class 22:
Role of the outsider lecture

Reading: Edmunds and Wollenberg

Class 23:
State agency guest speaker to talk about the outside role as played by a state agency.

Class 24:
Program design Logic model

Guest speaker- Pam Kutara
Reading: McCawley

Class 25:
Program evaluation lecture

In-class evaluation exercise

Reading: Deshler
Class 26:
Fostering sustainability

Group assignment to look at HAPPI Home publications and pick out one behavior. Based on principles covered in reading, develop a project to foster the behavior. The group will hand in a written summary and make an in-class presentation.

Reading: McKenzie-Mohr and Smith, Honadle and VanSant

Class 27:
Group working time

Class 28:
In-class presentations

Class 29:
In-class presentations

Class 30:
Sustainable Community Indicators
Reading Hart Chps 3-4

Class 31:
Economic development lecture

Class 32:
Last follow-up on final project

Final evaluation
NREM 420 Reading List

Guide to Sustainable Community Indicators, Chapters 1-4  
Maureen Hart

Dialogue and the Art of Thinking Together, Chapter 4  
William Isaacs

Short Listening Handouts

Diffusion of Innovations, Chapter 1  
Everett M. Rogers

People, Partnerships, and Communities  
USDA Natural Resource Conservation Service

The Somewhat Flawed Theoretical Foundation of the Extension Service  
Garry Stephenson

The Conceptual Basis for Targeting Farming Systems: Domains, Zones, and Typologies  
Keith M. Moore

Transitions  
Linda J. Cox, Lynn Nakamura-Tengan, Ray Jarmen and Sandy Swan

Sociology  
Judson R. Landis

The Role of Community in Natural Resource Conservation  
Arun Agrawal and Clark C. Gibson

The Question of Scale in Integrated Natural Resource Management  
Chris Lovell, Alois Mandondo, and Patrick Moriarty

Asset Mapping

Planning for Balanced Development, Chapters 2, 3  
Susan Guyette

Stakeholder Analysis and Conflict Management  
Ricardo Ramirez

Getting Started: Goal Setting and Developing an Organization  
United States Environmental Protection Agency
Working Through Conflict
*Joseph P. Folger, Marshall Scott Poole, and Randall K. Stutman*

Participatory Learning and Communication Approaches for Managing Pluralism: Implications for Sustainable Forestry, Agriculture and Rural Development
*Ricardo Ramirez*

Power and Participatory Development
*Nici Nelson and Susan Wright*

Disadvantaged Groups in Multistakeholder Negotiations
*David Edmunds and Eva Wollenberg*

The Logic Model for Program Planning and Evaluation
*Paul F. McCawley*

Evaluating Extension Programs
*David Deshler*

Fostering Sustainable Behavior
*Doug McKenzie-Mohr and William Smith*

Implementation for Sustainability, Chapter 3
*George Honadle and Jerry VanSant*