SOCIALLY SUSTAINABLE NATURAL RESOURCES
SNR 520
3 Credits

Instructor
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Prerequisites
Concurrent enrollment in the 19-credit Graduate Certificate Program in Sustainable Natural Resources (**SNR**) and approval by the Department of Forest Science.

Course Goals and Objectives
Using readings, personal experiences, and class discussion we will explore five social sustainability principles and review the role they play in creating socially sustainable natural resources:

- Human and Community Well Being
- Tenure Rights and Security
- Participatory Democracy
- Social Viability
- Cultural Diversity about Sustainability

We will also review and practice using secondary data to analyze communities and to develop protocols for collecting original data about social variables. Class assignments are designed to help you build the social component of your individual case study (SNR 506) and to build upon the class readings, lectures, and other materials. Class sessions consist of lectures from the instructor or a guest speaker, online discussions about social sustainability issues, and presentations on specific topics.

Measurable Student Learning Outcomes [Graduate Students]
By the end of this course you will be able to:
1. Identify and characterize variables critical to socially sustainability natural resources
2. Use secondary data to analyze socially sustainability natural resources
3. Operationalize social sustainability variables and design methods to collect original data on those variables
4. Integrate social sustainability principles into your case study project (SNR 506)

Student mastery of these outcomes will be demonstrated through seven assignments, class participation in online discussion forums, and submission of a final 10- to 12-page Strategy Paper. The Strategy Paper will provide information about how the social aspects of sustainability affect and are affected by elements of economic and ecological sustainability. Students will use one or more of the social sustainability principles explained in the class lectures and readings. Protocols developed for the Strategy Paper will be used for the remainder of the Graduate Certificate Program, as you collect data to answer any questions that you have about social sustainability in your project area and to complete social components for course SNR 506, the capstone Case Study Project.

Evaluation of Student Performance

Students are expected to complete all coursework within the 11-week academic term for which they are enrolled.

Grading Policy

Structure: A ≥ 250 points.   B ≥ 200 points.   C ≥ 150 points.   D ≥ 100 points.

Basis:

Complete ten, 1-page *Response Papers* worth 5 points each; total	50 points
Complete seven class assignments, worth 15 points each; total	105 points
Participate in weekly online course discussion groups	45 points
FINAL 10- to 12-page Strategy Paper (end of Week 10)	100 points
Total:	300 points

Late work   At the discretion of the instructor, late work may be penalized one full letter grade for each week an assignment is late. Extensions may be granted ahead of time, but not retroactively, for extenuating circumstances (e.g., major personal illness, family emergency).

Academic integrity (OSU policy): http://oregonstate.edu/admin/stucon/achon.htm Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an "F" grade.

Incompletes   Take this course only if you plan to finish it in a timely manner during this term. The lead instructor will assign an "I" or incomplete only when a student has communicated a strong and compelling case for doing so (e.g., health reasons, military commitment). The lead instructor will not assign an "I" or incomplete unless a student has completed over 50% of assigned course tasks. Missing work, such as lack of participation in online discussions, may preclude A or A- grades. If an incomplete or "I" is not resolved in 12 months or less (http://catalog.oregonstate.edu/ChapterDetail.aspx?key=9), the grade becomes an *F*.

Learning Resources

Major Topics, SOCIALLY SUSTAINABLE NATURAL RESOURCES

Week 1	Introduction to Socially Sustainable Natural Resources
Week 2	Principle 1: Human and Community Well Being
Week 3	Community Indicators
Week 4	Principle 2: Tenure Rights and Security & Social Date Collection: Using Secondary Data
Week 5	Principle 3: Participatory Democracy
Week 6	Citizens, Experts, and the Environment
Week 7	Principle 4: Social Viability & Social Data Collection
Week 8	Principle 5: Cultural Diversity & Analysis of Cultural Values
Week 9	Bringing Different Cultures Together
Week 10	Social Data Analysis and Presentation of Ideas
Week 11	Final Strategy Plan: How to collect information about community sustainability in your Case Study (SNR 506) Project area?

Although no textbook is required for the course, Chapters 1 and 2 from this text will be used. Other chapters might be of interest to various students:
Roseland, Mark. 2005. *Toward Sustainable Communities: Resources for Citizens and Their Governments* (Rev. Edition). Gabriola Island, BC: New Society Publishers [www.newsociety.com]. 239 p. (paper)

Course Format
Learning resources consist of on-line lectures describing major concepts, readings, supplemental references, online discussions, website links, and weekly Response Papers that encourage critical

thinking. Most materials will be provided electronically through the Oregon State University "Blackboard" system; log in at http://my.oregonstate.edu. You should be able to read and write MSWord files and prepare figures and tables electronically.

Lectures Electronic lectures by course instructors or guest lecturers plus assigned readings convey most of the information provided in this course. Read through the lectures, following links as appropriate, and complete the reading before you prepare your weekly response paper or assignment.

Website The detailed course syllabus, main and additional readings, and links to online reference materials can be accessed through Blackboard.

Participation in Online Discussions A new online discussion topic will be posted on Blackboard each week, with instructions for posting messages and for responding to fellow students' messages. Just click on the "Discussion Board" button in the left-hand column and select the appropriate forum for each week; initial check-ins should be made by midnight, Tuesday. In a distance education course such as this, the discussion forum is one of the most important vehicles for learning. Regular, timely and meaningful participation during the entire term counts for 45 points toward your grade (out of 300). For informal communication with classmates, please use the "Hallway" discussion forum in Blackboard.

Weekly Response Papers At the end of each week, prepare a one-page *Response Paper* that integrates information from your experience, the readings, lectures, and discussions. You can respond to Discussion Board questions, "think about this" questions scattered throughout lectures, or address other questions that emerge in your reading and discussions. Submit each Response Paper to Blackboard on or before midnight, Sunday, after each weekly topic is presented.

Assignments There are seven Class Assignments designed to help you construct the social component of your SNR 506 case study. Submit each assignment to Blackboard on or before midnight, Sunday, each week an assignment is due.

Exams There is neither a mid-term nor a final exam. Instead, you need to develop a final Strategy Paper for collecting social and community sustainability data in your project area (see next paragraph).

Class Project

Socially Sustainable Natural Resources Strategy Paper Develop a 10- to 12-page (double-spaced) Social Sustainability Strategy Paper for the site you are working on for the SNR 506 case study---see second paragraph of Measurable Student Learning Outcomes, page 1, of this Generic Syllabus.

Suggested format for the paper is described in the introductory Week 1 lecture and the detailed class syllabus.

Students with Disabilities
Students with documented disabilities who might need special accommodations should contact the lead instructors as early as possible but no later than the first week of the term.

Questions?
We encourage your constructive criticism, suggestions, ideas, and other feedback for improving the course! Please refer to instructor contact information on the first page.

Course Evaluation
We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions by Ecampus. You will login to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after all grades are posted.

Helpful definitions for various kinds of weekly papers required in the Graduate Certificate Program

Response Paper

> Synthesizing experience, readings, and discussions helps explain one's broad personal viewpoints, opinions, and feelings on a particular topic. Sometimes, formal citations or references are used to emphasize one's arguments or discussion. Reviewing response papers allows the course instructor to assess a student's ability to organize thoughts in stating a problem and coming up with a final opinion or course of action, based on the experience and information they have at the current time.

Discussion Paper

> Synthesizing our ideas and experience helps explain one's broad personal viewpoints, opinions, and feelings on a particular topic that might or might not be controversial. Sometimes, formal citations or references are used to emphasize one's viewpoint(s). Reviewing discussion papers allows course instructors to assess a student's ability to organize their thoughts in stating a problem and coming up with a final opinion or course of action, based on the experience and information that they have at the current time.

Reaction Paper

> In a Reaction Paper, one sets down personal ideas, experiences, and feelings to address a particular, usually controversial, subject which has very strong pro and con positions. Reviewing reaction papers allows course instructors to assess a student's conceptual thinking processes and how they summarize these on paper, usually 2 to 3 pages in length. The review process draws heavily on how a student organizes his/her thoughts and defends his/her position on the controversial topic.

Plagiarism
You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of "F."   Link to Statement of Expectations for Student Conduct: http://oregonstate.edu/admin/stucon/achon.htm.

Students with Disabilities
Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 541-737-4098.

Course evaluation
We encourage you to engage in the course evaluation process each term – online, of course.   The evaluation form will be available toward the end of each term, and you will be sent instructions by Ecampus. You will login to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.