

The restoration of gray wolves in Yellowstone Park: Human dimensions and policy

Conservation Problem Case Prepared By Mark Ryan, University of Missouri

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HD and POLICY section TEACHING BLUEPRINT

1. The first stage of the case begins as the students are given the problem to read at the beginning of class.
2. After reading the case, students have a chance to discuss the learning issues in their groups of 3-4 students. The instructor acts as a facilitator during this time, floating between groups, answering questions, asking questions, and promoting discussion.
3. Allow 10-15 minutes for group discussion. Encourage students to share with the group their expertise from previous class work, jobs, research, etc. in the field of human dimensions, decision making, economics, and/or policy making. Then, bring the groups back together, and discuss the groups' responses to the learning issues. Ask the students what information they need to solve the case (to answer the "main question"). Agree on a list of learning issues to be dealt with. If time permits, the discussion questions can be discussed as a group.
4. Next, I include a mini-lecture from Chapter 17 on policy processes. As an exercise, the class completes the 7-step process (p. 588) on social process mapping. Earlier in the semester when we started this case, we identified potential stakeholders--those notes can be brought back for use now. We may determine that we do not understand a certain stakeholder group's core values or perspective. We will revisit this on the last day of the case when we review manuscripts that report on surveys of various stakeholder groups.
5. The second stage of this case begins with the receipt of two manuscript sets. One set of manuscripts covers the economic influence of the wolf reintroduction. These manuscripts will be read and discussed in class by all group members. The second set of manuscripts is the survey results from various stakeholder groups. Students will be assigned to a stakeholder group to understand them better. The manuscripts give them data to base their understanding on. During the last day of class, we will discuss the manuscripts (students reporting summaries) and we will use a role playing exercise to bring out differences or similarities among the groups. Students read the manuscripts outside of class.
6. The assignment for this case is an individual assignment--the summary of the manuscript--which includes an update of our Social Process Mapping

exercise. Students are also graded on their participation in the role playing using knowledge gained from the manuscripts.