## Slide 1

# Diagnosing Human–Wildlife Interactions

Module 15 — Individual, group, and system levels

NRES 315: HUMAN DIMENSIONS OF FISH AND WILDLIFE MANAGEMENT

**Last updated:** November 30, 2026

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## Slide 2

### Same wildlife, different experiences

A deer eats plants from one yard and draws birders to another.

A driver sees a road hazard; another resident sees a familiar neighbor.

**What shapes each person's relationship with the animal?**

Source: Chapter 18 §§18.2, 18.4

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## Slide 3

### What you should be able to do

- Distinguish individual, group, and system levels of human–wildlife interaction.
- Identify factors that shape each level.
- Keep the interaction-level framework distinct from the conflict-depth iceberg.
- Choose evidence that helps diagnose the level relevant to a decision.

Source: Chapter 18 §18.4

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## Slide 4

### Three levels help organize a complex relationship

| Level | Focus | Question |
|---|---|---|
| Individual | A person's experience, perceptions, affect, and choices | How does this person experience the interaction? |
| Group | Shared identities, norms, relationships, and collective action | How do relationships and group processes shape it? |
| System | Institutions, policy, land use, history, and social-ecological conditions | What broader conditions produce or distribute it? |

Source: Chapter 18 §18.4

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## Slide 5

### The individual level includes states and traits

**Traits** are relatively stable dispositions or orientations.

**States** are temporary responses shaped by the situation.

Fear during one encounter does not by itself tell us a person's lasting view of a species.

Source: Chapter 18 §18.4.1

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## Slide 6

### Individual experience shapes perceived risk

Direct experience, knowledge, emotion, and expectations can shape risk perception.

Perceived risk may differ from measured probability.

Both can matter to a management decision, but they answer different questions.

Source: Chapter 18 §§18.4.1, 18.5

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## Slide 7

### Ask about benefits as well as risks

People may experience tangible costs or benefits.

They may also attach intangible meaning, identity, or existence value to wildlife.

Benefits and risks can influence acceptance in different ways for different people.

Source: Chapter 18 §18.5; connect to Chapter 10 nonmarket and intangible values

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## Slide 8

### Trust and perceived agency matter

People notice not only wildlife impacts, but also how managers respond.

Perceived fairness, trust, and ability to influence decisions shape acceptance.

A technically effective action may still be contested if the process feels unfair.

Source: Chapter 18 §§18.4.1, 18.5

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## Slide 9

### The group level includes identity and norms

Group membership can shape how people interpret an animal and a management action.

Shared expectations can support tolerance—or intensify disagreement.

Group-level patterns do not mean every member shares the same view.

Source: Chapter 18 §18.4.2

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## Slide 10

### Group relationships influence what gets heard

Leaders and trusted messengers can help circulate information.

Power differences may also determine whose experience becomes the public story.

A public meeting can reveal arguments without showing how common each view is.

Source: Chapter 18 §18.4.2; connect to Chapters 12–13 on sampling and participation

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## Slide 11

### The system level shapes the options

Institutions, laws, policy, land use, markets, and history shape interactions.

Management actions can change both wildlife conditions and human opportunities.

System-level analysis asks how those conditions are produced and distributed.

Source: Chapter 18 §18.4.3

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## Slide 12

### A system can distribute costs unevenly

Wildlife and people are not evenly distributed across a landscape.

Risks, benefits, and management burdens can therefore cluster in particular places or groups.

System changes may be needed when individual prevention is not enough.

Source: Chapter 18 §§18.4.3, 18.5

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## Slide 13

### Keep two frameworks distinct

The **interaction-level lens** asks where influences operate: individual, group, or system.

The **conflict-depth lens** asks whether an issue is a dispute, underlying conflict, or deep-rooted conflict.

Both may help diagnose a case; neither substitutes for evidence.

Source: Chapter 18 §§18.3–18.4

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## Slide 14

### Willow Bend: individual evidence

Residents report garden damage and deer crossings.

Photographs verify two damage reports; one resident has also described feeding deer near the road.

What additional individual experience or behavior would help explain the reported interaction?

Source: Week 15 case draft in course design

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## Slide 15

### Willow Bend: group evidence

A neighborhood group requests removal; other residents oppose lethal control.

Neither group statement represents every resident.

What would reveal variation, norms, and relationships within the community?

Source: Week 15 case draft in course design

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## Slide 16

### Willow Bend: system evidence

The county road and wildlife area are managed by different institutions.

Collision reports have no traffic-volume denominator and may be incomplete.

What policy, design, or information gap shapes the interaction across the landscape?

Source: Week 15 case draft in course design

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## Slide 17

### A diagnosis can cross levels

An individual reports a collision risk.

Group narratives shape how neighbors interpret it.

Road design and agency coordination shape the available response.

Source: Chapter 18 §§18.4.1–18.4.3; Week 15 case draft

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## Slide 18

### Pause: match a question to a level

With a partner, draft one question for each level:

- **Individual:** experience, risk, affect, or behavior.
- **Group:** identity, relationships, norms, or collective response.
- **System:** policy, land use, institutions, or distribution.

Source: Chapter 18 §18.4

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## Slide 19

### Diagnose before you intervene

A visible impact does not explain the whole interaction.

Use the three levels to identify what information and relationships matter.

Then choose actions that fit the diagnosed conditions.

Source: Chapter 18 §§18.4–18.5

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## Slide 20

### Wednesday: from diagnosis to response

Bring one individual, group, and system condition from the Willow Bend brief.

Next class, match actions to those conditions and decide how to learn whether they work.

Source: Chapter 18 §18.5 and Week 15 case draft

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