



**UNIVERSIDAD JUÁREZ DEL ESTADO DE DURANGO**  
**FACULTY OF FORESTRY SCIENCES**  
**Forestry Sciences Engineering**



*Learning Unit Modules*  
*Focused in Integral Professional Competences*

**I. GENERAL LEARNING UNIT**

1. Identification	2. Code	3. Semester	4. Training área
Forest Sociology	ISF21	Fourth	Discipline

5. Mode					
Compulsory	X	Elective			
Classroom	X	Non-Attendance		Mixed	
Laboratory		Field practices	X	Guided tours	

6. Class shedule(hours per week)				
Theory	Practice	Independentstudy	Total hours	Credits
2		1	3	3

7. Person responsible for the subject.
Miguel Ángel Godoy Lizardo

**II. DATA SPECIFIC LEARNING UNIT**

8. Objectives
<p>The student will know and have an overview of the development of Mexican society, in their interaction in the various fields in which it develops, such as political, economic, cultural and social.</p> <p>Providing students with a set of knowledge and skills to design, implementation and evaluation of social projects.</p> <p>Having students develop critical thinking regarding the management of forest resources and their relationship with the environment, the economy and society.</p> <p>That the student learns to value as a human being and future professional, to take own decisions and thus may influence the protection and management of forest resources and development and improved living standards of today's society.</p>

9. Presentation.
<p>This basic course is for the student to understand the historical and structural overview of the problem of the relationship of environment-development from a sociological approach. Analyze how the natural resources and the environment by man for the development of the production system in Mexico in the contemporary period have been exploited. Is aimed at ascertaining the relationship between natural resources, with emphasis on forest resources and different social groups in different regions of the country</p>



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to understand the diversity of interests with respect to nature. Finally, the course aims to train in students a critical view of the use of forest resources and development in Mexico, from the holistic approach to development-environment relationship.

**10. Professional competences to develop in students.**

Knowledge	Skills	Attitudes	Values
<p>Forest ecosystem, providing complex environmental and economic benefits for society in general.</p> <p>Interactions between society and forest resources.</p> <p>Ability to recognize, understand and use the principles of sociology and Forest Policy</p>	<p>Understand the forest ecosystem as a complex that provides environmental and economic benefits for society in general.</p> <p>Encourage interaction between society and forest resources to propose viable solutions for the benefit of society and ecosystems.</p> <p>Prepare diagnoses, plan and evaluate how forestry affects social, economic, political and cultural needs of society.</p> <p>Being identified with culture, education, customs, needs and forms of organization of the communities living in forest areas.</p>	<p>Interest in preserving nature.</p> <p>Collaboration and participation in team work.</p> <p>Interest in self-learning and lifelong learning.</p> <p>Openness to criticism and willingness to accept.</p> <p>Proactive decision making by strengthening the forestry sector.</p> <p>Willingness to learn from mistakes.</p> <p>Willingness to cooperate in the work of the profession.</p> <p>Be objective in the management of information.</p> <p>Participate in multidisciplinary scientific teams or to solving the problems facing the forestry sector technological nature.</p>	<p>Respect.</p> <p>Honesty.</p> <p>Responsibility.</p> <p>Commitment.</p> <p>Ethics.</p>



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**11. Course topics**

Unit I: Introduction to Sociology forestry.

Unit II: The forestry sector in Mexico.

Unit III: The New Extensionism in Mexico and the participation of the Engineer in Forestry.

Unit IV: Formulation, Planning and Socio-economic Assessment of Rural Development Forestry projects.

Unit V: Case studies of organizational experiences in rural and forest environment, both local and national context.

**12. Evaluation criteria**

Formative evaluation

Summative evaluation

Self assessment

Co-evaluation

Hetero-Evaluation

**13. Information sources**

**Basic**

Aguilar J. 2010. Extensionism to the Agricultural Networks CIESTAAM-UACH Innovation.

Analysis of cases of Territorial Management and Capacity Building for Rural Development in Mexico. IICA 2013.

WORLD BANK (2007). Forest Strategy. Washington

Extension and Land Management for Rural Development. IICA 2012.

Díaz-Escárcega, 2009 Sustainable Development A Chance for Life.

RITTER, W. & LUEVANO, R. (2012) Complex Systems in Nature. Ed UJED.

**Complementary**

CIESTAAM, 2005. Forestry Subsector Track in Mexico before NAFTA.

CIESTAAM, 2000. NAFTA and the Environment.