From:	Don Holtgrieve
To:	Mia Kubu
Cc:	holtgrievek@gmail.com
Subject:	RE: Syllabus Request Fall "23
Date:	Thursday, October 26, 2023 10:12:43 AM
Attachments:	image003.png

Course Syllabus

Jump to Today

Environmental Management

Winter 2023: PPM 331, CRN#24265

Don Holtgrieve PhD, Adjunct Professor **Email** **dgh@uoregon.edu**

Office: Hendricks Hall (by appointment)

Office Hours: Any time by e-mail or by phone or Zoom appointment.

Textbook: Natural Resources Conservation may be purchased at the Duck Store or borrowed from the university library or downloaded from this course website.

Class time: This is a self- paced online course, but due dates for assignments and exams are posted in the Canvas course Calendar.

Course Description: This on-line course introduces our students to the growing field of environmental resources planning and management. The biophysical foundations of human, political, social, and economic systems are stressed throughout the course. Material is presented on problems and management issues related to natural resources management, biodiversity, land use, pollution, sustainability, and, of course, potential solutions are explored. Energy resources are particularly emphasized. Students engage in studies of the most relevant and interesting examples of environmental planning and management issues. End products are case studies and individual management plans for selected environmental resources, topics, or issues. Here

Links to an external site. is what professional environmental planners do.

Course Objectives: By the end of the course students will be able to:

- Describe natural processes and ecosystems and how they are affected by human decisions.
- Define the nature, scope, and significance of major environmental issues.
- Identify “on the ground” examples of effective planning and management of natural resources and environmental systems.

Determine the differences among policy, planning and management process in environmental decision making.
- Recommend alternative solutions to environmental management problems, after analyzing possible responses to specific environmental or natural resource situations.

Learning Outcomes: Upon completion of this course students will be able to:

1. Understand environmental issues in terms of needs, policies, plans and implementation measures.
2. Compare plans and strategies for addressing environmental issues.
3. Evaluate various environmental management techniques and make suggestions for implementation.
4. Communicate a review (above) of findings through written and verbal communication with interested parties.
5. Prepare portions of environmental plans or similar documents through administrative and legal requirements and standards of professional practice.
6. Fully participate in interdisciplinary environmental report preparation teams.
7. Analyze proposed development project plans for possible environmental effects.
8. Utilize reference data and documents for project planning or for legal or political action planning.

Getting Started: Regular U. of O. students may register through the normal process. Further instructions will be posted on the University Canvas site. Non-admitted students should register through the Community Education Program http://cep.uoregon.edu/. Once registered the University Canvas site will be open for student use.

I enjoy talking with students about our course material! Are you confused or excited about something? Wondering how what we're learning relates to current events, career choices, or other classes you can take at UO? Please be in touch to let me know how you are doing in the course. If you are having trouble with some aspect of it, I would like to strategize with you. I believe every student can succeed in this course, and I care about your success.

How we can communicate: If your question (or comment) is

- *a practical, yes/no* one about an assignment, reading, or other component of our class, please post your question on the Discussion thread which I respond to daily, and where your peers can also pose questions and share answers.
- *about a technical challenge* with Canvas or another technology, please contact the UO Service Portal.
- *about course content or activities, or about something personal, time sensitive, or something else* that doesn't feel like it fits above, please reach out to me by email or telephone. I do not have office hours on campus. I try to respond to questions within one business day.

Guidelines for using canvas discussion:

- Use subject lines that clearly communicate the content of your post

- Write concisely, and be aware that humor or sarcasm doesn't always translate in writing.
- Be supportive and considerate when replying to others' posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.
- Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
- Try to use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don't create a new or duplicate post that corrects your error).
- Contribute and interact often!

Format: The course is divided into thirteen Topics. Each Topic will incorporate a "lecture discussion" outline based on the list of Topics below. The outlines will incorporate links to items discussed and to sources of further information about each Topic. The Canvas Discussion function allows for communication among all students and the instructor. Zoom meetings can be arranged if needed. Zoom meetings can be arranged if needed. Topic discussions will also incorporate the assigned readings, case studies and ways to maximize the above objectives and desired outcomes. Each Topic will also offer several ideas for possible quiz questions which may be used to guide reading and discussion. One of the quiz questions (selected by the computer) will appear to be answered at the conclusion of the study of a Topic. [There are a total of 13 quizzes available in the class. Of these, only the highest ten quizzes are graded]. Mid-term and final exam questions are also taken from the Topic study questions although they may be somewhat reworded.
Texts and Readings: David Chiras and J. Reganold, *Natural resource*

Links to an external site. *Conservation: Management for a Sustainable Future, 10*th ed. and readings by various authors in PDF format on Canvas. (Copies for borrowing of the text are available in the College of Design Library). Digital copies of textbook chapters can be downloaded from each of the Topic outlines.

Instructor's approach to learning course content:
This environmental planning course is one of two that are offered completely on line and are also not required in the PPPM programs. While most planning courses focus on the ***process*** of planning and decision-making among several participants, this course is ***research*** based. It is focused on the ***content*** or subject matter of the environmental resources that need ***management*** and how they are managed in "real world' situations among government agencies, private companies and non-profit organizations. Some of our participants are already at work in the profession around the US and in other countries. Within the time limits the university allows, your instructor will serve as your on-call guide to individualized learning program with your own environmental focus and at your own (reasonable) pace.

Evaluation: Students are responsible for assigned reading, ten quizzes selected out of the thirteen topics, a midterm examination, a group or individual case study, an individual environmental plan assignment and a final examination. The midterm and final exams consists of short essay questions, similar to the study questions, that ask you to **define, explain, compare, list examples of, or analyze aspects of subject matter** presented in the class Topics. For obvious reasons, the exams are "open book and open notes". The case study

exercise will be a small group or individual analysis of a current environmental issue or problem at a **local or regional level**. The second assignment will be an **individual** environmental plan for a **local** or **regional** environmental project. The short essay type final exam will be comprehensive but will not revisit subject matter covered for the midterm. Students who miss the midterm or final exam (see Canvas course calendar) will receive a grade of zero for that exam. The date and time for the final exam will not be changed to accommodate scheduling conflicts. Final exams will not be given early under any circumstances. This is a **writing intensive** course. Your course assignments must be turned in on time or earlier. Late assignments will receive no credit. Late quizzes will not be accepted. In accordance with university regulations, an incomplete will only be given when "the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor." Fair warning, cutting and pasting of information is not the same as writing in your own words. Anything you wish to use that is written by others must be cited with proper credits or documentation. Failure to do this is considered plagiarism.

Grading Policy: All grading is relatively subjective and is based on the instructor's evaluation of your potential ability to participate with others while working on an environmental issue, problem or plan. The PPPM grading policy may be viewed in the university catalog.

Grading:

- Ten out of 13 Topic quizzes taken from Topic study questions (10 points each = 100 pts.)
- Midterm examination (50 points)
- Final examination (non-cumulative) (50 points)
- One case study participation exercise (50 pts)
- Management plan or project on an environmental issue or program (50 points)

300 total points = 100% =A

100% = A+, 90% - 99% = A, 80% - 89% = B, 70% - 79% = C, 60% - 69% = D.

Note: Quizzes, Assignments, and Exam due dates are on the Canvas course calendar.

Course Outline and Assignments:

Discussion Topic	**Readings**
Topic 1:Learning from the Past	Chapter 1 (Chapter 3 is optional)
Topic 2: Environmental Law and Regulation	Fiorino, Wood
Topic 3: Soils, Agriculture and Food	Chapter 5,(optional) and 6, 7 . Martin (optional)
Topic 4: Air Quality, Climate Change	Chapters 18,19, 20
Topic 5: Water Quality and Water Resources	Chapters 9, 10, 11; Famiglietti, Calvert
Topic 6: Fisheries and Ocean Conservation	Chapter 12; Shindler, Worm, Hilborn
Case Study Due	

Midterm Exam	
Topic 7: Rangeland Management	Chapter 13,
Topic 8: Forest Management	Chapter, 14
Topic 9: Conservation, Biology/Wildlife Management	Chapters 15, 16
Topic 10: Solid and Hazardous Waste	Chapter 17
Topic 11: Urbanization, Transportation	Calthorpe, Kuntsler
Topic 12: Energy Resources	Chapters 22, 23; Brown, Gore, McKibben
Topic 13: Environmental Hazards and Mitigation Management	Chapters 20, 21, 22.
Environmental Plan Due	
Final Examination	

Quizzes and Exams: Quizzes are available to be taken before the published due date, whenever you feel comfortable with the information in the Topic at hand. Quizzes 1 through 7 should be completed before the due dates on the course calendar so your instructor can return comments and suggestions that may help you with the midterm exam. Each quiz and exam question is essay in nature and is in response to one of the suggested possible questions found in all of the Topic outlines. The exams are open only on the days stated in the course calendar. For the exams, students will select five questions to write on from ten presented in the exam. The final exam continues content from the midterm on and has the same format. Tips for writing essay exams

Links to an external site. is a **highly recommended** aid. All lecture discussion outlines and all other course related documents are on the Canvas system. Students are encouraged to familiarize themselves with it as soon as possible.

About on-line Planning Courses in general: On-line upper division university courses present several advantages to students and a few drawbacks that are very important to consider. Many students say that they like on-line courses that are self-paced so they can work on them on their own schedule. Another advantage is that they can be accessed anywhere the student may happen to be as long as they have internet access. An open book/open notes format is understood. Feedback from the instructor is almost immediate and can be on an individual basis or on a full class communication (discussion) format. However, students sometimes complain about not having a physical presence with the instructor or other class members and not quite having the informality of a joke or other humorous moment in class. Urban and environmental planning is a very collaborative process. This class, Environmental Management, has a lot of content, most of which is from books, articles and government documents. The university library remote learning system will be very useful in your work.There are no lectures and few discussions. The course is **research based** (reading and note taking from several sources) and asks the student to **compile information** and **analyze it** into meaningful **essays.** This means that organization and a serious time commitment to the course is necessary. That said, I believe that environmental planning is a very practical topic

and over a 20 year time period I am still adding interesting content and I hope you will share interesting items that you run into. (dgh@uoregon.edu)

Incomplete Policy: Students are expected to perform in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when "the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor."

Academic Misconduct: You are always expected to do your own work. **Copying content from other students, the internet or from tutors and submitting it as your own work is grounds for failing the class.** The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on quizzes, assignments or examinations without express permission from the instructor. Buying other people's material for submitting it in your name is a serious violation and could result in your failure of the course.

Plagiarism: Students should **properly acknowledge and document all sources of information** (e.g. quotations, paraphrases, ideas). If there is any question about whether an act constitutes academic misconduct or plagiarism it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the action.

Inclusion Statement: PPPM strives to promote diversity along all dimensions, including and not limited to, those of race, ethnicity, culture, nationality, gender identity and expression, sexual orientation, socio-economic status, age, ability, religion, veteran status, family status, geographic location, and political beliefs. We are a committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at http://bias.uoregon.edu/index.html or by phoning 541-346-2037.

Accessible Education Center:
The Accessible Education Center facilitates and supports access and inclusion for students with disabilities through collaboration and consultation with students, faculty, staff, and the community. The AEC works to create and sustain physical, curricular, and informational environments that are informed by and responsive to the diverse characteristics and experiences of students with disabilities and variations of ability.

Support: The following resources are available to you as a student.

- University Health Services or call (541) 346-2770
- University Counseling Center or call (541) 346-3277 or (541) 346-3227 (after hrs.)
- MAP Covid-19 Testing
- Corona Corps or call (541) 346-2292

- Academic Advising or call (541) 346-3211

About the instructor: Don Holtgrieve earned his PhD degree from the University of Oregon in 1973. He taught geography, environmental studies and environmental planning at California State University campuses at Hayward and Chico before moving back to Eugene. He also created two environmental planning consulting firms and supervised the preparation of environmental impact reports, resource management plans, and various other community planning documents for federal, state and local agencies. He planned environmentally sensitive land development projects and created three wildlife preserves for non-profit watershed groups. He is also involved with volunteer service for the Mc Kenzie River Trust and the Hatfield Marine Science Center. At present Dr. Holtgrieve is writing his sixth co-authored textbook on Environmental Impact Analysis.

Course Summary:

Date	Details	Due
Tue Jan 17, 2023	Quiz Topic 1 Quiz	due by 11:59pm
Thu Jan 19, 2023	Quiz Topic 2 Quiz	due by 11:59pm
Tue Jan 24, 2023	Quiz Topic 3 Quiz	due by 11:59pm
Thu Jan 26, 2023	Quiz Topic 4 Quiz	due by 11:59pm
Tue Jan 31, 2023	Quiz Topic 5 Quiz	due by 11:59pm
Thu Feb 2, 2023	Quiz Topic 6 Quiz	due by 11:59pm
Tue Feb 14, 2023	Quiz Midterm Exam	due by 11:59pm
Thu Feb 16, 2023	Quiz Topic 7 Quiz	due by 11:59pm
Sun Feb 19, 2023	Assignment Case Study	due by 11:59pm
Tue Feb 21, 2023	Quiz Topic 8 Quiz	due by 11:59pm
Thu Feb 23, 2023	Quiz Topic 9 Quiz	due by 11:59pm
Tue Feb 28, 2023	Quiz Topic 10 Quiz	due by 11:59pm
Thu Mar 2, 2023	Quiz Topic 11 Quiz	due by 11:59pm
Tue Mar 7, 2023	Quiz Topic 12 Quiz	due by 11:59pm

Thu Mar 9, 2023	Quiz	Topic 13 Quiz	due by 11:59pm
Thu Mar 16, 2023	Assignment	Environmental Plan	due by 11:59pm
Wed Mar 22, 2023	Quiz	Final Exam	due by 11:59pm

October 2023

Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
24 September 2023 24 Previous month	25 September 2023 25 Previous month	26 September 2023 26 Previous month	27 September 2023 27 Previous month	28 September 2023 28 Previous month	29 September 2023 29 Previous month	30 September 2023 30 Previous month
1 October 2023 1	2 October 2023 2	3 October 2023 3	4 October 2023 4	5 October 2023 5	6 October 2023 6	7 October 2023 7
8 October 2023 8	9 October 2023 9	10 October 2023 10	11 October 2023 11	12 October 2023 12	13 October 2023 13	14 October 2023 14
15 October 2023 15	16 October 2023 16	17 October 2023 17	18 October 2023 18	19 October 2023 19	20 October 2023 20	21 October 2023 21
22 October 2023 22	23 October 2023 23	24 October 2023 24	25 October 2023 25	26 October 2023 26 Today	27 October 2023 27	28 October 2023 28
29 October 2023 29	30 October 2023 30	31 October 2023 31	1 November 2023 1 Next month	2 November 2023 2 Next month	3 November 2023 3 Next month	4 November 2023 4 Next month

Course assignments are n

Syllabus attached**From:** pppm-faculty-bounces@lists.uoregon.edu <pppm-faculty-bounces@lists.uoregon.edu> **On Behalf Of** Mia Kubu
Sent: Thursday, October 26, 2023 8:29 AM
To: pppm-faculty-lists.uoregon.edu <pppm-faculty@lists.uoregon.edu>
Subject: pppm-faculty&staff: Syllabus Request Fall '23

Hello All,

Can I please get a copy of your syllabus you're using for this term.

Thanks!

Mia Kubu

Program Support Specialist
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