

Environmental Management

Winter 2019: PPPM 331, CRN#25765



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Office: Hendricks Hall Rm. 13 (by appointment)

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

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

Course Website: The course website is located on the University of Oregon's Canvas system. The link to Canvas is on the University of Oregon home page. The class syllabus, announcements and other materials are posted on the Canvas site. Please check the course website frequently for announcements and updates. In addition, make sure that the University registrar has your correct U O email address. This email address will be used to communicate with you.

Course Description: This on-line course introduces 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 resources management, biodiversity, land use, pollution, sustainability, and, of course, potential solutions are explored. 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](#) 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.

Format: The course is divided into twelve 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. 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. [Topics 1 and 7 have two outlines and suggested ideas for two sets of quiz questions. That makes a total of 14 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 quiz questions although they are somewhat reworded.


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 twelve 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 group or individual analysis of a current environmental issue or problem at a local or regional level. The second assignment will be an 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 exam (see Canvas course calendar) will receive a grade of zero for that exam unless there is a documented legitimate reason for missing the midterm exam (e.g. serious illness or family emergency). If the midterm exam is missed for a legitimate reason, an alternative exam with different questions may be arranged. Students must take the final exam to receive a grade in the course. 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. A make-up final exam with different questions will be scheduled for students who miss the regularly scheduled final exam due to documented serious illness or family emergency.

This is a **writing intensive** course. The PPPM Department’s *Writing Assessment Criteria* will be used to evaluate and score assignments, quizzes and exams. It may be viewed and downloaded from the course Canvas site. If you struggle with writing, or English is your second language you are strongly encouraged to use the services of the Writing Lab: The Writing Lab in Prince Lucien Campbell Hall Room 72 begins week two of the term and closes on the Wednesday of finals week. Free tutors are available. Graduate student tutors are available on a drop-in basis or by appointment. Another useful aid for working on your writing skills may be used here..[Recommended Professional Writing Resources.pdf](#)

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 catalogue.

Grading:

- Ten out of 14 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: Quiz, Assignments, and exams due dates are on the Canvas course calendar.

Texts and Readings: David Chiras and J. Reganold, [*Natural resource \(Links to an external site.\)Links to an external site.*](#) *Conservation: Management for a Sustainable Future*, 10th ed. 2010. Readings by various authors in PDF format on Canvas. (Copies for borrowing of the text are available in the Knight Library)

Course Outline and Assignments:

Discussion Topic

Reading

Topic 01 Class introduction and assignments,	Ch-1 (optional)
Topic 02 Environmental Law and regulation,	Fiorino
Topic 03 Soils, Agriculture and Food,	Ch-5, C-6 Optional, C-7
Topic 04 Air Quality, climate change,	Ch-18, 19, 20 (optional),
Topic 05 Water Quality and Water Resources	Ch-9, 10, 11, Royte, Roessler

Case Study Due

Topic 06 Fisheries Conservation,	Ch-12, Shindler, Hilborn,
Topic 07 Rangeland and Forest Management,	Ch-13, 14

Midterm Exam

Topic 08 Conservation Biology/Wildlife Mgt.	Ch-3 (optional), 15, 16
Topic 09 Solid and Hazardous Waste,	Ch-17
Topic 10 Urbanization, transportation,	Calthorpe, Kuntsler
Topic 11 Energy Resources,	Ch-21, 22
Topic 12 Environmental Economics Mgt. Tools,	Ch-2, 20, (Optional), Lopez, Mc Kibbin

Environmental Plan Due

Final Examination

Quizzes and Exams: Quizzes are available to be taken whenever you feel comfortable with the information in the Topic at hand up until the posed due date. Quiz due dates are on the course calendar. After you take a quiz your instructor will return your score and 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](#) 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.

If this is your first on-line university class: If you are unsure about what to expect in an on-line academic class I suggest you take a look at a small book by Leslie Bowman titled [Online Learning \(Links to an external site.\)](#)*Links to an external site.*: *A User Friendly Approach For High School and College Students*, Rowman and Littlefield, 2010. It addresses the differences between on-campus and internet-based courses including common mistakes to avoid.

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 if 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. There are no lectures and few discussions. The course is **research based** (reading 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 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 expected at all times 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. Additional information about the most common form of academic misconduct, plagiarism, is available at [:http://\\$WIKI_REFERENCES\\$/pages/.uoregon.edu/tpayne/EG595/plagiarism.pdf](http://$WIKI_REFERENCES$/pages/.uoregon.edu/tpayne/EG595/plagiarism.pdf)

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 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.

Documented Disabilities: Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to contact the instructor as soon as possible. They should also request that the Accessible Education Center send a letter verifying the disability.

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. He also created two environmental planning consulting firms and supervised the preparation of over two hundred 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 was also involved with volunteer aquatic husbandry and conservation at the Oregon Coast Aquarium, and the Hatfield Marine Science Center in Newport, Oregon.

