



School of Planning, Public Policy and Management



PPPM 443/543: Natural Resource Policy Summer 2019 (CRN 42033/42040)

Instructor: Dr. Stacy Rosenberg

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Office Hours: Wednesdays 10:30-11:30 am & by appointment

Class Time: Wednesdays 12:00-3:50 pm, June 24 – August 18, 2019

Location: 230 Lawrence Hall

Course Description

This course will examine historical and current natural resource policy and management in the U.S. We will investigate how natural resource policies are developed and implemented and the underlying causes for natural resource conflicts. We will cover a variety of natural resource topics and explore the political, legal, economic, ecological, and social dimensions of natural resource issues. Students will have the opportunity to apply what they have learned through individual assignments and group projects.

Course Objectives & Learning Outcomes

At the end of this course, students will be able to:

- Understand the historical influences and administrative framework that shape natural resource policy and management.
- Analyze multi-faceted natural resource conflicts and potential solutions.
- Effectively critique natural resource policy and management decision-making processes.
- Improve critical thinking & communication skills.

Class Format and Contract

This class will involve lectures, discussions, case studies, in-class exercises, and a variety of assignments. I encourage you to ask questions and raise points throughout the class. If you don't feel comfortable speaking in class, I encourage you to email me your questions or meet me during my office hours.

It is important that we create an atmosphere conducive to learning. Therefore, while I encourage debate and discussion, you should be respectful of others, and maintain a professional tone at all times. As both a student and a professional you should recognize that your language and actions should be inclusive of all people regardless of their country of origin, religion, race, ethnicity, gender, sexual orientation, and even their political views. Language or action that is abusive or discriminatory will not be tolerated and is against the University Student Code of Conduct policies.

Contacting Me

The best way to reach me is via email or during office hours. I will try to respond to all emails quickly, but it is increasingly difficult to keep up with the quantity of emails that I receive.

Course Website

The course website is located on the University of Oregon's Canvas system (<https://canvas.uoregon.edu>). The class syllabus, on-line readings, assignment handouts, announcements, and other materials will be posted on this site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address. I will use this email address to communicate with you.

Required Reading

There are three required textbooks for this class. I have ordered copies of these books through the University bookstore and I have put them on reserve in Knight Library.

- Babbitt, Bruce E. 2005. *Cities in the Wilderness: A New Vision of Land Use in America*. Washington D.C.: Island Press. (Babbitt)
- Daniels, Tom. 2014. *The Environmental Planning Handbook for Sustainable Communities and Regions, 2nd ed.* Chicago, IL: American Planning Association Planners Press. (Daniels)
- Wilkinson, Charles. 1992. *Crossing the Next Meridian: Land, Water, and the Future of the West*. Washington D.C.: Island Press. (Wilkinson)
- Other Course Readings: Available on Canvas website. (Canvas)

Assessment

Undergraduate Students (PPPM 443)

Policy memo	20%
Exams (2 x 25%)	50%
Quizzes (2 x 5%)	10%
Participation and in-class exercises	20%
TOTAL	100%

Graduate Students (PPPM 543)

Exams (2 x 20%)	40%
Policy analysis paper	20%
Case study presentation	20%
Participation and in-class exercises	20%
TOTAL	100%

Grading Scale

100	A+
95-99	A
90-94	A-

85-89	B+
80-84	B
75-79	B-

70-74	C+
65-69	C
60-64	C-

55-59	D+
50-54	D
45-49	D-

<45	F

Class Attendance and Participation

Students are expected to attend all classes and read course materials **prior** to each class. Participation in class discussions and in-class exercises is a critical component of the course. A student's participation grade will be lowered if they are not prepared to contribute to class activities and for every absence. Excused absences require a physician's report or other written documentation.

Classroom Environment

In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases.

Professional Practice

Students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room

temporarily, and refrain from non-learning activities. Students who fail to adhere to these guidelines will be asked to leave for the remainder of the class session.

Documented Disabilities

Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible. They should also request that the Counselor for Students with Disabilities send a letter verifying the disability.

Late Assignment Policy

Late assignments will be assessed a 10% per day late penalty (including weekends) unless there is a qualified, documented excuse. All assignments must be turned in at the beginning of the class it is due or handed in before the assignment deadline. Emailed assignments will not be accepted.

Incomplete Policy

Students are expected to behave 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 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 assignments or examinations without express permission from the instructor.

Plagiarism

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: <http://researchguides.uoregon.edu/citing-plagiarism/plagiarism>.

Make up Exams: Midterm and Final Exam

Students who miss the midterm exam will receive a grade of zero for that exam unless there is a legitimate and documented reason for missing the midterm exam (e.g. serious illness or family emergency).

Students must take the final exam to receive a grade in the course. A make-up final exam will be scheduled for students who miss the regularly scheduled final exam due to documented serious illness or family emergency. Written documentation is required.

Inclusion Statement

The College of Design is a community that values inclusion. 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 school 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.

Classroom Behavior

Maintaining a safe classroom environment where everyone feels comfortable expressing their ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason.

Sexual Violence, Harassment and Survivor Support

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at <http://safe.uoregon.edu/>.

Course Schedule – *Subject to change*

Wk	Date	Lecture Topic	Assignments and Readings (due on date listed)
1	Wednesday June 26	Principles of Natural Resource Policy & Management	Canvas: Kraft (2015) Canvas: Dombeck et al. (2003): Chapter 1
2	Wednesday July 3	NEPA, ESA, and Wildlife Management	Canvas: CRS NEPA Report (2005) Canvas: CRS ESA Report (2016) Daniels: Chapter 10
3	Wednesday July 10	Federal, State, & Local Land Use Partnerships	Babbitt: Prologue, Chapters 1, 2, 5, & Epilogue Daniels: Chapter 2 Quiz #1 (in class)
4	Wednesday July 17	Forest Policy & Management	Wilkinson: Chapter 4 Daniels: Chapter 15
5	Wednesday July 24	Rangeland/Farmland Policy & Management	Wilkinson: Chapter 3 Daniels: Chapter 14 Babbitt: Chapter 3 Midterm Exam (in class)
6	Wednesday July 31	National Park & National Wildlife Refuge Policy & Management and Landscape Protection Planning	Canvas: Arrandale (2006) Canvas: Fischman (2005) Daniels: Chapter 9 Policy Memo due in class
7	Wednesday August 7	Western Water Development and Water Quality Planning	Wilkinson: Chapter 6 Babbitt: Chapter 4 Daniels: Chapter 6 Quiz #2 (in class)
8	Wednesday August 14	Climate Change Strategies, Energy Resources Planning, and Applying Natural Resource Planning Principles	Daniels: Chapters 1, 4, & 17 Final Exam (in class) Grads: Paper due