

School of Forestry  
**Natural Resources Policy FOR 360**  
Spring 2008, 3 Credits  
Room 136 Forestry  
T Th 2:20-3:35

**Instructor:** David Ostergren, Associate Professor  
**Office Hours:** T 3:40- 4:15 W 1:30-2:30 in FOR (Bldg 82) 232  
Or by appointment.  
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**Course prerequisites:** Senior status or permission of instructor.

**Course Description:**

This is a survey course of the policies designed to sustain and utilize natural resources in the United States. We start with a legislative history of the US Forest Service, National Park Service, Bureau of Land Management, and Fish & Wildlife Service. We will survey the major land management legislation in the US and investigate the role of the President, Congress, Courts, agencies, states, tribes and non-government organizations in the creation and implementation of public natural resource policy. Topics covered include:

1. Historic social conditions and enabling legislation for the major federal, state and tribal land management agencies.
2. The effects of US liberalism and resulting political and economic policy on natural resource utilization.
3. Actor and interest group participation in policy making and implementation.
4. New and emerging strategies for natural resource management including collaborative planning.
5. Current legislation including an analysis of the intended and unintended consequences of recent developments.

**Student Learning Expectations/Outcomes:**

Upon completion of the course students will be able to:

1. Describe U.S. federal land management agencies and their mission.
2. Describe and understand Arizona and tribal natural resources management.
3. Describe and understand the natural resource policy making process.
4. Describe and compare agency policies and the ontology of current policy and practice.
5. Evaluate current policy with regard to goals, origins and effectiveness.
6. Evaluate how history and culture influence policy.
7. Create an effective policy for any natural resource for the 21st century (extra credit for passage by both Houses of Congress and Presidential signature).
8. Express all of the above in coherent written form through analysis and exams.
9. Express a policy position on current issue in an oral presentation.

**Course Structure:**

I utilize a “no-holds barred” teaching strategy. Class meetings will include lecture, group discussion, multi-media presentation, individual papers, and thinking on your feet. All students will be expected to be active participants and contribute to the evaluation and discussion of course concepts. My expectations for your performance are very high. My approach is merciful.

**Required Textbooks:**

Vig, Norman J. and Michael E. Kraft 2003. *Environmental Policy: new directions for the 21<sup>st</sup> century*. 6<sup>th</sup> Edition. Washington DC. CQ Press.

And other readings on electronic reserve in our VISTA SHELL. VS stands for VISTA SHELL.

<b>DATE</b>	<b>TOPIC</b>	<b>Assignment</b> (to be done before class).	<b>GRADING</b>
1/15 Week 1	Assign ID number Review syllabus	Define ground rules for engagement. A stages model that doesn't work.	
1/17	NO CLASS	IDENTIFY a book from reading list. Ignore this opportunity at your peril.	
1/22 Week 2	The birth of a movement and a history of laws and regulations.	CRS Federal Lands document 1-46 VS	Turn in book choice.
1/24	How has each agency changed?	CRS Document 47-67 VS Report on mission statement for one agency using one unit (e.g. Forest, Refuge, Park, Field Office, Monument, etc.).	Exam 1 (25 pts) One paragraph to hand in and be ready to speak out in class. (5 pts.)
1/29	Special Topics Discussion and choosing your book. How do you write an analysis?	Write out on one issue at your agency unit. Ostergren & Hollenhorst TNC	Report on issue.
1/31	Environmental Policy Analysis	V & K pp. 1-33.	Exam 2
2/5	Who are you? How do you serve the public?	Omnipotent-impotent (VS) Perpetual growth (VS). Your issue: who is involved?	Exam 3
2/7	In Depth Analysis	Book Selection (in Library)	
2/12	Environmental Advocacy	V & K pp. 78-100 (Bosso & Guber) What is a solution to your issue?	Hand in summary of issue, stages, actors & solution. 15 pts.
2/14	Presidential leadership	V & K pp. 100-123 Vig	Exam 4
2/19	Gridlock in Congress Grazing policy for instance.	V & K pp. 124-147 Kraft CRS Grazing on VS	
2/21	Environmental policy in the courts	V&K 148-168 O'Leary "Bush Policy irks courts" handout	Exam 5
2/26	Where the environmental movement started. The 1964 Wilderness Act <i>handout</i> .	"Wilderness as land laboratory" Aldo Leopold (VS) "Why Wilderness?" Sigurd Olson	
2/28	Whither Science? Environmental Policy and the EPA	V & K pp. 169-192 Rosenbaum	2-3 page outline of topic (30 pts of your 100 pt. policy analysis). Exam 6
3/4 Week 8	A closer look NEPA	NEPA on VS	
3/6	ESA	ESA on VS	Exam 7
3/11 Week 9	NFMA	NFMA	
3/13	FLPMA	FLPMA on VS	Exam 8

DATE	TOPIC	ASSIGNMENT	GRADING
3/17-21	Spring Break	Spring Break	Spring Break
3/25	Policy in Action No Class	Field Assignment to note one policy change.	
3/27	No Class	Write your paper.	
4/1	Environmental justice	V & K pp. 239- 263 Ringquist	
4/3	Governance and Collaboration	Brunner et al. Beyond Scientific Management. (On Vista)	FINAL PAPER DUE (70 pts.)
4/8	Tribal Sovereignty and Managing Natural Resources	Cronin & Ostergren On Vista.	Exam 9
4/10	Field Work	Meet with colleagues in field.	
4/15	Fire Policy All on Vista	History of Fire policy National Fire Plan Leopold "Paiute Forestry" and "Grass, brush, timber and fire in S. AZ"	1 page summary on legislative action. (5pts.)
4/17	Wilderness and Fire	Ostergren 2006. <i>Wilderness management &amp; the restoration of fire.</i> HANDOUT	Exam 10
4/22	A return to priorities	V & K pp. 311-332, Lowry	
4/24	Arizona Forestry --- legislation, agencies and actors.	V & K pp. 34-56, Rabe	
4/29	Toward sustainable development?	V & K pp. 374- 394 Vig/Kraft	Exam 11
5/1	Final Policy wrap		
5/8	Final (pass/fail)		Final Exam

### Assessment of Student Learning Outcomes:

The breakdown:

10 in-class exams (toss one of 11)	250
1 policy analysis (30 for outline, 70 for final)	100
Misc. assignments	25
<u>Class Participation:</u>	<u>25</u>
Total points available:	400

### Your grade will be based on:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60% or plagiarism/cheating/unprofessional behavior.

### Course Policies:

#### WRITTEN MATERIAL FORMAT

All papers will be typed, 11-12 pt font, double spaced with 1 inch margins and the pages must be numbered. Use a stapler, NO plastic covers, no paper clips. I reserve the right to refuse to accept a paper that does not meet these specifications. Use only your four digit ID #.

## POLICY PAPER OUTLINE

- Pick your book and topic.
- State your central concept or issue in 2-3 sentences. Use a paragraph to add any additional clarification of the issue.
- Spend some time identifying the resource at stake --- trees, wildlife, wilderness, recreation, cultural values.
- Outline the actors. What are the political positions of each person, agency or NGO? Use a couple of sentences for each.
- Where in policy stages is this issue?
- What branch of government do you think this will affect the most?
- Speculate on which states and thus which politicians will be concerned with this issue.
- Conclude by stating what you may expect to find out or if the issue is ‘solved.’

## POLICY ANALYSIS

Choose a book from the list and write up an analysis of one policy therein. I expect 10 pages including at least 7 references. Address these issues: What is the central issue or policy concern that you are considering? This policy can be closely related to the topic in the book, or exactly that topic. For instance there are recent policies and/or new bills in congress on Wilderness, grazing, water, roads etc. that are creating conflict and tension that you can address. Is your choice making or implementing the policy? Which branch of the government is the largest influence on this policy? What interests or interest groups are involved? Place this policy in an overall social context (e.g. exploitation, conservation, development, preservation). Was the policy successful (i.e. did it accomplish its goals)? Or if you are addressing a new policy “will it be successful, why or why not. **Remember, I Want Your Opinion For At Least One Page.**

## IN-CLASS QUIZZES and EXAMS

These will be short answer and multiple choice queries that test your command of the reading assignments and previous lectures.

## FINAL EXAM

Cumulative examinations assess your grasp of the semester’s material. It is pass/fail.

## LATE ASSIGNMENTS

Assignments are due as specified in the syllabus either in class, or my Forestry mailbox by 5 PM. **I will not** accept attached email documents. Any work turned in late will be graded as follows. There will be a 10 % reduction for the first 24 hours---20% for 48 hours.

## PARTICIPATION

You will be graded on participation which includes both attendance and having a coherent understanding of the readings. You will all have an opportunity and obligation to talk. It’s a simple way to pick up participation points. At first the reading assignments may appear to be ambitious. But policy requires a different set of reading skills---fast and thorough. Pull out the essential points along the way and focus on natural resource or land management examples. For example, I do not expect you to know the details of Superfund, or the 1990 Clean Air Act Amendments, but you should have a grasp of land policy (e.g. the 1973 Endangered Species Act & the 1976 National Forest Management Act).

## READING BOOK LIST

Use Google or Google Book Search to find out about these titles. All have reviews somewhere.

Burnham, Philip 2000. **Indian Country, God's Country: Native Americans and the National Park Service.** Washington, DC: Island Press. The title says it all. A combination of trampling human rights with some recent successes.

Donahue, D. L. 1999. **The Western Range Revisited: Removing Livestock from Public Lands to Conserve Native Biodiversity.** Norman, Oklahoma University Press. There is no way to read this and conclude we should do something about grazing on public lands - -- maybe more or maybe less than the author suggests.

Espeland, Wendy Nelson. 1998. **The Struggle for Water: Politics, Rationality, and Identity in the American Southwest.** The University of Chicago Press. Paperback 0-226-21794-9. A great tale of water policy here in Arizona.

Havlick, David G. 2002. **No Place Distant: roads and motorized public recreation on America's public lands.** Washington D.C. Island Press. 1-55963-845-1. How do roads influence the management of our public lands and what should we do about them?

Lowry, W.R. 1994. **The Capacity to Wonder: Preserving National Parks.** Washington, DC: The Brookings Institution. Changing politics and policy in our national parks.

Petersen, Shannon. 2002. **Acting for endangered species: the statutory ark.** Kansas, University Press of Kansas. Everything you need to know about the Endangered Species Act and what could be the subject for change.

## **University/School of Forestry POLICIES:**

### **Respect**

There will be much discussion in this class. Individual ideologies differ as will interpretations of the issues that we cover. We will maintain an open forum where a diversity of perspectives will be welcome. Personal attacks will not be tolerated. **Respect yourself and others.**

### **Honesty**

I reward honesty. Keep me informed. If you have a scheduling problem, personal problem, or conflict--talk to me (either in general terms or specifics). You may not get everything you want, but politics is the art of compromise and we will do the best we can to accommodate your needs.

### ***SOCIAL JUSTICE STATEMENT***

*Northern Arizona University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.*

### **Disabilities**

If you are a person with a disability and anticipate needing any kind of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Counseling and Testing Center (523-2261). If the Counseling and Testing Center verifies your eligibility for special services, you should consult with me during the first week of classes so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services coordinator in the Counseling and Testing Center. At any time, I encourage you to come to me for help in understanding the readings, lecture-discussions, writing assignments, or for other course-related assistance.

### **Academic Integrity**

As members of the academic community, NAU's administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner. Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU's Student Handbook. Cheating is failing.

### **Safe Environment Policy**

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault, or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the department chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action.

### **Classroom Management**

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. Each student is responsible to behave in a manner that does not disrupt or interrupt the instructional environment. The instructor has the responsibility to determine what behavior is, or is not appropriate in the classroom. At a minimum, the student will be warned when behavior is deemed disruptive by the instructor. Significant or continued disruptive behavior by a student (as determined by the instructor) may warrant suspension or academic expulsion from the classroom, the college or the University.