

Environmental Studies 442: Public Land Policy

See also: ["Not in my Backyard" Case Study](#)

Syllabus and Schedule - Winter Quarter 2007 Dr. Grace Wang

** This syllabus is a *dynamic*, changing document! Due to the nature of the course, I'm using an "adaptive management" approach; please be flexible and accepting of change. I'll make announcements in class, but it's your responsibility to check Blackboard often.

Objectives

- Understand the history of publicly owned lands in the United States, with a focus on policy and legislation.
- Discuss administrative and management issues specific to public forests, parks, monuments, wildlife refuges, and wilderness areas at all levels of government.
- Discuss public lands at the regional, state, and local level.
- Present an in-depth analysis of a public land holding.

By the end of this course, you will be able to identify the major personalities involved in creating the National Forest System, National Parks, National Wildlife Refuges, and Wilderness Areas. In addition, you will be able to describe the major legislative acts creating these areas. Although our focus is on contemporary issues, we will place these in a historical context.

This course will be an *exchange of ideas*, using a variety of techniques that emphasize active learning and participation. Active participation involves speaking out, sharing ideas, asking questions, summarizing, and listening to other viewpoints in a professional manner. There is a fair amount of group participation in the course. You are expected to attend each class session, and have the readings and assignments done *prior to* coming to class. If you are unable to attend, you are still responsible for the assignments due that day. I expect everyone to have access to the Internet, and this course is managed through Blackboard.

Participation

Participation is important for the following reasons. *First*, it helps you synthesize and engage more actively with the course material. *Second*, public speaking skills are becoming more important in all careers, and participation gives you a chance to develop communications and speaking skills in a comfortable atmosphere. *Third*, the students in this class have diverse backgrounds and experiences; sharing individual perspectives and insights will help us all learn more and appreciate different angles.

Grading

There will be two papers, one midterm, and one final project. I'll hand out specific instructions and guidelines will be handed out before each writing assignment.

In lieu of a final exam for the class, there will be a final project, which is a combination of two things: a written report **and** an oral presentation to the class. There will be adequate class time and mini-assignments along the way to keep you on track. In essence, you will be creating a portfolio.

Grading/Assignments

<i>Assignments</i>	<i>Points</i>
Paper #1 - TBA	25

Midterm	50
Paper #2 – case study	50
Final project (group)*	75
Total	200
*Written report (30) Oral presentation (30) Peer grading (15)	

A	>95.0%	190
A-	>92.5%	185
B+	>87.5%	175
B	>82.5%	165
B-	>80.0%	160
C+	>77.5%	155
C	>72.5%	145
D	>67.0%	134
F	<66.0%	132
There is no "curve" for this course; I grade on a flat scale, as indicated above.		

Required Readings

- Burton, Lloyd. 2002. Worship and Wilderness: Culture, Religion, and Law in Public Lands Management. Madison: University of Wisconsin Press
- A web subscription to *High Country News*, available at <http://www.hcn.org>. The student rate is \$20 for one year, or **\$6 for 16 weeks**, a veritable bargain!!! (The paper + web subscription is slightly more expensive.)
- In addition, two binders of readings will be in the Environmental Studies/Sciences "reading room" adjacent to the Dean's office in ES 545.
- Additional readings as supplied by me, or you, the student.

Schedule of topics

Week 1:

Introduction to course and each other; foundations of policy in the United States; sources of land acquisition in the United States. Disposition of lands in the United States - distributing resources to various sources; *i.e.* homesteading, grants to railroads, etc.

Discuss annotated bibliography assignment.

Reader – Gates Ch.5 "Acquisition of the Public Domain" p.3-27

Reader – Gates Ch.14 "Land Grants for Railroads & Internal Improvements" p.341-386

Reader – Peffer Ch.8 "Homesteading the Arid West" p. 134-168

Week 2:

Continuation of history of public land policy and contemporary issues

Burton – Skim Chs. 1-3, but read carefully pp. 58-62, the subsection titled "East Meets West in the American Conservation Movement"

Wilkinson – Ch.1 "The Lords of Yesterday" p. 75-86 (in binder)

Week 3:

Management of public lands

Reader – Peffer Ch.6 "The Conservation Movement" p. 99-108

Reader – Hays Ch.3 "Woodman, Spare that Tree" p.27-48

Reader – Davis Ch.3 "The Federal Four" p. 35-54

Burton – Chs. 4-5

DVD: *The Greatest Good*. The U.S. Forest Service's origins, changes, administrative framework, and major contemporary issues.

Wilkinson – Ch.4 "Forests for the Home-Builder First of All" p.114-174 (in binder)

Reader – Peffer Ch.3 "The Expanding Program" p.63-71

Additional readings TBA

DUE: Paper #1, topic TBA

Week 4:

Bureau of Land Management - origins in the General Land Office, changes in responsibilities, major contemporary issues (recreation, mining, etc.)

Wilkinson – Ch. 2 "The Miner's Law" p. 28-74 (in binder)

Wilkinson – Ch. 3 "The Rancher's Code" p.75-113 (in binder)

National Park Service - nature-based tourism, major contemporary issues (snowmobiles, crowding, pollution, etc.)

Burton – Chs. 6-7

Assign and meet with groups

Week 5: EXAM (first 75 minutes)

Indian Lands - history of trust relationship with federal government, Treaties, rights. Sesquicentennial of the 1855 Treaties.

Reader – Limerick Ch.6 "The Persistence of Natives" p. 179-221

Reader – Prucha Ch.4 "The policy of Indian Removal" p. 64-77

Additional readings TBA

Wildlife Refuges and Endangered Species policy - long and complicated history

Burton – Ch. 8

Week 6:

Preservation issues in the U.S. - archaeological resources, rivers, and wilderness areas. *Arctic National Wildlife Refuge*.

Reader –Coggins, Wilkinson, and Leshy Ch. 12 "Reservation of Archaeological and Historical Artifacts and First Amendment Issues" p. 1032-1053

Reader – Law Book D. River Preservation

Burton – Chs. 9-10

Reader – Leopold "Land Ethic"

Additional readings TBA

GROUP WORK

Week 7:

Wilderness discussion, more on the Arctic

Selected readings from <http://arcticcircle.uconn.edu/ANWR>

Reader – Coggins, Wilkinson, and Leshy. Ch.12 "Wilderness Preservation" p.1104-1162

Burton – Chs. 11-12
Other readings TBA
DUE: Case study

Week 8:

Free day to prepare for presentation.

Week 9: Catching up, course review, evaluations, and additional time to prepare for presentations.

Week 10:

Group presentations