

Environmental Studies 467: Natural Resource Policy

Syllabus and Schedule - Spring Quarter 2007

Dr. Grace Wang

Textbooks

- *Finding Common Ground: Governance and Natural Resources in the American West.* 2002. Ronald D. Brunner, Christine H. Colburn, Christina M. Cromley, Roberta A. Klein, and Elizabeth A. Olson **REQUIRED**
- *Adaptive Governance: Integrating Science, Policy, and Decision Making.* 2005. Ronald D. Brunner, Toddi A. Steelman, Lindy Coe-Juell, Christina M. Cromley, Christine M. Edwards, and Donna W. Tucker **REQUIRED**
- A subscription to *High Country News*. Go to: <http://www.hcn.org/signupnow.jsp>. At a minimum, I recommend that you to subscribe to web access for \$8/semester (4 months) or \$20/year. (Don't forget to sign up for the student discount.) I will refer to *HCN* quite often for issue background and analysis. **OPTIONAL**

Objectives

You will be introduced to, and further understand the concept of **community-based natural resources management**. We will be analyzing its evolution in the context of public lands, particularly in the American West. The foundations of conservation are examined, and we'll survey and analyze current policies. Several case studies are presented.

Expectations

The most important thing you need to know about this course is that it will be an *exchange of ideas* in a relaxed atmosphere. 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 material covered and assignments due that day. This course is also set up through Blackboard, so most announcements can also be found there. I encourage you to check the site daily for other links, news, and general items of interest.

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. *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.

Part of your grade will be determined by participation. I always use 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 are instances where the class will break out into small groups.

Each of you will also facilitate one class session, where you will be responsible for summarizing main points of readings, creating and asking discussion questions, and following up with relevant external materials. I'll randomly assign students dates and topics. This grade will be determined on the quality of your preparation, questions, and summaries. More details as the course progresses...

Grading/Assignments

Because the class is focused on integrating ideas, your assignments will reflect this. In particular, your first paper will be a reaction to two readings and a movie. The topic of your second paper is yet to be determined. (I usually see what the tenor of the class is – are there any particular themes you're interested in?) Your ideas cannot be wrong; I'm interested in what you think about the ideas. I will not deduct points for ideas I may not agree with, but I will deduct points for sloppiness,

misspelling, and gender-biased language. Poor grammar and spelling, as well as gender-biased language are not tolerated because they have no place in professional settings. If you are not sure about anything, simply ask. Specific instructions and guidelines will be handed out before each writing assignment. Plagiarism is a serious offense. Familiarize yourself with what the term means at <http://libguides.wvu.edu/plagiarism>. Plagiarism will result in a failing grade.

Please do **not** e-mail me assignments without prior permission!

Assignments	Due	Points
Reaction paper #1 – community	4/17	25
Paper #2 – topic TBA	5/17	25
Course facilitation/participation		25
Pop quizzes*		25
Take-home final exam	6/7	50
Total		150
* These aren't "pop quizzes" per se, but directed reactions to the readings, format TBA.		

A	>95.0%	143
A-	>92.5%	139
B+	>87.5%	131
B	>82.5%	124
B-	>80.0%	120
C+	>77.5%	116
C	>72.5%	109
D	>67.0%	
F	<66.0%	
*There is no "curve" for this course; I grade on a flat scale, as indicated above.		

Schedule

Week	Topic	Readings/Assignments
1	Introduction, history, and foundations Review of policy	<i>Adaptive Governance</i> chapter 1 Steel article (BB)
	Problems of Governance Defining "community"	<i>Finding Common Ground</i> chapter 1 (long chapter!)
2	DVD – <i>Land (and how it gets that way)</i>	www.landfilm.com
	Discuss DVD Water	<i>FCG</i> chapter 2 – water <i>AG</i> chapter 2
3	Water, part II	*Reaction Paper #1 due
	DVD – <i>The Great Warming</i> Earth Day (April 22nd)	*Extra credit for volunteering
	Wildlife	<i>FCG</i> chapters 3 and 4 <i>AG</i> chapter 5
4	Wildlife, part II	Breslow article (BB)
	Forests	<i>FCG</i> chapter 5 <i>AG</i> chapter 3
5	Forests, part II	
	No class	
6	National Parks/preservation issues	Readings on BB
	National Parks/preservation issues	*Paper #2 due
7	Energy	<i>AG</i> chapter 6
	Energy, part II	*Distribute evaluations
8	Bringing it all together, discussion	<i>FCG</i> chapter 6 <i>AG</i> chapter 7
	Last day - course wrap-up, review, evaluations	*Take-home final distributed
9	Field trip or guest lecturer on CBF	
10		FINAL EXAM DUE @ 5:00

