**FOR 484: Forest Policy and Administration**

**Spring 2020, 2 Credits**

MW 10:30-11:20 AM, Room: 10 CNR & Online

**Instructor:**

Chelsea Pennick McIver, Doctoral Research Analyst

Policy Analysis Group

cpmciver@uidaho.edu

**Teaching Assistant:**

Callie Collins, Graduate Student

calliec@uidaho.edu

**Required text and readings:**

*Natural Resource Policy*. F. Cubbage, J. O’Laughlin and M. Nils Peterson. Waveland Press, Inc. 2017.

All other assigned readings, handouts, and supplemental resources are available on the course website accessible via BBLearn. Check frequently for the latest schedule and assigned readings.

**Course Description:**

Many of the issues facing natural resource professionals are related to public opinions and values surrounding the use of natural resources. Competing visions shaped the development of federal and state forests and applicable natural resource policies as early as the late 19th century. This course examines the political and administrative processes at play in the management, use, and protection of forest resources. Its focus is on the policy processes by which disagreements over how the conservation and management of forests are pursued by private-sector interests, government agencies, communities, and NGOs. This course challenges you to consider your role in the policy process, and to develop a basic understanding of policy monitoring and evaluation, data collection, and analysis.

The course is organized into three parts. The first part describes the conceptual cornerstones of our nation’s natural resources policy and identifies the drivers of policy formation, laying the foundation for the remainder of the semester. Part two walks through the major federal policies guiding the management, use and protection of forest resources. The third part explores examples of forest policy at the state

**Course Format:**

This class will be offered in a hybrid format that will combine in-person and video-based guest lectures with pre-recorded lectures. **IT IS IMPERATIVE THAT YOU PAY CLOSE ATTENTION TO THE SCHEDULE IN BBLEARN**. It is up to you to show up in class when we have guest lecturers. All other lectures will be delivered via pre-recorded lectures posted in bblearn. The content of recorded lectures, guest lectures and readings will all be fair game for quizzes and exams.

**Course Learning Objectives:**

Having successfully completed this course, you will be able to:

* + Explain the sources and limits of power for major branches of the federal and state governments as they pertain to natural resource policy.
	+ Describe the historical development of natural resource policy in the United States, including key frameworks that define our contemporary notions of environmental stewardship and conservation
	+ Demonstrate an understanding of the goals and key provisions of federal laws that regulate water quality, air quality, and the conservation of threatened and endangered species and explain how these provisions impact forest management on private and public lands.
	+ Demonstrate an understanding of the goals and key provisions of federal laws that govern forest planning and management activities on federal lands both nationally and in the Pacific Northwest, and contemporary expectations of stakeholders interested in forest management decisions.
	+ Describe the effect of forest and natural resources policies on decision-making by organizational managers and on-ground natural and cultural resource managers.
	+ Effectively communicate orally, in writing and in groups, in both descriptive, opinion and negotiation formats, about forestry issues and forest policies.

**Relevant University and CNR Learning Objectives:**

* + Communicate effectively by listening actively, formulating, articulating, and explaining ideas clearly using oral and written techniques (Communicate, Practice Citizenship).
	+ Develop and apply scientific knowledge (i.e., biological, physical and socioeconomic) to evaluate and justify forest management decisions (Learn and Integrate).
	+ Demonstrate skills working with teams, including effective leadership of groups working toward a common goal (Clarify Purpose and Perspective, Practice Citizenship).

**Student Expectations and Policies:**

1. Much of the work and most of your knowledge is derive directly from class. You are expected to attend **ALL** classes and devote four hours per week outside the classroom. If you cannot attend class, you are expected to seek an excused absence in advance.
2. Do the readings, be prepared to discuss in class, and bring enthusiasm for the topic.
3. Complete assignments in a professional manner and turn in work on time.
4. We will discuss controversial issues over the course of the semester. You are encouraged to critique other’s ideas and arguments, but it is inappropriate to attack a person or their values and beliefs. Treat others with respect.
5. Sexual harassment by or toward a member of the University community is prohibited.
6. The use of electronic devices is limited to in-class activities. Any misuse of devices (cell phones, tablets, laptops, etc.) will be noted, and the student may be dismissed from the class period.
7. Information posed as “fact” **MUST** be cited in an appropriate citation style. Failure to cite information other than your own is considered plagiarism. University of Idaho, CNR and FRFS strictly enforce the plagiarism policy (<http://www.uidaho.edu/cnr/frfs>).
8. Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources: 208-885-6307; cdar@uidaho.edu; [www.uidaho.edu/current-students/cdar](http://www.uidaho.edu/current-students/cdar).

**Course Grading (600 possible points):**

 Points Date

Current event report 50 points varies

Mid-term exam 100 points March 9

Policy Research Paper

 Legislative History Draft 25 points March 23

 Draft Paper 50 points April 1

 Final Paper 75 points April 20

Online engagement 100 points varies

Self and peer assessment 50 points May 6

Final comprehensive exam 150 points May 13

* Letter grades are assigned as follows: A (90-100%), B (80-89%), C (70-79%), D (60-69%).
* Late submission will result in a 10% reduction of grade for the first day, and 50% thereafter.
* Written assignments will be graded on accuracy of content, quality, effectiveness of message and presentation, diction, punctuation, and spelling.

**Responsibilities and Deliverables:**

**Current Event Reports & Responses-** each student will be assigned a week to find a relevant, current (within 6 months) forest policy issue reported on in the newspaper, a magazine or a credible website. Forest-related policy activities in the US Congress or state legislature are also relevant.

On your assigned week, you will be expected to research and select an article from an online news source, magazine or other reputable source related to forest policy and write a brief summary and critical response following the structure provided on bblearn.

Posts are due by the end of the day on the **Monday of your assigned week**.

**Responses – Everyone**: on the weeks when you are not assigned to post a current events report, you will be responsible for responding to at least one of that week’s posts.

Responses are due by the end of the day **Sunday each week**.

**Exams –** Two (2) exams will be given. Exam are cumulative and previous information covered in lectures may be tested. Exams will generally consist of some multiple choice, and True/False with justification, and mostly short answer essays.

**Policy Research (Team-based) –** students will work in groups to produce a report on a specific piece of forest policy. A list of potential policies will be provided from which each group can give their preference. The report will consist of a summary of the legislative history that led to its passage and a summary of the key components of the policy and their implications. A draft of the report will be submitted for feedback prior to completion of the final briefing. Each report will be posted to bblearn for the rest of the class to read and comment on or ask questions of.

**Self and Peer Assessment –** each student will prepare a critical evaluation of their learning and the contributions of team members. This evaluation will be due at the end of the semester.

Important Dates:

* Wednesday, January 29 Last day to drop (or audit) without “W” on transcript
* Friday, April 3 Deadline for withdrawal or change to audit (with “W”)

Course outline and schedule

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Readings** |
| **Public Lands and Policies** |
| **1** | January 15 | *Introductions, course overview***Guest Lecture: Dennis Becker, Dean**Topic: Defining policy | Introduce yourself (bblearn) |
| **2** | January 20 | MLK Day (no classes) | Felt necessities, [Part 1](https://www.evergreenmagazine.com/felt-necessities-1/) and [Part 2](https://www.evergreenmagazine.com/felt-necessities-2/) |
| January 22 | Lecture 1: Public lands and agencies;History of public lands: Acquisition and disposal **Assign:** Current events brief week assignments | Felt necessities, Part 3 and Part 4[*Crash Course Govt. & Politics*](https://www.youtube.com/watch?v=0bf3CwYCxXw&feature=youtu.be) |
| **3** | January 27 | Lecture 2: Organic Act; Special Federal Designations; Policy Tools and Types | Cubbage Ch. 12 |
| January 29 | **Guest Lecture: Jim Peterson**Historical influences on forest policy  | Cubbage, Ch. 2Felt necessities, Part 5, Part 6 and Part 7 |
| **4** | February 3 | Lecture 3: MUSY Act, NFMA, LRMPs | Parry et al.McIver and Fillmore (example policy research paper) |
| February 5 |  **DUE**: Law Research Choices | Chapter 14 (ESA section) |
| **5** | February 10 | Lecture 4: ESA & the Timber Wars; NWFP and ripple effects; **Assign:** Law Research Paper Teams and Policies | Winkel |
| February 12 | Policymaking process **Tutorial**: Legislative history of NFMA | Dunn Video & discussion questions |
| **6** | February 17 | President’s Day (no class) |  |
| February 19 | **Guest Lecture: Amanda Stasiewicz**Fire Policy | Ch. 16 |
| **7** | February 24 | NEPA, public participation and collaboration  | Hansen; Broussard and Whitaker |
| February 26 | **Guest Lecture: Dean Dennis Becker**Policy Players | Chapter 7 |
| **8** | March 2 | **Tutorial with Anna Blaine, UI Law Library**Conducting legislative history research | Chapter 8 |
| March 4 | Midterm review | Chapter 9 |
| **9** | March 9 | Mid-term Exam | No assigned readings |
| March 11 | **Guest Lecture: Jeanne Higgins, USFS**Topic: Policy reform within the agency | No assigned readings |
| **10** | **March 16-20** | **SPRING BREAK – NO CLASSES** |  |
| **Policy Instruments used on State and Private Lands** |
| **11** | March 23 | Financial incentives and market instruments **~~DUE: Draft Leg. History~~**  | Chapter 11 |
| March 25 | David New: Tax policy  | Chapter 15 |
| **12** | March 30 | Wildlife Policy – Salmon Case Study  | Chapter 14 (pp. 374-385) [Salmon Accords](https://www.hcn.org/issues/46.21/the-great-salmon-compromise); [Congressional fix for salmon](https://www.hcn.org/issues/51.17/endangered-species-courts-cant-keep-columbia-and-snake-river-salmon-from-the-edge-of-extinction) |
| April 1 | **Guest Lecture: Zack Porter**Topic: WOTUS/Private lands conservation **DUE: Draft Policy Research Paper** | WOTUS case study |
| **13** | April 6 | **Guest Lecture: Jo Ellen Force**Topic: Ethics | Leopold’s Land Ethic |
| April 8 | **Guest Lecture: Jo Ellen Force**Topic: Ethics (cont.) **Comments back on Policy Papers** |  |
| **14** | April 13 | Policy Analysis | Ch. 4 |
| April 15 | **\*\* NO CLASS \*\*****Research Paper Work Day** |  |
| **15** | April 20 | State Land Management and Policy **DUE: Final Law Research Paper** | Fairfax 2008; Access Comes at a Cost (HCN) |
| April 22 | **Guest Lecture: Lynn an Darrell** – Working in Partnership: Tribes, States, Communities, etc. | Haggerty; Hart |
| **16** | April 27 | **Guest Lecture: Jim Elbin**-- State Trust Land Mgmt. **Due: Comments on Policy Research Papers** | HCN article on trust lands |
| April 29 | Course wrap-up and review **Due: Self and Peer Assessments** | Course evaluations |
| **17**  | May 4 | Dead Week |  |
| May 6 |  |  |
|  |  | **Final Exam:** Wednesday, May 13 10:15 am – 12:15 pm |  |