

IV. Natural Resources Policy
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Course Description

Course Bulletin: “Conceptual and historic development, implementation, and evaluation of resource policy.”

In a broad sense, the term “natural resources” refers to the relationship between humans and the natural world. In this class, we will explore connections between ourselves and the environment, emphasizing how natural resource and environmental policies are conceptualized, crafted, analyzed, and implemented. Along the way we will explore the historical and cultural context of policy, as well as the links between science and policy.

To cover the large topic of natural resources policy in one quarter, we will indulge in learning about a variety of topics, rather than studying any one topic in great detail. It is hoped that this will provide opportunities to discover one or several subjects that will continue to be of interest outside of the classroom and long after the term is over. This is in keeping with the notion that natural resources issues are not confined to textbooks or newspaper articles; rather, they are an important part of our everyday habits, beliefs, and quality of life.

In studying natural resources policy and issues, it quickly becomes clear that nobody has the "right" answer. There are always at least two sides to every issue, and we should get in the habit of listening to, and learning from, others, especially those whose viewpoints differ from our own. With this in mind, the course will provide opportunities for students to voice opinions, make reasoned arguments, ask questions, and discuss topics both in the recitation sections and the full class sessions. Thus we will listen to each other in order to learn.

Since this is a five-credit course, we will cover a lot of material in our time together. An extra challenge will be keeping on top of the work as the school year draws to a close, other classes get busier, and the weather gets nicer. In order for us to get the most out of the course, it is essential for everyone to do the assigned work, which includes reading and thinking about material before we will discuss it. I am committed to doing the substantial work required for teaching this course; I expect that students who enroll in the course will do likewise.

Course Objectives

By the end of the quarter, students will understand key concepts in natural resources policy. They will have the skills necessary to listen carefully, communicate their thoughts to others, and make reasoned, informed decisions about natural resources issues. This course will foster a knowledge base and interest level to prepare students well for further study in natural resources policy, both in and beyond the classroom.

GEC Expected Learning Outcomes

This course fulfills GEC category 2.B.(2) Organizations and Politics, which has the following expected outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of organizations and politics.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students develop abilities to comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

Course Requirements

The Student:

In order for the interactive learning environment to be successful, each student must accept responsibility for preparing for each class session by completing assigned readings and taking the time to reflect upon them. Assigned readings will be posted on the course Carmen website. Occasionally I may provide handouts for additional reading material. I will provide reading questions as a guide and to stimulate your thinking about what you read. An in-class quiz based on the readings and/or class discussions will be given for some of the class sessions.

Students are expected to thoughtfully participate in class discussions. Each student's contribution is helpful in increasing our understanding of topics. I expect that discussions will occur in an atmosphere of mutual respect, where everyone can feel comfortable expressing his or her views. Some of the most interesting, stimulating discussions are those that are "heated," but to cultivate such discussions we need to respect the rights of others to have opinions that differ from our own.

Most people learn best by going beyond just reading and discussing material. Applying concepts to real-world situations of the student's choosing provides an excellent opportunity to gain further command of course material. Therefore, students will complete a Current Issue Paper and also a Media Content Analysis, discussed below, to earn points toward the final grade.

Weekly recitation section assignments, along with recitation participation, provide additional opportunities to earn points toward the final grade.

There will be one in-class midterm examination, plus an end-of-term exam on the last day of class. These exams will consist primarily of multiple choice, and short essay questions designed to test understanding of the readings and class discussions.

The Instructor:

My role as instructor is to provide a structure for the course as well as a way to logically proceed through the diverse topics related to natural resources policy. I will prepare lectures and lead discussions to help clarify topics and draw out main ideas, and I will help students fit together concepts from a variety of readings and from each other's experiences.

Grading Policies

Course grades will be based on a student's point total. Points can be earned as follows::

Maximum

No. of Points Item

50	In-class quizzes (note: 1 free drop)
50	Media Content Analysis (notify 4/8; due 4/30)
50	Current Issue Paper (notify 4/8; due 5/21)
35	Recitation assignments (7 x 5 points each)
27	Recitation Participation (9 x 3 points each)
100	Exam 1 (5/4)
<u>100</u>	<u>Exam 2 (6/3)</u>
412	Total possible

Final grades will be assigned based on a student's point total. Letter grades correspond to the following minimum point percentages:

	B+ = 88%	C+ = 78%	D+ = 68%
A = 92%	B = 82%	C = 72%	D = 62%
A- = 90 %	B- = 80%	C- = 70%	D- = 60%

IN-CLASS QUIZZES

To check understanding of reading and encourage reading before the class session, and to foster participation in class, students will have opportunities to earn points from an in-class quiz on some days. Students are allowed to delete their lowest quiz score for the term, counting the remaining scores toward the final grade.

MEDIA CONTENT ANALYSIS

The media content analysis provides an opportunity to apply course concepts about issue framing to each student's topic of interest. This assignment is an individual (not group) project, and it must be undertaken individually. Each student must notify his or her TA of the choice of topic no later than the start of class Wednesday, April 8. Due date is the start of recitation Thursday, April 30. Late assignments will not be accepted without prior instructor approval, unless for a documented health or family emergency. Details for this assignment are provided at the end of this syllabus.

CURRENT ISSUE PAPER

The Current Issue Paper is designed to help you apply concepts learned in class to real-world natural resources issues. Each student must notify his or her TA of the choice of topic no later than the start of class Wednesday, April 8. Due date is the start of Recitation Thursday, May 21. Late assignments will not be accepted without prior

instructor approval, unless for a documented health or family emergency. Details are provided at the end of this syllabus.

RECITATION ASSIGNMENTS AND PARTICIPATION

In a large class such as this, the opportunity to meet in smaller numbers is a crucial component of learning. The Thursday recitation sections provide a forum to discuss course material and additional readings in a smaller class setting. You may earn points from weekly recitation assignments/quizzes. In addition, graduate teaching assistants in charge of the recitation sections will assign each student with participation points based on contribution to the discussions and completion of recitation work. While attendance is a necessary condition to participating, it is not sufficient. In other words, you are expected to attend and also to participate.

EXAMS

The two exams will be equally weighted. Each will cover approximately half of the material covered in the course. In fairness to other students, and to the instructor, exams must be taken at the assigned time and date. However, in cases of dire emergencies (medical or family), we will work out an alternate arrangement if you notify me **before** the test is administered.

A Note on GEC Requirements:

This course fulfills the Social Science, Organizations and Politics GEC requirement. This category aims to “help students understand human behavior and cognition, and the structures of human societies, cultures, and institutions” (<http://artsandsciences.osu.edu/currofc/GEC/>).

Course Outline

UNIT 1: THE CONTEXT OF NATURAL RESOURCES POLICY

Session 1: Welcome

Overview, course requirements, introductions; value clash

Session 2: Attitudes about the environment

(Smith Chapter 2 part (pp. 7-20))

(McPhee excerpts)

(Recitation 1): Scarcity v. Plenty and your Ecological Footprint

Read: Ehrlich v. Simon “Betting the planet”

Calculate your ecological footprint:

<http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/>

Session 3 Foundations of U.S. Government; the Constitution

(Squire, et al., *Dynamics of Democracy*, part of ch. 2: pp. 22-27, 30-38, 40)

(Stewart et al, *America (the book)*, parts of ch. 2, 4)

Session 4: Policy making at the Federal level

(Kraft ch 3, 69-80)

(Layzer ch 18, 491-498)

*Notify TA of your intended Media Content Analysis choice by today

*Notify TA of your intended Current Issue topic by today

(Recitation 2): Know your Federal & State government

Session 5: Models of the policy process

(Smith 1995 ch. 4 pp. 35-49)

(Layzer pp. 15-18)

Session 6: Policy tools

(Fiorino pp. 167-187)

(Kraft ch. 7 part)

(Recitation 3): Policy making in action – interest groups

Session 7: Public opinion and the media; issue framing

(Smith Chapter 2 part (pp. 20-28))

(Layzer chapter 1 part (pp. 5-15))

(Part of “The Death of Environmentalism”)

Session 8: Regulations, risk analysis, and debates about the role of government

(Smith Chapter 3, pp. 32-43)

(Fiorino pp. 100-116.)

(Recitation 4): Media Framing of Climate Change

Session 9: NEPA

CEQ Report, case table, Sax opinion piece

Session 10: CAA, CWA

(Layzer ch 2 part, pp. 26-40)

(Davis pp. 64-66, 67-68)

(Recitation 5): Review session

Bring in 3 questions with answers

*Turn in Media Content Analysis assignment

Session 11: Exam 1

Session 12: Implementing Federal air and water laws

(Layzer ch 2 part, pp. 41-49)

(USEPA article)

(Recitation 6): Wetlands Regulation

Session 13: Agencies

(Kraft pp. 132-139)

(Clarke and Angersbach, in Davis (ed.), 2001 chapter 3, pp. 35-51)

(Smith and Licari pp. 50-52, 60-62)

Session 14: Courts

(Lunch 2004)

(Hoberg 2001)

(Recitation 7): Forest Service Litigation

Session 15: Climate Change

(Cohen 2006)

Session 16: Scientists

(Powell, 1999, *Science at EPA*, pp. 5-9)

(Blockstein, David E. 2002)

(Steel, et al. 2003. "The Role of Scientists in the Environmental Policy Process)

(Recitation 8): Student presentations part 1

*Turn in Current Issue Paper

Session 17: Holiday (no class)

Session 18: Energy Policy

(Kraft ch 6, 159-173)

(Recitation 9): Student presentations part 2

Session 19: Public Lands and Endangered Species Policy

(Kraft ch. 6, 179-196)

Session 20: Exam 2

MEDIA CONTENT ANALYSIS

Find a news story related to a particular environmental issue, within the last year, that was covered by at least 3 different media outlets, that give varied perspectives. A good list to choose from includes *New York Times*, *Wall Street Journal*, *Columbus Dispatch*, and *Fox News*, but others will work so long as you end up with a diverse set of perspectives. Print out the news story for the particular issue as well as any editorial that the media outlet wrote about that issue.

In two to three typed pages (single spaced, 10-12 point lettering, 1 to 1.25 inch margins), write a paper that answers the following questions:

A. Compare how the issue is framed across the four media outlets. Be sure to quote particular word choices, and the order in which ideas are presented in the story.

B. Describe the value sets that are evoked in the different media outlets. Link to Layzer's cornucopians v. environmentalists, or any other relevant value sets.

C. Link the experience to three additional core concepts (besides values and issue framing) from the course. You should explain each concept in your own words and describe how the media content relate to the concept.

CURRENT ISSUE PAPER

The purpose of this paper is to help you apply concepts learned in class to real-world natural resources issues. Choose an article from a recent newspaper or magazine (or other source with instructor approval) that is about a natural resources issue. The issue must be different from the one you used for the Media Content assignment. There is no minimum or maximum article length, but be sure to choose one so that you can find three course concepts to discuss. Cite the article properly in the opening paragraph and attach a copy of the article as the last page of the paper. In one to two typed pages (single spaced, 10-12 point lettering, 1 to 1.25 inch margins), write a paper that answers the following questions:

A. What is the issue?

B. What do various parties in the article say about the issue?

C. Link the article to three core concepts from the course. You should explain each concept in your own words and describe how information presented in the article illustrates the concept.

You will be turning in a written paper, as well as giving a short oral presentation in Recitation.