

ES 620/SC 420
Natural Resource Politics and Planning
Fall 2002

COURSE TITLE: Natural Resource Planning and Politics
TIME & PLACE: TTh 2:00-4:20 p.m. Grant Hall 313
INSTRUCTOR: Gregory G. Brown
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A. Prerequisite:

Graduate standing for ES 620.
Junior or senior standing for SC 420.

B. Course Precepts:

Natural resource planning and politics involves that set the human activities intended to either protect, conserve, or exploit natural resources. Planning is the process of specifying desired outcomes and determining the sequence of actions necessary to achieve those outcomes. Politics is process of acquiring and distributing power and influence. The planning for natural resources is inherently a political process because it can make a difference—something is changed that would not have otherwise changed. The allocation and management of natural resources emerges from a political process: from agreements, from consensus building, and from conflict resolution. The course will examine both the technical aspects of natural resource planning, and the more artful exercise of influencing the allocation and distribution of natural resources.

C. Objectives:

- 1) To evaluate public agencies' planning processes and their wildlife habitat models, linear programming, input-output and benefit-cost analyses to demonstrate how environmental values can better be integrated into current planning, decision-making, and management. (Loomis text)
- 2) To understand how legal, political, and social processes have shaped the natural resource landscape in the U.S. Southwest (Wilkinson text).
- 3) To understand the ecological, social, and economic dimensions of natural resources issues in a variety of geographic settings (Stanford case studies).

- 4) To understand principles of effective public involvement in natural resource and environmental planning. (readings/lecture/public meetings)
- 5) To understand the challenges of planning for ecosystem management (readings/lecture).
- 6) To critically analyze different public land issues in the West (High Country News, videos).

D. Required Textbooks:

Integrated Public Lands Management: Principles and Applications to National Forests, Parks, Wildlife Refuges, and BLM Lands (2nd Edition). John Loomis. Columbia University Press. 2002.

Fire on the Plateau: Conflict and Endurance in the American Southwest. Charles Wilkinson. Island Press. 1999.

High Country News (Student Subscription, \$8).

E. Grading

Students will learn about natural resource planning and politics through reading, writing, class discussion, and a class project. Grades will reflect student efforts in the following areas: 1) reading assigned materials, 2) attending class, 3) class discussion, 4) completing a public involvement exercise, 5) completing a plan critique, and 6) preparing and presenting a group case study, and 7) comprehension of planning and political concepts (exams). Specifically, grade allocation will be based on the following:

- 20% Attendance and Classroom participation
(more than 2 unexcused absences will result in a drop in grade)
- 10% Case studies
- 30% Written assignments/class project
- 40% Exams

Readings will be assigned each week. Students should come prepared to discuss the reading assignments in class. Written assignments are expected to be of professional quality. Grading will be based on both presentation and content.

Case Studies. Several case studies will be examined and discussed as part of this course. Students should prepare for the assigned case study by reading the assigned case study, consulting additional reference materials if necessary and preparing materials for class discussion. What should be presented? As much detailed information as possible to better understand the problem and its context. Consider the following:

Chronology: a list of important events in time-ordered sequence

Players: a list of the key players—individuals, organizations, groups—and their roles in the case study.

Legal/regulatory environment: a description of applicable laws and regulations governing the situation in the case study

Science: an explanation of the natural and physical processes that led to the problem

Social/cultural assessment: the set of social and cultural conditions that set the stage for the action or set of events to occur and the reaction to the events.

Economics: the markets and incentive structures at play in the case study.

Plan Critique. (Due Dec. 5th). Each student will thoroughly examine a land-use, recreation, comprehensive, or other functional plan and critique it for its strengths and weaknesses. Students will select a plan of their choice. Critiques should be typed and will be graded on professional appearance. The critique should address the areas below:

A general description of the plan and the process that originated it

-why was the plan developed?

-who wrote the plan?

-who long did the planning process take?

-who participated (interest groups, agencies, key individuals)?

-does the plan state who the intended audience is for the plan?

The critique should describe the goals and objectives contained in the plan

-does the plan contain goals and objectives?

-what is the philosophical orientation of the plan? (e.g., anthropocentric vs. biocentric)

-are the goals expressed as desired outcomes and they client or citizen-oriented?

-are the goals mutually exclusive or are some of the goals conflicting and ambiguous?

-in the case of conflicting goals, does the plan prioritize the goals, i.e., which goals are more important?

-do the objectives relate back to the plan goals?

-are the plan objectives specific, measurable, and time-delimited?

-do the objectives speak to the needs of the clients or citizens?

The critique should describe the extent of public involvement in the planning process

-did the plan involve public meetings with client groups?

-who facilitated the public meetings?

-to what extent were the planning participants representative of the individuals that will be impacted by the plan?

-does the plan contain any indication of acceptance of the plan by client groups?

The critique should describe the scientific research that informed the plan

- was the research conducted by outside individuals or organizations?
- who conducted the research?
- was the research peer-reviewed?
- are there any guarantees that the research results can be trusted, e.g., were multiple research strategies used?

The critique should describe the methods that will be used to implement and monitor the plan

- does the plan contain the monitoring methods?
- who is responsible for ensuring that the plan is carried out?
- does the implementing agency have both the authority and the means to monitor and carry out the plan?
- does the plan contain a schedule and projected budget for completion of tasks?

General critique

- is the plan written in clear, concise, and easy to understand style?
- does the plan make use of sufficient use of graphics?
- does the plan contain adequate supporting documents?

Your overall assessment about whether the plan would be effective

ENVIRONMENTAL SCIENCE 620
Natural Resource Planning and Politics
Schedule of Topics and Readings (Revision 8/22/02)

- Sept 26 1st Week: Introduction
- Oct 1,3 2nd Week: Laws and Agencies

Loomis, Chapters 1 and 2
Reading: “The Terrain of Planning Theory”
Reading: Goals and Objectives
- Oct 8,10 3rd Week: Decision Techniques for Public Lands

Loomis, Chapters 3 and 4
Reading: “Transactive Planning”
- Oct 15,17 4th Week: Models and Economic Efficiency

Loomis, Chapters 5 and 6
Video: “Killing Coyote”
Case Study: *The Balcones Canyonlands Conservation Plan*
- Oct 22,24 5th Week: Regional Economic Analysis & Multiple-Use Management

Loomis, Chapters 7 and 8
Wilkinson, Part I, pp. 3-104
- Oct 29,31 6th Week: Planning in National Forest Management

Loomis, Chapter 9
Video: “The God Squad and the Case of the Spotted Owl”
Case Study: *The Quincy Library Group*
- Nov 5,7 7th Week: Planning in the BLM

Loomis, Chapters 10,11
Video: “El Caballo”
Wilkinson, Part II pp. 105-250

- Nov 12,14 8th Week: Planning in Fish and Wildlife Service and
National Park Service

Loomis Chapters 12,13
- Nov 19,21 9th Week: Decision Theory

Loomis Chapters 14
Wilkinson, Part III, pp. 251-349
Case Study: *The Campo Indian Landfill*
- Nov 26,28 10th Week: Thanksgiving week
Readings: "A Grizzly Future", "The Political Factor"
- Dec 3,5 11th Week: Political Analysis
Plan Critiques & Public Meeting Assignments: Due Dec. 5th
- Dec 10,12 12th Week: Special Topics
Final Exam