NRES 770: NATURAL RESOURCE POLICY
SYLLABUS
FALL 2019

INSTRUCTOR	**OFFICE**
Dr. Robin Rothfeder	TNR 180

OFFICE PHONE	**E-MAIL**
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LEARNING PLATFORM
This course, and all related content, will be conducted in the CANVAS digital learning environment. You will use your UWSP account to login to the course from the CANVAS Login Page. If you have not activated your UWSP account, please visit Manage Your Account to do so.

OFFICE HOURS: Mondays and Thursdays, 10:00 am – 11:00 am, or by appointment
- During office hours I will be available for any communication style that the student prefers: in-person meetings, live video e-conferences, CANVAS instant messaging, and/or synchronous e-mail exchanges.

PREREQUISITES: Implied Masters level standing and consent of instructor.

COURSE TECHNOLOGY REQUIREMENTS
For this online-only course, you will need regular access to a computer and/or smart device with a strong internet connection. You will also need occasional access to a webcam and microphone, in order to participate in video e-conferences.

TEXTBOOK: *Natural Resource Policy*. Cubbage, O'Laughlin, & Peterson, 2017. 1st edition.
- Other weekly readings provided via CANVAS.

COURSE DESCRIPTION
Investigate the policy development process for public natural resource management agencies at federal, state, and local levels. Examine the social, ecological, and economic conditions and impacts that influence natural resource policy. Study decision-making techniques for both regulatory and resource management action, including an emphasis on methods for working with diverse communities of affected stakeholders.

LEARNING OUTCOMES

At the completion of this course, students will be able to:

1. Compare and contrast US natural resource administration at federal, state, and local/municipal levels;
2. Analyze natural resource policies in terms of social, economic, and ecological factors;
3. Develop context-specific policy alternatives for real-world natural resource challenges and conflicts, and use qualitative and quantitative methods to evaluate those alternatives;
4. Explain how politics, power, and public engagement can influence policy-making; and
5. Demonstrate critical thinking, problem-solving, and multifaceted communication skills.

INCLUSIVE ENVIRONMENT

This course (and our university) is an *inclusive environment*. This course is intended to foster discussion, with respectful exchange of ideas and opinions. Disrespect and disparagement will not be tolerated. We have a great opportunity to learn from each other, and to appreciate and understand our differences. See also the CNR principles of Professionalism.

TECHNICAL ASSISTANCE

If you need technical assistance at any time during the course, or to report a problem with CANVAS, you can:

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
  - IT Service Desk Phone: 715-346-4357 (HELP)
  - IT Service Desk Email: techhelp@uwsp.edu

STUDENTS WITH DISABILITIES

The university has a legal responsibility to provide accommodations and program access as mandated by Section 504 and the Americans with Disabilities Act (ADA). The university's philosophy is to not only provide what is mandated, but also convey its genuine concern for one's total well-being. If accommodations are needed, please contact the instructor as well as the Disability Services and Adaptive Technologies Center, 609 Library Resources Center, voice (715) 346-3365 or TDD (715) 346-3362.

ATTENDANCE AND PARTICIPATION

Students are expected to participate in all online activities as listed on the course calendar. Attendance will be demonstrated through required participation in weekly discussions, video e-conferences, peer review and feedback activities, and other interactive assignments. Be aware that the instructor can review students' level of online activity and reserves the right to factor this activity (or lack thereof) into the student's final grade.

OTHER COURSE POLICIES

(1) All work (unless part of any group projects) must be done independently.

(2) Posting course materials onto course-sharing websites directly violates the instructor's copyright on his intellectual property; permission to do so is unequivocally denied.

(3) To receive full credit, assignments must be submitted prior to the deadline as specified on CANVAS. Assignments turned in after the deadline will be subject to a 10% per-day late penalty. The instructor reserves the right not to accept assignments submitted more than 3 days late.

(4) All written work is expected to be grammatically correct, neat, and well organized. Work that is sloppy, hard to read, does not follow the prescribed format, and/or contains many spelling and/or grammatical errors will receive a grade of zero points.

(5) Cheating, plagiarism, and other forms of academic misconduct will not be tolerated. UWSP policies regarding these matters are specified in the Community Bill of Rights and Responsibilities, available here: https://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx.

(6) Appropriate online behavior will be required at all times, in order to create a safe classroom environment and a supportive community of shared learning. You are expected to:
- Treat other students with respect, tolerance, and an open mind;
- Address other students' ideas, not their personal characteristics;
- Avoid dominating discussions and make space for students who may be less confident; and
- Avoid informal internet vernacular, acronyms, slang, and offensive language.

COURSE STRUCTURE AND GRADING

This course is structured in 5 modules, each consisting of 3 weeks of learning material, as follows:
- Module 1: Policy Foundations (Weeks 1-3)
- Module 2: Policy Administration (Weeks 4-6)
- Module 3: Policy Analysis (Weeks 7-9)
- Module 4: Policy Topic Areas (Weeks 10-12)
- Module 5: Policy and the Public (Weeks 13-15)

Each 3-week module will adhere to a parallel schedule, as follows:
- Week 1: Discussion Assignment, Reflective Essay or Current Event Assignment
- Week 2: Discussion Assignment, Reflective Essay or Current Event Assignment
- Week 3: Semester Project Assignment, Peer Feedback Assignment (N/A in Module 4)
- Every Week: Reading, Lecture

The course grading scale will be as follows:

92.6% or higher = A	72.6 – 77.5% = C
90.0 – 92.5% = A-	70.0 – 72.5% = C-
87.6 – 89.9% = B+	67.6 – 69.9% = D+
82.6 – 87.5% = B	62.6 – 67.5% = D
80.0 – 82.5% = B-	60.0 – 62.5% = D-
77.6 – 79.9% = C+	Less than 60% = F

Grading will be based on a 1,000-point scale over the course of the semester, distributed as follows:

Assignment	Points Possible	% of Course Grade
Weekly Discussions 2 discussion assignments per module	*15 each (150 total)*	15
Reflective Essays 1 essay assignment per module	*20 each (100 total)*	10
Sharing Current Events 1 current event assignment per module	*10 each (50 total)*	5
Video E-Conferences 3 e-conferences during the semester	*50 each (150 total)*	15

- Week 2: discussion of semester project concepts (whole class)
- Week 8: semester project progress reports (whole class)
- Week 14: final project consultation (one-on-one with instructor)

Peer Feedback 1 peer feedback assignment per Semester Project component	*25 each (100 total)*	10
Semester Project 1 semester project assignment per module	*450*	*45*

- Problem/Opportunity Statement (75 points, due week 3)
- Policy Context (75 points, due week 6)
- Policy Analysis (75 points, due week 9)
- Expert Interview (75 points, due Week 15)
- Final Policy Brief (150 points, due Week 16)

NOTE: All assignment descriptions and requirements can be found on CANVAS, and all assignments will be submitted online through CANVAS.

EMERGENCY PREPAREDNESS
See the UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response issues at UW-Stevens Point.

** THE SYLLABUS, ASSIGNMENTS, GRADE WEIGHTS, AND COURSE SCHEDULE ARE ALL SUBJECT TO CHANGE. THE INSTRUCTOR WILL NOTIFY THE STUDENTS AS SOON AS ANY SUCH CHANGES ARE MADE AND WILL PROVIDE UPDATED COURSE MATERIALS AS APPROPRIATE. **

Date	Readings	Assignments
Week 1 Sept. 2-8	• Textbook: Chapter 1, Chapter 2 • Adaptive Management (Williams, 2011) • Thinking Like a Mountain (Leopold, 1949)	• Reflective Essay #1: due Sept. 6 • Discussion: posts close Sept. 8
Week 2 Sept. 9-15	• Textbook: Chapter 3 (pp. 51-72) • Millennium Ecosystem Assessment (pp. v-24) • Wicked Problems (pp. 1-6) • Planetary Boundaries Video	• Current Event #1: due Sept. 13 • Discussion: posts close Sept. 15 • E-conference #1: day/time TBD
Week 3 Sept. 16-22	• Textbook: Chapter 6 (pp. 135-150), Chapter 13 (pp. 340-368) • Environmental Ethics (Merchant, 2005) • Governance Principles (Lockwood et al., 2010) • Natural Resource Policy Historical Timeline (Skim) (Cubbage, 2015)	• Peer Feedback: due Sept. 19 • Problem/Opportunity Statement: due Sept. 22
Week 4 Sept. 23-29	• Textbook: Chapter 7, Chapter 8, Chapter 9 • House Committee on Natural Resources Video (17:45-29:02)	• Current Event #2: due Sept. 27 • Discussion: posts close Sept. 29
Week 5 Sept. 30 - Oct. 6	• State Resource Management (Sparling, 2014) (Chapter 8) • State Environmental Commitment (Hays et al., 1996) (pp. 41-53) • State Environmental Policy (Konisky and Woods, 2012) (pp. 544-552, 557-558, 561-565)	• Reflective Essay #2: due Oct. 4 • Discussion: posts close Oct. 6
Week 6 Oct. 7-13	• Urban Policy and Governance (Bai et al., 2010) • Sustainable Development Policies in US Cities (Jepson Jr., 2004) • Risks Facing Cities Video	• Peer Feedback: due Oct. 10 • Policy Context: due Oct. 13
Week 7 Oct. 14-20	• Textbook: Chapter 4 • Environmental Impact Assessment (Morgan, 2010) • Read at least one of: o Multicriteria Decision Analysis (Kiker et al., 2005) o To Value or Not to Value (Kallis et al., 2013)	• Current Event #3: due Oct. 18 • Discussion: posts close Oct. 20

Week 8 Oct. 21-27	• EPA guidance material on NEPA • Keystone XL Environmental Impact Statement	• Reflective Essay #3: due Oct. 25 • Discussion: posts close Oct. 27 • E-conference #2: day/time TBD
Week 9 Oct. 28 - Nov. 3	• Textbook: Chapter 5, Chapter 11, Chapter 15	• Peer Feedback: due Oct. 31 • Policy Analysis: due Nov. 3
Week 10 Nov. 4-10	• Textbook: Chapter 12 • Forest Service, BLM, and National Park Service websites • Additional readings TBD	• Current Event #4: due Nov. 8 • Discussion: posts close Nov. 10
Week 11 Nov. 11-17	• IPCC Summary Videos: Working Group 2, Working Group 3 • Carbon Prices and Technology Policies (Bertram et al., 2015) • Winning Coalitions for Climate Policy (Meckling et al., 2015)	• Reflective Essay #4: due Nov. 15 • Discussion: posts close Nov. 17
Week 12 Nov. 18-24	• Textbook: Chapter 14 • US Fish & Wildlife Service and NOAA websites • Additional readings TBD	• Optional early essay and discussion
Week 13 Nov. 25 – Dec. 1	• Textbook: Chapter 10, Chapter 16 • Stakeholders, Clients, and Collaborators (Sparling, 2014) (Chapter 10) • Public Relations (Sparling, 2014) (Chapter 11, Skim)	• Reflective Essay #5: due Dec. 2 • Discussion: posts close Dec. 2
	THANKSGIVING BREAK	**NOVEMBER 28 – DECEMBER 1**
Week 14 Dec. 2-8	• Power and Participatory NR Management (Akbulut and Soylu, 2012) (Sections 1, 2, and 4) • Rescaling Environmental Governance (Reed and Bruyneel, 2010) • Bringing Power to Planning Research (Flyvbjerg, 2002)	• E-conference #3: schedule a time w/ instructor (no later than Dec. 6 at 5 pm) • Current Event #5: due Dec. 6 • Discussion: posts close Dec. 8
Week 15 Dec. 9-15	• Environmental Conflict Management (Clarke and Peterson, 2016) • EPA Collaborative Problem-Solving Model (2008)	• Expert Interview: due Dec. 9 • Peer Feedback: due Dec. 13 • Final Policy Brief: due Dec. 18