

POS 658 Natural Resources Policy  
Zachary Smith - SBS 203 - 523-7020  
Office hours Thursday 12:30 – 2:20

Course Prerequisites: Graduate Standing

Course Description, Objectives, Structure and Approach: This seminar will examine natural resource policy and management issues in the primarily in the United States. There is a major research assignment (described below), you are to write a professional book review, and there is a final exam. The final will cover the materials in the books assigned, the materials distributed by other students (book reviews etc.) and any additional information exchanged during our Internet discussions. If you outline everything you read, organize your notes into topical files and include in those files all the material covered in class then the final should be easy -- simply a matter of reviewing your notes as developed over the semester.

My Expectations: I expect that you will do all the reading prior to coming to class, that you will be an active and regular participant in class and internet discussions, that you will identify your areas of weakness and independently work to seek out the information you need to strengthen those areas, that you will be curious and inquisitive and that you will work hard.

Course Structure and Approach:

There are three – related - writing requirements for the class. The first written assignment is a review essay--in the form of an annotated bibliography--on a subject of your choosing dealing with environmental or natural resources policy. This bibliography should include at least 15 books and articles and should tell the reader what the work is about (the theme etc.) and what sets it apart from other works in the field. These review essays can not be any longer than 5 double spaced pages in length and will be due at various times beginning the second week of class (depending on the first letter in your last name). You are to post your review essay to the class at least 4 days prior to the class session when you will present your essay. Students in the class are to read the essays and comment on the essay in the class web page (see below). The author of the essay will begin his or her presentation by summarizing the comments the other students made to the author about his or her essay.

The second written assignment will be to write a major research paper. Paper topics must be approved by me in advance and will be individually tailored to the professional needs of each student. Although it is not required I would expect your review essay to be a part of what becomes your research paper. These papers are due May 4<sup>th</sup>.

For your third written assignment students will be required to write and distribute to the class one book review of a book that has been approved by me in advance. This actually should not be a burdensome assignment as I suggest you use books that you also use for the review essay you will write for the class and will use in writing your research paper

or grant application. **Your book reviews should summarize the reading, identify the authors goals and discuss the achievement of those goals, discuss the appropriateness and success of the methodology used, and compare the reading with other works in the field (you must do all of these things if you want an "A" on your review – the “other works” can not be books we read for this class – this will require some additional research).** Four days prior to the class session during which you will discuss your book review you should post your review in WEB-CT (see below). This is expected to be a professional review and should be of the same quality as you find in professional journals. Your book review will be due at various times beginning the second week of class (depending on the first letter in your last name). I will read drafts of your review if you bring them to me during office hours in hard copy double spaced. I can not read drafts of your papers but I will go over your paper outlines. If your objective in the class is to produce a paper that is worthy of publication in a professional journal let me know in advance and we will work toward that goal. Although you will not get additional credit for aiming for publication I will have higher expectations from the students who pursue this option. (If you are a PhD student then EVERY paper you write for EVERY class should be written with an eye toward publication.)

In the course of your research for this class you come upon a book dealing with natural resources and the environment that the Cline Library does not own – PLEASE cut and paste the full information about that book send it to me and I will see that we order it.

Posting bibliographic essays and book reviews. **Everyone in the class is required to read the posted reviews BEFORE coming to class.** You will find a discussion box labeled “Post Reviews for week --- here” in WebCT. Everyone will be tested on this material on the final. The rest of the class is required to read and comment on these posted reviews before coming to the next class session – comment in the same discussion box (use the reply function – so the review and all the comments on that review are in the same thread) – and the review writer is required to read the questions and comments posted by the other students in the class and make appropriate replies. When the class meets we will discuss the book and article reviews posted for that week.

Schedule for posting book reviews and bibliographic reviews:

You may post your book and bibliographic reviews at any time during the semester. But the dates below are the LAST date possible to post one of these assignments and receive credit.

Last Name	A-D	E-I	J-M	N-Q	R-T	U-W	X-Z
Book Reviews. Due	<u>1/30</u>	<u>2/13</u>	<u>2/27</u>	<u>3/13</u>	<u>3/27</u>	<u>4/10</u>	<u>4/24</u>

Last Name	A-D	E-I	J-M	N-Q	R-T	U-W	X-Z
BibiloReviews. Due	<u>3/13</u>	<u>3/27</u>	<u>4/10</u>	<u>4/24</u>	<u>1/30</u>	<u>2/13</u>	<u>2/27</u>

Grading: Grades will be based on your participation, the final and papers as follows:  
Written assignments:33.3%; Participation 33.3%;Final Exam: 33.3%

The final exam will cover all the required reading, the review essays produced by the other members of the class and the book reviews written by the other members of the class. I suggest you keep a journal which combines and summarizes all the reading and other materials in the class – students who do this and enter all the material in their journals will have no difficulty doing well on the final.

The discussions in the seminar will be conducted by the students themselves under the guidance of the instructor. This will be done in several ways. Each week two or three students will be given responsibility for leading the discussion of the reading for that week -- they will be responsible for preparing discussion questions to be used in class. In addition the students responsible for that weeks assignments will post two discussion questions in WEB-CT (these questions will begin the week before we discuss the given reading and will be different questions from those introduced in class). All students are responsible for answering the general questions posted in WEB-CT. In addition each student is responsible for commenting on the answers to questions provided by at least one other student -- again by posting your evaluation of your fellow student's response to all members of the class in WEB-CT. This isn't as difficult as it sounds. If I am the leader that week I post two questions (not ones I will be using in class later). You answer them. After several class members have posted their answers you read them all and pick one to respond, comment, praise, evaluate on and post that comment to the class members.) Unlike in some past classes students who post questions are also responsible for answering ONE question posted by the other discussion leader that week.

Reading (date indicated the week of class we will be discussing a reading):

1/26 - The Battle Over Hetch Hetchy: America's Most Controversial Dam And The Birth Of Modern Environmentalism, Oxford University Press (April, 2005) AND Rudzitis, Gundars (1996). History of wilderness, Wilderness and changing American West. (pp. 20-34) New York: Wiley. (on electronic reserve for this class in Cline Library).

2/2- Coping with Abundance: Energy and Environment in Industrial America  
Martin V. Melosi, 1984 AND *Ecofeminist Visions*, by Cathleen McGuire and Colleen McGuire (on electronic reserve in Cline).

2/9 (first half) - Environmental Economics for Tree Huggers and Other Skeptics

2/16 (second Half) - Environmental Economics for Tree Huggers and Other Skeptics

by William K. Jaeger Island Press (October 19, 2005) AND Daly, Herman and Cobb, J. (1994) The fallacy of misplaced concreteness. For the common good, (pp. 35-43) Boston : Beacon Press. (on electronic reserve for this class in Cline Library).

2/23 - The Promise and Performance of Environmental Conflict Resolution  
Rosemary O'Leary (Editor), April 2003, Resources for the Future AND Merchant, Carolyn (1992). Deep Ecology Deep ecology, (pp. 85-110) New York: Routledge. (on electronic reserve for this class in Cline Library).

3/2- Energy and Natural Resources Law in a Nutshell, Jan G. Laitos, Jan G. Laitos, Joseph P. Tomain Publisher: West Group, : January 1992

3/9 - Plundered Promise: Capitalism, Politics, and the Fate of the Federal Lands  
by Richard W. Behan, (March, 2001) AND Krausman, Paul (2001). Property rights and the endangered species act. The endangered species act, (pp. 128-142) Baltimore: Johns Hopkins University Press. PLUS Cawley, R. McGreggor (1993) Conservation: The changing story. Federal land, Western anger. (pp. 15-33) University Press of Kansas. . (on electronic reserve for this class in Cline Library).

3/16 - The Empty Tank : Oil, Gas, Hot Air, and the Coming Global Financial Catastrophe  
Random House (November 1, 2005)

3/23 – Spring Break – no class or assignments – skip the newspaper assignments this week also

3/30 - Plan B: Rescuing a Planet under Stress and a Civilization in Trouble  
Lester R. Brown August 2003, Publisher: Norton, W. W. & Company, Inc.

4/6 - Crossing the Next Meridian: Land, Water, and the Future of the West  
by Charles F. Wilkinson Island Press; (August, 1993)

4/13 Paper Presentations (give the class an overview of your research on this day. All other assignments remain the same.

4/20 - Policy Process: A Practical Guide for Natural Resources Professionals  
Tim W. Clark February 2002, Yale University Press (We will not meet this week as a class – but the class will continue as planned – post and answer questions. We will not be discussion this book in class – only on line.

4/27 (First half) - Cadillac Desert: The American West and Its Disappearing Water :  
Penguin Books; Revised edition (January 1, 1993)

5/4 (second half) - Cadillac Desert: The American West and Its Disappearing Water.  
AND Press, Daniel (1994). The challenges to democratic environmental policy.  
Democratic dilemmas in the age of ecology. (pp. 28-60) Durham: Duke University Press.  
(on electronic reserve for this class in Cline Library).

**Read the New York Times.** Each week each of you will post one question from the NYT in the discussion page (there is a place to do this for each week) and each week you will be responsible for answering two questions from those that are posted by other students (make it easy and tell us what paper date and page you get your question from). In addition you are required to COMMENT on the email posting of at LEAST one other student. Finally reply to people who post comments to your questions.

Post your questions on Mondays and answer questions by Thursday at noon (preferably earlier).

Here are a couple of examples of newspaper questions:

- a) In the 2/30/05 edition of the NYT on page A24 (always give date and page number) the story about the South Dakota oil bill says Senator Worthless voted against the bill. Why do you think the Senator did this? What are the scientific and political reasons the Senator would vote against this bill?
- b) On page B4 of the NYT dated 12/25/03 it is reported that the Supreme Court won't allow an injunction against drilling on the California coast. Is the reasoning for this decision sound? What do you think the people who want to stop drilling can do now to stop the drilling?
- c) In the NYT on 04/01/04 page C34 the editorial says that the protestors had a good point but used bad tactics. Do you agree? What tactics would you have advised they use?

You may select any topic for your newspaper questions – but be on the lookout for articles dealing with natural resources (and of course tribes).

Since it takes about 5 days for your subscription to start you should call in early and have your subscription started early. All you have to do is call the education customer service department at 888-NYT-COLL (888-698-2655) and give the customer care rep the media code for NAU (the media code for your NAU is SAZCGX) your address, and home phone number. The educational rate is \$0.40/day or \$2.00/week for the printed copy and \$0.35/day for the complete electronic edition. (You only need take the paper 5 days a week.) Subscribers are expected to maintain their own accounts. You will be billed every four weeks until you cancel the subscription. If you are unable to get the NYT home delivered you will have to subscribe to the full text edition available on line. You do that by going to: [www.nytimes.com/see](http://www.nytimes.com/see) These are the only ways to subscribe to the paper to get class credit.

The free NYT website that is available on line is not complete and will not allow you to complete the assignments in the class. The NYT will send me a list of those who have subscriptions - if you are not on that list you will not get credit for the assignment. Taking and reading the NYT daily is a requirement necessary to pass the class.

Final exam: The final will be held on the day of the final as determined by NAU policy. The final will be available in WebCT only during that designated period. The exam will consist of short answers (20 percent) and an essay (80 percent). The essay will ask you to incorporate all the material in the class (and anything else you can come up with) in an analysis of some natural resource issue (history, policy, law, politics, interest groups and an analysis of what we should do in this area and why and what forces might prevent

your proposed solution to the problem and how these forces can be overcome). The resource will be chosen by me just before exam time. Examples include (but are not limited to): coal, timber, air, grazing land, hydro electricity, farmland.

NAU has excellent support services for students that are having academic or personal problems. The Learning Assistance Center (523-5524) can help you with individual tutoring for writing problems or other academic assistance. Counseling and Testing (523-2261) has staff available 24 hours a day (they will page someone for you on the weekend) who want to help you through personal difficulties. Sometimes it's just good to talk to someone. Take advantage of these services. Everyone needs some help once in a while.

**Some good advise:** I'm told that the most common reason students seek counseling support is because of problems that are related to stress. It's a fact that knowing what stress is and how to reduce it can make your life and tasks much easier and more comfortable. So I have (with the assistance of Dr. Mark Giesecke) developed the following simple list of suggestions designed to help you reduce stress in your life. Please read the list. You might learn something useful.....

Find a regular time to get vigorous exercise – its relaxing.

Get out and enjoy nature and the outdoors (this can be a great way to get exercise).

Get plenty of sleep.

Eat a balanced diet (and don't overload caffeine, sugar or alcohol).

Find a group of friends, a club or an activity you enjoy – something to balance school. Its also good to have a support system – people you can talk to and feel comfortable with – these may come from the same place or maybe not.

Take one thing at a time, learn to delegate and don't be a martyr (learn to say “no” if you don't want to do something). If something doesn't get done it won't be the end of the world.

Take some time to be alone each week (I like to read a book for fun Monday mornings).

Don't blow out on booze or drugs – a temporary wild escape may bring temporary relief from pressure but its temporary, the pressure will still be there when you sober up – and in the long run you'll feel worse. (And if you do the things listed here you'll not feel the need.)

Take mini-breaks often (I work on different subjects for short periods and break for tea to contemplate my navel).

Learn to laugh more, smile to yourself and don't take it too seriously. (In a previous life I sold real estate. In the middle of a big deal when everyone was super uptight I got up from the table and started tap dancing. People looked at me like I was nuts. I kept dancing and explained "we gotta loosen up." I felt better (and that was the point) but everyone else laughed and we put together the deal.)

Counseling and Testing (523-2261) has staff available 24 hours a day (they will page someone for you on the weekend) who want to help you through personal difficulties. Sometimes it's just good to talk to someone. Take advantage of these services. Everyone needs some help once in awhile.

The following announcements are now required to be included in all course outlines:

Northern Arizona University  
**Policy Statements**

**Safe Environment Policy**

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

**Students with Disabilities**

If you have a disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 523-8773 (voice) 523-6906 (TTY). You are encouraged to provide documentation of the disability to DSS at least 8 weeks prior to the beginning of the semester so arrangements can be made to meet your individual needs. You must register with DSS each semester you are enrolled and wish to use accommodations.

Faculty are not authorized to provide accommodations without prior approval from DSS. Students are encouraged to notify their instructors a minimum of one week in advance of

the need for accommodation. Failure to do so may result in a delay in provision of the accommodation.

Concerns may be brought to the attention of the office of Disability Support Services or to the ADA coordinator in the Affirmative Action Office.

### **Institutional Review Board**

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

### **Academic Integrity**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation