



Course Name: Public Lands Policy & Management

Course Number: FES 486/586

Credits: 3

Instructor name: Dr. Stacy Rosenberg

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Term: Summer 2022 (Session 3)

Course Description

Examines public lands policy and management in the Western U.S. Overview of historical and current federal land management agency laws, regulations, and policies. Highlights political, legal, economic, ecological, and social context of public land management decisions. (Writing Intensive Course)

Course Overview

This is a Writing Intensive Course (WIC) that fulfills OSU's Baccalaureate Core requirements for Natural Resources (NR) and Tourism, Recreation, and Adventure Leadership (TRAL) majors. It includes formal and informal writing about public land policy and management. Written assignments will promote critical thinking about federal agency decision-making processes and require students to demonstrate a strong understanding of course content. Students will apply key course concepts through a variety of written materials. Course activities will include instructor guidance and feedback on formal written assignments, peer review on a variety of written work, and revision of assignments.

Writing Intensive Course (WIC) Baccalaureate Core Student Learning Outcomes

1. Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing.
2. Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline.
3. Demonstrate the ability to compose a document of at least 2000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.

Course Specific Measurable Student Learning Outcomes

This course focuses on the laws and policies that influence how the U.S. Forest Service, Bureau of Land Management, National Park Service, and U.S. Fish and Wildlife Service manage public lands. It includes an overview of the National Environmental Policy Act, Administrative Procedures Act, Endangered Species Act, National Forest Management Act, Federal Land Policy & Management Act, and other relevant laws. Case studies and current public land conflicts are used to demonstrate the interactions between government agencies, interest groups, the courts, and other involved parties.

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

1. Demonstrate an understanding of the historical influences and administrative framework that shape public land policy, law, and management.
2. Explain important elements of the Federal Register, the National Environmental Policy Act, Endangered Species Act, and public land laws and policies.
3. Recognize how the three branches of the U.S. government, interest groups, and the general public affect public land policy and management.
4. Analyze multi-faceted public land conflicts and potential solutions.
5. Effectively critique public lands policy and management decision-making processes.
6. Improve critical thinking and communication skills by participating in class discussions, in-class exercises, role plays, and assignments.
7. Enhance written communication skills through policy memo assignments.

Graduate Student Expectations and Additional Learning Outcomes (FES 586)

Graduate student work is expected to be significantly more rigorous in both depth of study and methodology than students enrolled in FES 486. Graduate students are asked to synthesize a variety of public land policy, law, and management strategies and communicate this advanced understanding in all written assignments. In addition, graduate students will conduct individual research on a complementary topic, present their findings to the class, and facilitate one class discussion board.

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

1. Synthesize a diversity of public land policy, law, and management strategies.
2. Assess and evaluate the effectiveness of different policy and management options for selected public land issues.
3. Enhance presentation and group facilitation skills.
4. Analyze complex public land conflicts and identify how diverse stakeholder groups, government agencies, and other interested parties can work together to find solutions.

Communication

Please post all course-related questions in the Q&A Discussion Forum so that the whole class may benefit from our conversation. Please contact me privately for matters of a personal nature. I will reply to course-related questions within 24-48 hours. I will strive to return your assignments and grades for course activities to you within seven to ten days of the due date. Please note that the instructor's role does not include troubleshooting technical difficulties such as problems downloading or opening online files.

Course Credits

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Learning Resources

- Wilkinson, Charles. 1992. *Crossing the Next Meridian: Land, Water, and the Future of the West*. Washington D.C.: Island Press. (Wilkinson)
- Babbitt, Bruce E. 2005. *Cities in the Wilderness: A New Vision of Land Use in America*. Washington D.C.: Island Press. (Babbitt)
- Video clips and online government documents
- Additional readings and elements available on Canvas

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll ([OSU Bookstore Website](#) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas

This course is delivered via Canvas, where you will interact with your classmates and your instructor. You will access the learning materials within the course site, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

Evaluation of Student Performance

Undergraduate:

Draft policy memo (2,000 words)	10%
Revised policy memo (2,000 words)	15%
Controversial issue statement (500 words)	10%
Comments on EIS (500 words)	10%
Exams (2 x 15%)	30%
Weekly online discussion forums	20%
Peer reviews & class exercises	5%
TOTAL	100%

Graduate:

Presentation & class facilitation	15%
Policy memo	15%
Controversial issue statement	10%
Comments on EIS	5%
Exams (2 x 15%)	30%
Weekly online discussion forums	20%
Peer reviews & class exercises	5%
TOTAL	100%

Letter Grade

Grade	Percent Range
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Below 60

Course grades are based on three elements: written assignments, exams, and engagement and active participation.

1. Written assignments

There are four formal writing assignments that are designed to better prepare students for written communication requirements in the professional workplace. Students will be assessed using WIC student learning outcomes #1, 2, and 3, and course specific student learning outcomes #1, 4, 5, and 7.

- 1) Draft policy memo (2,000 words)
- 2) Revised policy memo (2,000 words)
- 3) Revised EIS comments (500 words)
- 4) Revised issue statement on controversial public land policy (500 words)

There are four peer-reviewed writing assignments that promote student learning about key course concepts. Students will conduct online peer reviews for these assignments.

- 1) Federal Register assignment (500 words)
- 2) Newspaper article review (500 words)
- 3) Draft EIS comments (500 words)
- 4) Draft issue statement on controversial public land policy (500 words)

2. Exams

There are two exams for this course. A midterm and a final exam. Both exams are in a short answer/mini-essay format and require students to demonstrate a strong understanding of course materials. Students will be assessed using course specific student learning outcomes #1, 2, 3, and 5.

3. Engagement and active participation

Students are expected to participate in all online class discussions, peer reviews, and exercises. Participation in online discussion boards is a critical component of the course. Students will be assessed using course specific student learning outcomes #1, 2, 4, 5 and 6.

Graduate Student Augmentation

Course grades for graduate students are based on four components. In addition to the three components listed in the previous section, each graduate student will complete an additional assignment:

4. Graduate student presentation and class facilitation

Each graduate student will conduct research on a controversial public lands topic, present their findings in an online forum to the class, and facilitate one class discussion board. Research efforts will include a literature review and analysis of a specific topic not currently covered in the class. The research topic should be relevant for improving our understanding of public lands policy and management.

The fourth component provides students with an opportunity to integrate additional complex legal or policy dimensions with course topics. Students will be assessed using graduate student learning outcomes, with special emphasis on #1, 3, & 4. The presentation and class facilitation assignment will be discussed in more detail during Module 1.

Graduate students are expected to produce professional work that demonstrate an advanced understanding and analysis of complex legal and policy dimensions. Students will be assessed using graduate and course-specific student learning outcomes. Special attention will be placed on graduate learning outcomes #1, 2, and 4 for all written assignments.

Course Content

Module	Topic	Reading Assignments	Learning Activities
1: June 20-26	History of Natural Resource Policy & Management	<ul style="list-style-type: none">• Dombeck et al. (2003) Chapter 1• Wilkinson: Chapter 1• Krol (2021)• Optional: Notarianni (2020)• Optional: Krakoff (2018)	<ul style="list-style-type: none">• Introductions Discussion Post• Review course information• Narrated lecture• Watch Videos• Module #1 Class Discussion
2: June 27- July 3	Policy Development & Implementation	<ul style="list-style-type: none">• Kraft (2015) Chapter 3• Rosenbaum (2014) pp. 77-97;110-114	<ul style="list-style-type: none">• Narrated lecture• Watch Videos• Module #2 Class Discussion

Module	Topic	Reading Assignments	Learning Activities
		<ul style="list-style-type: none"> • Fulfilling Trust Responsibility to Indian Tribes 	<ul style="list-style-type: none"> • Federal Register (FR) assignment • Peer reviews of FR assignment
3: July 4-10	National Environmental Policy Act and Endangered Species Act	<ul style="list-style-type: none"> • CRS NEPA Report (2008) • CRS ESA Report (2021) • ABA Overview – ESA Revisions (2022) • Babbitt: Chapter 2 • Joselow (2021) • Optional: CRS NEPA/EJ (2021) 	<ul style="list-style-type: none"> • Narrated lectures • Watch Videos • Module #3 Class Discussion • Newspaper article review • Draft EIS comments • Peer reviews of newspaper article review • Peer reviews of EIS comments
4: July 11-17	Forest Policy & Management	<ul style="list-style-type: none"> • Wilkinson: Chapter 4 • Flores et al. (2018) • Optional: OPB (2020) • Optional: Dockry (2020) 	<ul style="list-style-type: none"> • Narrated lectures • Watch Videos • Module #4 Class Discussion • Revised EIS comments
5: July 18-24	Rangeland Policy & Management and Midterm	<ul style="list-style-type: none"> • Wilkinson: Chapter 3 • Tribal Consultations 	<ul style="list-style-type: none"> • Narrated lecture • Watch Videos • Module #5 Class Discussion • Midterm exam • Draft controversial issue statement • Peer reviews of issue statements
6: July 25-31	National Park Policy & Management	<ul style="list-style-type: none"> • Wilson (2014) Chapter 4 • Arrandale (2006) • Scott & Lee (2018) • Jacobs & Hotakainen (2020) • NPS Director Comments (2022) 	<ul style="list-style-type: none"> • Narrated lecture • Watch Videos • Module #6 Class Discussion • Revised controversial issue statement
7: July 25-31	National Wildlife Refuge Policy & Management	<ul style="list-style-type: none"> • Wilson (2014) Chapter 6 • Fischman (2005) • NYT article (2022) 	<ul style="list-style-type: none"> • Narrated lecture • Watch Videos • Module #7 Class Discussion • Draft policy memo
8: August 1-7	Western Water Development	<ul style="list-style-type: none"> • Wilkinson: Chapter 6 	<ul style="list-style-type: none"> • Narrated lecture • Snake River role play activity • Public lands timeline activity • Watch Videos • Module #8 Class Discussion
9: August 8-12	Landscape Protection Planning	<ul style="list-style-type: none"> • Babbitt: Prologue, Chapters 1, 3, 4, & 5 	<ul style="list-style-type: none"> • Narrated lecture • Watch Videos • Module #9 Class Discussion • Revised policy memo
10: August 8-12	Future of Public Lands Management	<ul style="list-style-type: none"> • Wilkinson: Chapter 7 • Babbitt: Epilogue • Flores & Russell (2020) • TEK Fact Sheets • Reo et al. (2017) 	<ul style="list-style-type: none"> • Narrated lecture • Watch Videos • Module #10 Class Discussion • Final Exam

This course is offered through Oregon State University Extended Campus. For more information visit: <http://ecampus.oregonstate.edu>.

Technical Assistance

If you experience any errors or problems while in your online course, contact 24-7 Canvas Support via chat, phone, or e-mail through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the [OSU IS Service Desk](#) for assistance.

Course Policies

Course Adaptability

The instructor retains the right to make changes to the structure and content of the course as needed to best support the students.

Class Expectations

In order to create an environment in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases.

Students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- Adhere to all OSU policies governing academic honesty as outlined at the Office of Student Conduct and Community Standards website:
<http://studentlife.oregonstate.edu/studentconduct>

Late Work Policy

Late work will be penalized 10% for each day an assignment is late. Final projects will not be accepted if they are late. Extensions may be granted for extenuating circumstances (e.g. major personal illness, family emergency) – contact the instructor as soon as possible.

Makeup Exams

Makeup exams will be given only for missed exams excused in advance by the instructor. Excused absences will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments. Excused absences will generally not be given after the absence has occurred, except under very unusual circumstances.

Incompletes

Take this course only if you plan to finish it in a timely manner during this term. The instructor will assign an "I" or incomplete only when a student has communicated a strong and compelling case for doing so (e.g. health reasons, military commitment). The instructor will not assign an "I" or incomplete unless a student has completed over 50% of assigned course tasks. Missing work, such as lack of participation in online discussions, may preclude

A or A- grades. If an incomplete or "I" is not resolved in 12 months or less, the grade becomes an F.

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email, etc.) in compliance with the university's regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Ecampus Reach Out for Success

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about [resources that assist with wellness and academic success](#).

Ecampus students are always encouraged to discuss issues that impact your academic success with the [Ecampus Success Team](#). Email ecampus.success@oregonstate.edu to identify strategies and resources that can support you in your educational goals.

- **For mental health:**
Learn about [counseling and psychological resources for Ecampus students](#). If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).
- **For financial hardship:**
Any student whose academic performance is impacted due to financial stress or the inability to afford groceries, housing, and other necessities for any reason is urged to contact the Director of Care for support (541-737-8748).

Diversity, Equity, and Inclusion

As a course focused on public lands management, this class addresses many issues of diversity, equity, and inclusion. In all course interactions, respect for each other and for

our occasionally differing viewpoints is essential. While people may disagree, an absolute requirement in this course is to treat each other with empathy, dignity and respect. It is important that we create a learning environment in which everyone feels safe and respected (which in-turn increases everyone's potential to learn). As a community, we are still in the process of learning about diverse perspectives and identities. I will work to be as forthright and respectful as possible in considering a diversity of perspectives and identities, and ask that you do so as well. We will work together to create an inclusive learning environment. This means holding each other accountable to this commitment. If something is said in class (by anyone) that makes you feel uncomfortable, please talk to me about it. I believe the learning environment should honor your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this, if you have a name and/or set of pronouns that differ from those that appear in your official OSU records, please let me know.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials

All materials used in this course are accessible with the exception of student produced videos. If you require accommodations please contact [Disability Access Services \(DAS\)](#). Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

Student Conduct

Student conduct is governed by the university's policies, as explained in the Student Conduct Code (<https://beav.es/codeofconduct>). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

- a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized

materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

- b) It includes:
- i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
 - ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
 - iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
 - iv) TAMPERING - altering or interfering with evaluation instruments or documents.
 - v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
- c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Tutoring and Writing Assistance

TutorMe is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Access TutorMe from within your Canvas course menu.

The Oregon State [Online Writing Lab \(OWL\)](#) is also available for students enrolled in Ecampus courses.

Statement Regarding Religious Accommodation

Oregon State University is required to provide reasonable accommodations for employee and student sincerely held religious beliefs. It is incumbent on the student making the request to make the faculty member aware of the request as soon as possible prior to the need for the accommodation. See the [Religious Accommodation Process for Students](#)

Academic Calendar

All students are subject to the registration and refund deadlines as stated in the Academic Calendar: <https://registrar.oregonstate.edu/osu-academic-calendar>.

Student Bill of Rights

OSU has twelve established student rights. They include due process in all university disciplinary processes, an equal opportunity to learn, and grading in accordance with the course syllabus: <https://asosu.oregonstate.edu/advocacy/rights>.

Student Learning Experience Survey

During Fall, Winter, and Spring term the online Student Learning Experience surveys open to students the Wednesday of week 9 and close the Sunday before Finals Week. Students will receive notification, instructions, and the link through their ONID email. They may also log into the survey via MyOregonState or directly at <https://beav.es/Student-Learning-Survey>. Survey results are extremely important and are used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to "sign" their comments, agreeing to relinquish anonymity of written comments) and are not available to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

WIC LEARNING OUTCOMES	How this outcome will be demonstrated in the course.	How this outcome will be assessed in the course
<p>Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing.</p>	<p>Informal writing assignments will encourage students to critically analyze a variety of government documents and newspaper articles on controversial public land issues and practice writing skills. Students will summarize complex issues and integrate important public land concepts in these assignments. Informal writing assignments include draft EIS comments, newspaper article review, draft issue statement, and review of Federal Register documents.</p> <p>The revised policy memo, revised issue statement, and other formal writing assignments provide students with the opportunity to enhance critical thinking skills and develop writing strategies that incorporate public lands policy content in an array of written materials.</p>	<p>Informal writing assignments will be peer-reviewed and ungraded (receive a check mark, plus, or minus). The instructor will review these assignments to gauge student-writing abilities and ensure that students understand key course concepts.</p> <p>The revised formal writing assignments (e.g. policy memo, issues statement, and EIS comments) will be graded by the instructor. These assignments require students to demonstrate critical thinking and knowledge about public lands policy and management. Grading criteria and rubrics will be used for assessment, and student work must meet minimum requirements to receive a passing score.</p>

<p>Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline.</p>	<p>The writing assignments include common forms of communication in the natural resources field. Policy memos, issue statements, and other assignments require students to understand agency decision-makers and public policy rulemaking processes. These assignments will greatly benefit students in the natural resources field by preparing them how to write essential documents for a variety of audiences.</p>	<p>Each assignment is written for a specific audience and genre, and students will need to demonstrate the ability to meet different audience expectations. The policy memo will be specifically written for an elected official or agency manager and all assignments will need to meet standard writing principles in the natural resources field. Grading criteria and rubrics will be used to assess formal writing assignments and students must be able to meet audience expectations to receive a passing score.</p>
<p>Demonstrate the ability to compose a document of at least 2,000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.</p>	<p>The policy memo assignment requires students to brainstorm, produce a draft memo, and revise the memo after instructor feedback. Both the draft and revised versions of this assignment are 2,000 words. The instructor will cover how to approach this assignment in class and will discuss how to select quality references, incorporate multiple forms of information, write an outline, cite references, and incorporate revisions.</p>	<p>The instructor will begin discussing the components of this assignment early in the term, and students will need to provide examples of how they are working through the different writing stages. Distinct grading criteria and rubrics will be used to assess the draft and revised versions of this assignment. Students must demonstrate the ability to write a full draft and incorporate comprehensive revisions into the revised policy memo in order to receive a passing score.</p>