



FES 486/586 Public Lands Policy & Management (3 credits)
TTH 12:00-1:20 PM, PFSC 125
Course Syllabus – Fall Term 2022

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Office hours: Tuesdays and Thursdays 1:30-2:30 pm, or by appointment

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 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 a class exercise on this issue.

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.

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)
- Additional readings on Canvas
- Government websites
- PowerPoint presentations
- In-class exercises
- Discussions that involve an advanced level of critical thinking

Evaluation of Student Performance

Course grades are based on three elements: 1) Written assignments, 2) Exams, and 3) 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.

- 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 will take place during Week 5 and a final exam will occur during Finals Week. 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 attend all classes and read course materials *prior* to each class. Participation in class discussions and practical exercises is a critical component of the course. Participation includes attending class, discussing the readings and providing a critical perspective on historical and current public land issues, applying course concepts in small group activities, conducting peer reviews on written assignments, and actively participating in class exercises. Students will be assessed using course specific student learning outcomes #1, 2, 4, 5 and 6.

Grading Scale

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

Basis

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 20%)	40%
Participation, peer reviews, and in-class exercises	15%
TOTAL	100%

Summary of FES 586 Assignment 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 to the class, and facilitate a class exercise on this issue. 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 land policy and management.

The fourth component provides students with an opportunity to integrate additional complex legal or policy dimensions with course topics. Graduate students will also design an interactive class activity or role play to enhance student understanding of the topic. 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 Week 1.

Graduate students are expected to produce professional policy memos 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.

The grading scale for FES 486 and FES 586 is the same.

Graduate Evaluation

Presentation & class facilitation	20%
Policy memo	15%
Controversial issue statement	10%
Comments on EIS	10%
Exams (2 x 15%)	30%
Participation, peer reviews, and in-class exercises	15%
TOTAL	100%

Late work policy

Late work will be penalized 10% for each day an assignment is late. Extensions will only be granted for extenuating circumstances (e.g. major personal illness, family emergency) – please contact the instructor as soon as possible.

Guidelines for an Effective Class

In order to create a classroom 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.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, and refrain from non-learning activities.
- Come prepared and effectively participate in class discussions. Realize that you will be a better participant if you have read the course materials thoroughly as well as previous weeks' instructional materials.
- 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>
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences. Students are expected to conduct themselves in the course in compliance with the university's regulations regarding civility.

Expectations for Student Conduct

All students will be expected to follow the student conduct and community standards of Oregon State University: <https://beav.es/codeofconduct>. Cheating or plagiarism by students is subject to the disciplinary process outlined in the Student Conduct Regulations. Students are expected to be honest and ethical in their academic work. Academic dishonesty is defined as an intentional act of deception in one of the following areas:

- 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 unauthorized copying or collaboration on a test or assignment or using prohibited materials and texts.
- FABRICATION - falsification or invention of any information (including falsifying research, inventing or exaggerating data and listing incorrect or fictitious references).
- ASSISTING - helping another commit an act of academic dishonesty. This includes paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, or taking a test/doing an assignment for someone else (or allowing someone to do

these things for you). It is a violation of Oregon state law to create and offer to sell part or all of an education assignment to another person (ORS 165.114).

- TAMPERING - altering or interfering with evaluation instruments and documents.
- PLAGIARISM - representing the word or ideas of another person as one's own OR presenting someone else's words, ideas, artistry or data as one's own. This includes 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, then submitting it as one's own.

Behaviors disruptive to the learning environment will not be tolerated and will be referred to the Office of Student Conduct for disciplinary action.

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 at oregonstate.edu/ReachOut. 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).

Diversity, Equity, and Inclusion

As a course focused on public lands management, this class addresses many issues of diversity, equity, and inclusion. Within this classroom and in all classroom 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.

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.

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>

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 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.

Note: This syllabus may be updated during the term.

Course Schedule – Additional Canvas Readings on Class Activities - Subject to change

Wk	Date	Lecture Topic	Assignments and Readings (due on date listed)
.01	Thursday September 22	Introductions & Course Overview	
1A	Tuesday September 27	History of Natural Resource Policy & Management	Canvas: Dombeck et al. (2003) Chapter 1 Wilkinson: Chapter 1 Optional Reading: Krol (2021) Optional Reading: Krakoff (2018)
1B	Thursday September 29	Policy Development	Canvas: Kraft (2015) Chapter 3 Optional Reading: Notarianni (2020)
2A	Tuesday October 4	Policy Implementation	Canvas: Rosenbaum (2014) pp. 77-97;110-114 Canvas: Trust Responsibility to Tribes (2021) Federal Register assignment due
2B	Thursday October 6	National Environmental Policy Act	Canvas: CRS NEPA Report (2008) Canvas: USFWS TEK Fact Sheet (2011) Optional Reading: CRS NEPA/EJ (2021) Newspaper article review due
3A	Tuesday October 11	Endangered Species Act	Canvas: CRS ESA Report (2021) Canvas: ABA Review/ESA Revisions (2022) Draft EIS comments due
3B	Thursday October 13	Habitat Conservation Planning	Babbitt: Chapter 2 Canvas: Camacho et al. (2015) [Read pp. 1-12; browse remainder]
4A	Tuesday October 18	Forest Policy & Management	Wilkinson: Chapter 4, pp. 114-156 Revised EIS comments due
4B	Thursday October 20	Forest Policy & Management	Wilkinson: Chapter 4, pp. 157-174 Canvas: Flores et al. (2018) Optional Reading: Dockry (2020)
5A	Tuesday October 25	Rangeland Policy & Management	Wilkinson: Chapter 3 Canvas: Tribal Consultations Draft controversial issue statement due
5B	Thursday October 27	Midterm	Exam (during class)
6A	Tuesday November 1	National Park Policy & Management	Canvas: Wilson (2014) Chapter 4 Optional Reading: NPS Director Comments (2022) Revised controversial issue statement due
6B	Thursday November 3	National Park Policy & Management	Canvas: Arrandale (2006) Canvas: Scott & Lee (2018) Canvas: Jacobs & Hotakainen (2020)
7A	Tuesday November 8	National Wildlife Refuge Policy & Management	Canvas: Wilson (2014) Chapter 6 Canvas: Fischman (2005)
7B	Thursday November 10	No Class – Work on Draft Policy Memo	
8A	Tuesday November 15	Western Water Development	Wilkinson: Chapter 6, pp. 219-274 [Browse pp. 219-230; read pp. 231-267; browse 268-274] Draft policy memo due
8B	Thursday November 17	Western Water Development	Wilkinson: Chapter 6, pp. 275-292 Flores & Russell (2020)
9A	Tuesday November 22	No Class – Online Discussion Board & Activity - Landscape Protection Planning	Babbitt: Prologue & Chapter 1 Canvas: Reo et al. (2017)
10A	Tuesday November 29	Future of Public Lands Management	Babbitt: Chapters 3, 4, & 5
10B	Thursday December 1	Future of Public Lands Management	Wilkinson: Chapter 7 Babbitt: Epilogue Revised policy memo due
Final	Wednesday December 7	Final Exam	December 7, 2022 at 9:30 AM Exam during scheduled time 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</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</p>

	<p>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>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>