SYLLABUS

PRR 842: Parks & Protected Areas Policy & Management

Spring Semester 2006, SECTION 1, 3 CREDITS
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Depts. of Forestry & CARRS
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Office Hours: 2:15 to 3:15 PM Mondays and Wednesdays and by Appointment
Course Website: http://www.msu.edu/course/prr/842/Index.htm

DESCRIPTION

Throughout the world, parks, protected areas and public recreation resources reflect the values of the people who create, use, manage and support them. As such, these resources are dynamic socio-biological systems that evolve and change in response to human needs, societal values and political forces. This course is designed to help students articulate and evaluate policies that attempt to balance human needs with the sustainability of land and water resources for which recreation is one of numerous uses. The focus will be on parks, wilderness, public lands and water resources. In addition, the course will have a strong international and cross-cultural component with examples from each of the continents. Throughout the course, the intent is to help students develop an understanding of the linkages between policy, planning and management. Variations in how the major U.S. resource management agencies approach their policy, planning and management functions will be examined (this is one reason for the Clarke & McCool textbook, Staking Out the Terrain). Other conceptual pieces include ecosystem management, sustainability and the role of tourism.

We begin with an understanding of the policy formation and political processes that shape park and natural resource planning and management in the US. We then shift to the historic development of park, wilderness and public land/water policies in the United States. A third major transition involves Alaska where various agencies, tribes and communities are struggling to implement cooperative resource management with varying degrees of success. Alaska is viewed as representing a "paradigm shift" in natural resource policy from the manager as autocratic expert and sole decisionmaker model prevalent in the lower 48 states to more of a participatory form of management brought about by the need to integrate subsistence concerns with common-property resource management. Our next shift will be to international case studies of park and protected area policies that attempt to integrate human and nonhuman, biological needs.

The course ends with a reflection on the influence of Garrett Hardin and the linkage between policy, planning and management. Hardin, in his classic treatise on natural resource depletion, argues that the tragedy of the commons in wilderness, parks, and other preserves leads to increased user impacts and hence steady erosion in the benefits that resource users seek. Although criticized as suffering from cultural myopia, Hardin’s work has still led some natural resource scientists and managers to resist a cooperative approach to resource management and to follow the traditional, expert model instead. Yet, one often overlooked qualification that Hardin made is that, to be effective, any type of social arrangement such as restricting visitation, promoting tourism or allowing subsistence uses should be "mutual coercion, mutually agreed upon by the majority of the people affected." With Hardin’s words and the rich literature pertaining to public resource policy and management as backdrops, the intent is to end this course with some "mutually agreed upon" conclusions about the future of cooperative management of "the commons" and whether and under what conditions sustainable resource management occurs given the often competing demands for outdoor recreation, tourism, park protection and human use of resources.
COURSE OBJECTIVES

1. To articulate and continuously evaluate the steps in policy formation process
2. To investigate the history of parks and protected areas in the context of the policy formation process
3. To set parks and protected areas in the broader context of conservation, sustainability and ecosystem management
4. To evaluate the importance of individuals and random events on policies affecting parks and protected areas
5. To explain both the traditional and the changing role of the agency (organization) in the policy formation process
6. To identify the critical elements of a "successful agency" (or organization). Note: Clarke & McCool define "success" as "power" in the political arena and potential to continue or strengthen that power in the future
7. To articulate the linkages between policy, planning and management
8. To draw relationships between U.S. park policy and history and the same in other countries
9. To view natural resource based conflicts from many perspectives
10. To understand what "public participation " and "cooperative resource management" really mean and imply in terms of resource-based recreation management
11. To actively engage each other by facilitating the discussion of the content implied in objectives 1 through 10.
12. To learn by doing.

READINGS

Required:

Coursepacket at Budget Printing in the Trowbridge Plaza on Trowbridge Rd. (beside Woody’s) for Propst, PRR 842, Spring 2006. Part I is available now. I will announce when Part II is ready.


Most (but certainly not all) of the coursepacket readings come from:


Burnham, P. Indian Country, God's Country: Native Americans and the National Parks.


Merchant, C. Problems in American Environmental History.


To obtain a feeling for what cooperative resource management might feel like, this course will employ a collaborative approach to learning whereby students accept primarily responsibility for teaching each other. The instructor’s roles are diverse: organizer, facilitator, checker, guide, mentor, resource person as well as student in an interactive learning process. A portion of the first class will be devoted to identification of student interest, knowledge and agenda for the remainder of the course. With the exception of the first two or three classes and a portion of the last class, the students will take responsibility for working with the instructor and each other (outside of class) to plan, organize and lead class discussions of particular content areas. **Grading will be on a contract basis as follows:**

**To receive a 4.0, you must--**

1. complete all assigned readings on time, place a written reaction to the readings each week* in the “Reading Reactions Message Board” on ANGEL, post comments to other students’ reactions on the same message board, attend class, & actively participate in class discussions; also, lead discussions and ask questions relevant to the readings when called upon, **AND**

2. assign an additional reading & lead a 30 min. discussion on a particular topic germane to this class **(a discussion is NOT a presentation or a lecture! It should be collaborative and interactive)** OR plan & organize an additional learning experience (see "Enrichment Activities" below for some suggestions--others must be approved) **OR** take charge of teaching a major portion of one class using anything but a lecture-style format, **AND**

3. prepare a 10-page (references not included) research paper on an approved topic that clearly relates to the course objectives **OR** write a critical review of a book or policy pertinent to this class (must be approved)**. **

4. complete the take-home final exam (more details later).

**(#3 due no later than April 19; #2 must be completed by the final exam period!)**

*The reactions should not summarize of the author’s, or authors’, main points. Reactions include your feelings, points of agreement and disagreement, what you learned and/or what was confusing and an overall assessment of the readings. Reactions should also include "real-world" examples and/or implications based on your own experiences or knowledge outside this class. Place your reactions in the “Reading Reactions Message Board” in ANGEL, no later than 4pm, the Monday before each class (100-150 words per reaction should suffice). Read each other’s reactions and post a minimum of one comment each week. I will ask you to take turns presenting a synopsis of the entire class’s
reactions to the readings each week. Whoever does the synopsis should provide it as a message to everyone in the “Reading Reactions Message Board”.

**For either choice**, your sources, including internet sources, must be appropriately documented using APA format ([http://www.apa.org/](http://www.apa.org/)). The research paper must have a clearly stated purpose and/or thesis statement in the first paragraph—it is not to be merely a descriptive report! It must demonstrate your scholarly grasp of course materials and concepts. Literature from this course must be used and cited in the text. The critical book or policy review must follow the contributor’s guidelines as specified in [Society & Natural Resource Journal](http://www.spjournal.org) (see instructor for examples).

**To receive a 3.5, you must--**

1. complete #1 AND #3 above.

**To receive a 3.0, you must--**

1. complete #1 above.

**Note on grades:** The mere completion of the requirements for a given grade does not necessarily mean you will receive that grade. I also expect high quality in all your work.

**Writing Quality and Format.** I expect high quality writing in all your assignments. "High quality" means writing that is well-planned and coherent. It has been subjected to several drafts and revisions. Furthermore, it follows standard, edited English practices. Papers that do not meet these criteria will be returned to you for revision with no grade.

Papers must be typed or computer printed. Double-space and provide one-inch margins on all sides. Turn off proportional spacing and do not right justify. Use a simple, 11 or 12-point font (no "fancy" fonts).

**Other Policies:**

- You may just walk into my office during my office hours. Please make an appointment to see me otherwise. If you attempt to contact me and I am not available, it is your responsibility to leave a complete message with your name and phone number on my voice mail at 355-8239. You may also contact me via E-mail directly or through ANGEL.
- Late assignments will not be accepted without PRIOR approval from the instructor. Without prior permission, 10% will be deducted for each day an assignment is late.

**POSSIBLE ENRICHMENT ACTIVITIES INCLUDE:**

Depending on student interests and experience, I envision several possible types of activities that would add depth and breadth to the content of this class

- Establishment of a web site on the Internet to serve as a focal point for accumulating global knowledge of case studies of both sustainable and unsustainable P & PA policies and management practices.
- Update and improve my current website for this course.
- Make a presentation to the class on how to use the Internet to follow current policies affecting parks and protected areas as those policies evolve in real time. For U.S. policies, you could
use Thomas to help (http://thomas.loc.gov/home/thomas.html), but I would first advise checking with a reference librarian in the main library as to how to proceed. Note also that you can go to C-SPAN’s website at www.capitolhearings.org and listen to congressional hearings as they occur (you’ll need RealPlayer, which can be downloaded for free, to listen). As background, read: “How Congress Works” (http://www.netlobby.com/howcongressworks.php).

- "Field trips" to the state legislature (or other policy making body) to witness the development of a policy. This activity might be expanded to include dividing the class into teams which observe the actions of various players in the policy process and report their observations back to the class as a whole.

- Prepare a case study of policy in action and present the case to the class (e.g., in Michigan, Proposal C, the Clean Michigan Initiative, passed in the November 2001 election; what’s the history of Proposal C?, how did it get on the legislative agenda?, why did it pass so overwhelmingly?, why is it running into difficulties in terms of implementation?, what are the next steps in terms of the policy formation process?)

- Arrange a guest speaker--from faculty and grad. students, resource agencies, organizations

COURSE CONCEPTUAL MAP AND CALENDAR

JAN. 11, CLASS 1:

A. COURSE OVERVIEW (Orientation to ANGEL and the course website; What is policy? What are parks? What are protected areas? Why the “policy & management” linkage? What is collaborative learning and why is it important in this course?)

B. ASSESSMENT OF STUDENT INTERESTS AND EXPERIENCE

C. AN UNDERSTANDING OF THE POLICY FORMATION PROCESS IS CRITICAL TO GRASPING HOW NATURAL RESOURCE PLANNING AND MANAGEMENT DECISIONS ARE MADE—What is the policy formation process (or processes) and who are the participants in this process (resource professionals, politicians, agencies, interest groups, courts, the media)? What are the implications of the trend toward participatory government and shared decisionmaking?

JAN. 18, CLASS 2: SETTING THE STAGE (THE HISTORICAL PERSPECTIVE)

A. MORE ON THE POLICY PROCESS CONTINUED.

NEW CONCEPTS:

C. PUBLIC LAND -- Public land became national parks, national forests, wildlife refuges, rangeland, wilderness, and water resources (roughly one-third of the U.S.). This was a radical idea, but not initially based on environmentalism.

D. AGENCIES THAT MANAGE THESE LANDS/WATERS have different histories, philosophies, policies; all have a recreation mandate and recreation (no. of visitors) is increasing; recreation serves one set of needs, but other resource users have different needs (e.g., subsistence, energy, profit, preservation of cultural traditions, biodiversity)

Class 2, Required Readings:

- Wellman and Propst, Preface to second edition and chs. 1 & 2
- Cubbage et al., ch. 1 (pp. 3-10 and 16-21), all of ch. 4, Appendix A (skim)

Also for Class 2, visit as many of these websites as you have time:

- Skim my course website: http://www.msu.edu/course/prr/842/Index.htm; click on “Legislation”; also click on “Favorite Links/Political Process”--
- Skim NRPA Website: https://www.nrpa.org/story.cfm?story_id=1265&departmentID=6&publicationID=11 (The Annual Federal Budget Process)
- Skim for examples of laws and policies in the National Park Service and to answer the question, “what’s the difference between law and policy?”
  http://www.nature.nps.gov/lawsregulations/index.cfm (NPS Laws & Policies),
  http://www.nature.nps.gov/policiesguidance/index.cfm (NPS Policies and Guidance),
  http://planning.nps.gov/tools.cfm (NPS Planning)
- http://www.nature.nps.gov/socialscience/products.cfm (NPS Social Science Products – excellent source of literature for some of your papers or for those interested in learning more about social science research in National Parks in the U.S.)
- How a bill becomes a law: Go to http://thomas.loc.gov/home/lawsmade.toc.html and look over the outline of the process; there is a very detailed document attached but for now just look at the outline; for a more readable version of the legislative process, go to:
  http://www.netlobby.com/howcongressworks.php and download or print a copy of “How Congress Works...”; go to: http://www.netlobby.com/congresbudgetprocess.php and download or print a copy of “The Congressional Budget Process” (note the other interesting links on the home page of this website, too).
- Skim U.S. Congress, House of Representatives, Committee on Resources, Subcommittee on National Parks, Recreation and Public Lands: http://resourcescommittee.house.gov/107cong/assign07.htm#parksmem
Class 2, Background Readings:


JAN. 25, CLASS 3

A. WILDERNESS/PARKS/RECREATION RESOURCES ARE SOCIAL & POLITICAL CONSTRUCTIONS OF REALITY-- Policies are a reflection of societal values. Two central values at the turn of the century -- conservation and preservation -- the conflicts they have created, and the deep-rooted organizational cultures of the agencies that reflect these values, frame the current context of wildland recreation policy. However, this narrative of the history of wildland recreation policy -- i.e., the wilderness, wildlife, outdoor recreation, conservation, preservation narrative -- was largely been written by and for the white, middle class and is therefore evolving as the U.S. diversifies. Thus, it is imperative to know historic and current values of diverse peoples toward land and resources

B. EVOLUTION OF THE NATIONAL PARK & WILDERNESS IDEAS IN THE U.S. AS CASES IN POINT
Class 3, Required:

Cubbage et al., ch. 12 --Note: If you are well-versed in the history of U.S. public lands policy and the federal land/water management agencies, skim up to p. 316; all should read pp. 316-323 in detail.

- Wellman and Propst, chs. 3 & 4
- Cronon, “The Human Factor in Environmental Change” Propst, "Key Definitions"
- Watkins, “Father of the Forests” Sellars, “Roots of National Park Management”
- NPS Website: http://www2.nature.nps.gov/stats/ -- answer two questions – 1. What’s the most/least visited national park in the U.S.? 2. What’s the largest/smallest in acreage?
- Go to my website: http://www.msu.edu/course/prr/842/Index.htm (click on “management agencies” and SKIM)
- World Commission on Protected Areas website: http://sea.unep-wcmc.org/wdbpa/ -- What’s the largest designated protected area in the world? Where is it?
- IUCN website: http://www.unep-wcmc.org/index.html?http://www.unep-wcmc.org/protected_areas/UN_list/index.htm~main ; Answer the following questions -- what is a protected area? What are the six categories? What % of the world is in protected area status? What is the contribution of the U.S. to the world total? The U.S. plus Canada? Pick one other country and provide its % contribution to the world total. Which country (ies) has (have) the greatest/smallest % of protected area?

Class 3, Background Reading

- Runte, National Parks, Preface, Prologue & chapters 1 through 5
- Burnham, P. Indian Country, God's Country: Native Americans and the National Parks
- Fairfax, Differences between U.S. Forest Service and BLM (handout)
- Dana and Fairfax, chs. 1 through 5 and Appendix 1
- Merchant, C. Problems in American Environmental History
- Kaufman, P. National Parks and the Woman's Voice: A History
- Doell and Twardzik, ch. 2--History of Parks

FEB. 1 AND FEB. 8, CLASSES 4 AND 5:

HUMAN USE OF PARKS, WILDERNESS & OTHER NATURAL RESOURCES CREATES CHALLENGES & CONFLICTS THAT BECOME POLICIES--preservation vs. use dilemma; development pressures around the boundaries; concessionaires; visitor impacts on natural & cultural
resources; meeting subsistence needs of local human groups. THE NATURE OF THESE CONFLICTS VARIES GREATLY DEPENDING ON GEOGRAPHIC SCOPE (LOCAL, STATE, REGION, COUNTRY).

**Class 4, Required:**

- Wellman and Propst, chapters 6, 7 & 8.
- Scott et al. (2001). “What are we protecting?”
- Skim [http://www.wilderness.net](http://www.wilderness.net) (excellent website on wilderness and the National Wilderness Preservation System in the U.S.; history, stats, laws & much more); see especially: [Search Wilderness Areas with map Interface](http://www.wilderness.net/search.html), [The Nat'l. Wilderness Preservation System](http://www.wilderness.net/nps/), [What is wilderness?](http://www.wilderness.net/nps/index.html), Who manages wilderness?
- Saunier and Meganck (eds.), ch. 1: Conservation of Biodiversity and the New Regional Planning

**Class 4, Background Readings:**

- Nye, ch. 6--The American View of Nature (see instructor)
- [http://www.cr.nps.gov/history_nps.htm](http://www.cr.nps.gov/history_nps.htm) (history site produced by the Cultural Resources branch of the National Park Service)
- "Criteria for Parklands" -- [www.nps.gov/legacy/criteria.html](http://www.nps.gov/legacy/criteria.html)
- Runte--National Forests-- Foreword, Preface and pp. 1-62, except skip chapter 2--highly recommended, readable, well-illustrated history of conservation, sustainability and multiple use management (out of print--see instructor)
- Runte, National Parks, chapters 6 through 9
- Rudzitis, chs. 1 and 2 -- for another perspective on the history of wilderness policies in the U.S.; ties more to management than Wellman & Propst
- Dana and Fairfax, chs. 6, 7 & 8
- Mackintosh, pp. 6-61
- Foresta, pp. 1-57
- Everhart, pp. 1-30 (see instructor)
- Albright, Horace M., as told to Robert Cahn. 1985. *The Birth of the National Park Service: The Founding Years, 1913-33*. Salt Lake City: Howe Brothers *SB482.A4 A367*
- Albright, excerpts from *Oh, Ranger!* (see instructor)
- New ranger book from Eric White
Class 5, Required

- Wellman and Propst, Ch. 9, Wildland Recreation Policy in the Urban Setting (read only: pp. 213-220 and pp. 234-239
- Wellman and Propst, Excepts from Chapter 10: Management Issues Involving Internal and External Threats (read only: pp. 265-279)
- National Wilderness Preservation System website: www.wilderness.net (group assignment: agree on 3 hot conflict issues & report back to class; use the ANGEL “Wilderness Issues Team X” Message Board for group members to reach consensus; then, report your choices to the full class in the separate “Wilderness Issues Full Class” Message Board); see especially: “Announcements & News”-- http://www.wilderness.net/#anf ) and “News and Discussion Forums”-- http://www.wilderness.net/index.cfm?fuse=forum ) or www.tws.org (look under “Our Issues”)
- Hartzog, William--Excerpts from Battling for the National Parks (“Whose parks are these?” and excerpts from “This land is your land”). Read Hartzog’s background and background of other NPS directors at: http://www.cr.nps.gov/history/hisnps/NPSHistory/directors.htm
- Rudzitis, Ch. 4--"What about Native Americans and their lands?"

Class 5, Background Readings:

- Mackintosh, Appendix, pp. 112-121 (see instructor)
- Runte, Chapters 6 through 9 (Text)
- Runte--National Forests--pp. 62 to end of book (out of print--see instructor)
- Dana and Fairfax, chs. 11 and 12 (see instructor)
- Macintosh, pp. 62-109 (see instructor)
- Foresta, ch. 5, History Policy (see instructor)
- Foresta, "Urban National Parks"--read pp. 169-189 and p. 220 starting with "One should..." to the end; skim the rest
- National Recreation and Parks Association (2003). NRPA and UPARR: How NRPA helped to bring about the Urban Park and Recreation Recovery Program
- Sellars, Preserving Nature in the National Parks -- chapters 4, 5; ch. 6, pp. 204-243.
- Barbee/Chase/Barbee--"Dear Concerned Citizen", Chase’s "The grizzly and the juggernaut" and Barbee’s detailed response (see instructor)
• National Park Service, Management Policies, see: http://data2.itc.nps.gov/npspolicy/index.cfm
• Chase, Alston. Playing God in Yellowstone. (check out from library or borrow)
• Chase, Alston. How to Save Our National Parks (see instructor)
• Lister and Lister. Those Who Came Before: Southwestern Archaeology in the National Park System. (see instructor)
• Lansing area example of conflicts at the local level: Ingells, N. “River Trail: Don’t Let Safety Whiz by”
• Wagner et al., Wildlife Policies in the U.S. National Parks, pp. 3-5 and pp. 10-43

FEB. 15 and 22 -- CLASSES 6 and 7:

INCREASING POPULATION, EXTERNAL THREATS & BOUNDARIES CREATED ON THE "WORTHLESS LANDS" PREMISE NECESSITATE A POLICY SHIFT TOWARD ECOSYSTEM MANAGEMENT; parks and protected areas often serve as the "core" in regional conservation efforts; however, ecosystem management is poorly understood, difficult to implement, and is doomed to fail unless human communities participate (examples of how human communities can and do participate in ecosystem mgt.; the role of the agency and the manager).

Class 6, Required

• Skim Website of the Greater Yellowstone Coalition (GYC): http://www.greateryellowstone.org
• Wuerthner, G. “Keeping the grizzly in Grizzly Creek”
• Johnson et al. 1999. Management perspectives on regional cooperation.

Class 6, Background Readings

• Miller, Ecosystems: "Types, Components & Energy Flows" -- good refresher for those of you who need to review what an ecosystem is
Wagner et al., ch. 6--"Ecological terms and concepts that influence policy decisions" -- very important reading if you are not familiar with the scientific meaning of terms like carrying capacity, natural regulation, the role of predation, 'natural', and process management

Maser, ch. 16, Sustainable forestry through adaptive ecosystem management

Grumbine. 1994. What is ecosystem management?

Glick & Clark. 1998. Overcoming boundaries: The Greater Yellowstone Ecosystem

Cortner and Moote. "Ecosystem management: Political challenges for managers and scientists.

Runte, Chapters 10 and 11 (Text)

Foreman, Dave. Islands of Doom.

Sellars, Preserving Nature in the National Parks, pp. 243-266.


Clark & Zaunbrecher, "The Greater Yellowstone Ecosystem"


Varley, "Status of Yellowstone Fire Plan"

Key, "Bureaucratic Ecology"

Houston, "Ecosystems of National Parks." Science.

Thomson, R.W. 1995. Ecosystem management: Great idea, but what is it, will it work, who will pay? Natural Resources and Environment, 9(3): 42-?


McDonnell, T. 1996?. Case study of ecosystem management, the biosphere reserve program, the world heritage program and the wildlands project in the Greater Yellowstone ecosystem. http://www.sovereignty.net/p/land/wildlandтом.htm


Saunier and Meganck, ch. 5, An Ecosystem Approach to Regional Planning.

Class 7, Required:

- Clarke and McCool--chapters 1 and 2 (Text: Staking Out the Terrain)—SKIM U.S. Forest Service early history in ch. 2 if you are familiar with it and/or if you read Cubbage et al., ch. 12, in detail for Class 3
- Furze, B. 1996.--Intro. and ch. 1, "Frameworks for understanding conservation and development through protected areas"
- Lins, Community Development and the NPS

Class 7, Background Readings

- Propst, McDonough, & Wiita (2003). "The role of manager and visitor self-interest in wilderness management: The case of Nordhouse Dunes and the limits of acceptable change process", LARNET:
- West and Brechin, Resident Peoples and National Parks (excellent set of case studies!)
- Programs from 1996, 1998, 2000, 2002 Society and Natural Resources Symposium--Penn State, Univ. of Missouri, Western Washington Univ, Indiana U.
- Kaplan & Kaplan, ch. 10--Participation in environmental design & decision
- Rudzitis, ch. 3 -- Ecosystem management and beyond

MAR. 1, CLASS 8:

IS ALASKA AN "EXCEPTION" OR "THE RULE"? National parks and recreation resources in a contemporary world; what does the future hold in store in terms of local cultures and resource management? The issue in Alaska goes beyond subsistence toward a larger policy paradigm shift
Class 8, Required:

- Runte, ch. 12
- McPhee, Excerpts from Coming Into the Country
- Propst--Alaska Trivia (handout)
- Peterson and Johnson, chs. 12 (West--Global Warming and Conflict Mgt.) and 17 (Bosworth--Biology, Politics and Culture) in Human Ecology and Climate Change
- Monaghan, P. 2001. The final frontier?
- Heacox, K. 2002 Whale dreams: the gift of Alaska’s national parks.

Class 9, Background Readings

- Lemonick--The Two Alaskas (Reserve)
- Nash, R. Wilderness and the American Mind, chs. 14 and 16
- West and Brechin, Resident Peoples and Protected Areas (pp. 1-28 in Resident Peoples and National Parks)

MAR. 6-10: SPRING BREAK

MAR. 15 AND 22, CLASSES 9 AND 10:

HOW TO "EXTEND THE BOUNDARIES"--land transfers, greenlining, zoning and other land regulations, land use planning, biosphere reserves, interagency cooperation, partnerships, cooperative resource management--ALL MIGHT BE CONSIDERED ELEMENTS OF ECOSYSTEM MANAGEMENT, but are they enough? What else can we learn from other experiences around the world?

Class 9, Required:

- Clarke and McCool--chapters 3 and 4 (Text); IMPORTANT NOTE: These are long chapters, but you may reduce your time by skimming pp. 69-91 of chapter 3; this is because these pages cover a lot of content that you have already read concerning the history of the National Park Service; it’s always good to see an outsider’s perspective on this history, so as you are skimming, I encourage you to look for new concepts and information about the NPS that perhaps you have not read elsewhere.
- Hirner and Mertes, Greenlining.


Also review/skim one or more of the following websites for a general understanding of what is meant by “Alternative Dispute Resolution”, “Negotiated Rulemaking” and FACA (Federal Advisory Committee Act)

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<thead>
<tr>
<th>URL</th>
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<tr>
<td><a href="http://www.dol.gov/odep/pubs/ek00/alldispute.htm">http://www.dol.gov/odep/pubs/ek00/alldispute.htm</a></td>
<td>U.S. Department of Labor</td>
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<td><a href="http://www.law.cornell.edu/topics/adr.html">http://www.law.cornell.edu/topics/adr.html</a></td>
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<td><a href="http://www.internationaladr.com/">http://www.internationaladr.com/</a></td>
<td>International Alternative Dispute Resolution</td>
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<td><a href="http://www.epa.gov/adr/factsheetregneg.pdf">http://www.epa.gov/adr/factsheetregneg.pdf</a></td>
<td>U.S. Environmental Protection Agency factsheet on negotiated rulemaking</td>
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<td><a href="http://www.gsa.gov/Portal/gsa/ep/contentView.do?contentId=11869&amp;contentType=GSA_BASIC">http://www.gsa.gov/Portal/gsa/ep/contentView.do?contentId=11869&amp;contentType=GSA_BASIC</a></td>
<td>U.S. General Services Administration – brochure on FACA; do search on FACA to find other info.</td>
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<td><a href="http://www.access.gpo.gov/uscode/title5a/5a_1_.html">http://www.access.gpo.gov/uscode/title5a/5a_1_.html</a></td>
<td>U.S. Code: FACA</td>
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<td><a href="http://www.ombwatch.org/uscode/title5a/5a_1_.html">http://www.ombwatch.org/uscode/title5a/5a_1_.html</a></td>
<td>Very brief description of FACA from the Office of Mgt. &amp; Budget</td>
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<td><a href="http://www.rff.org/Documents/RFF-DP-99-17.pdf">http://www.rff.org/Documents/RFF-DP-99-17.pdf</a></td>
<td>Resources For the Future (RFF) papers on FACA and public participation</td>
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<tr>
<td><a href="http://www.nps.gov/goga/pets/">http://www.nps.gov/goga/pets/</a></td>
<td>An example of Negotiated Rulemaking process as it applies to the dog walking in the Golden Gate Nat’l. Rec. Area</td>
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Class 9, Background Readings:

- Clarke and McCool--chapter 5 (Text)
- http://www.nps.gov/grca/gmp/Map-mgmt.htm (Grand Canyon NP mgt. zone map)
- First World Conference on National Parks, pp. 1-61
- Peterson and Johnson, ch. 18 (Price) in Human Ecology and Climate Change
- Everhart, Parks Around the World (see instructor)
• MSNBC. 2003. “Endangering our National Parks: An editorial” by Reid Bramblett. [Link](http://msnbc.msn.com/id/3541638/) (goes with the low park morale story in required readings; may have to search archives for this).


### Class 10, Required:


• Wellman and Propst, Ch. 11, pp. 311-318 only.

• Bunting et al., Annapurna Conservation Area: Nepal’s new approach to protected area management. West and Brechin, *Resident Peoples and National Parks* (ch. 14, 13 pp.)

• Dower, M. 1995. Working with people who live in protected areas (Great Britain’s experience). In MacNeely, *Expanding partnerships in conservation* (ch. 25, 8pp.)


• Moore. 2001. "What is community?" Pp. 71-75 in *Across the Great Divide: Explorations in Collaborative Conservation & the American West*.


• Read editorial (3pp.) by Brown & Kothari in *Parks, The International Journal for Protected Areas Managers*, 12(2): [Link](http://iucn.org/themes/wcpa/pubs/pdfs/PARKS/parks12.2.pdf) and then read any one of the articles in the same issue.

• Listen to Radio Expeditions story on Nepal parks and wildlife issues: [Link](http://discover.npr.org/features/feature.jhtml?wfId=1124546) and [Link](http://discover.npr.org/features/feature.jhtml?wfId=1124601) (I believe you will need to download RealPlayer, which is free, to listen to these stories).

### Class 10, Background Readings:

• First World Conference on National Parks (1962): Keynote Speeches

• Saunier and Meganck, chs. 4, 7, 10 in *Conservation for Biodiversity and the New Regional Planning*. IUCN.

• Holing, D. "The coastal sage scrub solution". Nature Conservancy, July/August, 1997 (example of government, conservationists & developers partnering to manage a large ecoregion in southern California).

• Furze, B. 1996. Ch. 2--"Conserving biodiversity, protected areas & local development"

• Furze, B. 1996, chs. 9 and 10, "Local level management of resources" and "Biosphere reserves"--two models of mgt. based on the authors’ thesis

• Rudzitis--chs. 5 & 7, "Why not sell off America’s wildlands?" and "Wilderness and the communities of the American West"
• West and Brechin, *Resident Peoples and National Parks*, last chapter (37 pp.)
• Harmon, D. National park residency in developed countries: The example of Great Britain. In West and Brechin, *Resident Peoples and National Parks* (ch. 2, 6pp.)

**MAR. 29, CLASS 11:**

WHO REALLY CREATES THE TRAGEDY OF THE COMMONS? the people, the agencies/organizations, the managers, or the institutions? Garrett Hardin updates and perspectives.

**Class 11, Required:**

• Clarke & McCool, chapter 6 (*Text*) (20pp.)
• Science magazine recent articles on Tragedy of the Commons:  
  [http://www.sciencemag.org/sciext/sotp/#totc](http://www.sciencemag.org/sciext/sotp/#totc) . Read: the editorial (1pp.),  
  [http://www.sciencemag.org/cgi/content/summary/302/5652/1861](http://www.sciencemag.org/cgi/content/summary/302/5652/1861) , the introduction (1pp.),  
  [http://www.sciencemag.org/cgi/content/summary/302/5652/1906](http://www.sciencemag.org/cgi/content/summary/302/5652/1906) and three articles: (1) Dietz (MSU!), Ostrom and Stern, "The struggle to govern the commons" (4pp.),  
  [http://www.sciencemag.org/cgi/content/full/302/5652/1907](http://www.sciencemag.org/cgi/content/full/302/5652/1907) ; (2) Pretty, "Social capital and the collective management of resources (3pp.),  
  [http://www.sciencemag.org/cgi/content/full/302/5652/1912](http://www.sciencemag.org/cgi/content/full/302/5652/1912) ; (3) Adams, et al., "Managing tragedies: Understanding conflict over common pool resources" (2pp.),  
  [http://www.sciencemag.org/cgi/content/abstract/302/5652/1915](http://www.sciencemag.org/cgi/content/abstract/302/5652/1915)
• Doble, J. and A. Richardson. 1992. You don't have to be a rocket scientist... *Technology Review*, January: 51-54.
• McNeely, J.A. 1995. Preface and Ch. 1, "Partnerships for conservation" (11 pp.)
• Brunson, Mark. 1998. Social dimensions of boundaries: Balancing cooperation and self-interest. (19 pp.)

**Class 11, Background Readings:**

- Hardin, The Tragedy of the Commons--A classic. If you haven't already, you should take the time to read it now! *(see me for a copy)*
- Maser, *Sustainable Forestry*, ch. 3--The dysfunctional agency
- McNeely (Editor), *Expanding Partnerships for Conservation*, chs. 21, 22, 23 -- all are about the role of NGO's in the management of protected areas.

**APR. 5 & 12, CLASSES 12 AND 13:**

POLICY, PLANNING AND MANAGEMENT ARE ALL INTERCONNECTED--what are some of these relationships? what are the roles of managers, agencies and organizations? examples from the U.S. and other countries (some of these examples were provided in previous readings as well)

**Classes 12 Required:**

- Loomis, *Integrated Public Lands Management*: chapter 1 (pp. 1-21), chapter 4 (pp. 109-116), and chapter 12 (pp. 483-503 & 508-524).
- Wellman and Propst, Ch. 10 -- "Management: Today's Policy Frontier" *(pp. 249-252 only)* and Ch. 11 -- "Management: Realities of Policy Implementation" *(you may skip the sections on*
Recreation Opportunity Spectrum, Limits of Acceptable Change, and Benefits-Based Management if you are familiar with these frameworks; likewise, skip the user fee debate if you are familiar with the arguments on both sides; be sure to read pp. 287-297 and p. 319--conclusions.


- Mertes, J. 1996. Park, recreation, open space and greenway planning guidelines: A paradigm for the future. American Academy for Park & Recreation Administration Bulletin, May: 3-4. (This is a local-level application in the parks and recreation field of moving from a purely expert-driven system of planning to one that is more community-based; note that NRPA is leading the charge and that Professor Mertes was on the faculty here briefly, but passed away in the late-90s)


- International example of conflict: Ivereigh, D. “It Takes a Forest”, Nature Conservancy, Summer, 2003 (this reading doesn’t really go with the topic for today, but it is related to the Panda presentation)

Class 13 Required:


- Varela. 2001. "Collaborative Conservation: Peace of Pacification? The View from Los Ojos." Pp. 228-235 in Brick et al., Across the Great Divide...

- Schelhas and Shaw, ch. 24 in McNeely--"Partnerships between rural people and protected areas: Understanding land use and natural resource decisions"


- Howard and Magretta, "Surviving Success..."

Classes 12 and 13, Background Readings:


• Abbey--Polemic: Industrial Tourism and the National Parks
• Shanks--Endangered Ranger
• Rudzitis, ch. 10--Future Directions for Wilderness
• Machlis, ch. 7 in McNeely--Social science and protected area management: The principles of partnership
• Zube, E., ch. 20 in McNeely--"No park is an island"
• Yaffee, S.L. ch. 14 in Knight and Landres -- "Cooperation: A strategy for achieving stewardship across boundaries"

APR. 19, CLASS 14: Other current issues affecting the policy, planning, management interface

Class 14, Required:


• Friesen, J. Nature, the Human Spirit, and the First Amendment. Ch. 22
• McAvoy and Lais. Hard-to-Define Values and Persons with Disabilities. Ch. 31

Other required for Class 14:

• Selengut, S. 1995. Protected areas and the tourism industry. In MacNeely, Expanding partnerships in conservation (ch. 15, 6pp.)
APR. 26, CLASS 15 and the Final Exam Period (Weds., May 3, 7:45-9:45am):

These are open for now and will vary depending on the background and interests of the class. For April 26, my initial thinking is to use these times to make up for time devoted to field trips, guest speakers, etc. We may also use this time for students to complete assignment two in related topics such as wildlife policies in parks, ecotourism, social/community forestry, rural development, urban development, indigenous peoples, emerging environmental attitudes and values (implications for future policies), uses of the internet, and/or more depth on any of the key components of the conceptual map. You will turn in a "5 plus or minus 2" written concept reflection about the course on April 25 and we will discuss those during the final exam period in addition to evaluating the course and attending to any unfinished business. I would like to hold the "final exam" at a mutually agreed upon restaurant (since 7:45—9:45 AM is not exactly a good time for lunch, I suggest we find an alternative time and/or date for the final).