PRR 842: Parks & Protected Areas Policy & Management

COURSE CONCEPTUAL MAP

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?

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 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

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).

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 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.

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 11:

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

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).

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