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. 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 decision-maker 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, forest and reserve 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 a 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

- To articulate and continuously evaluate the steps in policy formation process
- To investigate the history of parks and protected areas in the context of the policy formation process
To set parks and protected areas in the broader context of conservation, sustainability and ecosystem management
To evaluate the importance of individuals and random events on policies affecting parks and protected areas
To explain both the traditional and the changing role of the agency (organization) in the policy formation process
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
To articulate the linkages between policy, planning and management
To draw relationships between U.S. park policy and history and the same in other countries
To view natural resource based conflicts from many perspectives
To understand what "public participation " and "cooperative resource management" really mean and imply in terms of resource-based recreation management
To actively engage each other by facilitating the discussion of the content implied in objectives 1 through 10.
To learn by doing.

READINGS

**Two Required Textbooks:**


**Other Readings:**

Most readings will be distributed in class. Most (but certainly not all) of the coursepacket readings will come from:

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


*Also see the links on the home page of the Dept. of Park, Rec. & Tourism Resources and links in my web page for PRR 302, Environmental Attitudes and Concepts, www.msu.edu/course/prr/302/prr302.htm

FORMAT/EVALUATION

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.
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, hand in a two-page written "reaction" to the readings each week*, attend class, & actively participate in class discussions; also, lead discussions and ask questions relevant to the readings when called upon,
2. assign additional readings & lead a 30 min. discussion on a particular topic germane to this class OR plan & organize an additional learning experience (see "Enrichment Activities" below for some suggestions--others must be approved) 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 analysis of a book pertinent to this class (must be approved)**.
4. complete the take-home final exam (more details later).

(#3 due no later than April 20; #2 must be completed by the final exam period!)

*The two-page reactions should not be summaries 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 must also include "real-world" examples and/or implications based on your own experiences or knowledge outside this class. Email your reactions to me and to each other by no later than 4pm. the Wednesday before each class (two pages equals about 400 to 500 words). Read each other's reactions. I will ask you to take turns presenting a synopsis of the entire class's reactions to the readings each week.

**For either choice, your sources, including internet sources, must be appropriately documented (see http://www.msu.edu/course/prr/302/web/DocumentationStylesandSources.htm for some guidance). 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! The critical book analysis must follow the contributor's guidelines as specified in a reasonably well-known natural resources policy or social science journal. Submit the name of the journal and the contributor's guidelines with your critical analyses.

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
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

1. 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.

2. Use of the Internet to follow current policies affecting parks and protected areas as those policies evolve in real time (there is content analysis software available that would allow you to track such policy trends in a more systematic, quantitative way)

3. "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.

4. 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 last November's election; what's the history of Proposal C?, how did it get on the legislative agenda?, why did it pass so overwhelmingly?, what are the next steps in terms of the policy formation process?)

5. Guest speakers--from faculty and grad. students, resource agencies, organizations

Other Policies:

1. 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 353-5190, ext. 119. You may also leave a written message in my mailbox in 151 Natural Resources or contact me via E-mail.

2. Late assignments will not be accepted without PRIOR approval from the instructor or a written medical excuse. Without prior permission, 10% will be deducted for each day an assignment is late.