Jan. 10, class 1:

Course overview, assessment of student interests, experience, and student responsibilities

An understanding of the policy formation process is critical—policy formation and political processes and the participants in these processes; the role of the resource professional, the politician, agencies, interest groups, the media; implications of emerging trend toward participatory government and shared decision making.

Jan. 17, class 2:

Setting the stage (the historical perspective)

Nonhuman aspects of ecosystems interact with different human groups with different values at different times (cf. Clive ponting, 1991, a green history of the world)—result is different patterns of land use and environmental impact. In U.S., one such pattern is reflected in public land and water resources.

Public land -- public land became national parks, national forests, rangeland, wilderness, water resources; radical but not initially based on environmentalism.

Agencies that manage these lands/waters--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)

Class 2, required readings:

- Wellman and Propst, chapters. 1 & 2
- Cubbage et al., CH. 1 (pp. 3-10 and 16-21), CH. 4, Appendix A

Class 2, background readings

Cubbage, rest of CH. 1 and CHs. 5-11 (that's a lot but it gives an overview of one direction this class could go or where you may wish to do additional research) (see instructor)


Jan. 24, Class 3:

A. Wilderness/parks/recreation resources are social & political constructions of reality--why it is imperative to know historic and current values of diverse peoples toward land and resources; cultural variations in meanings associated with "park", "wilderness" & "resource."
B. Evolution of the national park idea in the U.S., as a case in point
C. Use of course website (move to computer lab for this part)

Class 3, required readings:

- Wellman and Propst, CH. 3
- Cubbage, 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. (consider replacing with Loomis, CH. 2 in 2004)
- Propst, "key definitions" and website: www2.nature.nps.gov/stats/sitemap.htm
- Watkins, father of the forests sellars, roots of national park management

Class 3, background readings:

- Bureau of land management, pp. 120-130 and chronology (handout)
- Loomis, CH. 2, laws and agencies governing federal land management.
- 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
- ErCHant, c. Problems in American environmental history
- Kaufman, p. National parks and the woman's voice: a history
- Wellman and Propst, CH. 4, "Roots of policy: romantic preservation" Doell and Twardzik, CH. 2--history of parks

Jan. 31 and Feb. 7, classes 4 and 5:

Human use of park & 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

Class 4, required readings:

- Runte (text): preface (note: save preface to 3rd edition until class 6), prologue, and chapters 1 through 5.

Class 4, background readings:

- Nye, CH. 6--the American view of nature (see instructor)
- Albright, excerpts from oh, ranger! (see instructor)
- 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)
Wellman and Propst, CHs. 7 and 8 --history of wilderness in the us Rudzitis, CHs. 1 and 2 -- good for those who need a refresher on the history of wilderness policies in the U.S.; ties more to management than Wellman
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
Garrison, Lemuel a. 1983. The making of a ranger: forty years with the national parks. Salt lake city: Howe brothers. Sb482.a4 g37
Sellars, preserving nature in the national parks -- preface, introduction, chapters 1-3

Class 5, required readings :

- Runte, chapters 6 through 9
- Saunier and Meganck (eds.), CH. 1: conservation of biodiversity and the new regional planning
- Runte, chapters 10 and 11 (text)
- Hartzog, William--excerpts from battling for the national parks
- Wagner et al. , wildlife policies in the U.S. National parks, pp. 3-5 and pp. 10-43
- Wellman and Propst, wildland recreation policy, CH. 8 -- wildland recreation policy in the urban setting
- Rudzitis, CH. 4--"what about native Americans and their lands?"
- Green, m. 1998. "whose woods these are?" nature conservancy, July/August: 13-17.

Class 5, background readings:

- Mackintosh, appendix, pp. 112-121 (see instructor)
- Runte--national forests--pp. 62 to end of book (out of print--see instructor)
- Nat'l. Park service--"rec. Visits by classification" & "criteria for parklands"
(websites: www2.nature.nps.gov/stats/sitemap.htm www.nps.gov/legacy/criteria.html)
- Dana and Fairfax, CHs. 11 and 12 (see instructor)
- Macintosh, pp. 62-109 (see instructor)
- Foresta, CH. 5, history policy (see instructor)
- Sellars, preserving nature in the national parks -- chapters 4 & 5
- Sellars, preserving nature in the national parks, 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, 1988 management policies (see instructor)
- Foresta, "urban national parks"--read pp. 169-189 and p. 220 starting with "one should..." to the end; skim the rest
- 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)
February, 14 & 21, 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).

Class 6, required readings:

- Runte, preface to 3rd Edition.(text)
- Grumbine. 1994. What is ecosystem management?
- Maser, CH. 16, sustainable forestry through adaptive ecosystem management
- Saunier and Meganck, CH. 5, an ecosystem approach to regional planning.
- Glick & Clark. 1998. Overcoming boundaries: the greater Yellowstone ecosystem

Class 6, background readings

- Miller, Ecosystems: "Types, Components & Energy Flows" -- good refresher for those of you who have forgotten what an ecosystem is
- Sellars, Preserving Nature in the National Parks, pp. 243-266.
- 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.
- Clark & Zaunbrecher, "The Greater Yellowstone Ecosystem"
- Varley, "Status of Yellowstone Fire Plan"
- Key, "Bureaucratic Ecology."
- 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-?
PA: Taylor & Francis.

Class 7, required readings:
- Clarke and McCool--chapters 1 and 2 (Text: Staking Out the Terrain)
- Rudzitis, CH. 3 -- Ecosystem management and beyond
- 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
- West and Brechin, Resident Peoples and National Parks (excellent set of case studies!)
- Programs from 1996, 1998, 2000 Society and Natural Resources Symposium--Penn State, Univ. of Missouri, Western Washington Univ.
- Kaplan & Kaplan, CH. 10--Participation in environmental design & decision

February 28, 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 readings:
- Runte, CH. 12 and Epilogue
- McPhee, Excerpts from Coming Into the Country
4 in Community-based Wildlife Management in Canada.
Propst--Alaska Trivia (handout)
West and Brechn, Resident Peoples and Protected Areas (pp. 1-28 in Resident Peoples and National Parks)
Peterson and Johnson, CHs. 12 (West--Global Warming and Conflict Mgt.) and 14 (Wiener--Common Property Resource Mgt.) 17 (Bosworth--Biology, Politics and Culture) in Human Ecology and Climate change

Class 8, background readings:

Lemonick--The Two Alaskas (Reserve)
Nash, R. Wilderness and the American Mind, CHs. 14 and 16

Mar. 7 and 14, classes 10 and 11:

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? (Transitioning to the international experience with parks and protected areas)

Class 9, required readings:

Clarke and McCool--chapters 3 and 4 (Text)
Hirner and Mertes, Greenlining

Class 9, background readings:

Clarke and McCool--Chapter 5 (Text)
Zion, Grand Canyon Congressional Briefings, Bighorn Canyon Mgt. Zone Map (handout)
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
Class 10, required readings:

- West and Brechin, Resident Peoples and National Parks, last Chapter
- Howard and Magretta, "Surviving Success..."
- Holing, D. "The coastal sage scrub solution"

Class 10, background readings:

- Saunier and Meganck, CHs. 4, 7, 10 in Conservation for Biodiversity and the New Regional Planning. IUCN.
- 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"

March. 21, class 12:

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 readings:

- Clarke & McCool, Chapter 6 (Text)
- Doble, J. and A. Richardson. 1992. You don't have to be a rocket scientist...Technology Review, January: 51-64.
McNeely, J.A. 1995. Preface and CH. 1, "Partnerships for conservation"

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), CHs. 21, 22, 23 -- all are about the role of NGO's in the management of protected areas.

March 28 & April 4, classes 13 and 14:

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 readings
Loomis, Integrated Public Lands Management: CHs. 1 (pp. 1-16) and 13 (pp. 406-424)
Wellman and Propst, CH. 10 -- "Management: Today's Policy Frontier" and CH. 11 -- "Management: Realities and Methods of Policy Implementation"
"Comparison of Approaches to Public Lands Planning", Trends, 1987 (note: it's ok to skim this quickly and just get an overview of the differences)

Class 13 required readings:
Yaffee, S.L. CH. 14 in Knight and Landres -- "Cooperation: A strategy for achieving stewardship across boundaries"
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"

Class 12 & 13 background readings:
Doherty--In Idaho, Apostles of Wilderness at Work
Abbey--Polemic: Industrial Tourism and the National Parks
Shanks--Endangered Ranger
Rudzitis, CH. 10--Future Directions for Wilderness
MaChllis, CH. 7 in McNeely--Social science and protected area management: The principles of partnership
Dower, CH. 25 in McNeely--Working with people who live in protected areas
Zube, E., CH. 20 in McNeely--"No park is an island"
April 11, class 14:

Other current issues affecting the policy, planning, management interface

Class 14, required readings:

- Grumbine, E. Beyond Conservation and Preservation in American Environmental Values. CH. 21
- McAvoy and Lais. Hard-to-Define Values and Persons with Disabilities. CH. 31

Also (international perspective):


Apr. 25, class 15:

The final exam period. These are open for now and will vary depending on the background and interests of the class. For April 25 and the final exam period, 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 make presentations/lead discussions 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.