

NRES 325 - NATURAL RESOURCE POLICY AND MANAGEMENT
Syllabus
Spring 2019

Course Instructor

Professor Daniel C. Miller
Email: dcmiller@illinois.edu
Tel: (217) 244-8293
Office: S-406 Turner Hall
Office Hours: Thurs 2:00-4:00 pm/by appt.

Graduate Teaching Assistant

Sarah Brown
Email: saraheb3@illinois.edu
Office: S-406 Turner Hall
Office Hours: Wed 11:00-1:00 pm/by appt.

Lecture: Mon & Wed 10:00-10:50 am,
166 Bevier Hall

Discussion Sections: Friday at 10 or 11am,
222 David Kinley Hall. Students must enroll in
one of these TA-led discussion sections and
attend only the one for which you are registered.

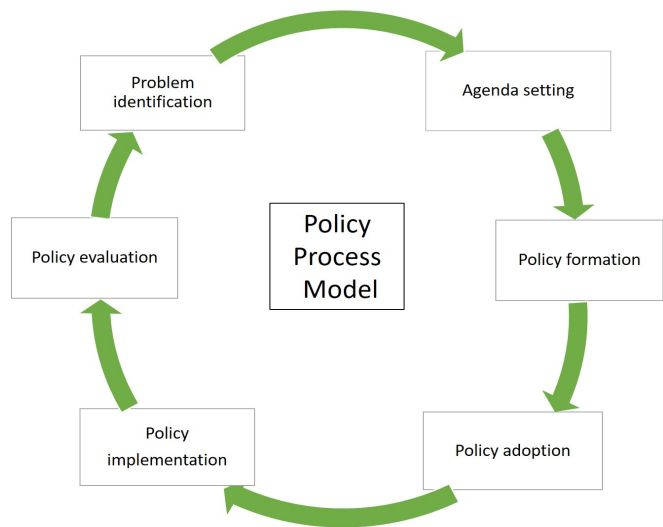
Course Overview

Improvements in air quality have saved millions of lives in the United States over the past forty years. Rivers in Midwestern industrial cities no longer burn. Majestic redwoods still inspire awe and wonder for those who visit forests in California. But millions of acres of old growth forest have been logged or ravaged by fire in US national forests. Nearly half the world's coral reefs have been lost in the last three decades. And climate change poses an increasing threat to ecosystems and human well-being across the globe.

These environmental conditions are the result of policy action—or inaction. But what is policy? Why is it important in the context of environmental issues? Who makes policy on these issues and how do they do it? How can policies be assessed and changed?

In this course, we will address these questions through a focus on environmental policy in the US, particularly in relation to natural resources like forests, water, and wildlife. We will also consider examples drawn from other country contexts in an effort to draw out broader conclusions about the making, implementation, and outcomes of environmental policy.

The course challenges students to identify and critically examine the social rules—laws, policies, institutions, and norms—governing natural resources. Part I of the course explores the need for environmental and natural resource policy, describes what policy is, and introduces some common approaches to studying it. Part II investigates the policymaking process (see above figure), major policy instruments, and the role of science, economics, and



Credit: 3 hours

Prerequisite: Econ 102 or ACE 100.
Sophomore or higher standing.
NRES 287 or equivalent
recommended, but not required.

justice in policy. Finally, Part III delves deeper into the key actors who make and influence policy and examines how policies might be changed to address major global sustainability challenges like climate change. This course presents foundational concepts, issues, and processes related to natural resource policy and provides building blocks for more advanced engagement with environmental politics and policy as students, professionals, and citizens.

Course Goals

The overall goal of this course is to prepare students to engage in the policy-making process as professionals and/or concerned citizens by building foundational knowledge on natural resources politics and policy.

Through this course students will be able to:

- Describe and discuss the key actors, institutions, and processes involved in making natural resource policy in the United States and other contexts.
- Explain how and why policy and institutions (social rules) matter for sustainability.
- Distinguish several different approaches to solving public policy problems related to natural resources and the environment and assess their strengths and weaknesses.
- Conduct policy analysis by diagnosing the collection of rules shaping a given social-ecological setting.
- Strengthen writing and analytical skills to effectively communicate their ideas, opinions, and arguments in relation to environmental and natural resource policy.

Relationship to Other Related Courses at Illinois

Students wishing to gain greater understanding of the issues covered in this class may consider other related courses at Illinois. PS 225 – Environmental Politics and Policy and GEOG 466 – Environmental Policy (on-line) take a broader view of environmental law and policy with a special focus on national parks. ACE 406 – Environmental Law focuses on legal aspects of the environment while NRES 424 examines US environmental issues using an environmental justice lens. NRES 423 – Politics of International Conservation and Development provides more advanced treatment of international environmental policy, especially relating to the challenge of conserving biodiversity while promoting human welfare in developing countries. CEE 438 – Science and Environmental Policy devotes particular attention to the role of science and engineering in environmental policy.

Ingredients for Success in this Course

Success in reaching the overall goal and specific learning objectives of this course requires active participation and engagement. Students will therefore be expected to:

- Complete the assigned readings before each class session, including lecture and discussion sections. Readings will range from about 10-40 pages per class. The readings will lay the basis for understanding the lectures and class discussion as well as the assignments and exams. Students are encouraged to identify at least one question per reading assignment to ask in discussion section.

- Actively participate in class discussions, including partner, small group, and full class exercises. The lectures will include frequent discussion and engagement, particularly through the use of I-clickers, and discussion sections will include different participatory activities as well as discussion of the readings.
- Take notes (doing so by hand has been shown to lead to better understanding and retention) during the lectures, discussion section, and while completing the readings.
- Visit the course website regularly to check for the most current schedule, readings, assignment prompts, and course policies.
- Refer to the course goals and learning outcomes in this syllabus to evaluate individual academic progress.

Course Materials

Required textbooks:

Cubbage, Frederick, Jay O’Laughlin, and M. Nils Peterson. 2017. *Natural Resource Policy*. Waveland Press: Long Grove, IL.

Steinberg, Paul. 2015. *Who Rules the Earth? How Social Rules Shape Our Planet and Our Lives*. Oxford University Press: Oxford.

Hard copies of the two books are available at the ACES library reserves. An e-book version of the Steinberg text is also available. You can access reserve lists through the library here: <https://i-share.carli.illinois.edu/uiu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=rbSearch>.

Other course readings: A number of other readings such as peer-reviewed journal articles, book chapters, policy documents, and items from the popular press, will complement materials in the required and recommended books. These materials are available on the course website (located at: <https://compass2g.illinois.edu>).

I-Clicker: We will use the I-Clicker student response system to help meet learning objectives for the course by providing you with opportunities to participate in class and allow me to gauge student understanding. You may use the original I-Clicker; I-Clicker +; or I-Clicker 2. To receive credit for your I-Clicker responses, you must register your device by January 18, 2019. To register your device, please visit the link entitled “I-Clicker Remote Registration” within the course website. Please bring your clicker to each lecture and carry extra batteries in case of need.

Assignments and Grading

There are five core requirements for the course. These requirements include a range of activities and techniques designed to develop higher order cognitive skills, encourage creativity, and deepen engagement with issues relating to natural resource policy. They are organized here according to when they start being assessed during the course.

Participation. Includes participation in the lectures and in discussion section. Lecture participation will be assessed through responses using I-Clicker. Beginning in week two, question will be asked in class every day that students can answer using clickers. These will

be graded. Students will have the opportunity to gain 2 clicker points per class period. *Please note that it is a violation of academic integrity to use a clicker that is not your own.*

Credit will be given for responses with points for each lecture. A maximum of 35 clicker points may be earned in the semester. There will be 2-3 clicker questions almost every class. For each question answered, you will receive 1 point for participation and an additional 1 point if the response is correct. Students may gain a total of 2 clicker points per class period. Some class periods will include a mix of poll questions (which do not have a right or wrong answer) and do not count in your performance, but are designed to enrich class discussion. Please remember that it is your responsibility to come prepared to participate with a functioning remote every day. However, unforeseen circumstances can arise, and for this reason lowest 2 clicker sessions will be dropped and not count toward your final grade.

Participation in the discussion section will be based on contribution to discussions of course readings and lectures and engagement in discussion section activities.

Social rules project. This assignment will be completed in 5 parts as follows:

- (1) Place-based reflection: Choose a specific site where natural resources are a salient issue (from a list supplied by the instructor) and write a short reflection on the site and potential social rules governing it. Your reflection should include at least one photo of a location at the site where traces of a social rule may be seen or inferred. This assignment is worth 25 points. *Note*: This portion of the project will be carried out individually but parts 2-4 will be done in groups of 3-4 students.
- (2) Mapping the institutional landscape: Working in groups, students will conduct research on some of the social rules operating in the site they have chosen. Teams will work together to better understand the site, the social rules shaping it, why the rules may have been put in place, and how they have changed over time. Results should be written up in a short report (3-5 pages). This assignment is worth 60 points. *Note*: time will be allocated in discussion section to work on this and the other assignments in the social rules project.
- (3) Changing the rules: Consider potential challenges (e.g. climate change, social and demographic change, etc.) facing the site and how current rules might be changed to address them. Teams should make recommendations about whether rules should be changed and, if so, what improved rules might look like and how the change might be instituted. If a team judges that the existing rules are adequate, then they should consider another site in the US or elsewhere in the world of interest and offer reflection on how this local activity of making social rules visible could be applied to help understand and analyze a site elsewhere. This assignment is worth 60 points.
- (4) Final presentation: Teams will present the maps of the institutional landscape and reflections on how the rules might be changed (or applied to other contexts). Final presentations and team reports should be posted to the course website. This assignment is worth 40 points.
- (5) Peer Assessment: Each team member will assess their own and each of their teammates effort and performance in completing assignments 2-4 above. This assignment is worth 15 points.

In-class exams. Two in-class exams will be given during the semester. Each will cover material on the syllabus covered prior to the exam and, for the second exam, material covered following the first exam. The first exam will be worth 50 points (10% of your final grade) and the second exam will be worth 75 points (15% of your final grade).

Final exam. This exam will be comprehensive covering material from the whole semester. However, it will emphasize material from the second half, with about 75% of the questions covering content after spring break. It will be worth 100 points (20% of your final grade).

Grading

| Assignments | Points | Percent of Final Grade |
|---|-------------------|-------------------------------|
| Participation | 75 points total | 15% |
| Lecture: I-Clicker | (35 points) | |
| Discussion Section: discussion & activities | (40 points) | |
| Social rules project | 200 points total | 40% |
| Place-based reflection | (30 points) | |
| Mapping institutional landscape | (60 points) | |
| Changing the rules | (50 points) | |
| Final presentation | (40 points) | |
| Peer assessment | (20 points) | |
| Exam #1 | 50 points total | 10% |
| Exam #2 | 75 points total | 15% |
| Final Exam | 100 points total | 20% |
| Total = | 500 points | 100% |

Extra credit opportunities are likely to be offered during the semester. These will be announced in class and total points earned may be 10 (or 2% of your total grade).

Your final course grade will be determined by the total number of points you earn during the semester based on the requirements listed above. We will use the +/- system. For example, generally, an A- will be 90 to 92%, an A will be 93-96%, and an A+ 97 to 100%.

CLASSROOM POLICIES

Assignments format: Written assignments must be typed using 12-point, Times New Roman font, with double-spaced lines, using normal (1") margins, and saved as a Word (.doc or .docx) document. You must save each assignment using the following format: Lastname,firstname_assignmentname [note: names for each assignment will be given].

Late Submission Policy: Assignments must be submitted electronically to the designated folder on the course website *by start of class (10:00am) on the due date*. 10% of the total score will be deducted for each day (or part thereof) past the deadline.

Email policy

The TA for the course should be your first point of contact for queries and problems.

However, you may also email me with questions and other issues as needed. Regardless, please send emails **with the subject line “NRES 325 <fill in specific query>”**. Please write clearly and succinctly and allow up to 72 hours for a response.

Electronic devices: Laptop computers are allowed in the classroom. However, these should be limited to specific tasks related directly to this course (e.g. group work). Taking notes by hand (as opposed to using your laptop or tablet) is highly recommended: research shows that screens can be distracting to you and to those around you, impeding student learning (see <http://chronicle.com/article/article-content/228089/>). *Cell phones may not be used during class time, and should be silenced or turned off.*

Special Needs: Please let me know (either in-person or via email) if you require special accommodations due to learning disabilities, physical requirements, medical needs or any other reason. See also “Students with Disabilities” below.

UNIVERSITY POLICIES

Academic Integrity: The University of Illinois at Urbana-Champaign *Student Code* should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: <http://studentcode.illinois.edu/>. Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask me if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

Students with Disabilities: To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should contact Disability Resources and Educational Services (DRES) and see the instructor as soon as possible. If you need accommodations for any sort of disability, please speak to me after class, or make an appointment to see me, or see me during my office hours. DRES provides students with academic accommodations, access, and support services. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TDD), or e-mail a message to disability@uiuc.edu. <http://www.disability.illinois.edu/>. Please note accommodations are not retroactive to the beginning of the semester, but begin the day the student contacts me with a current letter of accommodation from DRES.

Emergency Response Recommendations: Emergency response recommendations can be found at the following website: <http://police.illinois.edu/emergency/>. I encourage you to review this website and the campus building floor plans website within the first 10 days of class (see: <http://police.illinois.edu/emergency/floorplans/>).

Family Educational Rights and Privacy Act (FERPA):

Any student who has suppressed their directory information pursuant to *Family Educational Rights and Privacy Act* (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See <http://registrar.illinois.edu/ferpa> for more information on FERPA.

Sexual Misconduct Policy and Reporting: The University of Illinois is committed to combating sexual misconduct. As such, you should know that faculty and staff members are required to report any instances of sexual misconduct—which also includes dating violence, domestic violence, and stalking—to the University’s Title IX and Disability Office. What this means is that as your instructor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware. When a report is received, an individual with the Title IX and Disability Office reaches out to provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. There is an exception to this reporting requirement about which you should be aware. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential. Other information about resources and reporting is available here: wecare.illinois.edu.

Course Schedule

| Week | Course Element | Date | Specific topic/Activity | Assignments |
|------|---|--------|--|--|
| 1 | PART I. POLICY RATIONALE, DEFINITION, & APPROACHES | M 1/14 | Course introduction & overview: Why natural resource policy? | READ: <i>Natural Resource Policy</i> (NRP) Ch. 1 (pp. 1-20) [22 p.] |
| | | W 1/16 | Key actors & elements in the policy process | READ: Layzer Ch. 1. (p. 1-top p. 22) [22 p.] |
| | | F 1/18 | Reading review/ ACTIVITY: Spotted Owl and 4 I's of politics | |
| 2 | | M 1/21 | NO CLASS – MLK Day | |
| | | W 1/23 | Social rules | READ: Steinberg Ch. 1 & 2 (pp. 5-33) [28 p.] |
| | | F 1/25 | Reading review / ACTIVITY: Social rules exercise & assignment | |
| 3 | | M 1/28 | Policy and political processes | READ: NRP Ch. 2 (pp. 23-50) [27 p.] |
| | | W 1/30 | Policy issues and agenda setting | READ: NRP Ch. 3 (pp. 51-67 & 71-72) [18 p.] |
| | | F 2/1 | Reading review / ACTIVITY: Case study | |
| 4 | | M 2/4 | Policy analysis | READ: NRP Ch. 4 (pp. 75-79; bottom p. 81-top p. 84; 87-89; 91-101); Steinberg Ch 3 (pp. 35-59) [43 p.] |

| | | | | |
|---|--|--------|--|--|
| | | W 2/6 | Common pool resources | READ: Battersby. 2016. "Can humankind escape the tragedy of the commons?"; NRP Ch 4 (pp. 89-90) [6 p.] |
| | | F 2/8 | Reading review / ACTIVITY: Commons game | |
| 5 | | M 2/11 | Exam review | DUE: Social rules place reflection. <i>Note:</i> No reading, but come with any questions relating to the course material so far. |
| | | W 2/13 | IN-CLASS EXAM #1 | No Reading |
| | | F 2/15 | ACTIVITY: Case Example & group work | |
| 6 | PART II. POLICY ACTORS AND THE POLICY PROCESS | M 2/18 | Policy implementation | READ: NRP Ch. 5 (pp. 105-122) [17 p.] |
| | | W 2/20 | Policy evaluation | READ: NRP Ch 5 (pp. 122-127); Ferraro & Pattanayak. 2006. "Money for Nothing?" pp. 482-488 [11 p.] |
| | | F 2/22 | Reading review / ACTIVITY: Evaluation exercise | |
| 7 | | M 2/25 | Diversity and environmental policy | READ: Gould, R., et al. 2018. "Seizing opportunities to diversify conservation" (pp. 1-7); Moye, J. 2018. Tracing the Native American Roots of Natural Icons in the U.S. [10 p.] |
| | | W 2/27 | The legislature | READ: Kraft, M. 2018. Environmental Policy in Congress. (pp. 117- 137); [20 p.] Recommended: NRP Ch. 7 (pp. 169-189) |
| | | F 3/1 | Reading review / ACTIVITY: Debate on diversity and environmentalism | |
| 8 | | M 3/4 | The executive GUEST LECTURER: Dr. Bob Pahre (Political Science UIUC) | READ: NRP Ch. 8 (pp. 190-206) [16 p.] |

| | | | | |
|----|--|----------------------------|--|--|
| | | W 3/6 | The executive FILM: “War on the EPA” | READ: Andrews, R. 2018. The Environmental Protection Agency. (pp. 168-188) [36 p.] |
| | | F 3/8 | Reading & film discussion ACTIVITY: Institutional landscape work | |
| 9 | | M 3/11 | The judiciary GUEST LECTURER: Jennifer Walling (Illinois Environmental Council) | READ: NRP Ch.9 (pp. 207- 226) [19p.] |
| | | W 3/13 | The media & interest groups | READ: NRP Ch.10 (pp. selected pages) |
| | | F 3/15 | ACTIVITY: Institutional landscape work | DUE: Mapping institutional landscape assignment |
| 10 | | M 3/18 W 3/20 F 3/22 | NO CLASS – SPRING BREAK | |
| 11 | PART III. POLICY INSTRUMENTS AND CHANGE | M 3/25 | Policy instruments for natural resources | READ: NRP Ch. 11 (pp. 263- 282). [19 p.] |
| | | W 3/27 | Property rights | READ: Steinberg Ch. 4 (pp. 63- 94)[31 p.] |
| | | F 3/29 | Exam review / ACTIVITY: Policy instruments exercise | |
| 12 | | M 4/1 | IN-CLASS EXAM # 2 | No reading |
| | | W 4/3 | Land use regulation & environmental protection | READ: NRP Ch. 13 (selected pages). |
| | | F 4/5 | Reading discussion / ACTIVITY: Work on group projects | |
| 13 | | M 4/8 | Climate change & international policy | READ: Lazyer Ch 12 (pp. 380- 420) [40 p.] Recommended: Selin & VanDeveer. 2018. Global Climate Change Governance. (pp. 346) |
| | | W 4/10 | Climate change & international policy | READ: Socolow. 2011. “Wedges reaffirmed” (online) |
| | | F 4/12 | Climate solutions / ACTIVITY: Climate stabilization wedges | |

| | | | |
|----|--------|---|--|
| 14 | M 4/15 | Financial & market instruments for nature resource conservation | READ: NRP Ch. 15 (pp. 409-434) [25 p.] DUE: Changing the rules assignment |
| | W 4/17 | Financial & market instruments for nature resource conservation | READ: NRP Ch. 15 (pp. 434-457) [23 p.] Recommended: Steinberg Ch 5. |
| | F 4/19 | Group presentations (1) | DUE: Final presentations |
| 15 | M 4/22 | Participation: overview | READ: NRP Ch. 16 (pp. 459-481) [22p.] |
| | W 4/24 | Participation: super rules | READ: Steinberg Ch. 10 (pp. 245-262) [17 p.] |
| | F 4/26 | Group presentations (2) | DUE: Final presentations |
| 16 | M 4/29 | Principles for changing policy | READ: Steinberg Ch 11 (pp. 263-279) [16 p.] |
| | W 5/1 | Course wrap up and review | DUE: Final social rules project reports & Peer assessment |
| | F 5/3 | FINAL EXAM – 1:30-4:30PM, 166 Bevier Hall <i>**Note exam is first day of finals period**</i> | |