



THE OHIO STATE UNIVERSITY



COURSE SCHEDULE

NATURAL RESOURCES POLICY**ENVIRONMENT AND NATURAL RESOURCES 400**

5 credit hours, Spring Quarter 2008

InstructorProf. Tomas Koontz koontz.31@osu.edu

316B Kottman Hall

688-8166

Office hours by appointment

TAs:Jason Thomas: thomas.645@osu.eduMelanie Houston: houston.88@osu.edu**Course Outline** (*this is a working copy capable of change*)**UNIT 1: THE CONTEXT OF NATURAL RESOURCES POLICY****March 24:** Welcome

Overview, course requirements, introductions; value clash

March 26: Attitudes about the environment

Read: Smith Chapter 2 part (pp. 7-20)

Read: McPhee excerpts

March 27 (Recitation 1): Scarcity v. Plenty and your Ecological Footprint

Read: Ehrlich v. Simon, "Betting the planet"

Quiz

March 31: Public opinion and the media; issue framing

Read: Smith Chapter 2 part (pp. 20-28)

Read: Layzer chapter 1 part (pp. 5-15)

Read: excerpt from "The Death of Environmentalism"

April 2: Regulations, risk analysis; and debates about the role of government

Read: Smith Chapter 3, pp. 32-43

Read: Fiorino pp. 100-116

*Order the Harvard case online

April 3 (Recitation 2): Media Framing of Climate Change

Read: "Global Warming is a Hoax"

Bring in: 1-page paper discussing how the story illustrates course concepts

April 7: Aresnic in Drinking Water case

Read: Harvard case – order online

UNIT 2: PUBLIC POLICY TOOLS AND PROCESSES**April 9:** Policy tools

Read: Fiorino pp. 167-187

Special Guest: Dan Fiorino, USEPA

April 10 (Recitation 3): National Environmental Policy Act (NEPA)

Read: NEPA article - Shaw pp. 112-118 and 107-112

Quiz

April 14: Models of the policy process
 Read: Kraft ch 3, pp. 56-69
 Read: Layzer pp. 15-18

UNIT 3: GOVERNMENT LEVELS AND INSTITUTIONS

April 16: The Federal Level
 Read: Kraft ch 3, pp. 69-80
 Read: Layzer ch 18, pp. 491-498
 *Notify TA of your intended Application Activity choice by today
 *Notify TA of your intended Current Issue topic by today

April 17 (Recitation 4): Know your federal government
 Bring in: homework assignment

April 21: Federal Environmental Laws of the 1970s
 Read: Layzer ch 2 part, pp. 26-40)
 Read: additional TBD

April 23: Federal Air and Water Laws
 Read: Layzer ch 2 part, pp. 41-49
 Read: additional TBD

April 24 (Recitation 5): Review session
 Bring in: questions for the TAs

April 28: Midterm Exam

April 30: State Level
 Read: Kraft ch 3, pp. 80-81
 Read: Lester, "Federalism and State Environmental Policy"

May 1 (Recitation 6): Know your state and local government
 Bring in: homework assignment

May 5: Agencies
 Read: TBD
 * Turn in Application Activity

May 7: Courts
 Read: Lunch paper on juridical democracy / citizen suits
 Read: additional TBD
 Special guest: David Scott, Ohio Sierra Club

May 8 (Recitation 7): Reading TBD
 Quiz

May 12: Science into Policy
 Read: "How to Lose Your Political Virginity While Keeping Your Scientific Credibility."
 Read: Smith, Daniel. "Political Science."
 Read: Steel, Brent, Peter List, Denise Lach, and Bruce Shindler. 2003. "The Role of Scientists in the Environmental Policy Process: A Case Study from the American West."

May 14: Local Government: Land use and sprawl
 Read: Layzer ch. 17

May 15 (Recitation 8): Student presentations
 *Turn in Current Issue Paper

UNIT 4: POLICY FUTURES

May 19: Agricultural policy
 Read: Chertow and Esty (eds) ch. 13
 Read: Patricia Allen, *Together at the Table* ch 3 "Food as Politics" excerpt

May 22 (Recitation 9): Student presentations

May 21: Global climate change policy

Read: Cohen ch. 6

Read: Skolnikoff, "The Role of Science in policy: The Climate Change Debate in the U.S."

May 26: Holiday (no class)

May 28: New policy tools

Read: TBD

Read: TBD

May 29 (Recitation 10): Review session

Finals Week (Tues., June 3, 9:30 to 11:18 am): Final Exam

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Instructor

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*This is a working copy capable of change.***Course Description**

Course Bulletin: "Conceptual and historic development, implementation, and evaluation of resource policy."

In a broad sense, the term "natural resources" refers to the relationship between humans and the natural world. In this class, we will explore connections between ourselves and the environment, emphasizing how natural resource and environmental policies are conceptualized, crafted, analyzed, and implemented. Along the way we will explore the historical and cultural context of policy, as well as the links between science and policy.

To cover the large topic of natural resources policy in one quarter, we will indulge in learning about a variety of topics, rather than studying any one topic in great detail. It is hoped that this will provide opportunities to discover one or several subjects that will continue to be of interest outside of the classroom and long after the term is over. This is in keeping with the notion that natural resources issues are not confined to textbooks or newspaper articles; rather, they are an important part of our everyday habits, beliefs, and quality of life.

In studying natural resources policy and issues, it quickly becomes clear that nobody has the "right" answer. There are always at least two sides to every issue, and we should get in the habit of listening to, and learning from, others, especially those whose viewpoints differ from our own. With this in mind, the course will provide opportunities for students to voice opinions, make reasoned arguments, ask questions, and discuss topics both in the recitation sections and the full class sessions. Thus we will listen to each other in order to learn.

Since this is a five-credit course, we will cover a lot of material in our time together. An extra challenge will be keeping on top of the work as the school year draws to a close, other classes get busier, and the weather gets nicer. In order for us to get the most out of the course, it is essential for everyone to do the assigned work, which includes reading and thinking about material before we will discuss it. I am committed to doing the substantial work required for teaching this course; I expect that students who enroll in the course will do likewise.

Course Objectives

By the end of the quarter, students will understand key concepts in natural resources policy. They will have the skills necessary to listen carefully, communicate their thoughts to others, and make reasoned, informed decisions about natural resources issues. This course will foster a knowledge base and interest level to prepare students well for further study in natural resources policy, both in and beyond the classroom.

Course Requirements**The Student:**

In order for the interactive learning environment to be successful, each student must accept responsibility for preparing for each class session by completing assigned readings and taking the time to reflect upon them. Assigned readings will be posted on the course Carmen website. Occasionally I may provide handouts for additional reading material. There is one reading item to purchase, the Harvard case study, as noted below. I will provide reading questions as a guide and to stimulate your thinking about what you read. See the course calendar for due dates, with the caveat that I may change the order or dates; listen for any such announcements in class.

Students are expected to thoughtfully participate in class discussions. Each student's contribution is helpful in increasing our understanding of topics. I expect that discussions will occur in an atmosphere of mutual respect, where everyone can feel comfortable expressing his or her views. To cultivate productive discussions we need to respect the rights of others to have opinions that differ from our own.

Most people learn best by going beyond just reading and discussing material. Applying concepts to real-world situations of the student's choosing provides an excellent opportunity to gain further command of course material. Thus, students will complete a Current Issue Paper plus select an Application Activity, discussed below, to earn points toward the final grade.

Weekly recitation section quizzes or short papers, along with recitation participation, provide additional opportunities to earn points toward the final grade.

There will be one in-class midterm examination, plus a final exam during finals week. These exams will consist primarily of multiple choice, and short essay questions designed to test understanding of the readings and class discussions.

The Instructor:

My role as instructor is to provide a structure for the course as well as a way to logically proceed through the diverse topics related to natural resources policy. I will prepare lectures and lead discussions to help clarify topics and draw out main ideas, and I will help students fit together concepts from a variety of readings and from each other's experiences.

Outside of class, I will be happy to meet with you for office hours, by appointment. Feel free to contact me to set up a mutually agreeable time.

Course Texts

Most course readings and reading questions will be posted on the Carmen course website.

Note: students will purchase a case study report by April 2 in preparation for the class session Monday, April 7 (see instructions for online purchase from Harvard's Kennedy School of Government).

Grading Policies

Course grades will be based on a student's point total. Points can be earned as follows:

Item	Maximum No. of Points
Application Activity (notify 4/16; due 5/5)	50
Current Issue Paper (notify 4/16; due 5/15)	50
Recitation Quizzes/papers (Thursdays)	60
Recitation Participation (Thursdays)	50
Mid-term Exam (4/28)	100
Final Exam (6/3)	100
Total possible	410

Final grades will be assigned based on a student's point total. Letter grades correspond to the following minimum point percentages:

	B+ = 88%	C+ = 78%	D+ = 68%
A = 92%	B = 82%	C = 72%	D = 62%
A- = 90%	B- = 80%	C- = 70%	D- = 60%

APPLICATION ACTIVITIES

Application Activities provide an opportunity to apply course concepts to each student's topic of interest. Unless otherwise indicated, each activity is an individual (not group) project, and it should be undertaken individually. Each student is expected to choose one application activity, which is worth up to 50 points, and notify his or her TA of the choice no later than the start of class **Tuesday, April 16**. Due date is the start of class **Monday, May 5**. Late assignments will not be accepted without prior instructor approval, unless for a documented health or family emergency. The activities are described at the end of this syllabus.

CURRENT ISSUE PAPER

The Current Issue Paper is designed to help you apply concepts learned in class to real-world natural resources issues. Each student must notify his or her TA of the choice of topic no later than the start of class **Tuesday, April 16**. Due date is the start of Recitation **Thursday, May 15**. Late assignments will not be accepted without prior instructor approval, unless for a documented health or family emergency. Details are provided at the end of this syllabus.

RECITATION QUIZZES / PAPERS AND PARTICIPATION

In a large class such as this, the opportunity to meet in smaller numbers is a crucial component of learning. The Thursday recitation sections provide a forum to discuss course material and additional readings in a smaller class setting. You may earn points from weekly recitation quizzes and assignments. In addition, graduate teaching assistants in charge of the recitation sections will assign each student with participation points based on contribution to the discussions and completion of recitation work. While attendance is a necessary condition to participating, it is not sufficient. In other words, you are expected to attend and also to participate.

EXAMS

The mid-term and final exams will be equally weighted. In fairness to other students, and to the instructor, exams must be taken at the assigned time and date. However, in cases of dire emergencies (medical or family), we will work out an alternate arrangement if you notify me **before** the test is administered.

Availability of Accommodations

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office For Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

Method of Dealing with a Language Barrier

This course will be conducted in English. I do not have the resources necessary to evaluate non-English work. Students who have difficulty communicating in English are encouraged to seek assistance from sources outside the classroom.

A Note on Academic Dishonesty:

In the university setting, academic dishonesty is one of the most serious offenses a student can commit. Often the student isn't aware of exactly what constitutes academic dishonesty. In addition to consulting the procedures created by the OSU Committee on Academic Misconduct, I offer some basic guidelines:

1. Cheating on an exam: Unless specifically allowed by the instructor, you may not look at someone else's work, allow someone else to look at your work, or refer to notes or other materials during the exam.
2. Plagiarism: You should be aware of what constitutes plagiarism, because it can have **serious** consequences. Plagiarism means using someone else's ideas, or their words (even in a short phrase) without indicating where you got them. If you use someone else's idea, in your own words, you must include a citation to indicate where you got the idea. If you use someone else's words, you must put quotes around them and include a citation to indicate where they came from. Plagiarism includes copying another student's paper or ideas.

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