

**The Evergreen State College
Masters of Public Administration Program
Fall 2012 – Land Management and Policy Processes**

**Oct. 5-7 and Oct 19-21
Fri 5-9p. Sat 9a-5p Sunday 9a-5p
Seminar Rooms: Sem II, B3109**

Faculty

	<u>E-mail</u>	<u>Phone</u>	<u>Office</u>	<u>Office hours</u>
Linda Moon Stumpff	stumpffl@evergreen.edu	ext 6845	Lab 1- 3005	5-6pm class days or by appt.

MPA Mission

“You must be the change you wish to see in the world.”

—Mohandas K. Gandhi

Evergreen students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We:

- think critically and creatively;
- communicate effectively;
- work collaboratively;
- embrace diversity;
- value fairness and equity;
- advocate powerfully and imagine new possibilities and accomplish positive change in our workplaces and in our communities.

Elective Description Fall 2012

This course explores the nexus points of policy, science, and management for public lands and the legal foundations for collaboration. Major federal initiatives like the Endangered Species Act, and the Clean Water Act deliver large discretionary components to managers who then develop implementation plans requiring informed public participation and collaboration with multiple organizations. State and local legislation evolves in similar directions. The course design offers opportunities to research and critique model management programs in international, federal, tribal, state and local contexts. Emphasis is on current challenges like responses to climate change, global land and water issues, renewable energy development, public participation, and strategies to achieve adaptive change. Class activities include readings (4-5 books plus articles), four seminar papers, one field trip, presentations, one 2 page research topic paper and one 6-8 page research paper.)

Learning Objectives

1. Examine, evaluate and situate contemporary ideas about land management in a variety of contexts.

2. Participate in the analysis of cases in land management to develop practical and useful alternatives.
3. Improve skills in critical thinking, writing, speaking, and working effectively in teams.
4. Broaden understanding of laws and policies by analyzing and critiquing international, tribal, local and state management plans and issues
5. Develop skill in articulating comparisons between different land management systems

Expectations

Students

- Attend every class; be on time.
- Comply with TESC Social Contract (<http://www.evergreen.edu/about/social.htm>) and Student Conduct Code (<http://search.leg.wa.gov/wslwac/WAC%20174%20%20TITLE/WAC%20174%20-120%20%20CHAPTER/WAC%20174%20-120%20%20CHAPTER.htm>)
- Writing is expected to be of the highest quality, clear with accurate grammar and spelling. Students are encouraged, and may be required, to work with the Graduate Writing Assistant.
- Full credit and a positive evaluation depend on timely completion and submission of assignments and regular attendance and participation in class. **Missing more than one weekend class meeting in any given quarter and/or consistently submitting assignments late will result in no credit.**
- Students are required to have an Evergreen e-mail account for communication about class work and to participate in program list serves.
- Computer and Internet access are required outside class.
- No electronic devices (other than laptops used expressly for class work and any aids necessary for access) are allowed in class.
- Students are expected to complete a faculty evaluation. Students are required to complete and submit a self-evaluation to faculty before the evaluation conference to receive credit. Student evaluations of faculty must be submitted at the evaluation conference to faculty or to the program secretaries (Lab II, 2250).
- Any deviation from these expectations must receive prior approval from your seminar faculty.

Faculty

- Faculty members are expected to be prepared for class, responsive to student questions and to promptly return student work.
- Faculty members can be expected to be reasonably available to students during office hours, by email and by appointment.

Required Readings

SOME OF THESE BOOKS MAY BE AVAILABLE IN THE BOOKSTORE. HOWEVER BECAUSE OF THE SMALL SIZE OF GRADUATE ELECTIVES YOU ARE STRONGLY ADVISED TO ORDER THEM ONLINE OR THROUGH YOUR FAVORATE BOOKSTORE.

- Ostrom, Elinor "Governing the Commons: The Evolution of Institutions for Collective Action," Cambridge University Press, 1990. ISBN 0-521-40599-8, 280 pp
 - Juergensmeyer, J.C. and Thomas E. Roberts, "Land Use Planning and Development of Regulatory Law, Hornbook Series, 2007, ISBN 978-0-314-17249-5
 - Grossman, Zoltan and Alan Parker ed., "Asserting Native Resilience: Pacific Rim Indigenous Nations Face Climate Change, Oregon State University Press, Corvallis, OR. 2012
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- The Quinault Case (www.evergreen.edu) Search on “native cases” click on “Enduring Legacies, and find case under environmental cases (no seminar paper required) .
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ONE Additional Required Reading

SELECT ONE BOOK FROM THE ADDITIONAL SELECTIONS LISTED BELOW. THESE BOOKS WILL NOT BE AVAILABLE IN THE BOOKSTORE: YOU WILL NEED TO ORDER THEM ONLINE OR ORDER THROUGH YOUR FAVORITE BOOKSTORE.

- Living Waters and other articles by Linda Moon Stumpff with a tribal/indigenous perspective on land management. (to be posted on Moodle)
- Adler, Sy, “Oregon Plans: The Making of an Unquiet Land Use Revolution,” Oregon State University Press, Corvallis, OR
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- Wilshire, Howard E., Jane E. Nielsen and Richard W. Hazlett, (2008) “The American West at Risk: science, myths and the politics of land abuse and recovery. Oxford University Press
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- Wordolleck, Marie and Steven Lewis Yafee, “Making Collaboration Work: Lessons from Innovations in Natural Resources, Island Press, (2006) WA D.C.
- You can suggest a title of your own choice upon approval of the instructor.

All assignments must be submitted on time. Late submission of assignments may be accepted upon **prior** approval from faculty.

1. **Seminar papers.** Write seminar papers as assigned for all required readings plus book choice (Quinault Case not included) Due at time of seminar 1-2 p..
2. **Research Topic paper:** A short 2 page paper describing the topic of your research paper and some of your possible references is due on Sunday Oct 7 of the first session.
3. **Case study analysis.** This activity will be done in class except for reading the case itself at home. Group work to analyze the case and a brief presentation to the class will complete the activity. The case will present a land management problem for you to analyze and interpret. Your case analysis presentations should state the problem, discuss the costs and benefits of potential alternatives and present a possible solution or preferred alternative. Teams will produce one decision memo on the case during class.
4. **Research paper, 6-8 pp.** The major assignment of the course is a research paper. The goal of this assignment is to expand your knowledge of land management policies in a variety of contexts. You may complete it as an individual project or in a team of two. In the first session, you'll chose your topic and prepare a short paper. We'll have a class workshop first session to help you chose and refine a topic. Research should be exhaustive. This means a complete search of secondary resources (published reports, governmental documents, press accounts, academic research, internet sites and other background documents and materials). You may wish to do some interviews. Be aware that you may only ask for descriptive information that is available to the public from your interviewees. Do not ask them about their personal opinions or to critique their organizations. In other words, ask about the facts. You may not ask any personal questions about the respondent or their views about other people in the organization. **(Because of the time frame, we cannot ask you to perform more in-depth interviews because that requires a Human Subjects Review application and that could not be completed in time).** The requirement of exhaustive research means

you must choose a situation that lends itself to research – this means information is readily available and, if needed, participants need to be available for interviews (phone or email availability counts).

Some things to think about as you write are: a brief history, population served, public need(s) addressed, existing land use policies, international agreement in place or needed, intergovernmental structures, current initiatives, energy considerations, biodiversity, demographics and many other components. What has a certain policy accomplished? Where has it fallen short? Are new innovations needed? How productive are the relationships with other levels or parts of government and/or nations that it generates? Finally, in your view, based on the evidence you have collected, is this policy adequate for the future and if not, what is needed? Length: 6-8 pp. plus references **Due October 19 posted on Moodle and hardcopy to faculty. Presentations to the class will be due on October 21.**

Presentation. On Sunday October 21. Each presentation will be 15 minutes for delivering findings and conclusions. Five additional minutes are allowed for questions and answers. A visual aid is required and should follow the following guidelines:

- If using a power point presentation, it may not be more than 15 slides.
- If using a handout, it may not be more than 2 pages, single sided, double spaced, 12 point font or larger and must have a graphic.
- If using a poster/display, it must be large enough for all to see, have no more than 3 colors and use a graphic.
- If using a video, it may not be more than 7 minutes long and should be of good quality. Hearing assistance devices are available in the classrooms.
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Any photographs or graphs/charts should have a summary notes about what is being displayed. Things to think about for visual aid: contrast, background color (dark colors require a dark room), limiting red and green (colorblindness), font size, readability, universal design access.

October 5 5-9

Activities	Assignments
5:00 COURSE OVERVIEW	
5:30 Seminar on Ostrom	Due: hardcopy: 1-2 page seminar paper
6:45 Break	
7:00 Workshop on Research Topics	
9:00 Class over	

OCTOBER 6 8:30-5

Activities

Assignments

8:30 Small group seminars	Juergenmeyer and Roberts: Small group discussions of specific sections
9:45 Break	
10:00 All class discussion of land management and policy Lecture/discussion (Linda)	
11:15 Land Management Regimes— National and International Models Interactive lecture session (Linda)	
12::00 Lunch	
1:00 Workshop: Action memo and analysis of topics	
2:30 Break	
2:45 Begin workshop	Handout in class
5:00 Class over	

October 7 8:30-5

Activities

Assignments

8:30 Overview and activities	
10:00 Break	
10:15 Field trip: Squaxin Island and beyond. Bring lunch and appropriate clothing for outdoor walk	
12:00-1:00 Lunch	
1 00 Small group	

3:00 Return to campus:small group activity	
3:00 Summary Lecture 5:00 Class over	

SECOND SESSION: OCT. 19-21

Oct 19 5-9

Activities

Assignments

5:00 Seminar	Reading: Grossman and Parker Seminar paper due
5:30 Break	
6:45 Workshop/Speaker	
7:00 Handout for class activities: Quinault case	

Oct. 20 8:30-5

Oct.8:30 Class activity	
10:00 Workshop: Endangered Species Act and Land Management	
12:00 Lunch	
1:00 Quinault case teams	
3:00 Presentations on Quinault Case	
4:30 Wrap up	

Class over 5pm	

October 21 8:30-5

Activities

Assignments

Seminars: Book choice	Seminar paper on book choice (Bring 8 copies)
9:30 Overview: Design and Land Management	
10:15 Break 11:00 Begin Research Paper presentations	Research paper due
12:00 Lunch	
1:00 Presentations	
2:15 Break 2:30 Presentations	
4:30 Summary	
Class over: 5pm	