Instructor:
Dr. Travis Wagner
Department of Environmental Science & Policy
University of Southern Maine

Office Hours:
Because this is an online course, I have virtual office hours. This means you are not limited to set days and hours--we will set up a day and time that works (including weekends if this is best). So, if you have questions or concerns about the course, the first step is to email me. We can meet via email, by phone, Zoom, Facetime, or Skype as appropriate.

Course Objectives:
Upon successful completion of this course, students will be able to:

- Define conflict-based natural resource problems.
- Model the symptoms and causes of a natural resource problem.
- Demonstrate competency in conducting policy research to accurately define and solve a natural recourse problem using empirical data.
- Develop the ability to critically analyze the formulation, construction, development, and implementation of natural resource policies.
- Solve a natural resource problem through stakeholder identification, assessment, and evaluation.

Introduction:
What is Natural Resource Policy?
Natural resource policy is a subset of environmental policy. The primary focus of environmental policy is the protection of human health and the environment primarily from physical and chemical agents (i.e., pollution). In contrast, the focus of natural resource policy is managing the “use” of natural resources—renewable and non-renewable—with the goal of satisfying human demands while protecting ecological health. Whereas environmental policy focuses on the prevention, control, reduction, or remediation of pollutants, the focus of natural resource policy is balancing competing demands for “using”
resources adversely affecting the ecological integrity of the resource. Thus, a defining characteristic of natural resource policy is that it faces and must deal with conflict over the competing use/consumption demands of natural resources. For example, environmental policy would focus on the reduction of pollution entering a wilderness area whereas natural resource policy would focus on designating a land as wilderness and then adopting policies to ensure the use of the land satisfies the designated use, which in this case is wilderness.

The roots of natural resource policy are firmly rooted in early 20th century conservation movement from the Progressive period, which is best captured by Gifford Pinchot’s description of conservation expanded on the 19th century principle of utilitarianism: “conservation is the foresighted utilization, preservation, and/or renewal of forests, waters, lands and minerals, for the greatest good for the greatest number for the longest time.”

Natural resource policy problems thus are the conflict itself. (Conflict is the expressed disagreements among stakeholders who see incompatible goals and potential restrictions in achieving desirable goals as defined by the stakeholder.) That is, if there is conflict over the use of a particular natural resource (e.g., a specific tract of land, shorelines, fish species, etc.), therein lies the problem. Conflict regarding the consumption, conservation, and/or preservation of natural resources is one of the greatest challenges of the past, current, and future generations.

The conflict must be resolved while trying to protect the ecological integrity of the resource. A “policy” is composed of the problem (what is the conflict), the policy goal (to reduce or eliminate the conflict), the policy instrument(s) (e.g., tradable quotas, license restrictions, participation limits, budgets, harvest limits, etc.), and the policy vehicle (e.g., memorandum of understanding, contract, law, regulation, guideline, etc.).

Throughout the course, we will be attempting to answer overarching questions at the root of most natural resource policy debates: To whom do “natural” resources belong? Who should decide whether and how natural resources are used? What should be the role of government, public interests, and private interests in protecting or consuming natural resources? What is the role of science in determining natural resource policy? What is the proper role of economics in identifying solutions? Is there a better approach to solving persistent natural resource policy problems?

The course format is a mixture of video-taped lectures, weekly assignments, video-taped discussion board posts using Voice Thread, and a semester-long policy research project with emphasis on critical analysis of assigned readings, case studies, and topical discussions of issues.

**Course Materials:**
Required textbooks:


- Weekly assigned readings are posted on Blackboard.
- Other materials posted on Blackboard include:
  - Explanation of Assignments
  - Supplemental materials
  - Additional requirements for ESP 521 students

**Schedule of Topics**

<table>
<thead>
<tr>
<th><em>Class Week</em></th>
<th>Topics</th>
<th><strong>Assigned weekly Readings</strong></th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1 Jan 22-27</td>
<td>INTRODUCTION</td>
<td>All of Bardach (except appendices)</td>
<td>- MA #1</td>
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</tbody>
</table>
| 2 Jan 28-Feb 3 | POLICY FORMULATION & ANALYSIS | - Environmental Policymaking Process in Maine  
- Introduction to natural resource conflicts | - MA #2  
- Environmental Policymaking Process in Maine |
| 3 Feb 4-10   | THE COMMONS | - Tragedy of the Commons  
- Coping with tragedies of the commons (DB) | - DB Posting #1  
- MA #3  
- Policy Topic Selection |
| 4 Feb 11-17  | CULTURAL-BASED CONFLICTS I | Cod, chps 1-6 (DB)  
*Case Study: Devil’s Tower* | - DB Posting #3  
- MA #4  
- Stakeholder Identification & Assessment |
| 5 Feb 18-24  | ADDRESSING POTENTIAL CONFLICTS | Strategies, Conflict, and Emergence of Territoriality (DB) | - DB Posting #4  
- Policy Proposal Presentation |
<p>| 6 Feb 25-Mar 3 | SCIENCE | Cod, chps 7-14 (DB) | - DB Posting #5 |
| 7 Mar 4-10   | POLITICS OF ENDANGERED SPECIES | <em>Case Study: Northern Spotted Owl</em> | - DB Posting #6 |</p>
<table>
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| 8 Mar 11-17 | PUBLIC ACCESS | - Public Shoreline Access in Maine  
- Public Access to Privately Owned Land in Maine *(DB)* | - MA #5  
- DB Posting #7 |
| 9 Mar 18-24 | No Classes – Spring Break | | |
| 10 Mar 25-31 | CULTURAL-BASED CONFLICTS II | Cultural Conflict and the Endangered Florida Key Deer *(DB)* | - NR Problem Analysis  
- DB Posting #8 |
| 11 Apr 1-7 | NATURAL RESOURCE POLICY INSTRUMENTS | Natural Resource Management Challenges and Policies | - MA #6 |
| 12 Apr 8-14 | WILDLIFE | Wildlife Policymaking by the Electorate *(DB)* | - DB Posting #9  
- MA #7 |
| 13 Apr 15-21 | FORESTS | Federal Forest Fire Policy in the US *(DB)* | - DB Posting #10  
- MA #8 |
| 14 Apr 22-28 | PUBLIC LANDS | Shifting National Park Policies and Local People *(DB)*  
Obama Conserved 1.3 Million Acres in Utah—Can Trump Undo That? *(DB)* | - DB Posting #11  
- DB Posting #11 |
| 15 Apr 29-May 5 | COMMUNICATING POLICY SOLUTIONS | | - MA #9  
- Policy – Mock Testimony  
- Final Policy Project  
- Learning Memorandum  
- Public Hearing Attendance |

*The class week is generally from Monday 7:00 am to Sunday, 11:59 pm.

* *Readings with a (DB) are the subject of graded discussion board video posts. Consult BB for more information.*
Schedule and Grading:

<table>
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<tr>
<th>Assignment</th>
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<th>Due Date</th>
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<tr>
<td>1. Discussion Board Postings (11)</td>
<td>44</td>
<td>Weekly as scheduled</td>
</tr>
<tr>
<td>2. Module Assignments (9)</td>
<td>36</td>
<td>Weekly as scheduled</td>
</tr>
<tr>
<td>3. Environmental policymaking process in Maine</td>
<td>15</td>
<td>February 3</td>
</tr>
<tr>
<td>4. Policy Topic Selection</td>
<td>5</td>
<td>February 10</td>
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<tr>
<td>5. Stakeholder Identification &amp; Assessment</td>
<td>5</td>
<td>February 17</td>
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<tr>
<td>6. Policy Proposal Presentation</td>
<td>10</td>
<td>March 3</td>
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<tr>
<td>7. NR Problem Analysis</td>
<td>30</td>
<td>March 31</td>
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<tr>
<td>8. Policy - Mock Testimony</td>
<td>10</td>
<td>May 1</td>
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<tr>
<td>9. Final Policy Project</td>
<td>40</td>
<td>May 3</td>
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<tr>
<td>10. Learning Memorandum (ESP 421 only)</td>
<td>10</td>
<td>May 5</td>
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<tr>
<td>11. Public Hearing Attendance (ESP 521 only)</td>
<td>10</td>
<td>May 5</td>
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COURSE POLICIES

Due Dates:
Assignments are due by 11:59 p.m. on the specified due date and need to be uploaded to the Assignments Folder in BB. The upload link disappears at 11:59 pm - Late assignments are not accepted, which includes email submissions after the day and time so be sure to plan your schedule accordingly.

Student Support
If you have difficulties in this course it is imperative you come see me as soon as possible. USM provides various levels of support to ensure your academic success. Student Success Centers are located in 119 Bailey Hall (207-780-5652) on the Gorham Campus and at 119 Payson Smith Hall (207-780-4040) on the Portland Campus. For more information visit: http://usm.maine.edu/success.

If you are having problems with computing or Blackboard contact the Help Line at 780-4029 or by email: helpdesk@usm.maine.edu.

The Americans with Disabilities Act
The Americans with Disabilities Act of 1992 is a federal law mandating the elimination of discrimination against persons with disabilities. If you need course adaptations or accommodations, please make an appointment to see with the Office of Academic Support for Students with Disabilities (237 Luther Bonney, 780-4706). Only students who are registered with OASSD are eligible for accommodation. Students experience difficulty in courses for a variety of reasons.

Plagiarism
Plagiarism is not acceptable and will not be tolerated. In addition to the obvious, other
areas of plagiarism include fabrication of data and the presentation of work that is not yours. The latter can be prevented through proper citation, which allows you to provide credit for others’ work. If you have any questions regarding referencing formats and correct citations, please ask me. Go to USM’s library webpage for online tutorials on proper citing of references. (http://usm.maine.libguides.com/tutorials).