

COURSE SYLLABUS

Spring 2023

ENR 5325 FOREST AND PUBLIC LANDS POLICY

Schedule: Tu 2:20 – 5:05 PM; Howlett Hall Room 164

Instructor:

Dr. Sayeed Mehmood

Office: 469C Kottman Hall

Email: Mehmood.9

Office Hours: Please contact me by email and we will set up an in-person, phone, or zoom meeting.

Textbook:

None

NOTE: My lecture will be based on a variety of materials. If I am using slides, I will upload them to Carmen. However, slides are obviously not going to have much detail. You are responsible for completing the assigned readings and do additional research.

COURSE DESCRIPTION

In this course, we will take a multi-disciplinary approach to analyzing the evolution, enactment, and implementation of major forest and public lands policies. Our discussion will integrate science, public administration, law, economics, sociology and politics. We will take on important, relevant, often controversial issues and analyze them from widely different perspectives.

STUDENT LEARNING OBJECTIVES

This course is designed to encourage and reward student participation and critical thinking. By the end of the semester, students are not only expected to understand the complex nature of forest and public land-related issues, but also to be tolerant and respectful of opinions that may not agree with their own.

Specific learning objectives of this course are as follows:

1. Understand major forest and public lands policies and issues related to the administration of such policies.
2. Learn about the history and evolution of public land management doctrines and issues and controversies surrounding them.

3. Learn how to analyze policies and develop policy recommendations.
4. Develop critical thinking, writing, and presentation skills.

COURSE REQUIREMENTS

Quizzes

There will be a total of 2 quizzes, worth 25 points each, over the course of the semester. We will use Carmen for administering the quizzes. These will be timed, with no retakes. Typically, the quizzes must be completed by 11:59 PM on designated Mondays and will cover materials discussed over approximately four weeks.

Exams

There will be one mid-term exam, worth 100 points. I will announce the specific date well in advance, but the exam will be around mid-March.

Public Land Management Writing Assignment

Each of you will be assigned a public land, which may be a national forest, national park, state forest, or a state park. You are responsible to do your research and gather information on your public land. Approximately every two weeks, we will have a discussion session and each of you will be asked to discuss your progress. The topics of these discussions will be assigned in class. Each of these topics will effectively become a section of your final report, **which must be submitted by Friday, April 21**. This writing assignment will be worth 100 points. Each of you will make a PowerPoint presentation on your project for an additional 25 points.

Class Participation

Participation is graded in this class! Each student's contribution is helpful to increase our understanding of the topics we'll cover. **Only rule is, be courteous to others and tolerant with ideas that you don't agree with.** I will sometimes guide the in-class discussions but not always. I will both encourage students to participate, and I also reserve the right to randomly call on students for their opinions and ideas on the readings/ongoing conversations (i.e. the Socratic method). So be ready to be called on! The more you participate in class, the less likely it is that I will call on you out of the blue.

For Graduate Students Only

The graduate students enrolled in this class will have an additional requirement to be eligible for graduate credits. You will be required to prepare a poster on a relevant forest and public lands issue. **The poster will be due by 5 PM Tuesday, April 25.**

Attendance

It should be clear from the grading breakdown that it will be extremely difficult for you to do well in this course if you habitually miss classes. Also, this is a small enough class that an absence will be easily noticed. **There will not be any make-up exams, except for documented medical reasons. No opportunities for extra credit will be given in this course.**

Your Responsibility as a Student

Students are expected to complete all reading assignments prior to class and come prepared to participate in discussions. I highly encourage you to participate in class discussions, but please be respectful of others' opinions. Any disparaging or derogatory statements based on someone's race, religion, ethnicity, national origin, gender, sexual orientation, or any other natural/biological/genetic/visual source(s) of difference, whether protected by law or not, will not be tolerated.

UNIVERSITY POLICIES

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Accommodation of Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org.

Title IX and Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

GRADING

The grading breakdown is as follows:

Undergraduate Students

2 quizzes, 25 points each	50 points
1 exam, 100 points	100 points
Public land management assignment	100 points
PLM assignment presentation	25 points
Class participation	25 points
TOTAL	300 points

Graduate Students

2 quizzes, 25 points each	50 points
1 exam, 100 points	100 points
Public land management assignment	100 points
Poster	100 points
PLM assignment presentation	25 points
Class participation	25 points
TOTAL	400 points

Based on your earned points, your grade will be assigned based on the following scale:

- A: 93 % or more of maximum points
- A-: 90 to 92.9 % of maximum points
- B+: 87 to 89.9 % of maximum points
- B: 83 to 86.9 % of maximum points
- B-: 80 to 82.9 % of maximum points
- C+: 77 to 79.9 % of maximum points
- C: 73 to 76.9 % of maximum points
- C-: 70 to 72.9 % of maximum points
- D+: 67 to 69.9 % of maximum points
- D: 63 to 66.9 % of maximum points
- D-: 60 to 62.9 % of maximum points
- E: less than 60 % of maximum points

CLASS SCHEDULE

WEEK 1: January 10th

Introduction to ENR 5325

Policy Basics

Definitions, important concepts, overview of public lands administration

WEEK 2: January 17th

Politics and the Policy Process

Policy objectives, political realities, approaches to policy, the policy process model
Issue creation, agenda status and issue expansion, policy formulation and adoption

Policy Analysis and Decision Criteria

Criteria for policy analysis—biological, ecological, and economic.

WEEK 3: January 24th

Discussion session #1

Students discuss Question #1 in public lands management project.

WEEK 4: January 31st

Public Land Management – Evolution, Issues, and Controversies

History of public land management in the U.S.

The public lands debate

Sagebrush rebellion

Required Readings:

Leroy, D.H. and R.L. Eiguren. 1980. State Takeover of Federal Lands - "The Sagebrush Rebellion. *Rangelands* 2(6): 229-231.

“Sagebrush Rebellion”, excerpt from Natural Resource Policy by F.W. Cabbage, J. O’Laughlin, and M.N. Peterson.

WEEK 5: February 7th

U.S. Forest Service

History, mission, and evolution of management philosophy

Clearcutting on national forests

National Forest Management Act

Required Readings:

Breazeale, R. 2001. Is Something Wrong with the National Forest Management Act? *Journal of Land, Resources, & Environmental Law*. 21: 317-330.

West Virginia Division v Butz, 522 F.2d 945 (4th Cir. 1975). District Court opinion.

WEEK 6: February 14th

Discussion session #2

The Debate Over Public Land Ownership

Brodie, A.W. 1981. A Question of Enumerated Powers: Constitutional Issues Surrounding Federal Ownership of Public Lands. *Pacific Law Journal* 12: 693-726.

Students discuss Question #2 in public lands management project.

WEEK 7: February 21st

National Park Service

Mission and management philosophy

The National Park Service Act

Controversies and court cases

Required Reading:

Sturgeon v Frost, U.S. Supreme Court opinion.

WEEK 8: February 28th

Bureau of Land Management

Mission and management philosophy

Federal Land Policy and Management Act

Wildearth Guardians v United States Bureau of Land Management

Required Reading:

Wildearth Guardians v United States Bureau of Land Management, U.S. Court of Appeals 10th Circuit opinion.

WEEK 9: March 7th

Discussion Session #3

The Debate Over Public Land Ownership *Contd.*

Leshy, J.D. 2018. Are U.S. Public Lands Unconstitutional? *Hastings Law Journal* 69: 499-582.

Students discuss Question #3 in public lands management project.

WEEK 10: Spring Break – No Class

WEEK 11: March 21st

National Environmental Policy Act

NEPA basics and revisions

NEPA-related controversies and cases

WEEK 12: March 28th

Discussion Session #4

The Debate Over Public Land Ownership *Contd.*

Ruple, J.C. 2018. The Transfer of Public Lands Movement: The Battle to Take “Back” Lands That Were Never Theirs. *Colorado Natural Resources, Energy & Environmental Law Review* 29: 1-79.

Students discuss Question #4 in public lands management project.

WEEK 13: April 4th

State public land management

Public land management in Ohio

State laws regarding public land

State public land governance

Public-private partnership

WEEK 14: April 11th

Public Land Management Project Presentations

WEEK 15: April 18th

Public Land Management Project Presentations