

"Make it Happen"

**Political Science 5500
Public Lands Policy
July 9 to July 21, 2007
Taught in conjunction with HIST 4390/6910**

Professor Daniel McCool
Dept. of Political Science
e-mail: dan.mccool@poli-sci.utah.edu

Office: 301 OSH
PH: (801) 585-6455

COURSE OBJECTIVES:

Political conflicts over public lands—those managed by the National Park Service, the Bureau of Land Management, the U. S. Forest Service, the U. S. Fish and Wildlife Service, and state agencies--- have become increasingly intense as more people demand access to these lands. Disagreements over clear-cutting, desert lands grazing, endangered species, and limitations on public land uses often become protracted national and even international conflicts. It seems that everyone has an opinion about what to do with the western public lands.

The state of Utah, which is 64% federal land, is at the very center of this struggle to determine the future of the West. With twelve national parks and monuments, fifteen wilderness areas totaling 750,000 acres, 3.5 million acres of wilderness study areas, and fifteen ski resorts on public lands, there is no shortage of conflict. There are also 41 state parks. The state is also home to two of the largest rivers in the West, the Colorado and Green Rivers, and the enormous Lake Powell.

This course is offered through the Red Rock Institute, which was founded on the principle that environmental conflicts cannot be resolved without a fundamental understanding of the resource, and the stakeholders. This is best accomplished by experiencing the land, the protagonists, and the issues first-hand. Thus, this class includes field trips to contested areas.

REQUIED READING:

1. Wallace Stegner. Beyond the Hundredth Meridian. Penguin Books (any edition).
2. Jim Stiles. Brave New West. University of Arizona Press, 2007.
3. Christopher Werli and Robin Clegg, "The Evolution of the Wilderness Concept," pp. 3-16, in Contested Landscape: The Politics of Wilderness in Utah and the West, edited by Doug Goodman and Daniel McCool, University of Utah Press, 1999.

3. Jeanne Nienaber Clarke and Daniel McCool, Staking Out the Terrain: Power and Performance Among Natural Resources Management Agencies, second 3d., pp. 1-16. SUNY Press, 1996.

4. The websites for the U. S. Bureau of Land Management, The U. S. Forest Service, the National Park Service, and the U. S. Fish and Wildlife Service.

5. for graduate students only:

Sandra K. Davis, "Fighting Over Public Lands: interest Groups, States, and the Federal Government," pp. 11-34, in Western Public Lands, second edition. Westview Press, Charles Davis, editor.2001.

Note: The Stegner and Stiles books can be ordered via the internet, and should be read prior to the field trips. The short readings will be on e-reserve at the Marriott Library.

GRADING

Essay Exam, typed, double-spaced, 10 pages (15 pages for graduate students), due August 13 (50% of final grade)

This is a take-home exam. Identify and describe each of the major federal land management agencies. Also identify the principal interest groups that attempt to influence how these agencies manage public lands. Your answers should reflect your extensive knowledge of the required readings, handouts, movies, and class lectures. Your grade will be based on how well you demonstrate this knowledge.

Field Trip Essay. Typed, double-spaced, 3-5 pages (7-10 pages for graduate students). Due: August 13 (25% of grade).

The field trips are an integral part of the learning process. As we travel through the different regions of Utah, you should attempt to answer these questions: what impact or control do states and counties have on public lands? Which laws have the most impact on public land managers? Are there common themes or concerns expressed by the people who we met with on the field trip? Is the public interest being served by the policies pursued by public land managers? Your answers should focus on the knowledge you gained while on the field trips.

Class Participation (25% of grade).

Class is much more interesting if everyone participates. I expect each of you to do the readings on-time, and come to class prepared to discuss them. I encourage all of you to express your germane opinions and perspectives during class and on the field trips.

Note: Unless you live outside the U. S., please turn in paper copies of all assignments; do not email them to me.

FIELD TRIPS

The field trips are an essential component of this class. Attendance for the full length of each field trip is mandatory. Each student is expected to travel with the group

in the vans, and remain with the class for the duration of each trip. If you do not fully participate in the field trips you will not receive credit for this class. There are two field trips:

1. The principal field trip for the History class is July 10 - 14. Please see the syllabus for that class for details. We will also cover materials for this class during that field trip.
2. The principal field trip for this class is July 17-21. We will visit western Wyoming, including the Jackson Hole area, national parks, and national forests to meet with park administrators, national forest officials, local elected officials, and stakeholders.

Note: Students are expected to comply with all University of Utah regulations, and state and federal laws, while on the field trips. As a representative of the University, I expect you to engage in appropriate, considerate, and responsible behavior. The field trips require a high degree of cooperation; please be prepared to work happily with a variety of students, staff, and faculty. Attitude is everything. Our goal is to learn from local people and each other.

CLASS SCHEDULE

The only day that we will have class on-campus is Monday, July 16. We will meet from 9:00am to 5:00pm, in OSH 208. Please read the Stegner and Stiles books prior to coming to class.

LEGAL MATTERS:

1. Reasonable Accommodation:

In accordance with the Americans with Disabilities Act, the instructor of this class will make reasonable accommodation for any qualified student. Such accommodation will be afforded based on the specific disability and as agreed in writing.

2. Academic Dishonesty:

Any act of academic dishonesty will result in a course grade of E and a recommendation of additional disciplinary action. Academic dishonesty includes:

-cheating: giving or receiving unauthorized assistance on any academic work.

-plagiarism: presenting the language, structure or ideas of another person as one's own original work.

-falsification: any untrue statement, either oral or written, concerning one's own academic work or the academic work of others, or the unauthorized alteration of any academic record.

-original work: unless specially authorized by the instructor, all academic work undertaken in a course must be original, i.e. it must not have been submitted in a prior course or be submitted in a course being taken concurrently.

NOTE: If you engage in any of these dishonest activities, you will fail the course, no exceptions.

CONSULTATION

I will be most happy to meet with any student by appointment. I have both email and phone-mail, so it is not difficult to contact me. If you need help, by all means ask for it; I will be happy to assist you.

NOTE: In class please turn off all cell phones, beepers and watches. This may come as a surprise to you, but the world can actually get along without you for a few hours, so disconnect and pay attention!