

FEDERAL LAND MANAGEMENT

GEOG 3385 AND 5385

SUMMER SEMESTER 2023

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	PLEASE NOTE – I CHECK MY U of U EMAIL VERY INFREQUENTLY. PLEASE USE THE EMAIL ADDRESS PROVIDED HERE TO CONTACT ME VIA EMAIL.

Course Objectives

By the end of the course, students should be able to:

- Understand our federal public land system, including its evolution, types and extents of public lands, and agencies with stewardship. Develop an understanding of the ethical, socio-political, and scientific forces that continue to shape the management of our public lands.
- Understand the principles of multiple-use, integrated resource management, and the tools agency professionals use to manage public lands and resources.
- Discuss and understand current issues in the federal land management arena.

Reference Materials

The course will rely on online sources available to the general public as well as one text book. All required readings are listed in the Class Calendar and Readings section. Students are encouraged to do research that captures additional sources of information on each topic explored during the course. Some suggested sources are provided as optional reading in the Class Calendar and Readings section. The required reading and optional reading should not be considered an exhaustive list of sources of information on this subject. For example, there are several textbooks and scientific articles related to federal land management. All additional sources used in the completion of assignments must be cited with a brief explanation provided by the student related to why the additional sources appear reputable.

Course Format

The course will follow a largely asynchronous format in which students complete required readings and five assignments at their own pace, but not less frequently than indicated in the Course Calendar, for the session. The final assignment constitutes the final exam. There will also be three in-person meetings on the dates indicated in the Class Calendar. These are mandatory class gatherings that will be 2 hours or less in duration each. The main purpose of these in-person meetings is to answer questions and provide an opportunity for instructor interaction to add texture to the material otherwise covered by completing the assignments outlined below. If you are unable to attend one or all in-person meetings, please contact me immediately so that alternative arrangements can be made to fulfill the purpose of the in-person meetings. Students will be graded on in-person meeting attendance.

Grading Policy

- You are responsible for all readings and assignments and attendance at the three scheduled in-person meetings.
- Your final grade will be based on the following:

<i>Requirement</i>	<i>Points (% of Grade)</i>
Assignment #1	10 (10%)
Assignment #2	10 (10%)
Assignment #3	20 (20%)
Assignment #4	15 (15%)
Assignment #5	30 (30%)
May 16, 2023, 4:00-6:00, GC 2560	5 (5%)
June 6, 2023, 4:00-6:00, GC 2560	5 (5%)
June 20, 2023, 4:00-6:00, GC 2560	5 (5%)

- Grades are calculated by adding the total points earned over the course of the session. The following grading scale will be used for final grades:

<i>Letter Grade</i>	<i>Percentage</i>	<i>Points</i>
A	93-100%	>93
A	90-92%	90-92
B	87-89%	87-89
B	83-86%	83-86
B	80-82%	80-82
C	77-79%	77-79
C	73-76%	73-76
C	70-72%	70-72
D	67-69%	67-69
D	63-66%	63-66
D	60-62%	60-62
F	<60%	<60

- No one will be excused from assignments or attendance at the in-person meetings without prior permission. Missed assignments and lack of attendance at the in-person meetings are counted as zero.
- Grades for late assignments will be reduced by 10% for each day that it is late. Late assignments will not be accepted at all five days after the due date. Assignment #5 must be handed in on time and will not be accepted late.
- Assignments should be submitted through Canvas but may be emailed if necessary. Assignments #1, #2, #3, and #4 must be submitted in .doc or .docx format. Assignment #5 should be submitted in .ppt or .pptx format. If you decide to record your presentation rather than submit your presentation with a script, then a video file will also need to be submitted. If you choose to video your presentation, please consult with me on appropriate file types.

Essential Learning Outcomes

Essential Learning Outcomes are skills that should be gained in general education coursework that prepare students to be “effective 21st century global citizens” (U of U General Education Guidelines).

Through the in-person meetings and assignments, we will specifically work on two of these outcomes as follows:

- *Critical Thinking and Reasoning* – Critical thinking and reasoning skills will be developed and employed through completion of all assignments.
- *Written Communication* – Every assignment provides an opportunity for students to refine their writing skills. Student written communication skills will be assessed, and constructive feedback provided to the extent feasible, for each assignment.

Class Calendar and Readings

Required Readings

The following are publications prepared by the Congressional Research Service (CRS). Whereas these publications are written with Congress as the intended audience the information provided, and the format in which it is provided, is useful for our purposes as well. These publications aim to distill information to the essentials given that the intent is to inform Congress on a non-partisan basis for purposes of Congressional decision making.

1. Federal Land Ownership: Overview and Data (28 pg): <https://fas.org/sgp/crs/misc/R42346.pdf>
2. The Federal Land Management Agencies (2 pg): <https://fas.org/sgp/crs/misc/IF10585.pdf>
3. Federal Land Management Agencies: Background on Land and Resources Management (77 pg): https://www.everycrsreport.com/files/20090209_R40225_04fab40866d44bf263c14fc29c21e33d7f0954af.pdf
4. Federal Lands and Related Resources: Overview and Selected Issues for the 116th Congress (34 pg): <https://crsreports.congress.gov/product/pdf/R/R43429>
5. A Citizen's Guide to the NEPA: Having Your Voice Heard (55 pg): https://ceq.doe.gov/docs/get-involved/Citizens_Guide_Dec07.pdf

In addition to the aforementioned CRS publications, the following textbook is required reading: “Who Is Minding the Federal Estate?: Political Management of America’s Public Lands” by Holly Lippke Fretwell (2009). You can find this book under the “Bookshelf” tab on Canvas.

Suggested Readings

It is useful to explore in detail information provided directly by the major federal land management agencies to the general public via each agency’s website. To that end, the home pages of each of the major federal land management agencies are provided here. Each of these websites also contains links to other sources of information relevant to federal land management. In addition, URLs for three CRS reports dealing with specific topics in federal land management are also provided.

1. U.S. Bureau of Land Management – <https://www.blm.gov/>
2. U.S. Forest Service – <https://www.fs.usda.gov/>
3. National Park Service – <https://www.nps.gov/index.htm>
4. U.S. Fish and Wildlife Service – <https://www.fws.gov/>
5. Timber Harvesting on Federal Lands (23 pg): <https://crsreports.congress.gov/product/pdf/R/R45688>
6. Hunting, Fishing, and Related Issues in the 115th Congress (3 pg): <https://crsreports.congress.gov/product/pdf/IF/IF10746>
7. Statistics on Livestock Grazing on Federal Lands: FY2002 to FY2016: <https://crsreports.congress.gov/product/pdf/R/R44932>

Class Calendar

<i>Week</i>	<i>Topic</i>	<i>Assignment</i>
Week of May 15	Introduction to Federal Land Management including Resources Managed and Primary Statutory Authorities	Assignment #1 – Due May 23, 11:59 PM <i>In-person (GC2560), Tues. May 16, 4:00-6:00</i>
Week of May 22	Management for Preservation versus Management for Multiple Use	Assignment #2 – Due June 1, 11:59 PM
Week of May 29	Application of NEPA to Federal Land Management	Assignment #3 – Due June 13, 11:59 PM <i>In-person (GC2560), Tues. June 6, 4:00-6:00</i>
Week of June 5		
Week of June 12	Perspectives on Federal Land Management (Focus on “Who is Minding the Federal Estate?”)	Assignment #4 – Due June 19, 11:59 PM
Week of June 19	Current Issues in Federal Land Management	Assignment #5 – Topic selection due May 30, 11:59 PM for approval, final presentation due June 22, 11:59 PM <i>In-person (GC2560), Tues. June 20, 4:00-6:00</i>

Assignments

The five assignments described below are the primary basis of this online course. Each assignment is due not later than the date and time indicated in the Class Calendar above. If you choose you may complete and submit assignments earlier than the due date. Assignments generally build on each other and should be completed and submitted in order. Additional information related to assignments is provided above under the Grading Policy heading. I will also provide a verbal introduction for each assignment, and answer questions about the assignments, at the first session on May 16th.

Assignment #1 – Course Warm Up

Without reading any material other than this syllabus, make a bulleted list of everything you know or think you know about federal land management. To get you started you might consider thinking about the following topics (not an exhaustive list):

- Federal land management agencies,
- Resources (e.g., air, water, ecosystems, etc.),
- Laws and legal requirements,
- Prominent people in federal land management,
- Specific locations you know about,
- What you hear about/read about in the news.

Do this as a stream-of-consciousness exercise in no particular order and do not spend more than one hour but be sure to spend enough time that you have at least 10 well thought out bullets. If you know a lot or think you know a lot already your list need not be comprehensive. Again, to get you started, the beginning of your bulleted list might look something like this (to be clear, this is just an example to illustrate the process):

- *Federal land management agencies I have heard of include the BLM, USFS, and NPS. The BLM and NPS are DOI agencies and USFS is an agency of the USDA.*
- *There are several national parks in Utah.*
- *Most of the Wasatch Mountains around Salt Lake City are managed by the USFS.*
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Once you have a list of at least 10 well thought out bullets, read publications 1, 2, 3, and 4 in the required readings list. As you read, revisit your bulleted list. Add comments to your bulleted list where you find evidence that supports what you know or think you know. Likewise, where you find evidence that corrects a misconception you may have had or expands upon something you just had cursory knowledge of insert comments in your bulleted list that explain how the information corrects the misconception you had or expands your knowledge. When you are done reading publications 1, 2, 3, and 4 in the required readings list write a two page summary (single-spaced, 11 pt font, you may not exceed two pages) of the readings that pares things down into what may be termed an “executive summary”.

Assignment #2 – Memorandum to a Martian

Imagine that you have been tasked with explaining *land management for preservation and multiple use land management* to a Martian. Write a brief memorandum (no more than three pages, single-spaced, font not larger than 11 pt) that provides an overview that allows for a comprehensive understanding of the principles of land management for preservation and multiple use land management using elements of the U.S. federal land management system as the center piece. In your memorandum a table or two should feature prominently. Your memorandum should include text that occurs outside of the table(s) but this text should be kept to a minimum and focused on interpreting the information provided in the table(s). The following is an example of a table to get you started. Tables used in your memorandum should expand on this.

Agency	Primary Management Directive	Primary Statutory Authority	Geography of Primary Influence (if any)	Resources Managed	?	?
	Preservation					
	Multiple Use					

You should draw on the required and suggested readings for your memorandum but information outside of these sources is certainly acceptable as well.

Assignment #3 – Write a Meaningful Public Comment Letter on a Federal Land Management Action

First, read publication 5 in the required readings list. This will help provide context for the remainder of the assignment. Next, identify an action currently being contemplated by any office or region of the U.S. Forest Service or the National Park Service. You can do this by using databases provided by each agency. Links are as follows:

- U.S. Forest Service NEPA Projects – https://www.fs.fed.us/nepa/nepa_home.php
- National Park Service Planning, Environment and Public Comment (PEPC) – <https://parkplanning.nps.gov/>

Your assignment is to write a public comment letter to the agency related to their proposed action. You must provide a comment letter on a public draft document (Environmental Assessment [EA] or Environmental Impact Statement [EIS]). To ensure that your comment is meaningful go to the agency's publicly available NEPA guidance document and, at a minimum, read the section of the agency's NEPA guidance document related to public comments and what constitutes a substantive comment. Links to each agency's NEPA guidance document are as follows:

- U.S. Forest Service – https://www.fs.fed.us/emc/nepa/nepa_procedures/index.shtml
- National Park Service – https://www.nps.gov/subjects/nepa/upload/NPS_NEPAHandbook_Final_508.pdf

Your comment letter should be two to three pages, single-spaced, and 11 pt font. A longer letter is acceptable, but shorter than two pages is not—it is very difficult to write a meaningful public comment letter in less than two pages. Whether or not you submit your comment to the agency for their consideration is at your discretion.

Assignment #4 – Book Review

After you have read “Who is Minding the Federal Estate?: Political Management of America’s Public Lands” prepare a brief (two to three page, 11 pt font, single-spaced) book review. The book review should address each chapter of the book individually. In your book review provide a summary of the author’s main points in your own words and make a statement about whether you agree or disagree with the author’s main points. You must also explain why you agree or disagree with the author’s main points using sound reasoning.

Assignment #5 – Current Issues in Federal Land Management

Identify a current issue or challenge in federal land management that you have a personal interest or concern about (you might consider the issues discussed in any of the required readings). On a broad scale, some current issues/challenges in federal land management that you could choose from include the following (not an exhaustive list):

- species and landscape conservation,
- regulatory and political landscape,
- fire,
- wild horses and burros,
- wilderness,
- invasive species,
- influence of federal land management on climate change,
- interaction between federal land management and local socioeconomic conditions,
- recreation management.

Prepare a presentation that explores the issue including its origins, which federal land management agency (or agencies) are involved and what triggers their involvement, if the issue is related to multiple use management or management for preservation, if there is a NEPA component to the issue, what external (i.e., non-federal agency) parties are involved (if any), what the legal framework of the issue is (for example, what agency statutory authorities or requirements are at play), and what the differing perspectives are related to the issue. You may prepare a script to accompany the presentation that details the information to go along with each slide or prepare a recording of the presentation and submit the recording along with your slides. If you submit your presentation with a script you will be submitting a PowerPoint file with the script for each slide provided in the “Notes” section that accompanies each slide. If you prepare a recording, you will be submitting the PowerPoint file along with a video but need not provide a script in the “Notes” section that accompanies each slide. In either case, be sure to include a list

of references in a commonly accepted literature cited format. You should draw upon the required and suggested readings and additional sources you identify through your own research in preparing your presentation.

University of Utah Attendance Policy

The University expects regular attendance at all class meetings. You are not automatically dropped from your classes if you do not attend. You must officially drop your classes by the published deadline to avoid a "W" on your record.

You are responsible for satisfying the entire range of academic objectives, requirements and prerequisites as defined by the instructor. If you miss the first two class meetings, or if you have not taken the appropriate requisites, you may be required to withdraw from the course.

If you are absent from class to participate in officially sanctioned University activities (e.g. band, debate, student government, intercollegiate athletics), religious obligations, or with instructor's approval, you will be permitted to make up both assignments and examinations.

University of Utah Standards of Academic Conduct

In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating.

University of Utah definition: "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

University of Utah Center for Disability Services

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (<http://disability.utah.edu/index.htm>), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Safety and Wellness

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). This number will get you to a dispatch officer at the University of Utah, Department of Public Safety (DPS; dps.utah.edu). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

The University of Utah seeks to provide a safe and healthy experience for students, employees, and others who make use of campus facilities. In support of this goal, the University has established confidential resources and support services to assist students who may have been affected by harassment, abusive relationships, or sexual misconduct. A detailed listing of University Resources for campus safety can be found at <https://registrar.utah.edu/handbook/campussafety.php>. Your well-being is key to your personal safety. If you are in crisis, call 801-587-3000; help is close.