ES 241: Natural Resource Management (Fall 2018)

Meeting time: Tuesdays 1:30-4:20
Location: Glacier Point 155
Instructor: Prof. Jeffrey Jenkins
Contact: jeff.jenkins@ucmerced.edu
Office hours: Thursdays 4-5 pm or by appt., SSM 202B

Course Description
This course examines environmental planning and natural resource management from multiple perspectives. We will focus on the historical, geographical, and political-legal factors that have shaped the policy and governance of public and privately held lands in the American West. The course will utilize case studies from the California’s Sierra Nevada and Central Valley, however we will also scale up and out to understand how geopolitical forces, market interests, technological innovations, and competing knowledge claims have transformed rural and regional landscapes. Through discussion, presentations, and textual analysis we will cover a wide range of frameworks and topics throughout the semester, some of which include: complexity of socio-ecological systems, political ecology and power, biocentrism and anthropocentrism, the “trouble” with wilderness, recreation and visitor use management, exurbia and amenity migrants, conservation ecology, the commons and contested landscapes, climate change and the media, adaptive management, conservation easements, extractive industries, federal lands agencies and competing mandates, and ecosystem services and human well-being.

Course Goals and Learning Outcomes
The goals and learning outcomes of this course are tied to the program learning outcomes of the Environmental Systems graduate program at University of California, Merced.

A. Course Goals
- Describe the advantages and disadvantages of different types of resource governance.
- Understand the different policy mandates and economic interests shaping decision-making between lands management agencies, civil society, and the private sectors.
- Conceptualize complex environmental problems as coupled socio-ecological systems with adaptation, intervention, non-linear states, and uncertain outcomes.
- Communicate conservation and development alternatives in environmental planning to a diverse set of stakeholders.
- Explain present day land use conflict as historically contingent and shaped by competing knowledge and values where multiple uses vie for control and access to resources.
- Apply natural resource management approaches to student research projects in the interdisciplinary environmental sciences to better inform policy and decision-making.

B. Course Learning Outcomes
The first course learning outcome is to enhance student’s core knowledge about natural resources and lands management issues as complex socio-ecological systems where human and
environmental needs are connected. Students will learn about governance, collaboration, and conflict between stakeholders from lands management agencies, non-governmental organizations, and market-based interests. The second learning outcome is to enhance student’s communication skills for conveying planning, science, and public opinion to decision-makers to inform management outcomes. Students will develop and improve critical thinking and writing skills through in-class discussions and critical review of academic papers. The third learning outcome is to instill an ethical, community-based, and life-long framework for students to understand and address natural resource management challenges. Students will accomplish this through a better understanding of how policies, values, and history shape different environmental planning and management outcomes.

Grading and Class Requirements
Your final grade will be based on the following percentage point break down. Class participation includes attendance at each meeting and a willingness to participate in discussion or ask questions (20%). This will include a handful of impromptu group activities in class. You will also be expected to lead one weekly discussion on the readings (10%). Make sure you prepare brief synopses and generate questions about the readings for the class to help guide the discussion. It’s to your benefit to attend as we will fit in a lot each week and build on that in subsequent weeks. Of course, one week if you have a competing academic commitment (e.g. conference, unavoidable fieldwork) then do let me know ahead of time, and I understand opportunities and urgent needs may come up unexpectedly. If you are unable to make a meeting then please still do the reading and coordinate with other students on what material was covered. The final research paper will consist of an in-depth case study relevant to natural resource management, environmental planning, conservation science, politics and policy, or similar topics. You’ll also be asked to submit a draft manuscript with abstract (200-word limit), paper outline, and initial sources on your chosen topic by week 7 (10%) and a draft of the paper (approx. 10 pages) with topic background and literature review by week 13 (10%). Weeks 14 and 15 you’ll give a presentation to the class (15 minutes + time for questions) on your natural resource management paper topic (20%). You will be expected to apply theoretical frameworks covered in the course to your topic. The product should be useful to you as an interdisciplinary applied management thesis/dissertation chapter or publishable article draft (30%). The final manuscript should be approximately 20 double-spaced pages, or 7,500 words.

Course Policies
• Classroom interaction. I encourage personal views and critical inquiry based on the material and topics at hand. Equally, I expect that the viewpoints of others will be respected. Consider this course to be valuable practice to engage with your peers through professional communication and scholarly discourse.
• Special accommodations. Students who need special accommodations are required to submit the appropriate form to me in person, preferably within the first two to three weeks of the quarter and outside of class. If you will be requesting academic accommodations, you must first contact the Disability Services (http://disabilityservices.ucmerced.edu/).
• **Academic integrity.** The University has established codes concerning proper academic conduct and the consequences resulting from improper behavior. Please be aware of these policies (http://studentlife.ucmerced.edu/content/uc-conduct-standards).

• **Life as a UC-Merced Student.** Your course facilitators are aware of the many pressures we all face. There are many campus services specifically suited to help you throughout your university career, please take advantage of your resources, including: Academic Advising (http://advising.ucmerced.edu/), Health Services (http://health.ucmerced.edu/), and Counseling and Psychological Services (http://counseling.ucmerced.edu/).

**Class Schedule and Readings**

*All readings and assignments are subject to revision*

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<th>Week 1 (August 28th): Course overview and introductory discussion</th>
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<th>Week 2 (September 4th): Governing the commons</th>
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*Further reading:*


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<th>Week 3 (September 11th): The Anthropocene and the “new” conservation debate</th>
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<td>• Soulé, M. (2014). The “new conservation”. In <em>Keeping the wild</em> (pp. 66-80). Island Press, Washington, DC.</td>
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*Further reading:*

**Week 4 (September 18th): Political ecology: knowledge and power in discourse**


*Further reading:*

**Week 5 (September 25th): Historical baselines in ecological restoration**


*Further reading:*

**Theme 2: Land use, amenity migrants, and recreational management**

**Week 6 (October 2nd): The New West and planning exurbia**

Further reading:


**Week 7 (October 9th): Recreation management: political-legal rationale and limits on visitor use**

*SUBMIT draft abstract, outline, and references*


Further reading:


**Week 8 (October 16th): Wilderness: Social construction, enclosure and consumption**


Further reading:


**Week 9 (October 23rd): Neoliberalism as market-based environmental management**


Further reading:


### Theme 3: Complex systems, adaptation, and resilience

#### Week 10 (October 30th): Socio-ecological systems and cross-scale interactions

**Further reading:**

#### Week 11 (November 6th): Institutionalizing resilience in forest management

**Further reading:**

#### Week 12 (November 13th): Protected areas: global change, naturalness, and intervention

**Further reading:**

**Week 13 (November 20th): Connection with nature and critical ecopsychology**

*SUBMIT draft version of term paper*


**Further reading:**

**Research Presentations and Writing**

**Week 14 (November 27th): Presentations**

*PRESENT on research topic*

**Week 15 (December 4th): Presentations**

*PRESENT on research topic for 15 minutes*

**Week 16 (Finals week):**

*SUBMIT term paper by December 11th*