Instructor: Damian C. Adams  
Office: 355 Newins-Ziegler Hall  
Email: (1) e-learning email system; (2) dcadams@ufl.edu  
Phone: 352-846-0872  
Office hours: Mondays 10:40 – 11:30am (4th period), Thursdays 1:55 – 2:45pm (7th period), and by appointment

Course Website: http://lss.at.ufl.edu. We will actively use the UF e-Learning in Canvas website, through which you can send e-mails to classmates or to me, check your grades, check class announcements, access the syllabus, etc. Check the Canvas website before every class meeting.

Course Communications: The Canvas email system is the best way to get in touch with me about any class-related questions, concerns, etc. during the semester.

Course Description: Factors in evolution of forest, range, wildlife and related natural resources administration and policies in the United States. Course includes policy components, policy formation implementation, change processes and economic criteria for evaluating policy effectiveness.

Student Learning Outcomes:  
Upon satisfactory completion of the course, you should be able to:

- Explain the key provisions of major natural resource policies and dynamics of natural resource policy development
- Identify factors that influence the success of resource policy implementation
- Critically evaluate natural resource policies using basic economic tools (e.g., graphical welfare analysis), and by applying ecological, social, and political criteria
- Explain the steps required to successfully develop a journal-ready paper that applies the above to a specific natural resource policy

Forests and other natural resources serve many economic, social, and environmental needs of people around the world. The patterns of use and management of natural resources can have a profound impact on the economy and the environment. However, public policies largely dictate the patterns of use and management of natural resources thereby influencing the lives of diverse stakeholders including future generations. Therefore, it is critical for resource professionals to understand concepts, administration, and economic and environmental impacts of resource policies.

The specific goals of Natural Resource Policy & Economics are to help you:
Develop an understanding of concepts and theories of natural resource policy and economics,
Further your knowledge of major natural resource policies and public policy processes,
Advance your ability to critically evaluate natural resource policy issues from economic, policy,
environmental, and social perspectives, and
Further your understanding of academic writing and development of publications for scientific journals

Required Text and Additional Readings:

Required text:

Additional readings (Available through Canvas):

Section I: Resource policy definition, process, and analytical framework

Section II: Economics of natural resource policies


Section III: Review of specific policies


35. Other readings to be determined (TBD)

**Class Format:**

The class meets one time per week for approximately 3 hours, which generally will split into two blocks of time: (1) review/discuss old material during the first block, primarily reviewing online discussion of the material (which would have happened in the prior week); and (2) introduce/discuss new material during the second block with accompanying lecture/guided discussion. Videos of class meetings will be posted on the Canvas website and will be accessible throughout the semester. Typically, each new video will be posted to the site within a day of it being delivered to the live section. Please be patient if technical difficulties arise, and let me know as soon as possible if you cannot access lectures or other course materials.

- **Reading reviews:** To facilitate critical analysis and thoughtful discussion of assigned readings, I will ask you to submit 12 reviews of the readings throughout the semester (starting 1/16 and ending 4/17). Reviews should be 2-3 pages, single spaced, and provide a critical overview of the readings assigned that week. Generally, reviews should identify key points and critically assess the work (and make relevant connections to other readings and concepts discussed in class). Reviews are due in Canvas before class.
- **Online discussions:** To encourage broad discussion of the course readings and concepts, I will ask each student to participate in online discussions each week (in a Canvas discussion forum). At a minimum, students should post at least two comments and/or responses to comments related to the readings each week.
- **Application assignments:** To provide an opportunity to apply concepts learned in class and via readings, I will ask you to complete three application assignments (together worth 25% of your final grade) that function as analytic exercises. For these assignments, you will be asked to: engage in and describe the public policy process using a specific public meeting as a context; assess a specific public policy issue using economic principles; and create an argumentative position paper on a specific issue.
- **Journal-ready paper assignments:** We will spend class time discussing the development of a journal-ready paper. It is imperative that graduate students – regardless of their future career plans – gain experience with academic writing; scholarly writing is a highly valuable skill that you will develop and refine while in grad school. Throughout the semester, each student will work toward applying their analytic toolkit to a natural resource policy problem and develop journal-ready paper. There are five assignments related to development of the paper, worth 50% of your final grade.

**Course Policies:**
Attendance: You are expected to attend or otherwise engage all class meetings, to stay current with all assigned readings, and to actively participate in class and online discussion. Participation helps synthesize class material, improves critical social skills (very important regardless of your career path), and allows the class to draw from students’ diverse experiences, backgrounds, and insights. Active participation includes sharing thoughts, asking relevant questions, summarizing information in a way that informs discussion, and otherwise engaging with the class in a professional manner.

Late submissions: Unless otherwise agreed, late submissions will be penalized as follows:
- 10% if between 1 minute and 24 hours late
- 20% if 24 to 48 hours late
- 30% if 48 to 72 hours late
Not accepted if more than 72 hours late

UF Policies:
University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

Netiquette: Communication Courtesy: All members of the class are expected to follow rules of common courtesy in all email messages, discussions and chats. http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf

Getting Help:
For issues with technical difficulties for E-learning, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help for:
- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support
Should you have any complaints with your experience in this course please visit [http://www.distance.ufl.edu/student-complaints](http://www.distance.ufl.edu/student-complaints) to submit a complaint.

### Evaluation of Student Learning (Grades):

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>Reading reviews (best 10), due each week <em>before class</em></td>
</tr>
<tr>
<td>10%</td>
<td>Online discussions (best 10)</td>
</tr>
<tr>
<td>25%</td>
<td>Application assignments*</td>
</tr>
<tr>
<td></td>
<td>• A1: Public policy process description (5%), due 1/30</td>
</tr>
<tr>
<td></td>
<td>• A2: Economic assessment of a policy issue (10%), due 3/13</td>
</tr>
<tr>
<td></td>
<td>• A3: Policy analysis and argumentation (10%), due 4/3</td>
</tr>
<tr>
<td>50%</td>
<td>Journal-ready paper assignments*</td>
</tr>
<tr>
<td></td>
<td>• J1: Topic and problem statement (5%), due 1/23</td>
</tr>
<tr>
<td></td>
<td>• J2: Paper map and outline (5%), due 2/6</td>
</tr>
<tr>
<td></td>
<td>• J3: Introduction, background, and literature review (5%), due 2/20</td>
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<td></td>
<td>• J4: Methods, results, and discussion (5%), due 3/20</td>
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<tr>
<td></td>
<td>• J5: Final paper, including conclusion and references (30%), due 4/17</td>
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</tbody>
</table>

100%       | Total                                                                     |

*Details of each assignment can be found on the Canvas website under the Assignments tab. All assignments are due online *by midnight* of the due date.

### Grading Scale (NOTE: minus grades are not assigned):

<table>
<thead>
<tr>
<th>%</th>
<th>Grade</th>
<th>%</th>
<th>Grade</th>
<th>%</th>
<th>Grade</th>
<th>%</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
<td>87-89.9%</td>
<td>B+</td>
<td>77-79.9%</td>
<td>C+</td>
<td>67-69.9%</td>
<td>D+</td>
</tr>
<tr>
<td>80-86.9%</td>
<td>B</td>
<td>70-76.9%</td>
<td>C</td>
<td>60-66.9%</td>
<td>D</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assign. Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9</td>
<td>Course introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/16</td>
<td>Overview of natural resource policy; Social welfare; Collective action</td>
<td>Ellefson (1st half); Peterson; Stokey and Zeckhauser; Rosenbaum ch. 1; Ostrom</td>
<td></td>
</tr>
<tr>
<td>1/23</td>
<td>The study of policy; Policy issues and formation; Policy implementation, evaluation, and analysis</td>
<td>Ellefson (2nd half); Cubbage et al.; Rosenbaum ch. 2 and ch. 3</td>
<td>J1</td>
</tr>
<tr>
<td>1/30</td>
<td>Local government and the policy process; Public support and policy pragmatism</td>
<td>Robbins; Brody; Hayes and Persha</td>
<td>A1</td>
</tr>
</tbody>
</table>

**Section I: Resource policy process and analytical framework**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assign. Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/6</td>
<td>Valuing and categorizing goods and services; Welfare economics and policy evaluation</td>
<td>Letson; Segerson; de Groot et al.; Daily et al.</td>
<td>J2</td>
</tr>
<tr>
<td>2/13</td>
<td>Economics of ecosystem services; Valuation methods</td>
<td>Tietenberg and Lewis; Hanley et al.; Ferraro et al.</td>
<td></td>
</tr>
<tr>
<td>2/20</td>
<td>Policy design and economic incentives</td>
<td>Bowles; Boardman et al.; Rosenbaum ch. 5; Schlager and Ostrom</td>
<td>J3</td>
</tr>
<tr>
<td>2/27</td>
<td>Ethical considerations in public policy; Environmental justice</td>
<td>VanDeVeer and Pierce; Rosenbaum ch. 4</td>
<td></td>
</tr>
<tr>
<td>3/6</td>
<td>NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/13</td>
<td>Ecological economics and system complexity</td>
<td>Jordan; Chee; Lui et al.</td>
<td>A2</td>
</tr>
</tbody>
</table>

**Section II: Economics of natural resource policies**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assign. Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/20</td>
<td>Forest management and policies in the US and beyond</td>
<td>Weyerhauser and Gilmeyer; Rosenbaum ch. 9; Banerjee et al.</td>
<td>J4</td>
</tr>
<tr>
<td>3/27</td>
<td>Climate change policies</td>
<td>Rosenbaum ch. 6 (pp. 198-219); Rosenbaum ch. 10; Tol; Fisher and Le; Greenstone et al.</td>
<td></td>
</tr>
<tr>
<td>4/3</td>
<td>Invasive species and endangered species policies</td>
<td>Anderson; Feldman and Brennan; Jenkins; Edwards; Keller and Perrings</td>
<td>A3</td>
</tr>
<tr>
<td>4/10</td>
<td>NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/17</td>
<td>Fisheries management policies</td>
<td>Weber; Yandle and Dewees</td>
<td>J5</td>
</tr>
</tbody>
</table>

**Disclaimer:** The syllabus represents current plans and objectives, which may change to enhance learning opportunities. Such changes, communicated clearly, are not unusual and should be expected.