



FNR4660 Natural Resource Policy & Economics

Fall 2024

Asynchronous Online, 3 credits

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Course Description

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

Course Prerequisites

- Junior standing or higher
- Familiarity with basic economic principles
- Experience with Microsoft Word and PowerPoint, basic writing and presentation skills

Course Learning Objectives

Upon successful completion of this course, you will be able to:

1. List and explain the steps involved in the environmental policy development process.
2. Compare and contrast the various stakeholders that are involved in the U.S. environmental policy process and how they may influence policy outcomes.

3. Discuss the role of science in U.S. environmental policy decision-making.
4. Explain historical, social, political, and environmental dimensions of some of the key environmental policies around water, endangered species, agriculture, etc.
5. Compare and contrast the economic tools and valuation methods used to evaluate natural resource policies.
6. Be able to critically assess key environmental policies, understand the arguments made in agreement and disagreement with the policies, and propose viable policy alternatives and amendments.

Learning Materials and Supplies

There is only one required textbook for this course:

Rosenbaum, W.A. 2023. *Environmental Politics and Policy, 12th Edition*. CQ Press: Washington, DC.

This textbook provides a pretty comprehensive perspective on U.S. environmental policy and politics at a fairly low cost compared to other textbooks. It is usually available on Amazon or the UF library system. If cost is a barrier, please feel free to purchase the 11th edition instead of the 12th edition if cost is a barrier. I would suggest buying a used copy! Please contact me if you need other options and I am happy to work with you.

Instructor Interaction Plan

- Expect an instructor response to email and Canvas message within 24 hours, during weekdays, with extended time delays during the weekend.
- Expect instructor feedback for submitted assignments within ten days past the assignment deadline
- If you ever have questions or need clarification on instructor feedback, please message or attend office hours.
- We will post an announcement at least once a week to give updates and class feedback.
- We invite your feedback in both midterm and end-of-term GatorEvals and plan to continuously improve student experience within the course. Your opinion is highly valued.

Required Technology & How to Obtain the Technology

- Required on computer: speakers, a microphone, and camera
- Links to all downloadable resources are provided. These resources include software and online tools, apps, plug-ins such as PDF Reader, media players, collaboration tools, social media, interactive multimedia apps, etc. and are available on the Canvas course site.

Required Technology & Digital Information Literacy Skills

Technical skills may include:

- Using the learning management system
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats

- Using apps in digital devices
- Using web conferencing tools, like Zoom

Digital information literacy skills may include:

- Using computer networks to locate and store files or data
- Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters
- Analyzing digital information for credibility, currency, and bias (e.g., disinformation, misinformation)
- Properly citing information sources
- Preparing a presentation of research findings

Communication Guidelines

- Read the **Course Syllabus** and all course documents in Canvas to gain an understanding of course expectations.
- Use **Course Question Discussion Board**, for general course questions that others may have too.
- Use **Canvas Inbox (messaging tool)** for questions that are specific to your grades or submissions.
- **Email & phone correspondence** are for (1) setting a meeting time for office hours, (2) DRC accommodations; (3) emergency situations; or (4) highly sensitive situations.
- A respectful tone is used by all community members in all forms of communication.
- Written communication, both formal and informal, uses the official language of instruction rather than popular online abbreviations and graphic elements such as those sometimes used in social media.
- Video interactions reflect a respectful tone in verbal communications and body language.
- Spelling, punctuation, and grammar are correct.

Artificial Intelligence (AI) Guidelines

ChatGPT and other Artificial Intelligence programs are increasing in use and popularity across disciplines. There have been several incidences of plagiarism and academic misconduct with these programs. Intellectual honesty is absolutely vital to an academic environment and for us as instructors to facilitate your learning to the best of my ability. We are also aware of the usefulness of these chatbots and programs both in the classroom and in future careers.

Therefore, we **support the responsible and ethical use of ChatGPT and other chatbots but have specific guidelines for their use:**

- Use of ChatGPT (or other similar tools that generate text using artificial intelligence) for the Policy One-Pager, Economic Value and Methods Assignment, and Final Presentation is allowed in this class. However, you cannot let ChatGPT write for you. First, it's bland to read and just does not sound like you. Second, obtaining an education is not a small feat and usually comes with an expense. We encourage you to fully immerse yourself in your university education and learn as much as you can! Learning includes forming your own thoughts, making your own mistakes, and growing from them. ChatGPT significantly changes that effective learning process. However, we understand there is a lot of writing in this course and many of you are taking other courses, working full-time, or have other responsibilities and may not feel as creative or inspired as you should. It is okay to use ChatGPT **as a writing tool to help you synthesize your thoughts,**

and you CANNOT directly copy and paste! If you utilize ChatGPT for any part of the assignment, you **must properly cite ChatGPT**. We expect you to clearly attribute what text was generated by the AI tool (i.e., different colored font, direct quote, in-text citation). If you use ChatGPT to summarize your thoughts and you end up just summarizing ChatGPT's outputs, we expect you to cite the statement/paragraph, or provide a statement for each page ChatGPT was used. Failure to cite ChatGPT is considered a **violation of the University of Florida Honor Code**. Violations will result in a failure of the Final Presentation and a notation on your transcript. We will be using a variety of Artificial Intelligence detection tools to check your work.

- Use of ChatGPT (or other similar tools) in Playposit Lecture Quizzes, Perusall Discussion Readings, and Peer Review Comments **is strictly prohibited**. Detection of AI tools in these assignments will result in a failing grade and a notification to the Dean of Students Office for consideration of disciplinary action.

Technical Support

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. <https://helpdesk.ufl.edu/> | 352-392-4357
[Consider adding information for learners with no or limited access to technology, including free or low-cost resources related to internet connectivity and hardware/software needs.]

Weekly Course Schedule

| Module | Date | Topic | Assessment | Due Dates* |
|--|-------------|---|--|--------------------------|
| M0 | 8/21-8/25 | Course Introduction | (1) Personal Introductions | 8/28/2024 |
| <i>Natural Resource Policy and Politics</i> | | | | |
| M1 | 8/26-9/1 | Overview of Natural Resource Policy | (1) Playposit Practice (2) Perusall Practice (3) Extra Credit Part 1 | 9/1/2024 |
| M2 | 9/2-9/8 | Making Policy and Policy Analysis | (1) Playposit M1 (2) Perusall M1 | 9/8/2024 |
| M3 | 9/9-9/15 | Policy Actors and Federalism | (1) Policy One-Pager (2) Playposit M2 | 9/15/2024 |
| M4 | 9/16-9/22 | Environmental Policy and the Courts | (1) Playposit M3 (2) Perusall M3 | 9/22/2024 |
| M5 | 9/23-9/29 | Environmental Ethics and Justice | (1) Playposit M4 (2) Perusall M4 | 9/29/2024 |
| <i>Natural Resource Economics</i> | | | | |
| M6 | 9/30-10/6 | Economics Review and Property Rights | (1) Case Law Analysis (2) Playposit M5 | 10/6/2024 |
| M7 | 10/7-10/13 | Valuing and Categorizing Goods and Ecosystem Services | (1) Submit Final Presentation Topics (2) Playposit M6 | 10/13/2024 |
| M8 | 10/14-10/20 | Revealed Preference Methods | (1) Playposit M7 (2) Perusall M7 | 10/20/2024 |
| M9 | 10/21-10/27 | Stated Preference Methods | (1) Playposit M8 (2) Perusall M8 | 10/27/2024 |
| M10 | 10/28-11/3 | Economic Case Studies | (1) Playposit M9 | 11/3/2024 |
| <i>Natural Resource Topics</i> | | | | |
| M11 | 11/4-11/10 | Fisheries | (1) Economic Values and Methods (2) Playposit M10 | 11/10/2024 |
| M12 | 11/11-11/17 | Public Lands and Forest Management | (1) Playposit M11 | 11/17/2024 |
| M 13 | 11/18-11/24 | Wetlands and Endangered Species | (1) Playposit M12 (2) Playposit M13 (3) Extra Credit Part 2 | 11/24/2024 |
| | 11/25-12/1 | Thanksgiving Break! | | |
| M14-15 | 12/2-12/13 | Final Presentations | (1) Final Presentation (2) Peer Comments | 12/09/2024 12/12/2024 |
| | | Course GatorEval Survey | | |

* All assessments are due at 11:59pm on the due date.

PLEASE NOTE THAT THE SCHEDULE IS SUBJECT TO CHANGE AT THE INSTRUCTOR'S DISCRETION

Summary of Critical Dates

Below are the critical dates for the course in sequential order.

| Task | Due Date |
|---|--|
| Personal introductions | 8/28 by 11:59pm |
| Extra Credit | Part 1 due 9/1 by 11:59pm Part 2 due by 11/24 by 11:59pm |
| Playposit Practice Perusall Practice | 9/1 by 11:59pm |
| Perusall Reading Discussions | Each week on Sunday at 11:59pm beginning 9/2 No discussion for the week of 9/9, 9/30, 10/7, 10/28, 11/11, 11/18 and 12/2 |
| Playposit Lecture Quizzes | Each week on Sunday at 11:59pm beginning 9/2 No quiz for the week of 11/18 and 12/2 |
| Policy One-Pager | 9/15 by 11:59pm |
| Case Law Analysis | 10/6 by 11:59pm |
| Submit Final Presentation Topics | 10/13 by 11:59pm |
| Economic Value and Methods | 11/10 by 11:59pm |
| Final Presentation & Peer Review | 12/09/2024 by 11:59pm 12/12/2024 by 11:59pm |

Description of Course Format

(1) **Playposit Lecture Quizzes (15% of grade):** We will try not to overwhelm you with information every week, but you will receive a healthy dose of new information through lectures. In particular, the lectures will provide you details on natural resource policy and economics, which we hope you will remember and retain. To help motivate you to attend to that information you will answer a series of quiz questions every week related to the information presented. These will be embedded within the lectures, spontaneously throughout the lectures and require you to listen to the entire lecture.

(2) **Perusall Reading Discussions (15% of grade):** Throughout the course, there will be a reading discussion based on the weekly topic in Perusall. The discussion will be a place to critically review the reading and incorporate other course contents into discussion questions, comments, and highlights.

(3) **Assignments (15% each for three assignments; 45% of total grade):** There will be a total of three assignments throughout the course to assess your understanding of course content. The assignments include a policy one-pager, case law analysis, and economic value and methods assignment.

Policy One-Pager: In this assignment, you are representing a policy actor of your choice. As this representative, you are tasked with creating a legislative one pager that proposes a specific legislative action to address an environmental issue to an audience of your choice. The policy action can be one that you create or one that currently exists-- although I would recommend using an actual policy action

because finding research on it will be much easier. The goal is to influence your audience to adopt the legislative action to overcome the environmental issue.

Case Law Analysis: In this group assignment, you and your team will pick a case law study from a list. From there, you are asked to summarize the key points of the case in one page about the problem, policy actors, potential value conflicts, and policy outcomes. A focus of this assignment is how you will look up this information- you are encouraged to use multiple sources, like chatbots, Google Case Law, and other sources. You will outline what information sources you used, what prompts you used, and how you critically assessed the sources for validity.

Economic Value and Methods: In this assignment, you will apply economic principles to evaluate the contentious Pebble Mine project in Alaska. The task involves analyzing the economic rationale for policy decisions, assessing the impacts on ecosystem services and non-environmental factors, and selecting appropriate economic valuation methods to quantify these impacts. You will also explore the roles of uncertainty, sustainability, and environmental justice in the decision-making process, ultimately determining whether the Pebble Mine project is beneficial for Alaska.

(4) Final Presentation (20% of grade) and Peer Comments (5% of grade): There will be a final presentation via Voicethread based on a self-selected natural resource problem. The presentation will include: introduction to the problem, analysis of the policy problem, ecological considerations, economic considerations, environmental ethics/justice considerations, recommendations for solutions, and a conclusion. In addition to presentation slides, students will record audio to describe each slide. Students will submit a natural resource problem for instructor review by 10/13/2024 and will receive approval or feedback on their topics. In addition to submitting an individual Voicethread presentation, students are required to comment on three other student presentations. A detailed description and rubrics of each assignment are available in the Canvas course.

(5) Extra Credit (Additional 5% to grade): There will be one opportunity for extra credit. The extra credit assignment contains two parts: a multiple-choice assessment due in the beginning of the course, and the same assessment due at the end of the course. To get extra credit points, you must submit **both parts of the extra credit assignment on time (by 11:59pm on 9/1 and 11/24)**. There will be no partial credit given.

Grading Policy

Your final course grade will consist of a weighted average of multiple assignments, lecture quizzes, reading discussions, and final presentations, as follows:

| Assignment Type | Percent of Final Grade |
|------------------------------|------------------------|
| Playposit Lecture Quizzes | 15% |
| Perusall Reading Discussions | 15% |
| Policy One-Pager | 15% |
| Case Law Analysis | 15% |
| Economic Value and Methods | 15% |
| Final Presentation | 20% |
| Peer Comments | 5% |
| Extra Credit (2 parts) | 5% |

Grading Scale

Course grades will be assigned using the following scale:

| | | |
|----|------------------|------------------------|
| A | 94.00% and above | Excellent Performance |
| A- | 90.00% - 93.99% | |
| B+ | 86.00% - 89.99% | |
| B | 83.00% - 85.99% | Good Performance |
| B- | 80.00% - 82.99% | |
| C+ | 76.00% - 79.99% | |
| C | 73.00% - 75.99% | Acceptable Performance |
| C- | 70.00% - 72.99% | |
| D+ | 66.00% - 69.99% | |

Attendance & Make-up Work

It is the responsibility of the student to access on-line lectures, readings, quizzes, and exams and to maintain satisfactory progress in the course. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing assignments. Any late submissions due to technical issues MUST be accompanied by the ticket number received from the Helpdesk 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 consideration.

For computer, software compatibility, or access problems call the HELP DESK phone number— 352-392-HELP = 352- 392-4357 (option 2).

Academic Honesty

University of Florida students are bound by the Honor Pledge. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see [Student Conduct Code Process](#).

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the [GatorEvals site](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Services for Students with Disabilities

A statement related to accommodations for students with disabilities such as:
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Campus Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or <https://umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit <https://counseling.ufl.edu/> or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit <https://shcc.ufl.edu/>
- *University Police Department*: Visit <https://police.ufl.edu/> or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; visit <https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center>
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450.

Academic Resources

- *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 <https://it.ufl.edu/helpdesk/> or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: 1317 Turlington Hall, 352-392-2010. General study skills and tutoring.
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Concern*: [Report Student Concerns or Conduct](#)

Student Complaints:

- Residential Course: <https://www.sfa.ufl.edu/written-student-complaints/>
- Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

Additional Information

In my syllabi, I like to showcase my teaching philosophy, or the way I approach teaching. I share it with you here:

“Teaching requires guiding students through their individual learning journeys, providing engaging learning opportunities and challenging students to think critically, even when it may be outside their norms. My classes present new knowledge to students and encourage them to critically assess this knowledge by using scientific inquiry and their academic identities in application assignments and discussions. I facilitate discussions regularly, as well as group assignments to promote group learning and help students acquire team-building skills. Also, I relate difficult economic concepts, like cost benefit analyses, to real time current events to ensure comprehension. I engage in these activities while creating a positive learning environment through respecting student thoughts, leading with empathy, and emphasizing equity and inclusion by incorporating multiple aspects in case studies and facilitating discussions on such topics. My goal is for students to respect and trust me as a teacher and facilitator of opportunities and skills that will launch them into their careers as professionals in natural resources.”

Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below:

- Adobe
 - [Adobe Privacy Policy](#)
 - [Adobe Accessibility](#)
- Instructure (Canvas)
 - [Instructure Privacy Policy](#)
 - [Instructure Accessibility](#)
- Microsoft
 - [Microsoft Privacy Policy](#)
 - [Microsoft Accessibility](#)
- Perusal
 - [Perusal Accessibility](#)
 - [Perusal Privacy](#)
- PlayPosit
 - [PlayPosit Privacy Policy](#)
 - [PlayPosit Accessibility](#)
- VoiceThread
 - [VoiceThread Privacy Policy](#)
 - [VoiceThread Accessibility](#)
- Zoom
 - [Zoom Privacy Policy](#)
 - [Zoom Accessibility](#)