

**AGRICULTURAL & APPLIED ECONOMICS  
UNIVERSITY OF WYOMING**

Natural Resource Planning and Economics  
Agricultural and Applied Economics 3750-40  
Cross Listed as ENR 3750-40

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**HEY! ITS ME -- DON!**



**INSTRUCTOR BIOGRAPHY:** I am an associate professor in the Department of Agricultural and Applied Economics. I have been an instructor for nearly 20 years at the University of Wyoming. I have the luxury of bringing not only other's thoughts and work but my own

substantial and ongoing research experience into this class. I have also taught at Oregon State University (where I obtained my MS in Community Development and PhD in Natural Resource and Environmental Economics) and Willamette University in Oregon. I have had the pleasure of teaching courses ranging from introductory to graduate level in economic theory, applied management, resources, environmental assessment, capstone/project, and research methods to name a few. I have taught this course several times previously and enjoyed the class considerably.

I am a father of a graduate student at University of Oregon (in Public Administration) and grandfather of a 9th grader and BIG 2<sup>nd</sup> grader. My spouse is a pastry chef so I must always be on "sweet treat alert!" I like to fly fish, trail "run" (euphemism for speed hiking), watch wildlife and cross country ski. We have a cat named Luna and a new kitten Diamond (giving rise to much cat politics). We also own a wood burning stove where the log splitting keeps my back limber!

I am looking forward to meeting and interacting with each of you.

**GETTING HELP:** The solution to getting prompt, effective and informed help is knowing the right person to ask. The help you may need is instructional, technical or administrative (student services).

- **Ask the "Office" discussion board** to raise a question to all your classmates and the instructor. This is good place to start with **instruction-related questions**.
- **Ask your instructor** questions you'd prefer not to ask the whole class. Contact your instructor by e-mail (note the Email tab at the top of the screen).
- **Ask the HelpDesk any technical problems** you have. [E-mail the HelpDesk](#) or call them at **800-448-7801** and follow option #2 to "Technical Assistance for Online UW courses". Your call will be transferred to the Online UW HelpDesk.
- **Ask the Outreach School for student services**, including questions about enrollment/registration, financial aid, accounting,

disability student services, or other academic support services. Outreach School staff will help or put you in contact with appropriate assistance. [E-mail Online UW](#) or call the Outreach School at **800-448-7801**.

**COURSE PREREQUISITES:** “*Junior standing*” should mean that one is familiar with basic earth/life sciences and have some quantitative methods (such as MATH 1000 or 1400) as well as a writing course (such as ENGL 1010). Consent of Instructor applies to 2<sup>nd</sup> year students..

**COURSE DESCRIPTION:** Economic concepts and rudimentary analytical tools are applied to federal, state and local natural resource planning and management programs. The value of economic input into natural resource policy is examined. Evaluating tradeoffs and resolving conflicts play a particularly important role in the course content.

**DISABILITY STATEMENT:** If you have a physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, room 330 Knight Hall.

**INSTRUCTOR'S OVERVIEW of COURSE:** I tend to view this course as an in-depth survey course that is as broad as it is deep/complex in material. The breadth of student experience and training also will provide a vehicle for in-class learning: institutions/laws; planning/economic concepts will be pursued.

**COURSE OBJECTIVES:**

1. To grasp the breadth of natural resource planning and management issues as they impact resource quality and availability as well as social and individual choice.
2. To utilize economic concepts to evaluate specific natural resource issues, market outcomes and public policy initiatives.

3. To develop an understanding of the contemporary political, cultural, social, environmental and economic context in which natural resource policy has evolved and is evolving.

### **ACADEMIC HONESTY AND PLAGIARISM**

Any phrase, sentence or point that is not the student's should be referenced. Student work is to be properly referenced and references given in full in the bibliography. Academic dishonesty or plagiarism will not be tolerated and will be dealt with pursuant to UniReg 802.

The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated [from the UW General Bulletin]. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean.

For ways to avoid plagiarism see the following:

[http://owl.english.purdue.edu/handouts/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html)

### **REQUIRED TEXT:**

Ward, F. 2006. Environmental and Natural Resource Economics. Pearson/Prentice Hall Upper Saddle River, New Jersey and Columbus, Ohio.

The text is available through the University of Wyoming Campus Bookstore:

See <http://www.uwybookstore.com/>  
for ordering and shipping.

**SEMESTER READINGS:** Additional reading material will be assigned as the semester progresses. Materials will be made available via the AGECE/ENR 3750 online Class Site. SEE ANNOUNCEMENTS in COURSE HOME! The course is based upon lecture notes (*podcast and text*) with additional reading material assigned (and made available) as the

semester progresses. Two week reading assignments will be posted weekly (overlapping the previous posting).  
Check this site frequently!!

Forthcoming Course Site Entries will cover the following:

- \* ***Planning***;
- \* ***Environmental Regulation/Resource Management Rules***;
- \* ***Invasive/Exotic Species***; and
- \* ***Land Use Planning***.

The following readings will be part of the course material for the duration of the semester.

(1.) NEPA Overview see Doc Sharing and document therein

*Especially CEQ Publication: Citizens Guide to NEPA*

Medicine Bow National Forest Plan

*Look at Exec Summary of Final Environmental Impact Statement (FEIS) pdf document on course site.*

(2.) Land Use Planning Overview: HANDOUT Planning Process

EG <http://www.lcd.state.or.us/LCD/goals.shtml>

*Oregon State Department of Land Conservation and Development  
Planning Goals*

*See Overview of Goals, the Goals, and specifically **Goal 2 Land Use Planning***

(3) Invasive Species Overview: Invasive Species Issues document

Federal Agency Policy

EG <http://plants.usda.gov/java/noxiousDriver>

*Natural Resource Conservation Service - Invasive Species Information Link*

## **COURSE OUTLINE:**

Topic One A Brief Introduction and Classification of Resources. Natural Resources to be viewed as inputs (intermediate goods used for commercial production) and as outputs (final goods for household consumption).  
Overview of Planning from a range of perspectives.

Topic Two Review of Microeconomics: Supply, Demand, Systems of Allocation.

Topic Three Property Rights, Public Goods, Externalities

Topic Four Policy Formation: Institutions and Resource Scarcity Considerations

Topic Five NEPA. ESA and BLM/Forest Planning

Topic Six Special Topics 1: Invasive/Exotic Species

Topic Seven Special Topics 2: Land Use Planning

## **WORK ASSIGNMENTS** **% OF GRADE**

My philosophy is that no work assignment is undertaken in an afternoon without the use of books, notes, libraries or the internet. Thus I opt for out of class work that assumes students will do their own work!

### **1. Final Exam**

25%

Covers economic concepts and natural resource policy.

### **2. Resource Management Statute Summaries (NEPA and any other)**

15%

NEPA (10 %; plus any other = 5%)

ESA

NFMA

FLPMA

### **3. Land Use Planning Paper**

20%

Should result in 6 page paper, thoroughly referenced, reflecting land use planning research with notable class-based economic content (specific assignment forthcoming).

### **4. Invasive/Exotic Species Paper**

20%

Should result in 6 page paper, thoroughly referenced, reflecting invasive/exotic species research with notable class-based economic content (specific assignment forthcoming).

**5. Weekly Quizzes** (1.25% each; 8 best scores)

10%

Short exercise based on week's material.

*Given Fridays at 5pm extending through Mondays by noon*

**6. Weekly Threaded Discussions**

10%

(1.25% each; 8 best commentaries + follow-ups)

Initial statement and then follow-up reply to another student.

*Given Tuesdays 5pm and Due Fridays by 5pm*

**POLICY ON WORK, MISSING EXAMS OR WORK COMPLETION**

**DEADLINES:** All work is to be the student's own. Request and justification to take an exam late or hand in late work must be made at least three days prior to the scheduled date. If an emergency arises, I must be contacted within two days following the due date. Otherwise late work will be given half of the earned grade.

**Final Exam**

The Final will require utilizing the course work, reading, notes and materials; and as such is comprehensive. The exam questions consist of a planning problem, related analysis to choice of project and defense of the choice made. This is strictly individual work where all materials are available to the student (i.e. open book, notes) EXCEPT other student's help.

**Papers (see PAPER ASSIGNMENTS for greater detail)**

Students are expected to write two papers as assigned. The topics will typically be articles (land use planning and an invasive species) that the student has discovered to which course concepts are applied (from lecture notes/readings). The use of economic concepts is particularly important in conveying thought about the issue.

The goal of this work is quality thinking in expressing applications of economic concepts relevant to the course. *The writing should demonstrate the outcome of understanding notes from class lectures as well as the out of class reading required.* The highest quality papers will be interesting to read for they will convey the effort exerted in struggling with ideas.

Trouble writing?? Set aside an hour or two to write continuously. Write legibly and nonstop. If dry spell occurs rephrase previous writing until a new train of thought occurs. Note this is an exercise to keep the writing targeted on the topic assigned/chosen. This technique works best if the “pump is primed” via thoughtful interpretation of reading and lecture notes. This is strictly individual work where all materials are available to the student (i.e. open book, notes) EXCEPT other student’s help.

## **Quiz**

Online Chapters 1-12 will have a quiz offered once per week. The quizzes will consist of up to 10 true/false and/or multiple choice questions. They may be taken once only in a 60 minute time limited period: once started it cannot be suspended and re-visited! This is strictly individual work where all materials are available to the student (i.e. open book, notes) EXCEPT other student’s help.

## **Threaded Discussions**

One discussion question will be posed for each unit, once a week. The response and follow-up opportunities begin Tuesdays at 5pm and closes at the following Friday 5pm. Each discussion question will be chapter specific. The quality of the response and then follow-up to another student’s response will determine the grade. Simple agreement/disagreement will earn minimal scores. The responses need to reflect understanding of the course material: use referenced course material and integrate it into a thoughtful and well organized statement. Creative statements that utilize course ideas and related skills are valued. This is practice for professional work and is not to be viewed as coffee shop/cocktail party chats.



**The instructor may make changes to the syllabus as the course proceeds. If necessary, these changes will be made as announcements.**