

Syllabus

Salmon 2100: The Future of Salmon in the Pacific Northwest

Oregon State University

PS 507; FW 599; SOC 507, MRM 507; AREC 507 — 3 credits

Winter — 2008

Instructor: Robert T. Lackey
Office: 459 Weniger Hall
Voice: (541) 737-0569
Email: Robert.Lackey@oregonstate.edu
Fax: (541) 737-3590

Time and Location: Monday, 3:00pm – 5:50pm
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Sponsoring Departments and Programs:

- Department of Political Science
- Department of Fisheries and Wildlife
- Department of Agricultural and Resource Economics
- Department of Sociology
- Master of Public Policy Program
- Marine Resources Management Program
- Institute for Water and Watersheds
- Institute for Natural Resources
- Sustainable Rural Communities Initiative

Course Content:

Since 1850 and throughout California, Oregon, Washington, Idaho, and southern British Columbia, all salmon runs have declined and some have disappeared. Billions of dollars has been spent in an effort to recovery runs to past levels, but a sustainable future for wild salmon remains elusive.

Salmon policy is controversial, polarized, divisive, and many proposals are regularly subject to legal challenge. The 4-year Salmon 2100 Project developed a set (23) of proposed policy options that each, if implemented, would have a high probability of successfully restoring salmon runs to significant, sustainable levels in California, Oregon, Washington, Idaho, and southern British Columbia. A representative subset of these and other policy will presented by guest speakers and then analyzed in detail from a scientific and policy perspective.

Target Audience:

Students in political science, fisheries and wildlife, natural resources, environmental sciences, ecological sciences, natural resource and ecological economics, civil engineering, marine resource management, environmental ethics, sociology, anthropology, and others with a background and interest in ecological policy, environmental protection, and natural resource management.

Prerequisites:

None.

Text:

Lackey, Robert T., Denise H. Lach, and Sally L. Duncan (Editors). 2006. *Salmon 2100: The Future of Wild Pacific Salmon*. American Fisheries Society, Bethesda, Maryland, 629 pp.

Grading:

Individual student performance will be assessed on an A-F basis and determined by (1) grading the quality of a series of case study critiques submitted by each student; (2) the extent and quality of participation in the Blackboard Discussion Board; and (3) the quality and creativity of an assigned team project.

First (60% of the overall grade), over the 10-week term, each student will write at least six (6) 800-1200 word critiques evaluating weekly topics (a topic consists of both the assigned reading and the speaker for that week) and submit the critique at the beginning of the following class period (see the following pages of this Syllabus for the weekly schedule and specific assignments). Late submissions will be accepted, but penalized substantially.

An example of the format and style of the critiques is provided in Blackboard and this format should be used to guide writing each critique. For grading purposes, the six (6) critiques having the highest grades will be used to assess each student's overall performance. [Therefore, a student has the option to not do 4 of the 10 possible critiques without penalty].

Second (20% of the overall grade), in addition to writing 6 critiques, each student is expected to substantively and regularly participate on the Blackboard Discussion Board. Throughout the term, I will be posting discussion topics on the Discussion Board and your participation is required. Each student's contribution to the weekly on-line discussions will be evaluated in terms of content, regularity, and originality. Taken as a whole, student performance in Blackboard discussions will count the equivalent of two (2) critiques.

Third (20% of the overall grade), early in the term (week #2) each student will be assigned to a team. At the end of the term, each team will have developed and presented to the entire class a policy prescription that would, if implemented, have a high probability of sustaining significant runs of wild salmon through 2100 in CA, OR, WA, ID, and southern BC? Each team will present their policy prescription during the scheduled final exam period along with a not-to-exceed 1000 work summary of it.

Overall, by the end of the term, each student will have 10 individual grades (6 from critiques; 2 from the Discussion Board, and 2 from the team report). The final grade for the course will be determined by averaging these 10 individual grades.

Desired Student Learning Outcomes:

- *Understand and explain in clear and logical writing the basic principles of salmon science and policy (as measured by the quality of the weekly critiques, extent and quality of the contributions to the Discussion Board, and the individual contribution to the team project).*
- *Evaluate and assess in clear and understandable writing how various proposed salmon policy recovery strategies are analyzed (as measured by the quality of the weekly critiques, extent and quality of the contributions to the Discussion Board, and the individual contribution to the team project).*
- *Using a range of policy perspectives and viewpoints presented in this course on how science interconnects with policy analysis and decision-*

making, analyze a series of diverse salmon recovery strategies (as measured by the quality of the weekly critiques, extent and quality of the contributions to the Discussion Board, and the individual contribution to the team project).

Students with Disabilities:

Accommodations are collaborative efforts between students, faculty, and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD at Oregon State University immediately at (541) 737-4098.

Expectations for Student Conduct:

Students are expected to maintain proper academic conduct in all aspects of this class. This includes treating peers with respect and meeting the conduct expectations of Oregon State University regarding cheating or other behaviors. To review these general expectations, please visit the following Oregon State University web site:

<http://oregonstate.edu/admin/stucon/achon.htm>

This class involves considerable writing on the part of each student. Plagiarism, intentional or unintentional, is always a concern. For background information on what constitutes plagiarism, please visit the following Oregon State University web site:

<http://osulibrary.oregonstate.edu/instruction/classign/Plagiarism.html>

Class Schedule and Assignments

Week 1 ----- The Decline of Salmon: Scientific and Policy Context (January 7)

Speaker: Robert T. Lackey
Reading: Chapters 2 and 3

Week 2 ----- The Salmon 2100 Project: An Introduction (January 14)

Speaker: Robert T. Lackey
Reading: Preface and Chapter 1
Assignment: Students assigned to teams for the term project

Week 3 ----- Two Policy Prescriptions to Recovery Wild Salmon (January 21)

Speaker: Jay Nicholas
Reading: Chapter 21

Week 4 ----- Two Policy Prescriptions to Recovery Wild Salmon (January 28)

Speaker: Brent Steel
Reading: Chapter 16

Week 5 ----- Two Policy Prescriptions to Recovery Wild Salmon (February 4)

Speaker: TBN
Reading: Chapters 23

Week 6 ----- Two Policy Prescriptions to Recovery Wild Salmon (February 11)

Speaker: Gilbert Sylvia
Reading: Chapter 9

Week 7 ----- Two Policy Prescriptions to Recovery Wild Salmon (February 18)

Speaker: Court Smith
Reading: Chapter 20

Week 8 ----- Two Policy Prescriptions to Recovery Wild Salmon (February 25)

Speaker: TBN
Reading: Chapter 25

Week 9 ----- Assessing Whether Policy Prescriptions Would Actually Work? (March 3)

Speaker: Denise Lach
Reading: Chapter 19

Week 10 ----- Integrated Context: The Future of Wild Salmon (March 10)

Speaker: Robert T. Lackey
Reading: Chapters 27

Finals Week ----- Presentation by each team of its policy prescription (written version also due)