GEOG 450/550 - Syllabus
Land Use in the American West

GEOG 450/550
Fall 2015
MWF 9:00-9:50 AM
Wilkinson 108

Professor Hannah Gosnell
Wilkinson 260
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Office Hours: W 10-12 or by appt
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Catalog course description. LAND USE IN THE AMERICAN WEST (3). Development of a conceptual framework for land use study; analysis of land as a resource, land use trends, land use principles, and management issues as related to planning, focusing on the American West, the fastest growing region in the nation.

“There are two things that interest me: the relationship of people to each other and the relationship of people to the land.” - Aldo Leopold

The American West, a region characterized by both vast open spaces and the fastest growing population in the nation for the past several decades, makes for an excellent laboratory to study the many issues surrounding land use. Along with growing rates of in-migration related to the plethora of natural amenities, the region is grappling with urbanization, exurbanization, rural change, and demographic change; and related questions about how to maintain the landscapes and quality of life that bring people here. What types of institutions are most likely to protect what is important while providing economic opportunity and respecting private property rights? Much of the current debate about land use in the West, and in Oregon in particular, has to do with values and perceptions of fairness and the public good – how we as a society value land, property, and liberty, and how we think about access, rights, and obligation. Indeed, most issues regarding how we use land deal with these issues. Key questions this class will address include:

How are land use and geographic context connected?
What is the proper role of “community” in land use decisionmaking?
How should we balance private property rights and the public good?
Which institutional arrangements promote effective land conservation and development?

The study of land use encompasses not just the nuts and bolts of policy and planning, but a consideration of the ways in which landscapes and societal values are mutually constitutive, that is, how they help shape each other. The goal of this course is for students to become informed citizens and active, engaged participants in current debates about the future of public and private land use in Oregon and the American West. By the end of the course, students should have an understanding of geographic approaches to the study of land use, major land use planning institutions in the United States (including the federal agencies responsible for managing public lands), and the spatial variability of current land use issues in the American West. Students will understand and be able to articulate arguments related to property rights, regulatory takings, and the public interest, and will be asked to articulate their own land ethic.

Learning Outcomes

Upon completing this course, GEOG 450 students will be able to:
- Characterize different geographies of the American West
- Describe dominant land uses on both public and private lands
- Demonstrate an understanding of the drivers, enablers and shapers of land use in the West
- Give examples of the ways in which law, society and geography interact with one another
- Characterize the evolution of different approaches to land conservation and land use planning in the American West
- Define key terms and concepts associated with land use planning
- Compare and contrast different approaches to land use planning
- Explain how Oregon’s land use planning system is unique
- Articulate a personal land ethic

In addition to the learning outcomes listed above, GEOG 550 students will be able to:
- Demonstrate a command of additional assigned scholarly literature related to land use in the American West including theories about rural land use change, gentrification, property rights, collaborative conservation, and other topics
- Communicate verbally, and through oral presentation and scholarly writing, key concepts, techniques and theoretical motivations associated with the study of land use
- Utilize Web of Science to identify scholarly literature relevant to a chosen paper topic
- Construct and draft a properly cited 10-12 page written analysis of a topic related to land use, drawing on assigned readings, lectures, and supplemental scholarly literature found independently

Course Structure

Classes will combine lectures, small- and large-group discussions and activities, and occasional viewing of films and material from the Internet. All lecture Powerpoints, supplemental readings, and guidelines for assignments will be posted on Canvas, unless otherwise specified.

Expectations

Students are expected to attend all classes and engage substantively in class discussions and activities (including completing all reading assignments). Given that this is an upper level course, the expectation is that students will demonstrate a solid mastery of the English language (spelling and grammar) and produce high quality written material that has been proofread. Spelling, grammar, and organization are an important part of your grade for all writing assignments; and unexcused late assignments will be marked down a half grade per day.

Required Texts and Readings

- *High Country News* biweekly, distributed in class, for group discussion
- Various articles, book excerpts and reports posted on Canvas
- Graduate students will read *Stitching the West Back Together: Conservation of Working Landscapes* (Charnley et al. 2014) which is available online through the library
- Please subscribe to the OR Dept of Land Conservation and Development (DLCD)’s weekly *Land Use News* digest to track current events.
  http://listsmart.osl.state.or.us/mailman/listinfo/landuse-news
Grades

Undergraduates

- Final Exam (30%)
  - Comprehensive, covering material from the whole term
- Group Presentation (10%)
  - In groups of 3-5, explore and present on a land use issue related to one of the public or private land geographies studied in class. Guidelines on Canvas.
- Quiz (10%)
  - Covering assigned readings. May or may not be announced.
- Land Ethic Essay (10%)
  - Write a 2-page (double-spaced) essay responding to Aldo Leopold’s *The Land Ethic* and the film *Green Fire*. Guidelines on Canvas.
- Local Meeting Write-Up (10%)
  - Attend a local meeting related to public or private land use and write a 2-page (double-spaced) description of the meeting and how it related to key themes and topics covered in class. A few meeting options provided below – other meetings may be acceptable with instructor permission. Guidelines on Canvas.
- Current Event Write-Ups (20%)
  - Find 2 news articles (from *High Country News* or DLCD’s *Land Use News Digest*) about a land use issue – one public, one private. Write a 2-page (double-spaced) analysis of the problem, its origins, and potential solutions drawing on (and referencing) readings and concepts from class. Guidelines on Canvas.
- Participation and Attendance (10%)
  - Attendance will be taken and absences will affect your grade. Expect to be called on now and then to summarize assigned readings. Prepare by jotting down key points while reading. Visiting during office hours also counts as participation.

Graduate Students

- Same as above, except in place of Final Exam (30%) and Group Presentation (10%), you will be responsible for:
  - Final Paper (30%)
    - 10-12 pages (double-spaced) on an approved topic related to landscape scale conservation (as discussed in Travis and *Stitching the West Back Together*) in the American West. Guidelines on Canvas.
    - Note: Problem statement, a list of 5-10 sources from geography/planning peer-reviewed literature, and a detailed outline must be handed in prior to turning in final paper and will contribute to final paper grade. See due dates for each below. Plan to meet with Dr. Gosnell at least twice.
  - Oral Presentation (10%)
    - Engaging 10-12 min PPT presentation on final paper to class.
- You will also be required to read chapters from *Stitching the West Back Together* (Charnley et al. 2014) and we will meet approximately every other week (in person or virtually) to discuss. (To be organized at the beginning of the term...)

Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>Mon Oct 19</td>
<td>Land Ethic essay due in class</td>
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<tr>
<td>Fri Oct 23</td>
<td>GRADS: Draft problem statement due in class</td>
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<tr>
<td>Mon Nov 2</td>
<td>Current Event #1 due in class (public lands)</td>
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<td>Fri Nov 6</td>
<td>GRADS: Refined problem statement and 5-10 sources due in class</td>
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<tr>
<td>Fri Nov 20</td>
<td>GRADS: Draft final paper outlines due in class</td>
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Mon Nov 23  Current Event #2 due in class (private lands)
Wed Dec 2  GRADS: Final papers due in class
Wed Dec 2  Public Meeting write-up due in class
Tu Dec 8    UNDERGRADS: Final Exam, 6pm

Public Meeting Opportunities (Others Possible w/ Instructor Permission)

City of Corvallis
- Planning Commission
  - first and third Wednesday evenings each month – 7pm (check calendar online)
  - Downtown Fire Station – 400 NW Harrison, Corvallis
- Other City of Corvallis Meetings (subject to approval)
  - E.g. Bicycle and Pedestrian Advisory Commission; Civic Beautification and Urban Forestry Commission; Housing and Community Development Commission; Parks, Natural Areas and Recreation Board; Watershed Management Advisory Commission, etc.

City of Albany
- Planning Commission
  - [http://www.cityofalbany.net/city-council/bcc/plc](http://www.cityofalbany.net/city-council/bcc/plc)
  - Meets Mondays at 5:15pm as needed (contact them for meeting info)

Benton County
- Planning Commission
  - [https://www.co.benton.or.us/planning](https://www.co.benton.or.us/planning) (contact them for meeting info)

Linn County
- Planning and Building Department
  - [http://www.co.linn.or.us/index.php?content=planning](http://www.co.linn.or.us/index.php?content=planning) (contact for meeting info)

Marys River Watershed Council
- [https://www.mrwc.org/](https://www.mrwc.org/)
- Philomath City Council Chamber - 980 Applegate St, Philomath

Willamette National Forest
- North Santiam Watershed Council
  - Stayton Library, 515 N. 1st Ave, Stayton (call to confirm)

Class Schedule and Reading Assignments (subject to change)

WEEK 1 (Sept 28-Oct 2) Introduction to the Geography of Land Use
- M – Intro to Course
- W – *High Country News* article on Sage Grouse
  - hand in written notes for participation points
- F – Platt, *Land Use and Society Model* (on Canvas)

WEEK 2 (Oct 5-9) Building America: “Legacy of Conquest”
- M – Wilson Intro, Ch 1
- W – Excerpts from Limerick, Wilkinson, R. White (on Canvas)
  - Film: Excerpt from *The West*
WEEK 3 (Oct 12-16) Developing America: “The Great BBQ”
- M – Wilkinson (on Canvas)
- W – Leopold, The Land Ethic
  - Film: Green Fire
- F – finish Green Fire

- M – Wilson Ch 3
  - Land Ethic essay due in class
- W – C. White, The Fifth Wave (on Canvas)
- F – Wilson Ch 4 – National Parks
  - Group Presentation
  - GRADS – Draft problem statements due in class

WEEK 5 (Oct 26-30) Public Lands and Federal Agencies
- M – Wilson Ch 5 – National Forests
  - Group Presentation
- W – Wilson Ch 7 – Bureau of Land Management Lands
  - Group Presentation
- F – Wilson Ch 8 – Wilderness Areas
  - Group Presentation

WEEK 6 (Nov 2-6) Development Geographies of the American West
- M – Wilson Ch 9
  - Film: Subdivide and Conquer
  - Current Event #1 – on Public Lands – due in class
- W – Travis Intro, Ch 1, 2
- F – Travis Ch 3
  - GRADS – Refined problem statements and 5-10 sources due in class

WEEK 7 (Nov 9-13) Urban Geographies
- M – Travis Ch 4 – Metro Zones
  - Group Presentation
- W – NO CLASS – VETERANS DAY
- F – Walker and Hurley, Planning Paradise, Ch 2, 3 (on Canvas)
  - GUEST SPEAKER (invited): Greg Verrett, Benton County Planning Dept

WEEK 8 (Nov 16-20) Rural and Exurban Geographies
- M – Travis Ch 5 – Exurbs
  - Group Presentation
- W – Travis Ch 7 – Gentrified Range
  - Group Presentation
- F – Travis Ch 8
  - GRADS – Draft paper outlines due in class

WEEK 9 (Nov 23-27) Toward Sustainable Land Use in the American West
- M – Travis Ch 9, p. 197-219
  - Current Event #2 – on Private Lands – due in class
- W – Travis Ch 9, p. 219-241
- F – NO CLASS – HAPPY THANKSGIVING!
WEEK 10 (Nov 30-Dec 4) “Stitching the West Back Together”
- M – Grad Presentations
- W – Grad Presentations
  o Public Meeting write-up due in class
  o Grad Final Papers due in class
- F – Final Exam Review Session

EXAM WEEK (Dec 7-11)
- Final Exam, Tues Dec 8, 6pm

Academic Honesty Policy, Expectations, and Class Etiquette

Students are expected to be honest and ethical in their academic work. Academic dishonesty is defined as an intentional act of deception in one of the following areas:

Cheating: Use or attempted use of unauthorized materials, information or study aids
Fabrication: Falsification or invention of any information
Assisting: Helping another student to commit an act of academic dishonesty
Tampering: Altering or interfering with evaluation instruments and documents
Plagiarism: Representing the words or ideas of another person as one’s own

The goal of Oregon State University is to provide students with the knowledge, skill, and wisdom they need to contribute to society. University rules seek to assure each student’s freedom to learn and to protect the fundamental rights of others. People must treat each other with dignity and respect in order for scholarship to thrive. Behaviors that are disruptive to teaching and learning will not be tolerated, and will be referred to the Student Conduct Program for disciplinary action. Please turn off all electronic devices. Texting/emailing in class will impact your Participation points. For more information please see http://oregonstate.edu/studentconduct/offenses-0

In addition to the above, I expect each of you to come to class each day having done the readings, ready to participate in group dialogue.

Students with Disabilities

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS 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 DAS should contact DAS immediately at 737-4098.