

Critical Natural Resource Policy Review Assignment

EVS 364 Fall 2022

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Project Goal: Lead students through an in-depth exploration of a natural resource policy looking at environmental components, social components, economic components, justifications and assessing “success” or the policy.

Project Timeline: This will be a semester long project which each component having its own due date, paced throughout the semester. Students will participate in a class discussion following the reflection component to share their thoughts.

Project Format: This will be an individual project in that students are creating their own project to submit. However, they will be in groups by policy. Approximately 5-7 students will be researching the same policy and will have access to a shared Canvas page to share resources and discuss each step of the project. **(IL FRAMES: Scholarship and Conversation; Searching as Strategic Exploration)**

Project Components:

1. Historical background on issues addressed by the policy **(FRAME: Searching as Strategic Exploration; Information has Value)** using journals from different disciplines
 - a. Environmental
 - b. Social
 - c. Economic

In groups, students will locate and share sources via Canvas discussion board from each of the following disciplines.

2. Timeline to policy implementation **(FRAME: Information Creation as a Process)**
 - a. Timeline and details about the path to implementation of the policy. Students will create a timeline that describes all of the steps to implementation of their policy. Students will consult a minimum of 4 different sources to construct their timeline. It will be created digitally.
3. Authority figures in relation to the policy **(FRAME: Authority is Constructed and Contextual)**
 - a. Scientific expert (environmental)
 - b. Scientific expert (social)
 - c. Power to pass policy
 - d. Power to enforce policy
 - e. First-hand experience of impacts (past and/or future)

Student will identify at least one figure to fit each of the above categories and describe how that person's authority exists.

4. A conversation about the policy
 - a. Students will identify a key informant and engage in a conversation with that person about the policy they are studying **(FRAME: Scholarship as Conversation; Information has Value, Authority is Constructed)**

Student will submit a reflection on the conversation including an explanation of how they identified the individual as a key informant and how that person's authority is created.

5. Impacts from implementation of the policy – look for “positive” and “negative” **(FRAME: Searching as Strategic Exploration; Information has Value)**
 - a. Environmental impacts
 - b. Social impacts
 - c. Economic impacts
 - d. Missing information: What impacts are difficult or impossible to find information on? Why? What can we learn from this?

Students will include at least 3 sources for each of the categories above.

6. Assessing success of the policy – is the policy **“successful”**? How do we know? What are we measuring? Where is the evidence? **(FRAME: Research as inquiry; Information Creation as a Process)**
 - a. Environmental “success”
 - b. Social “success”
 - c. Economic “success”

For each, students will define “success” and explain who benefits from it in each context and who does not.

7. Policy Reflection **(FRAME: Information has Value)**
 - a. The project will end with a reflective piece where students share their summative thoughts on the policy and recommendations for the future
 - b. Students will participate in group discussions to share their reflections as well as submit a written product.