Resource and Land Management – Readings and Assignment

READINGS

Required Readings:

Additional Reference Materials:
Books (Life & Health Sciences Library call numbers at end of citation):

Journal articles (articles marked with * are available through UNR’s on-line journals):

Some useful journals that are available on-line through UNR’s library web site include:
American Forests                              Journal of Environmental Planning and Management
Conservation Biology                          Land Use Policy
Ecological Applications                      Natural Resources Forum
Ecological Economics                         Natural Resources Research
Environmental Science and Policy              Restoration Ecology
Fisheries Management and Ecology             Trends in Ecology and Evolution
Forest Ecology and Management                Weeds Research

Web sites for U.S. land management agencies:
US Department of Interior: http://www.doi.gov/
Bureau of Land Management: http://www.blm.gov/nhp/index.htm
Note: Nevada BLM is http://www.nv.blm.gov
Fish & Wildlife Service: http://www.fws.gov/
Forest Service: http://www.fs.fed.us/
National Park Service: http://www.nps.gov/
Assignment BN #1 – Position Paper
Due Tuesday, February 14, 2006 (10% of final grade)

The focus of this assignment is issues concerning resource and land management. Potential issues include (but are not restricted to): biodiversity; fisheries management; hunting and game management; livestock grazing; forest management; mining; non-indigenous or invasive species; off-road vehicle use (motorized or non-motorized); range management; recreation; rehabilitation and restoration; threatened and endangered species; tourism and aesthetics; wilderness; wildland fire; and wildlife and non-game habitat.

I have divided the class into 3 groups of 6 students with 1 graduate student in each group:

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
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</thead>
<tbody>
<tr>
<td>Veronica Ediveerasingam</td>
<td>Elizabeth Toomey</td>
<td>John Moye</td>
</tr>
<tr>
<td>Leah Jones</td>
<td>Emily Reid</td>
<td>Aaron Workman</td>
</tr>
<tr>
<td>Robert Zeyer</td>
<td>Carol Bishop</td>
<td>Lisa Bowater</td>
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<tr>
<td>Trevor Fitcha</td>
<td>Micah Minaberry</td>
<td>Neil Murphy</td>
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<tr>
<td>Vanessa Ricciardi</td>
<td>Patrick Schafer</td>
<td>Buckland Tingle</td>
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<tr>
<td>Garrett Voss</td>
<td>Katie Webb</td>
<td>Rebecca Weber</td>
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</tbody>
</table>

Each group should come to class prepared to present in 15 minutes (with an additional 5 minutes for questions):

1. In your collective opinion, what is the most critical forest or rangeland management issue that needs to be addressed? Provide evidence to support why it is a critical issue.
2. What goals would your group like to accomplish in order to solve problems related to this issue? You do not need to be exhaustive; in most cases, 2-3 goals should be sufficient. Prioritize your list of goals, and provide justification why you list the goals in the order that you do. NOTE: If you list only 1 goal, then explain why that 1 goal is sufficient.
3. For your highest priority goal, what policies and management actions would you need to change or implement?

Be sure that your group clearly states:
- what the issue is
- what the current policies and management actions are (if none, then state that)
- what changes or new policies and management strategies are needed
- both the benefits and detriments of the current policies/actions (or non-action) as well as potential benefits/detriments of what you like to see done
- how these polices and actions will help accomplish your goal

You should also include a frank assessment of what hurdles would need to be overcome in order to accomplish your goal.