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Analyzing Policy and Stakeholder Perspectives – the Case of the Spotted Owl

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ENSTU 300: Sample Lesson
Analyzing Policy and Stakeholder Perspectives – the Case of the Spotted Owl

Introduction

Over the course of the semester, students are asked to read chapters from *The Environmental Case: Translating Values into Policy* by Judith A. Layzer.[1] For each reading, students are asked to focus on a specific section of the text (e.g., the Introduction, the Background, the Policy Analysis, Policy Outcomes, or Conclusions) in order to understand the purposes and structure of case analysis. I integrate some Reading Apprenticeship lessons and strategies into these days, including metacognitive strategies for "Making Thinking Visible," "Thinking Aloud," and "Building a Reading Strategies List." [2]

This particular lesson focused on Chapter 8 titled "Jobs versus the Environment: Saving the Northern Spotted Owl." Students were asked to read the text, with a focus on "The Case" section of text, which includes the policy analysis from the 1970s to the present decade. In class, students identified stakeholders, broke into groups that represented these stakeholders, identified the needs and interests of their individual stakeholder group, and looked for evidence within the Endangered Species Act and Recovery Plan that supported their stakeholder values.

Learning Outcomes

- Effectively reading in our discipline – focused on Text-Based Discussions
  - Collaborative Meaning Making – reading as an inquiry into meaning and a purposeful engagement with ideas. [3]
  - Setting Reading Purposes and Adjusting Reading Processes – reading for a specific, disciplinary-relevant purpose.[4]
- Identifying and analyzing stakeholder perspectives
- Applying policy to understand stakeholder perspectives

Student Assignment Prior to Class

Read Chapter 8: Jobs versus the Environment: Saving the Northern Spotted Owl from *The Environmental Case* text.

Write and submit via iLearn a 300 word summary in which you focus primarily on the Introduction, Background, and Case sections (pp. 243-264). In 1-2 sentences summarize the Introduction (Key Issues). In 1-2 sentences, what are the central points of the Background? In 5-7 sentences, summarize The Case. Then reflect on the structure of the case and how it is developed. (Think about what each paragraph is doing, and how Layzer builds a case that helps us understand the stakeholders and their perspectives of the spotted owl conflict).

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[1] Layzer, Judith. 2016. *The Environmental Case: Translating Values into Policy*. Los Angeles: Sage Publications.
[2] Schoenback, Ruth, Cynthia Greenleaf, and Lynn Murphy. 2012. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms.* WestEd.org.
[3] Ibid.
[4] Ibid.

In Class Lesson

Introduce the Lesson
1. Introduce the main learning objectives for the day:
    a. to advance our strategies for reading in our discipline;
    b. to identify stakeholder perspectives; and
    c. to read, analyze and apply policy to a specific issue and perspective.

Identify Stakeholders
2. Identify as many stakeholders as possible – brainstorm and write them all on the board. Use prompts or probing to assist students in identifying all critical stakeholders in the case.
3. Have students identify the stakeholders as "types" of groups – e.g., Forest Service is a federal land management agency; Sierra Club is an environmental organization.
4. Ask students which stakeholders play the most central role in the case? Circle these from the list. (They should include Scientists, Forest Service, Environmental Organizations, Timber Industry, and Judicial.)

Policy Analysis
5. Divide students into one of the above stakeholder groups.
6. Ask each stakeholder group to:
    a. Identify their own needs and perspectives as a stakeholder group; and
    b. Search through the Endangered Species Act of 1973 to find verbiage which supports (or refutes) their interests.
    Add to areas that need support, scaffolding, or additional areas of policy identified as students work.
7. Ask each group to share supporting evidence with the class.
8. Repeat this process (steps 6-7) for the Revised Species Recovery Plan for the Northern Spotted Owl of 2011. Ask students to look for any information that might add to, change, or refute the existing perspectives or interests of their stakeholder group.

Reflection and Application
9. Ask each group to think about how this process might be useful for their own policy cases. Solicit responses such as: using policy and plans to develop and expand upon stakeholder perspectives; understanding differences in stakeholder perspectives; knowing the legal limits of actions; reading policy to help identify what range of actions might be possible to address a particular issue.
10. Ask students to reflect on this process on iLearn with the following prompts:
    a. What strategies were useful to you in reading and understanding Layzer Chapter 8?
    b. What did you learn from reading the Endangered Species Act and Recovery Plan in relation to the Layzer text?
    c. What else would you want or need to learn to aid your understanding of the issue? What sources would you need to use to accomplish this?