**Test #3, NREM 385/585 – Expectations and Example/Study Guide Questions**

**Cubbage et al., Ch. 12; Adams, Ch. 3; and PPT from March 2nd**

1. List and describe the three historical stages of development of federal and state ownership and management of public lands.
2. For each of the three historical stages of development of federal and state ownership and management of public lands, identify at least two key pieces of legislation that occurred during and helped define that stage.
3. In what ways did the three historical stages of development of federal and state ownership and management of public lands impact the eastern and the western U.S. differently?
4. For each of the four main federal agencies involved with federal land management, what are the

(1) historical roots of the agency,

(2) legislative mandates or actions that created the agency,

(3) legislative mandates or actions that determine its mission and programming, and

(4) main or example programs and activities that each of the agencies conducts?

1. In what ways does geography impact how familiar the public might be with each of these agencies? Think specifically about the lands and their locations that each of these agencies manages.

**Cubbage et al., Ch. 13 and PPT from March 4th**

1. What are property rights that are separable, retained by the owner and what are the rights reserved for the state? How do property rights relate to natural resource policy and management, broadly speaking?
2. Describe the property right, “To take for public use,” which is reserved for the state. How does this property right relate to takings in the context of natural resources? Please be able to explain this using key court cases.
3. Review Table 13-1, which describes many of the important, modern environmental legislation.

**Cubbage et al., Ch. 13; Adams, Ch. 15; and PPT from March 9th**

1. Describe the three primary parts or sections of the National Environmental Policy Act (NEPA).
2. Describe the process by which decisions must be evaluated by NEPA. Be able to describe key components of the NEPA process, including categorical exclusion, environmental assessments, and environmental impact statements.
3. List and describe at least 3 key challenges associated with NEPA.

**Adams, Ch. 5 and PPT from March 11th**

1. Describe the two foundational pieces of legislation that influenced forest reserve establishment and management prior to 1900, and describe why were these pieces of legislation important not only to forest reserves, but to public land more broadly.
2. Describe the National Forest Commission (1896), and its influence on the Forest Management Act (Organic Act) of 1897. Be sure to indicate the key, shared components of the report from the National Forest Commission and the Organic Act.
3. Describe how forest reserve establishment differed in the eastern US vs. the western US. How did legislation differ, and what was the implication on the landscape?
4. How did modern national forest legislation (i.e., MUSYA – 1960, RPA – 1974, and NFMA – 1976) differ from the Organic Act? What key advancements or contributions did each of these pieces of legislation provide?

**Adams, Ch. 6, 8 and PPT from March 23rd**

1. Describe the evolution of the National Parks and National Park Service that culminated in the National Park Service Organic Act in 1916. What important things did the National Park Service Organic Act in 1916 do?
2. How did the establishment of the National Parks in the west differ from establishment in the east?
3. What did the Wilderness Act of 1964 legislate? How had the U-regulations, of the 1930s, laid the groundwork for the Wilderness Act of 1964?
4. Describe at least two points of controversy about the Wilderness Act of 1964.

**Adams, Ch. 4, 9 and PPT from March 25th**

1. Describe how establishment, management, and administrative acts around forest reserves influenced early grazing on USFS and forest reserve lands in the west.
2. Explain how John Wesley Powell’s findings about the aridity of the western US predicted conditions in the 1930s in the lower Great Plains.
3. Describe grazing legislation for Department of the Interior lands, and explain key differences in fee structures between USFS lands and Department of Interior lands.
4. Who was Hugh Hammond Bennett, and how did he influence the Soil Conservation Act of 1935?
5. What present-day programs, technologies, activities, etc. can be traced back to the Soil Conservation Act of 1935? Please list and describe at least 4.

**Adams, Ch. 10, 11, 12 and PPT from March 30th**

1. Describe how water management in the east and water management in the west differ in the US.
2. Explain the general evolution of water management legislation in the US. Be sure to include at least three key pieces of legislation in your discussion.
3. What are key challenges associated with domestic water legislation? Please be able to provide a detailed explanation of at least one of the key challenges.
4. What are the four agencies most heavily involved in water management in the US? Be able to describe their historical origins, missions, and activities/programs as they relate to water management today.
5. Why is the mismatch between political boundaries (e.g., states, counties, etc.) and watersheds or basins important to consider in water management? What are the potential impacts of this mismatch?
6. How have changes in the public’s demographic changed the way water resources are managed?

**Broad, over-arching questions:**

1. Describe how establishment and management of public lands, forests, and water resources differed(s) between the eastern and western US.
2. Examine the continued dichotomy between preservation and use/utilitarian perspectives in natural resource policy and management in the US.