During the final four weeks of the course, students will work in pairs on a case study of the current and future management of the Tongass National Forest (NF). Management of the Tongass has been “one of the most enduring and intractable environmental conflicts in the United States.” A primary reason for this conflict is the vast array of individuals and institutions that have a stake in the Tongass – whether it be spiritual, financial, emotional, government-mandated, or otherwise.

In this case study, each pair of students will be assigned a stakeholder group to represent in classroom negotiations and discussions about the Tongass National Forest. Each pair of students will be responsible for the following assignments:

1. At least two prepared questions to ask Steve Kallick (a Tongass expert) during his visit with our class on Tuesday, May 19th,

2. A one-page outline of stakeholder goals for Tongass negotiations. This will be printed and shared with other stakeholder groups (and turned in to the instructor) on Tuesday, May 26th,

3. A one-page summary of research effort, detailing the sources (print, internet, and direct contact by phone or email) of information you relied on in assembling your stakeholder goals for the May 26th round-table discussions,

4. Participation in round-table discussions with other student stakeholder groups on the future management of the Tongass NF in class on Tuesday, May 26th,

5. A 1-2 page press release presenting and promoting your stakeholder’s chosen resolution to the future management of the Tongass NF. Press releases will be due on Friday, June 5th, and will be presented in class during the final exam period on Monday, June 8th, and

6. Production of a 30-60 second radio spot promoting your stakeholder’s chosen resolution. Radio spots will be due on Friday, June 5th, and will be presented in class during the final exam period on Monday, June 8th. Participation in the class session on producing radio spots on Thursday, May 21st is also expected.

Your instructor will provide detailed instructions for items #5 and #6 in separate documents.
<table>
<thead>
<tr>
<th>Stakeholder Groups</th>
<th>Name &amp; entities represented</th>
<th>Students in group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timber Industry</strong>:</td>
<td>Alaska Forest Association (AFA), mill owners, and “microtimber” operations.</td>
<td>Andrea and Emily</td>
</tr>
<tr>
<td><strong>Government agencies</strong>:</td>
<td>The state of Alaska (Palin Administration) and the US Forest Service.</td>
<td>Christine and Colin</td>
</tr>
<tr>
<td><strong>Native groups</strong>:</td>
<td>Sealaska Corporation (regional native corporation for all of SE Alaska), village corporations (such as Kootznoowoo), tribal groups (such as Tlingit Haida Central Council).</td>
<td>Alex and Stephanie</td>
</tr>
<tr>
<td><strong>Communities</strong>:</td>
<td>residents of the Tongass region, from large towns to small villages. A number of groups claim to represent these communities, including local business groups (the “Southeast Conference”), tribal groups (such as Tlingit Haida Central Council), village corporations (such as Kootznoowoo), and the Southeast Alaska Conservation Council (SEACC).</td>
<td>Kassie and Max</td>
</tr>
<tr>
<td><strong>Non-timber businesses</strong>:</td>
<td>any business interest in SE Alaska that doesn’t rely on extractive forest products, including commercial fisheries, tourism (cruise ships), transportation, and mining. Some of these entities are represented by the “Southeast Conference,” a local business and community organization.</td>
<td>Ryan and Tehut</td>
</tr>
<tr>
<td><strong>Conservation I</strong>:</td>
<td>includes the Natural Resources Defense Council, Sitka Conservation Society, Greenpeace, Sierra Club, Defenders of Wildlife, Center for Biological Diversity, and Tongass Conservation Society.</td>
<td>Michelle and Sam</td>
</tr>
<tr>
<td><strong>Conservation II</strong>:</td>
<td>includes Audubon Alaska, The Nature Conservancy, the Wilderness Society, SEACC, Trout Unlimited, and Alaska Wilderness League.</td>
<td>Kathleen and Tamara</td>
</tr>
</tbody>
</table>
Sources of Information

Finding relevant and reliable sources of information on the current status of an active conflict such as the Tongass can be both challenging and rewarding. The good news is that it will not require hours paging through books and journals at the library. Most of the relevant material is just “too new” to have been written down in such a form. Instead, you will draw heavily from material posted on the internet, typically in the form of official government documents and promotional material at organization websites.

In addition to internet resources, I highly encourage you to contact a real person at one of the stakeholder organizations you have been assigned to represent. One of the things I’ve learned in assembling the material for this course is that I can often learn more about a current issue like the Tongass in a 15-minute conversation with the right person than I can in hours spent trolling the internet. Email can be useful as well, although I’ve found that phone conversations are often a more efficient use of time – both for you and the person you’re interviewing. But email is often a good first step in arranging a brief phone conversation.

While you are not required to make any phone calls, I highly encourage you to do so, because in almost all cases the students that do undertake phone interviews will be much better informed than those who do not – and this will likely be reflected in your overall grade for the case study project.

Internet resources that all groups should refer to in detail are listed below. Links to these documents are available on the course website under “Assignments.”

- The Background timeline to the 2008 Forest Plan Amendment provided by the Forest Service.
- The Tongass History timeline provided by SEACC.
- The Tongass Forest Plan Amendment Record of Decision (ROD) of January 2008. This is a critical document that represents the latest action by the Forest Service in a long battle over the nature of the Tongass Land Management Plan (TLMP). This amendment was required after the Ninth Circuit Court of Appeals ruled in August 2005 that the 1997 TLMP suffered from inadequacies and errors, and required the Forest Service to remedy these.
- The Summary of the Final Environmental Impact Statement for the TLMP Amendment of 2008. This document is closely related to the ROD above.
- The appeals to the 2008 Forest Plan Amendment ROD received by the Forest Service, focusing on the appeal(s) submitted by the organization(s) that your group represent(s).
Recommended Resources for Specific Stakeholder Groups

Timber industry:
- Appeals and websites of the Alaska Forest Association and the SE Conference.
- Local mills: Viking Lumber Company, Icy Straits Lumber (*call them!*).

Government agencies:
- The State of Alaska, specifically the Office of the Governor, and the Department of Fish and Game (esp. the Division of Wildlife Conservation).
  - *Perhaps your first and only good excuse to call Governor Palin’s office!*
- The US Forest Service, specifically the Tongass National Forest website (a wealth of information organized in a somewhat haphazard manner), including the “FAQs” and “Newsroom” sections.

Native groups:
- Appeals by Sealaska, Kootznoowoo Inc. (Angoon village corporation), and Tlingit Haida Central Council.
- Sealaska Corporation website – lots of information. Also worth a phone call.
- Tlingit Haida Central Council also has a website with contact information.

Communities:
- Appeals by the Southeast Conference, Tlingit Haida Central Council, Kootznoowoo, and SEACC.
- Departments of economic development (or similar) at cities and boroughs, such as the City and Borough of Juneau, the City of Ketchikan, Ketchikan Gateway Borough, and Cities of Craig, Coffman Cove, Klawock, Petersburg, Wrangell, etc.
  - *The people who work at these economic development departments are in the public relations business, and should be happy to take your phone call.*
- SEACC website – a wealth of information, some of it about local communities.

Non-timber businesses:
- Appeal by the Southeast Conference.
- Chambers of commerce for all communities listed above.
- Websites such as the Southeast Conference, the Southeast Alaska Tourism Council, and the United Fishermen of Alaska.

Conservation I:
- Appeals by the NRDC and the Sitka Conservation Society (with others).
- Websites of all organizations included in this group, including NRDC, Greenpeace, Sierra Club, and Earthjustice.

Conservation II:
- Appeals by Audubon Alaska and the Wilderness Society.
- Websites of all organizations included in this group, especially Audubon Alaska and SEACC.
Summary of Due Dates and Grading Percentages

• **Tuesday, May 19**
  - At least two prepared questions (pertaining to your stakeholder group) for Steve Kallick, an expert on Tongass issues who will visit our class on this day. Graded credit/no credit, and counts for 10% of your case study grade.

• **Tuesday, May 26** (these three items comprise 40% of your case study grade)
  - One-page **outline of stakeholder goals** for Tongass negotiations. Please bring enough copies of this document (15) to share with other students. Or, email me your outline the night before and I can make the copies on the class budget.
  - One-page (or less) **summary of research effort** detailing the sources (print, internet, and direct contact by phone or email) of information you relied on in assembling your stakeholder goals. This does not need to be a lengthy document, just a list of sources consulted, including phone calls/emails that were not returned (so you get credit for your efforts!).
  - Participation in today’s round-table discussions with other stakeholder groups. You must notify the instructor *in advance* if you must miss this class session.

• **Friday, June 5** (these two items comprise 50% of your case study grade)
  - 30-60 second **radio spot** due via the online drop box. Details for this assignment will be provided in an additional document. This will count for 25% of your case study grade.
  - 1-2 page **press release** due via the online drop box. Details for this assignment will also be provided in an additional document. This will count for 25% of your grade for the case study grade.

• **Monday, June 8** (final exam period)
  - Brief presentation of your press release and radio spot before the instructor and class. The format of this class session will be similar to a press conference. This presentation will not be graded *per se*, but participation is required for credit on the case study overall.

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