

San José State University  
 College of Social Sciences, Department of Environmental Studies  
 ENVS 175, Wildfire Policy and Management, Spring2022

Course and Contact Information

Office Location	WSQ 115C
Telephone	Email instructor to set up Zoom call (audio or video)
Email:	<a href="mailto:amanda.stasiewicz@sjsu.edu">amanda.stasiewicz@sjsu.edu</a>
Office Hours	Thursdays by appointment only ( <a href="#">LINK</a> ) 12:00-2:00pm PT *Other days & times available by email request
Class Days/Time	T/R- 9:00-10:15
Classroom	Dudley Moorhead Hall (DMH) 164 *On Zoom until 2/15—See Canvas Page for Zoom Link Canvas <a href="#">LINK</a>
Office Location	WSQ 115C
Prerequisites:	Area A (2)- Written Communication and Area D (1) -Human Behavior Or Instructor consent

Course Description

This course is delivered in person. Lectures will take place twice a week during class time. The course includes a partnership with a fire-prone community and trips to that site for the semester project. There will be at least two opportunities to participate in the weekend trip to the field site, and you will have off-in-class time to compensate for the weekend trip(s).

For this course you will need:

- ” A computer or tablet with typing capabilities
- ” Microsoft Office Suite and/or the "Suite" (Google Docs, Sheets, etc.)
- ” Adobe Acrobat DC: [Adobe reader download link](#), [Adobe Flash player download link](#), and [Windows Media player download link](#)
- ” Access to Canvas. Canvas Learning Management system is located at <https://sjsu.instructure.com/>
  - o Basic computer specifications for Canvas <https://guides.instructure.com/m/4214/l/82542>

## Course Goals

Every year it seems wildfires get worse in the West! How do we solve the wildfire problem? What are governments doing to protect people and natural resources? And finally, what is holding us back?

This course is designed to give you a broad understanding of the evolving wildfire problem and the ways we address wildfire risk management across different social and ecological contexts in California, the U.S., and the world. We will cover government-based and individual approaches to wildfire risk management (e.g., formal mandatory programs to voluntary/education-based programs). Topics will include federal laws important for wildfire management, agency wildfire management policy, the role of state natural resource organizations in fire management, state policies and programs for addressing wildfire risk, and the role(s) of local government (e.g., planning and zoning) in fostering or inhibiting wildfire adaptation. We will also cover: 1) important aspects of human behavior and social characteristics that influence risk decision making during active fire management, wildfire prevention, and individual and family evacuation; and 2) typical ecological impacts of the wildfire management decisions we make.

The goal of this course is to give you an understanding of the complexity of the wildfire problem by exposing you to the social/policy dimensions that influence how we frame and address wildfire. Part of the course will include a semester-long project with a community fire organization to give you practical experience with fire adaptation processes or initiatives. This course explores the implications of increased wildfire and our current wildfire policy on 1) vulnerable and underserved communities, especially communities of color, and 2) natural resources and biodiversity.

Department of Environmental Studies Program Learning Outcomes (PLO) and associated University Learning Goals (ULG)

This course supports student progress toward these Department Learning Outcomes which are essential for a literate Environmental Studies graduate:

PLO 1 -Qualitative Environmental Literacy Uc(s) 1

- (1) Communicate effectively by listening actively and then formulating, articulating, and explaining ideas clearly using oral and written techniques.
- (2) Learn to find, effectively use and avoid plagiarizing legitimate information sources, including government websites and peer-reviewed literature.

#### Required Texts/Readings

Textbook-none

#### Course Requirements and Assignments

- (1)



Accessible Education Center If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability. Academic Senate Policy F06 Please reach out to me if you have any concerns or questions about this process.

Writing Center: Many of our assignments are written. You are graded portion of each graded assignment is grammar, spelling, and the clarity of the ideas you present is expected that all the assignments you hand in are your original work. I encourage you to utilize peer review (partner with a classmate to edit each other's papers) and the additional resources available to you at SJSU. The San José State University Writing Center offers a variety of resources to help students become better writers, and all of their services are free for SJSU students.

# ENVS 175: Wildfire Policy and Management, Spring 2022 Course Schedule

\*Our schedule is subject to change. Changes to assignments, readings, or due dates will occur at least 1 week in advance or as optional/supplementary materials. We will discuss these changes in advance during lecture time and you will be notified/reminded of these changes via email/a Canvas announcement. Updates and assignments will always be posted to the syllabus on our Canvas page and announced in class.

## Course Schedule

Week	Topics	Readings, Assignments
<b>The Wicked Wildfire Problem</b>		
Week 1 (1/27)	Getting to know you and intro to wildfire	Getting to know you discussion post
Week 2 (2/1)	Intro to wildfire continued; Defining the wildfire problem (part 1)	Read Carroll, M. S., Blatner, K. A., Cohn, P. J., & Morgan, T. (2007). <a href="#">Managing fire danger in the forests of the US inland northwest: a classic "wicked problem" in public land policy</a> <i>Journal of Forestry</i> 105(5), 239-244.
(2/3)		Tedim and Leone 2020 <a href="#">The Dilemma of Wildfire Definition: What it Reveals and What it Implies</a> Fire Ecology 8.11 (C)4 (ohn, )-11.005 . <</MC2T 0 0 1 r

		<ul style="list-style-type: none"> <li>Schultz, C. A., Jedd, T., &amp; Beam, R. D. (2012). Collaborative Forest Landscape Restoration Program: a history and overview of the first projects. <i>Journal of Forestry</i>, 110(7), 383-391.</li> </ul>
<p>Week 5 (2/22)</p> <p>(2/24)</p>	<p>Return/restoration to what? TEK in wildfire management</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> <li>Wynecoop, M. D., Morgan, P., Strand, E. K., &amp; 7 U L J X H U R V ) 6 * H W W L C exploring a multidisciplinary approach to incorporating traditional knowledge into fuels treatments <i>Fire ecology</i>, 16(1), 1-18.</li> </ul> <p>Optional: Tending the Wild. Chapter 12: Restoring landscapes with Native knowledge</p>
	TEK continued	<p><u>Reading:</u> TBA</p> <p><b>Assigned: Fire Size Up Assignment</b></p>
<b>What are Fire-Adapted Communities?</b>		
<p>Week 6 (3/1)</p> <p>(3/3)</p>	<p>Public perceptions of wildfire treatments on public lands: barriers and solutions?</p> <p>Defining the WUI</p> <p>Risk to what and for who? Resident risk perceptions</p>	<p>Wildfire Risk Chapter 2</p> <p>Readings: Brenkert-Smith et al. (2012) Trying Not to Get Burned: Understanding Homeowners' Wildfire Risk Mitigation Behaviors</p> <p>Optional: Champ et al. (2015) Understanding Gaps Between the Risk Perceptions of Wildland-Urban Interface (WUI) Residents and Wildfire Professionals</p> <p><b>Assigned:</b></p>

<p>Week 7 (3/8)</p> <p>(3/10)</p>	<p>Risk to what and for who? Resident risk perceptions</p>	<p>Readings: Brenkert-Smith et al. (2012) Trying Not to Get Burned: Understanding Homeowners' Wildfire Risk-Mitigation Behaviors</p> <p>Optional: Champ et al. (2015) Understanding Gaps Between the Risk Perceptions of Wildland-Urban Interface (WUI) Residents and Wildfire Professionals</p> <p>Assigned: HIZ assignment</p>
	<p>Towards a world where communities co-exist with fire</p>	<p>Readings:</p> <p>(1) Paveglio, T. B., Moseley, C., Carroll, M. S., Williams, D. R., Davis, E. J., &amp; Fischer, A. P. (2015). Categorizing the social context of the wildland urban interface: Adaptive capacity for wildfire and community "archetypes" Forest Science, 6(2), 298-310.</p> <p>(2) Paveglio, T. B., Carroll, M. S., Stasiewicz, A. M., Williams, D. R., &amp; Becker, D. R. (2018). Incorporating social diversity into wildfire management: Proposing "pathways" for fire adaptation. Forest Science, 64(5), 515-532.</p>
<p>Week 8 (3/15)</p> <p>(3/17)</p>	<p>Collaborative planning and community focused approaches SWPPs</p> <p>Market-based "solutions" (insurance, taxes, cost share, state policies and programs)</p>	<p>Reading: Jakes and Sturtevant (2013). Trial by fire: Community Wildfire Protection Plans put to the test International Journal of Wildland Fire.</p> <p>Due: HIZ assignment</p> <p>Reading: TBA</p>
<h3>3. Safe and Effective Wildfire Response</h3>		
<p>(3/22)</p>	<p>Wildfire Suppression: from reporting to suppression (initial attack, extended attack, tactics/air support)</p>	<p>Reading: TBA</p>
<p>(3/24)</p>	<p>Suppression costs and issues request lecture</p>	<p>[Redacted]</p>



