

## PSC 313 W Natural Resources Law and Policy

Spring 2016  
TTh 2:00 to 3:15 in Curry 309

Dr. Susan Buck  
office: 321 Curry

### **How to get in touch with me:**

Office hours: Tuesday and Thursday 12:30 -1:45 and by appointment.

E-mail: [sjbuck@uncg.edu](mailto:sjbuck@uncg.edu) If you want to *discuss* something, come in during office hours or call me at home. I don't conduct lengthy conversations on line.

Home phone: \_\_\_\_\_ If you do not live in the Greensboro calling area, please be sure to include your area code when you leave your phone number.

When I need to contact the class, I will send an email. Emails will go to your university account, so check it regularly.

**Electronics:** I do not allow the use of laptops or any other electronic communication devices, including cell phones, in class. If your text is on-line, you should take notes for the day's assignment.

I will allow exceptions to this policy based on individual circumstances. If you must have your phone active (family or job issues), tell me before class, put the device on vibrate, and sit near the door.

**Honor Policy:** Students are required to abide by the University Academic Integrity Policy for all work in this course. <http://academicintegrity.uncg.edu/complete/>

**Course Description:** The study of state, federal, and international natural resources policy and law. Topics include acquisition and management of public lands, wildlife, biodiversity, and resource conservation. **Writing intensive**

### **Course Goals**

1. Students will become familiar with the major federal land management agencies such as Bureau of Land Management, National Park Service, Bureau of Reclamation, Fish & Wildlife Service, National Marine Fisheries Service (NOAA), and National Forest Service.

2. Students will learn how natural resource management developed as a public policy issue during the last century.
3. Students will become familiar with key court cases that define relationships among agencies and citizens.
4. Students will learn how political, economic, and legal factors have changed natural resource management from 1940 to the present.
5. Students will improve skills in writing and in critical thinking.

### **Texts**

1. Klein, Christine, Fred Cheever, and Bret Birdsong. *Natural Resources Law: A Place-Based Book of Problems and Cases*. Frederick, MD: Wolters Kluwer, 2013.
2. *High Country News* (see below)

### **Course Requirements:**

600	two in-class exams
100	<i>High Country News</i> discussions & activities, in-class writings, etc.
150	Self-directed field trip reports (3)
<u>150</u>	Field trips essay (due during final exam period)
1000	

Class participation will be used to decide borderline grades. Class participation involves being present and prepared. It also involves joining in discussions, but do not confuse *quantity* with *quality*. ***Note that attendance is required for final exam period.***

**Tests:** These will be identification, short answer, and essay. I will furnish a review sheet about a week before each test.

### ***High Country News (HCN):***

*High Country News* is an excellent newspaper with a western, environmental focus. This year they have a grant to provide copies to college classrooms, so we will be receiving these for free. Issues come about every two weeks, with a gap in the middle of the semester when they take a spring holiday. The newspapers will be mailed to me, and I'll distribute them in class.

Read each issue very carefully, cover to cover, every word (well, maybe not all the classifieds). Be prepared to summarize stories and to critique them. You may be asked to

propose follow-up stories, or to offer alternative perspectives, or to discuss policy implications of the stories' content. I might ask for a "letter to the editor" or an impromptu play based on one of the stories. You might be asked about job applications, or western culture, or your opinion of the federal-Indian relationship. Read carefully and think about what -- and who -- is behind the stories and what this means for public policy.

Because I'm not sure when they will arrive, the dates in the syllabus are tentative. We will probably need to re-arrange the schedule during the semester.

### **Self-directed field trips (including selfies) and essay**

*On-your-own Field trips:* During the semester, you should visit these three natural resource parks/public spaces/gardens close to UNCG: Guilford Courthouse National Military Park <http://www.nps.gov/quco/index.htm> ; Country Park <http://www.greensboro-nc.gov/index.aspx?page=1190> ; Bicentennial Gardens & Bog Park (these are so close together that I'm treating them as one place) [http://greensborobeautiful.org/gardens/bog\\_garden.php](http://greensborobeautiful.org/gardens/bog_garden.php) and [http://greensborobeautiful.org/gardens/bicentennial\\_garden.php](http://greensborobeautiful.org/gardens/bicentennial_garden.php)

Look below at the expectations for the final essay so you can gather everything you will need with one visit per site.

**The selfie reports include a short essay about each field trip plus your selfies. They are due on February 2, March 1, and March 29. You may do these sites in any order. (The big essay is due April 16.)**

Your assignment is to visit each of these parks/gardens and to explore each one thoroughly. Write a short report of what you did and what you thought about the place: no more than 2-3 pages plus your photos. Here's the **minimum required list** (more photos are fine) of locations for your photos: include all of them in your field trip reports. Be sure some of these are selfies so I know you were there!

1. Bog Garden: waterfall, pier overlooking the lake and Bicentennial Gardens: Visitors Center, Camberly's Garden, Student statue

2. Guilford Courthouse National Military Park: with the signs at the major stops: Visitors Center, General Greene (note that it's Greene) statue, Francisco monument, restroom building (I'll know you went all the way around!). You should also go through the museum and watch the main movie in the Visitors Center.

3. Country Park: When the loop road is closed, you can park in the tennis court lot off Pisgah Church Road or at the Natural Science Center. Mandatory photo locations: Veterans Memorial, Dog Park (bring your dog for this one!), causeway between the two lakes, boat house, and at least two of the shelters.

*The essay:* Your **Field Trips Essay** is due April 16 at 3:30 (final exam period). Attendance is required. Since I will already have your selfie reports, don't repeat where you went and what you saw. This is a compare-and-contrast academic essay: *What did you learn?* Consider, for example, who controls or owns them and what difference this makes. Who uses it? (Weddings at the Bicentennial Garden? Yes. At the Bog Garden? Unlikely.) Consider the purposes. Who created it? Why? (For example, the Bicentennial Garden has a much different history than Country Park or even the Bog Garden). Think of this as an essay that might appear in the *New Yorker* (you might as well aim high!).

Start with an absolutely crystal clear introduction that not only introduces the topics but also provides an narrative outline so the reader (me!) knows what to expect and doesn't have to flip back and forth to figure out what you learned.

### **General Rules for Assignments**

1. All assignments must be typed, **14-point font**), regular margins. Use Turabian in-text citation style. Style sheets are available in the library.
2. No cover pages or folders or title pages. It wastes trees. *However, only use one side of each page*, although I realize that wastes trees as well.
3. Be aware of the dangers of plagiarism. I will automatically fail any assignment containing plagiarized material if I feel there has been a deliberate effort to use another's work as your own, and I will reduce the grade of an assignment with careless plagiarism.

**Having a problem with your computer, or the printer, or compatibility between your system and someone else's is not a valid reason for missing an assignment or for being late.**

***A Note on Plagiarism:*** Plagiarism is using the language, ideas, or data of another scholar without acknowledging the source. The faculty view this as an extremely serious offense. Sanctions for plagiarism range from failing the plagiarized assignment to expulsion from the University.

There are three central reasons to acknowledge the work of other scholars. First, scholars' works are their professional products. To use it as your own is stealing, and your own work becomes a forgery. Second, other scholars may wish to build on your work or to explore some idea further. If you have provided good documentation, their work is simplified. Third, your source may be wrong. If you use the information without attribution, you are responsible for the error. Remember: be honest, be helpful, be safe.

Here's the Golden Rule of Citations: **when in doubt, cite**. No one ever got in trouble for too many citations.

Myths:

1. Paraphrasing eliminates the need for citations. FALSE. It only eliminates the need for quotation marks.
2. Any data found in three places is "common knowledge" and needs no citation. FALSE. "Common knowledge" is a pit for the unwary. The safe test is whether an average person would know this information. Thus, that the Declaration of Independence became official on 4 July 1776 is probably common knowledge, but a reference to *Brown v. Board of Education* needs a citation. Remember the Golden Rule of Citations: when in doubt, cite.
3. Tables, charts, and diagrams don't need citations. FALSE. They are data and their design is creative. Cite!

**Preliminary class schedule.** We will make adjustments as the semester progresses.

<u>Week</u>	<u>Topic/Assignment</u>
1 Jan 12	<b>Introduction</b>
Jan 14	<i>Natural Resources Law (NRL)</i> : Ch. 1 Natural Resources Law and the Importance of Place: 1-18
2 Jan 19	<i>NRL</i> Ch1: 18-31, including discussion problem “Beauty and the Beast,” p. 28-31
Jan 21	<i>NRL</i> Ch 2: Federal Lands: An Introduction. 35-43, 55-59, 65-66, 82-83. I suggest reading the cases as well; they are key cases.
3 Jan 26	<i>High Country News</i> discussion #1 (tentative)
Jan 28	<i>NRL</i> Ch 3: 105-117
4 Feb 2	<i>NRL</i> Ch 3: 124-149 (read cases for the “so what?” rather than legal detail) <b>Selfie Report 1 due</b>
Feb 4	<i>NRL</i> Ch 3: 181-231 (stop at <i>Kleissler</i> )
5 Feb 9	<i>NRL</i> Ch 4: 264-284
Feb 11	<i>NRL</i> Ch 5: 285-294; skim 294-312.
6 Feb 16	<i>NRL</i> Ch 6: 353-407 (focus on the policy issues in the cases); Discussion problem p. 405
Feb 18	<i>High Country News</i> discussion #2 (tentative)
7 Feb 23	<b>TEST 1 (Chapters 1-6)</b>
Feb 25	<i>NRL</i> Ch. 7: skim 409-418; read 454-458; Discussion problem p. 478
8 Mar 1	<i>NRL</i> Ch.9 (no Ch. 8): 508-516; Discussion problem, p. 512 <b>Selfie Report 2 due</b>
Mar 3	Movie: <i>Buffalo War</i>
<b>9 Mar 8 &amp; 10</b>	<b>Spring Break</b>
10 Mar 15	<i>High Country News</i> discussion #3 (tentative)
Mar 17	<i>NRL</i> Ch. 13: 745-774 ( <i>Geer v. Ct.</i> [1896]., <i>Missouri v. Holland</i> [1920], <i>Wyoming v. U.S.</i> [2002], <i>Gibbs v. Babbitt</i> [2000];
11 Mar 22	Discussion problem: 858-860.
Mar 24	Movie: <i>Thirst</i>
12 Mar 29	Speaker (Dr. Ken Bridle — tentative) <b>Selfie Report 3 due</b>

- Mar 31 **Speaker response due** (typed, of course!)  
*NRL* Ch. 14 (water: state law) : 861-911; Discussion problem p. 865.
- 13 Apr 5 *NRL* Ch 14 (water: federal overlay): 911-916 [*Winters v. U.S.*, 1908]
- Apr 7 *NRL* Ch 15 (wetlands): 943-949; Discussion problem p. 949
- 14 Apr 12 Skim *NRL* 959-961 and 982-987 (esp. Note 1 on pp. 986-987); *Fund for Animals v. Rice*, pp. 1003-1008.
- Apr 14 *NRL* Ch. 15 discussion problem: "Removing Mountaintops, Filling Valleys," (1008-1010)
- 15 Apr 19 *High Country News* Discussion #4
- Apr 21 **TEST 2**
- 16 April 28 Final Exam period: 3:30-6:30 **Field trips essay due** (review directions in syllabus). Attendance is required: we will discuss your analyses/comparisons.