

PLS 521

Foundations of Coastal and Environmental Management

Summer 2014

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Office Hours: M 3:00 - 4:00 & by appointment

Classroom: LH 254A

Class times: M: 4:00 – 9:00 (does not meet 5/26, 6/30, or 7/7)

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http://people.uncw.edu/imperialm/UNCW/PLS_521/PLS_521.htm

Course Objectives:

A significant proportion of the population of the United States is located in a coastal county. As such, it is often challenging to plan and manage competing uses of the coastal zone where protection of beaches, wetlands, water quality, and other natural resources has to be balanced against the needs of economic development and property rights to manage coastal resources in a sustainable manner. This course familiarizes future public and nonprofit leaders about the laws, institutions, and policies that have been adopted in an attempt to balance these competing uses in North Carolina as well as elsewhere in the United States. Emphasis will be placed primarily on the policies and programs contained in the federal coastal zone management and Clean Water Act and their corresponding state laws and programs (e.g., NCCAMA and NCDENR, etc.) so that students can better understand how the implementation of federal laws influences state and local government efforts to manage their coastal resources (e.g., ports, urban waterfronts, declining water quality, habitat protection, beach erosion, hazard mitigation, and public access to the beach and water resources). Similarly, the course will examine how some common law principles (e.g., property rights, riparian rights, public trust doctrine, and navigational servitude) influence the management of coastal resources. In terms of student learning outcomes, the course will focus on developing and demonstrating your ability to:

- Define, frame, and think critically about coastal problems and their societal significance;
- Utilize different theories and decision tools to identify and analyze policy alternatives that address coastal problems;
- Communicate the results of this analysis of coastal problems in a manner that is accurate, clear, concise, and persuasive while also being tailored to the audience's expertise and needs.

Students will develop these competencies in a variety of ways using a series of readings from a variety of perspectives. The readings are supplemented with a variety of handouts and web-based resources available on the course website. Students will learn how to apply the concepts through in-class exercises, discussion of video clips, simulations, and discussions. Students will develop their critical thinking skills and ability to define and analyze problems through case memo assignments and a final paper. Students will also learn how to communicate (oral and written) their analyses and participate effectively in the policy process by presenting a case and their final policy projects. Ultimately, the overall objective is to help you become a more effective analyst of coastal policy and management issues.

Readings:

All of the required readings are placed on blackboard. In addition, the following readings are recommended if you are unfamiliar with coastal and water quality issues and the implementation of the federal coastal zone management act (CZMA) and Clean Water Acts (CWA):

- Beatley, Timothy, David J. Brower, and Anna K. Schwab. 2002. *An Introduction to Coastal Zone Management*. Second Edition. Washington, DC: Island Press. (Recommended).

- Robert W. Adler, Jessica C. Landman, and Diane M. Cameron. 1993. *The Clean Water Act 20 Years Later*. Washington, DC: Island Press. (Recommended)
- Kalo, Joseph J, Richard G. Hildreth, Alison Rieser, Donna R. Christie, and Jon L. Jacobson. 2007. *Coastal and Ocean Law: Cases and Materials*. Third Edition. St Paul, MN: West Group. ISBN 978-031415620-4 (Recommended – required readings are on blackboard)

You should check the course schedule and read all of the readings for each topic found in the corresponding folder in blackboard prior to class. Copies of the lecture notes, handouts, and other resources can be found on the topics pages of the website. Additional recommended readings are also found in folders in blackboard.

Expectations and Approach

This is not a lecture-dominated class where the instructor speaks and the students passively listen. This is a seminar class where students take an active part in their learning through class discussions, group work, and case analysis. Course readings are supplemented with videos, occasional guest speakers, and other information available on the class web site. Part of your learning will be cognitive or factual in nature. However, much of what you learn in this course will involve developing your analytical skills, enhancing your self-awareness of policies and programs affecting coastal issues and problems, and sharing your professional experiences with others in the class. I encourage you to prepare yourself for, and be open to, the variety of ways that you can learn from this course.

Course Requirements

Your grade in this class will be based on your ability to understand and apply the concepts discussed in the course readings. More specifically, your grade will depend on your performance on the following course requirements:

Class Participation

Students are expected to complete the assigned readings and come to class prepared to discuss all readings, handouts, and assignments that are due. Given the small class size, it will be evident to all of those in attendance whether you are prepared to discuss the readings. To ensure that students are prepared to discuss the readings, I will randomly ask students to summarize a reading, case, or one of the notes, questions, or problems contained in the readings. Some of the legal decisions are quite detailed and may require you to read them more than once. Each student should be prepared to share with the class questions that the readings raised and be able to identify the most significant points or contribution that the author makes to the practice of coastal resource management.

While attendance will not be taken on a regular basis, poor classroom attendance and showing up late to class may result in a failing participation grade since you cannot participate if you are not in class. Therefore, you should notify the instructor when you are unable to attend class. If you should miss a session when a video is shown, it may be possible to make arrangements to view the film privately at the library or to borrow the video. Your participation grade will also be lowered if students are not active contributors to discussions, the frequent inability to respond to the instructor's questions, poor class preparation, lack of enthusiastic participation in class exercises, inability to participate in discussing a case, or the failure to treat others in the classroom with respect (e.g., talking while others are talking, ridiculing other students, etc.). Similarly, while laptops, tablets, and smart phones are allowed in class, their use for non-class-related activities (e.g., texting friends, watching something on the internet, Facebook, etc.) will result in a lowered participation grade. Simply put, in order to receive an "A" in this class you must be a civil, active contributor to class and not merely score well on exams and assignments.

Briefing Paper & Presentation

You are required to write a short briefing paper. Briefing papers go by a variety of names (e.g., briefing notes, briefing memos, issue papers, policy briefs, and white papers) and can be presented in memo form or consist of 50+ page reports. You are required to writing an issue paper that is no more than 4,000 words in length (you will submit an electronic document and I will do a word count) and your grade will depend in part on how much information is required inside the word limit. Your briefing paper has to identify a ocean or coastal resource management problem

confronting federal, state, or local policy makers. You will be asked to identify your problem on **6/2**. It should identify and explore significant aspects of the problem such as its history and causes and make a compelling argument that it is a problem that commands the attention and consideration of decision makers. It should then identify a solution to the problem. Unlike a policy analysis that is written in a more objective form, briefing papers have a point of view and are more argumentative in nature. You are trying to sell the decision maker on the importance of the problem and make a persuasive case that your solution or set of recommendations constitute a reasonable course of action to manage the problem. This should include a discussion of how the policy, program, or technical solution works and often uses examples of how it works in other places as justification for its adoption elsewhere. Perhaps the trickiest part of writing a briefing paper is the presentation of the technical information. Your audience will be decision makers (and possibly interest groups and others that need persuasion). Some will be quite knowledgeable about the issue while others need to be “educated”, which is the entire point of the briefing paper. Thus, you need to convince the reader of your mastery of the information, tell them something they did not already know, but do so in a manner that is accessible. Form and content as well as the look and feel of the briefing paper matter quite a bit if you want to sell your ideas.

The length of the main briefing paper is 4,000 words, not including the cover, table of contents, the abstract, references (at least 15 articles, books, or technical reports), or appendices. Your writing style should be dense – a lot of information should be packed into your word count. You should use visual aids like tables and figures to illustrate your points. You should also use page numbers, section breaks, running headers/footers, and other devices to make your paper visually appealing. They should be well written, be professional in appearance, and be properly referenced in any acceptable style. Additional guidance and materials providing a wide variety of guidance is provided in blackboard.

There are two other linked course requirements. You will each be assigned to review the draft version of one of your classmate’s briefing papers. You have to bring 2 copies of your final draft of the briefing paper to class on **7/14** and will be assigned to one of your classmates (you do not need to bind or print in color at this point). You are then to review the paper as if you were the director of the organization that will issue the briefing paper. You should provide detailed comments, guidance, and specify other items that should be changed in the draft. Two copies of the comments are due at the start of class on 7/21 (One to the author and one to me). You will be graded on the comments you provide, so you should approach this assignment seriously. Your briefing paper is due on 7/24 and it should address the comments and feedback offered by your colleague.

The final piece of this assignment will require presenting your findings. When a group of decision makers has requisitioned a briefing paper, it is not uncommon for them to request a public presentation of the findings (e.g., board meeting, retreat, etc.). You will each be randomly assigned a presentation order. We will begin presentations on 7/14 and finish them on 7/21. You will each have a minimum of 30 minutes to present with the focus being on educating the class about the problem and what the most appropriate solution(s) are. I would recommend avoiding using just a long PowerPoint presentation. Instead, think creatively about how you can use your time. The 30 minutes will be followed by a period of time for questions and discussion. If two or more students are focused on a related set of issues/problems/solutions, I might allow you to work together to present if there is interest. You will be graded on the quality and substance of your presentations.

Coastal Management Problem Memos

One of the ways we will examine and apply the concepts discussed in the readings is by analyzing cases contained on the course website. Since case analysis is essentially self-learning through simulated experience, its success depends on the lively exchange of information, ideas, and opinions during case discussions. Students must come prepared to discuss all aspects of the case, apply the concepts in the readings to the case, and be able to answer the questions at the end of each case study or those posed on the class web site or it will adversely affect your class participation grade.

Over the course of the semester you will be required to prepare **4 memos** for these assignments that respond to a particular, question, problem, case, or readings. Each assignment generally asks you to analyze the readings and apply the topics and concepts discussed. The problems are designed to heighten your interest and awareness of the significant legal issues and policy problems that coastal managers can face. The memo assignments also help you to

develop your communication skills. Accordingly, be sure that the memo is as specific as possible. The decisionmaker should know precisely what you want them to do about the problem/issue and what you plan to do to carry out your recommendations. Additional guidance and directions for each assignment can be found on the website. Each case memo assignment is targeted at a specific decision maker.

Exam

There will be one take home exam. It will be posted online once we have completed our discussing on the readings and will be due at the start of class on 7/21. It will consist of a series of questions that require you to apply the theories and concepts discussed over the course of the semester.

Grading

All written work will be evaluated based on your analysis, the organization of your ideas, the strength and substance of your arguments, your ability to properly apply the concepts discussed in class, and the quality of your writing (e.g., spelling, grammar, punctuation, etc.). Failure to complete an assignment or failing to follow directions will result in a 0 for the assignment. The final course grade will be calculated based upon the following weights:

Class participation	20% (200 points)
Briefing Paper	25% (300 points)
Comments on briefing paper	5% (50 points)
Briefing paper presentation	10% (100 points)
Memos (4 @ 5%)	20% (200 points)
Exam	20% (200 points)

Course grades will be calculated based on the following: A (920 – 1000 points), A- (900 – 919), B+ (880 – 899), B (820 – 879), B- (800 – 819), C+ (780 – 799), C (720 – 779), C- (700 – 719), D+ (680 – 699), D (620 – 679), D- (600 – 619), and F (0 – 599). In the event that an assignment is given a letter grade, points are allocated by using the midpoint of the grade range and multiplying it the number of possible points. For example, an A for a 5% memo would equal 95% of 50 points or 47.5 while a B+ would equal 89% of 50 points or 44.5. There is no rounding up or down.

All members of UNCW’s community are expected to follow the academic Honor Code. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook). Academic dishonesty in any form will not be tolerated in this class. Be advised that I have a zero tolerance policy for cheating or plagiarism. Anyone caught cheating or plagiarizing an assignment will receive a failing grade for the course.

Late Assignments/Incompletes

Tentative due dates for course assignments are listed on the attached course schedule and are subject to change based on class progress and student preferences. You should check the course schedule and announcements pages on the course web site periodically for changes in due dates. Students may bring forward requests for changing the dates of major assignments for class approval with a minimum of one-week advance notice to the class.

Unless I have agreed in advance, all assignments are due at the beginning of the class period listed on the course schedule. Informing the instructor of your intention to be absent does not waive your obligation to submit the work that is due on time. Late assignments lose one full letter grade per day they are late. The final exam and policy project lose a full letter grade at a minimum if they are submitted after the posted deadline. They lose an additional letter grade each day they are late. An incomplete will only be granted when there are serious extenuating circumstances that occur after the withdrawal period. Inability to complete the policy project and final exam by the posted deadline is not grounds for an incomplete and may result in a failing grade and dismissal from the MPA program.

Disabilities, Respect, and Harassment

Students with diagnosed disabilities should contact the Office of Disability Services (962-7555). Please give me a copy of the letter you receive from Office of Disability Services detailing class accommodations you may need. If you require accommodation for test-taking please make sure I have the referral letter no less than three days before the test.

UNCW has recently instituted a Respect Compact to affirm our commitment to a civil community, characterized by mutual respect. That Compact will soon be affixed to the wall of each classroom and can be accessed at: <http://uncw.edu/diversity/src.html>. Students are expected to treat others in this class in accordance with this campus policy.

UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962-2273. Resources for individuals concerned with a violent or harassing situation can be located at <http://www.uncw.edu/wsrc/crisis.html>.

Other Class Policies

Cell phone use will not be tolerated in this class. Turn off your cell phones prior to class. If your phone rings, the Professor reserves the right to answer the call and/or to confiscate the phone.

Laptops may be used in this class. Laptop users should sit in the back row to avoid distracting others. Laptops will be banned from the classroom for the rest of the semester the first time any laptop user is seen engaging in non-classroom related activity.

Summer Course Schedule*

Week	Topics	Readings	Assignments
5/21 4:00 – 9:00	Introduction <i>Past and Future of Coastal Resource Management</i>	Blackboard Readings in corresponding folders	
5/28	No Class – Memorial Day		
6/2 4:00 – 9:00	Coastal Resource Management (CZMA) <i>CZMA & CAMA</i> <ul style="list-style-type: none"> ▪ http://people.uncw.edu/imperialm/UNCW/PLS_521/PLS_521_coastal_resource_management.htm <i>Federal Consistency</i> <ul style="list-style-type: none"> ▪ http://people.uncw.edu/imperialm/UNCW/PLS_521/PLS_521_federal_con.htm 	Blackboard Readings in corresponding folders B: 1 – 172 (rec)	<ul style="list-style-type: none"> ▪ Memo #1 – User Conflicts from Wind Power ▪ Identify topic for briefing paper
6/9 4:00 – 9:00	Public Trust Doctrine & Riparian Rights <i>Public Trust Doctrine</i> <ul style="list-style-type: none"> ▪ http://people.uncw.edu/imperialm/UNCW/PLS_521/PLS_521_public_trust.htm <i>Riparian Rights and Public Access</i> <ul style="list-style-type: none"> ▪ http://people.uncw.edu/imperialm/UNCW/PLS_521/PLS_521_riparian_rights.htm 	Blackboard Readings in corresponding folders	<ul style="list-style-type: none"> ▪ Memo #2 – Public Trust Doctrine
6/16 4:00 – 9:00	Protecting and Restoring Coastal Habitat <i>Wetlands Protection (CWA)</i> <ul style="list-style-type: none"> ▪ http://people.uncw.edu/imperialm/UNCW/PLS_521/PLS_521_habitat_protection.htm <i>Point and nonpoint pollution control (CWA)</i> <ul style="list-style-type: none"> ▪ http://people.uncw.edu/imperialm/UNCW/PLS_521/PLS_521_Water%20Quality.htm 	Blackboard Readings in corresponding folders A: Whole book (rec)	<ul style="list-style-type: none"> ▪ Memo #3 – Wetlands Protection
6/23 4:00 – 9:00	Managing Coastal Development <ul style="list-style-type: none"> ▪ http://people.uncw.edu/imperialm/UNCW/PLS_521/PLS_521_coastal_development.htm 	Blackboard Readings in corresponding folders B: 197 – 247 (rec)	<ul style="list-style-type: none"> ▪ Memo #4 – Regulatory takings
7/14 4:00 – 9:00	<i>Presentations of briefing papers</i>		<ul style="list-style-type: none"> ▪ Final Draft of Briefing Paper (2 copies) ▪ Assign Reviewers ▪ Begin Random Presentations
7/21 4:00 – 9:00	<i>Presentation of briefing papers</i>		<ul style="list-style-type: none"> ▪ Comments on briefing paper (2 copies) ▪ Take Home Final Exam is due
7/24	<i>Final Exam Day</i>		<ul style="list-style-type: none"> ▪ Final Paper is Due at 4:00 PM

*Course schedule is subject to change

B = Beatley, et al., *An Introduction to Coastal Zone Management*; A = Adler, et al., *The Clean Water Act 20 Years Later*.