

Syllabus

Natural Resource Policy: Vernal Season 2016

Class meets: Mondays and Wednesdays 5:35-6:55

Blake Hall Room 131

Instructor:

Daniel G. Clark

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Office: Waller Hall Room 108B (my office is in the back left if you enter through the front door)



Office Hours: By Appointment – I spend lots of time here and should have availability in a timely fashion.

What is this course about?

By the end of the course, students should know the major pieces of natural resource policy in the USA, how they are implemented and by whom. Students should be able to apply them to natural resource decision making and have some level of knowledge of the differences among different resources and types of resources. Additionally, students will be exposed to alternative forms of governance as it applies to natural resources.

Learning Goals: Students will be able to explain and describe major national natural resource policy on resources including water, air, mining/mineral resources, energy, and others. Additionally, they will be able to describe various methods of governing these resources and the connections between this and other social, cultural, environmental and economic phenomena.

On stupidity: We will try to avoid referring to people or groups of people as “stupid” (or like words) when attempting to understand them. This is, by and large, a cop-out and is never the full story. Frequently people resort to this when they do not understand why other individuals or groups make the decisions that they do. These individuals and groups may be misinformed, but it is more often the case that they have different values motivating their behavior than we do or different perceptions of the associated risks – as such, we will be discussing to some extent what motivates natural resource decision making. In short – we want to understand why individuals and groups do what they do in regards to natural resources and not to make value judgments of these decisions.

Course Policies:

Discourse and Civility: All of you are adults. I expect you to conduct yourself in a civil manner with your classmates and with me. Some of the topics we cover may be things you or your classmates have strong opinions or feelings about, but you should always treat each other civilly and with respect. Students being disruptive will be asked to leave and will lose credit for that day.

Email – If you email me, please include the name of the course in the subject line or something else obvious so I don't delete it. Make sure you include your name in your email somewhere. Sometimes, non-Rutgers emails get filtered out, so you probably want to email me from your Rutgers email account.

During the week I will usually turn around your emails in 24 hours or less. On the weekends it might be a bit longer because I, like you, have other things going on in my life. If you email me and I don't respond, that usually means that I have not received your email for some reason so please check the next time you see me in person.

Class meets Monday and Wednesday evenings. If you have a question about Monday class or assignments due Monday, you must email me by the preceding Sunday at noon to ensure a response. Likewise if you have a question about Wednesday class, you should email me the preceding Tuesday by noon. If you email me after this there is no guarantee you will get a response. This is especially relevant when dealing with assignments. When you receive an assignment you should look over it when you get it to see if there is something you do not understand so you have lead time to resolve it well before the due date.

Attendance: You are expected to attend each class. The Rutgers attendance policy is as follows:

10.2.7 COURSE ATTENDANCE A. Attendance at all regularly scheduled meetings of a course shall be expected.

A student shall be permitted to make-up required exercises and examinations missed as a result of absences when these are authenticated. Each college or school shall designate an appropriate authority to authenticate the reason for absences from any regular part of a course including final examinations.

B. It is the policy of the University not to cancel classes on religious holidays. However, students should exercise their own judgment as to attendance in accordance with the dictates of specific school or program policies and requirements governing class attendance. Generally no public ceremonies should be scheduled for these religious holidays. In any case, any ceremonies necessary on these days should be cleared through the Executive Vice President for Academic Affairs or the appropriate campus Chancellor. It is also the policy of the University, when consistent with specific school or program policies and requirements governing class attendance, to excuse without penalty students who are absent because of religious observances and to allow the make-up of work missed because of such absence. Except when related to clinical assignments, examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.

C. The President of the University or an official appointed by him or her is authorized to cancel classes at the University or any part thereof in the event that weather conditions so dictate.

D. The recognized grounds for absences are:

- 1. Illness requiring medical attention.*
- 2. Curricular or extracurricular activities approved by the faculty.*
- 3. Personal obligations claimed by the student and recognized as valid.*
- 4. Recognized religious holidays.*
- 5. Severe inclement weather causing dangerous traveling conditions.*

This policy can be found at <http://policies.rutgers.edu/sites/policies/files/10.2.7%20-%20current.pdf>

In the event of absence, students are expected to report it through the self-reporting absence system:

<https://sims.rutgers.edu/ssra/>

Students who do not may be subject to academic integrity violations.

If you are not in class, it is your responsibility to make up work, I am happy to help you do this.

Students more than 10 minutes late to class will be considered "Late" [no this is not an excuse to show up ten minutes late]. If students are 10 minutes or later to class 3 times they will receive an absence. I paid an extra \$15 for my watch so it could be one of those super amazing at time-keeping atomic watches with for the express purpose of being able to keep more accurate time than anyone else – this is the time we will be using.

In order for an absence to be excused, students must contact the instructor and state clearly why their absence should be excused according to the criteria set forth by the University. If students know in advance they will be missing class (for religious holidays, educational activities conflicting with class) it is preferred if you notify the instructor ahead of time. In the event of expected absences it is up to students to arrange to hand in any work due the date of classes missed. Students missing class for unexpected reasons (illness, bereavement), please notify the instructor as soon as you can following class.

Students missing class for other reasons will lose 5% of their course grade (1/2 a letter grade). You have lives outside of class, thus I will have some opportunities to make up missed credit for class by attending appropriate on campus and nearby events related to course material and writing a two page reaction paper. You may propose events for this if you notice them – I encourage it! Students will be allowed to makeup up to 3 absences this way.

If we get cover the material before class is due to end I'll let you out early. On the same note, I'll ask you to be patient and not walk out if we run a minute or two over. I know that on Wednesdays you'll be itching to get at the take-out eggplant parm from Nielsen because it's delicious but I'd appreciate if you hold off a minute longer. I know it's asking a lot. I will make every effort to get you out on time.

According to Rutgers, the per-credit cost (just tuition, not including fees) is ~\$350-\$400 for in state students. This is assuming a 15 credit/semester schedule, meaning that this course accounts for \$1,050-\$1,200 of that cost. We have 28 lectures which means that you're paying essentially \$37.50-\$42.85 per lecture. These are 80 minute lectures, meaning that the implied value is about fifty cents a minute.

Academic Integrity: The Rutgers University Academic Integrity Policy can be found here:

<http://policies.rutgers.edu/sites/policies/files/10.2.13%20-%20current.pdf>

All of you should have seen it by this point. If you have questions, please ask the course instructor or email the office of Student Conduct. Please don't cheat. If you find yourself in doubt, it's usually better to cite things gratuitously than to not cite things.

Counseling and Mental Health Services: Students should be aware of the availability of the mental health services available to them. Taken from the CAPS website:

Undergraduate and graduate students experience a great many stresses in their lives – sorting out one's identity, establishing and maintaining important relationships, coping with anxiety and depression, working on changing relationships with parents and other family members, dealing with losses, handling new academic demands, and dealing with reactions to one's [differentness](#). To help with these tasks, Counseling, ADAP & Psychiatric Services provides a variety of psychological counseling services for all students of Rutgers University in New Brunswick/Piscataway, undergraduate and graduate. Services are free, and confidentiality is guaranteed within legal and ethical guidelines. Counseling, ADAP & Psychiatric Services was created in September, 2006, by joining the major mental health services

on campus into one organization, as part of the Rutgers Health Service. CAPS now includes Counseling Services, Alcohol and Other Drug Assistance Program (ADAP) and Psychiatric Services. The CAPS main office is located on College Avenue at 17 Senior Street. We also maintain a counseling office on the Cook/Douglass Campus at 61 Nichol Avenue.

CAPS provides a broad spectrum of services which includes providing time limited individual therapy, assessment and treatment of students with substance use problems and psychiatric medication management. Longer term care is provided based on clinical need. The appropriate level of immediate care is determined via an initial telephone triage appointment through the main CaPS location on Senior Street. Following triage, assignments for treatment within CaPS are based on the presenting or major problem(s) and are primarily made when short term and/or group work are the therapeutic modalities of choice (with or without adjunctive psychiatric or ADAPS services) or when students need immediate assistance in order to stabilize. Referral to outside providers is more often considered if the patient is stable and longer term individual work is needed or, conversely, when a higher level of care than CaPS staff can provide is necessary in order for a student to stabilize (e.g. psychiatric hospitalization or intensive outpatient program).

Please, if you think you may need these services take advantage of them.

Other Administrative Things: If students require testing or other accommodations, it is up to them to notify the instructor. Please do so in a timely manner. Likewise if students are engaged in University athletics, it is also up to them to let the instructor know so that way any scheduling conflicts can be resolved.

Students are not permitted to record (visually or aurally) or photograph class for any reason without the express written permission of the instructor.

You are all adults. Please conduct yourselves in a manner where you can be treated this way. I would like very much to be able to trust all of you and have an awesome educational semester – please don't give me reasons not to. To this end, if I have some bizarre policy in regards to academic integrity it's because I've seen someone try it and I'm sorry that that person ruined you being allowed to wear hats or drink out of labelled beverage containers during exams.

How the course will work:

Please refer to the Sakai site for readings, and instructions. I may periodically update the course schedule to reflect that the course is moving at a pace other than anticipated, or closings due to inclement weather. When this happens, there will be a notification.

We're going to cover a ton of material. I'll endeavor to make it interesting, educational, and fun (not necessarily always in this order). Next to each date on the schedule there will be a title for what we're doing, and the readings, which can be found on Sakai unless otherwise stated. Students should read the readings **prior** to the class they are listed next to. Then we can discuss them in class. If a reading is listed next to a topic, the topic is probably something you should keep in mind doing the reading. I will try not to overburden you with readings and to use readings which are useful and interesting. Since this is a natural resource class you may occasionally get policies to read. Policies can be a little technical and complicated. Part of this is learning how to read policy and figure out what it means, and to gain experience in reading real actual policies to see how they are written. Some of you may have jobs involving this in the near future.

Grading:

Grades are based on a 100 point scale and a mixture of exams, papers, and a final project.

5 points – International Policy Presentation

10 points – Small Paper I – Letter to Editor/Op-Ed (Monday 15 February)

5 points – Matrix Game Reaction Paper (Wed 29 February, LEAP DAY)

15 points – Midterm Exam (Wednesday 9 March)

10 points – Small Paper II – Resource Memo/Brief (Monday 28 March)

35 points – Final Project – Presentation – 15 points (18 April and 20 April), Paper – 20 points (Monday 2 May)

20 points – Final Exam – Friday 6 May, 4-7PM

Grades:

≥90 = A

<90, ≥86 = B+

<86, ≥80 = B

<80, ≥76 = C+

<76, ≥70 = C

<70, ≥60 = D

<60 = F

International Policy Presentation: Each class period one student will give a presentation on natural resources policy of a foreign country. We will pick dates and nations in the first week or two of classes. Students will be expected to talk for 5-6 minutes giving an overview of the major natural resource policies of a foreign country. This should highlight major concerns, extent of enforcement, and challenges going forward. Content from these will appear on exams. On the day of your presentation, you will be required to turn in an accompanying summary of your notes (1 page or less is fine, major points you are making, sources broadly required). Worth 5% of your course grade.

Small Paper I: Student will write an op-ed or editorial for a newspaper. It must be formatted properly and correct length to mail into a newspaper. These letters should address a natural resource issue appropriate to your audience, preferably addressing a proposed change in natural resource policy or a change you think should be made in natural resource policy. Letters should be concise and appropriate to your audience. If you choose to, you may submit your article to newspapers. If your letter gets published in a regional paper (Star-Ledger, Homes News Tribune, Trenton Times, etc.) you will get an extra two points. If your letter gets published in a national paper (New York Times, Wall Street Journal, Washington Post – that's it) you will receive an automatic 10/10 and 2 points extra on top of that. Due Monday 15 February 2016.

Matrix Game Reaction Paper: After playing the Matrix Game, you will write a reaction paper to playing the Matrix Game. It will be 2-3 pages long about what you learned by playing the game, relating it to class concepts, and the wider implications of it. You will probably want to reference course readings. If you do this, you need not write a bibliography, you only need to mention the name of the name of the author or reading that you are referencing.

Midterm Exam: This will probably be mostly open-ended and short answer questions. Updates as it

approaches.

Small Paper II: This paper will be a memo or a brief. It will be written with the intended audience being a congressperson or a staffer for a congressperson. Papers should be no more than 300 words. Students will pick a particular resource, and write about the state of this resource and policy surrounding it currently in the US. Are there scarcity issues? How is it managed? What are the relevant policies?

Your title should be clear and to the point (and brief).

The distant to recent history of the resource – how has management of this resource developed over time?

State of the resource now- what is the current state of its management in the US?

Some references – A few 3-5, where someone could find further information if they wanted/needed to do so.

Citations can be in the format of MLA, Chicago, APA, *Nature*, etc.; as long as I can locate them and they are consistent and professional.

The point of the two writing exercises is mostly to teach you how to present and represent information in a certain way and to get used to speaking as an authority on a subject.

Final Project: These will be group projects. There will be two components: a presentation, and a paper.

Presentations will take place on April 18th and 20th and be worth 15 points. Final papers will be due May 2nd and worth 20 points. Your group will be tasked to write a natural resource policy at the state or federal level.

There will be a work day in class and a more updated and detailed assignment by that point in time.

Included will be:

Intention of your policy – what are you trying to accomplish with your policy? Why is this important? Why now? Why at the level you chose? What are the specific health, social, cultural, ecological, and/or environmental goals your policy will attempt to achieve or solve? (probably will include some background of the issue)

Regulations: What regulations and types of regulations will need to be written to implement your policy?

Implementation: Who will implement your policy? Why is this who will implement your policy? What will need to be done to implement your policy? What is the timeline – are there different phases? What are these phases?

Outcome: Who/what groups and people will benefit from your policy? Who will lose out? What are the economic and social implications of this?

Feasibility: What challenges do you expect with implementation (social, cultural, ecological, environmental, technical/technological)? What might be difficult? Why?

Budget: What will you need to budget for to achieve your policy? You need not provide specific numbers, however you will be expected to provide a comprehensive list of expected costs for implementation.

Knowns and Unknowns: What pieces of your policy have uncertainty? Where does this come from? Is the uncertainty quantifiable?

Again, a more detailed assignment will be provided closer to the assignment.

Final Exam: Same format as the midterm but a bit longer. Will focus on the second half of the course (after midterm) but conceptual material will carry over.

References and Citations:

You may use any mainstream format of citation that you like as long as it is consistent within the paper – MLA, APA, Nature, or something corresponding to your field. I will expect these to be either (author, date) or a super-script corresponding to a numbered bibliography. If you are using journal articles that you found online, you are expected to provide a stable URL. The main point is that I should be able to find them if I need to. When in doubt – cite.

If you don't yet, I highly recommend using a citation manager. I use Zotero and really like it but there are a ton more out there for free. Lots of them you can just drag in pdfs and it'll generate a citation for you. There are also ones that allow you to just download a citation and it generates an entry for that as well. Doing this can save time in the long run. Most of you are not graduating this semester and you probably read some stuff that overlaps for multiple courses – this gives you an easy way of saving these and being able to reference them later.

Closing Note:

This is my first time teaching a class on my own. It's a little scary. I'll do my best to make this course useful and educational and interesting. I've been a TA for quite some time here and elsewhere and been at Rutgers for an extended time however so don't take this as an invitation to try to pull a fast one on me. It's also the case that I'm not so old that I'm completely out of touch with the trials and tribulations of being an undergraduate. I appreciate your patience. I'll do my best to be prepared for class and expect you to do the same. I welcome honest critical feedback – don't tell me that the course or a particular lecture sucks, tell me why it sucks. Remember that your classmates have had different courses than you – anything that's a "review" of material you've covered in a previous course is something utterly new to someone else in the room. Even some of the most venerable professors who've had tenure since before your parents were born still learn new things everyday if they're doing things right – and lots of that learning happens by revisiting topics they already know about.

I mentioned this earlier and I'll mention it again in lecture because it's important: if you're having difficulties of some sort or issues the sooner you mention them the better. It's easier for both of us if we get ahead of things and deal with them as they happen. You're all people, I'm a person and we all have lives outside of class. I can't help to accommodate you or offer any sort of support for things I don't know about. If there are extenuating or mitigating circumstances that are impacting your performance in the course I'm here to do what I can and help direct you to resources but I cannot do that if I don't know. Like most environmental issues it's easier to be proactive than reactive.