

# MANAGING PUBLIC LANDS AND WATERS

FOR6934

3.0 Credit Hours

Fall 2015

## University of Florida, School of Forest Resources and Conservation Asynchronous Distance Learning Course via the Canvas Course Management System

*"Where conflicting interests must be reconciled, the question shall always be answered from the standpoint of the greatest good of the greatest number in the long run." - Gifford Pinchot*

**UF Computing Help Desk:** Contact the UF HELP Desk if technical difficulties occur while taking this course. <http://helpdesk.ufl.edu/> - 352-392-4357

**SFRC Distance Education:** <http://sfrc.ufl.edu/distance>

**UF E-Learning Support Services website:** <https://lss.at.ufl.edu/>

**UF E-Learning Student Help - Help Desk Wiki:**  
<https://wiki.helpdesk.ufl.edu/FAQs/E-Learning>

**For an orientation to distance education at UF IFAS, go to**  
<http://irrec.ifas.ufl.edu/teaching/de-orientation.shtml>

**INSTRUCTOR:**

Clark W. Seely CF

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**COURSE WEBSITE:** <https://lss.at.ufl.edu/> on the Canvas Course Management System

**COURSE COMMUNICATIONS:** General course questions should be asked through the course discussion board, so that all students can benefit from the Q & A. Private questions can be addressed to the Instructor through the Canvas Inbox (preferred) or through the Instructor's ufl.edu email address (see above).

Your Instructor is readily available via email and will respond to e-correspondence within a reasonable timeframe, making every effort to respond to emails sent during the week within 48 hours. Emails sent over the weekend may not be answered until the following business day (generally Monday). Alternatively, students may request a meeting to be scheduled and conducted via telephone or Adobe Connect (virtual meeting). Please notify the Instructor via email that you wish to schedule a one-on-one meeting with a requested date and time and an alternative date and time.

**REQUIRED TEXT:** There is no required text for the course. All required and optional course materials are available via the course website.

**ADDITIONAL RESOURCES:** The course modules list additional resources (i.e. articles, videos, presentations, websites) that are either required reading or suggested (optional) reading or study.

**COURSE DESCRIPTION:** Concepts, principles and practices of managing public lands and waters of the United States, and, to a lesser extent, other countries; the natural resources involved; and the roles and responsibilities of governing bodies, management organizations, constituents and the general public.

**PREREQUISITES:** None.

**PURPOSE OF COURSE:** The purpose of this course is to provide students with a meaningful exposure to the managing of public lands and waters so that the value, importance and significance of these resources to constituents and society-at-large is learned and understood.

**COURSE GOALS AND/OR OBJECTIVES:** By the end of this course, students will be able to:

- Summarize and explain key concepts concerning the management of public lands and waters in the United States, and, to a lesser extent, other countries;
- Summarize the key natural resources that are a part of public lands and waters, and explain their value, importance and significance to ecological, economic and social systems and processes; and
- Critically evaluate and explain the roles and responsibilities of public lands and waters governing bodies, management organizations, constituents and the general public.

These objectives will support students in becoming graduates that leave the college with the knowledge and skills that will “enhance leadership and competence among business people”.

**INSTRUCTIONAL METHODS:** The primary instructional methods for the course will include asynchronous lectures; assigned and optional reading, videos and presentations; weekly discussion threads (i.e. forums); case studies; brief reflection and evaluation papers; a final end-of-semester synthesis focus paper; guest lectures; and Adobe Connect “live” class discussion sessions.

## COURSE POLICIES:

### COURSE DELIVERY:

This is a 100% online, asynchronous, distance education course delivered through a variety of electronic communication mediums such as the Canvas Course Management System (CMS) and Adobe Connect as described below. You will need regular access to an Internet-ready computer. Some prior computer experience is also expected of each student enrolled in this course. A microphone headset and a camera are also required for this course.

### COURSE MANAGEMENT:

#### ASSIGNMENTS AND COMMUNICATIONS

- Read the Course Syllabus and all course documents in Canvas to gain an understanding of what this course entails.
- It is the student’s responsibility to check the Canvas website on a regular basis for course materials, announcements, and assignments.
- You should check your GatorLink/Canvas e-mail accounts regularly.
- You are responsible for all course materials posted in Canvas and for all course work and other course assignments. It is the student’s responsibility to ensure that the Instructor has received each of his/her assignments.
- All assignments are due as posted and detailed in “Assignments” in the Canvas site.
- All assignments are to be submitted in English. If you are taking this course in a foreign country, you must have your assignments translated into United States English prior to submitting them to the Instructor.
- Each assignment must be clearly marked with the student’s name, the assignment name, and the date near the top of the assignment.
- All assignments are to be submitted via Canvas by the due date/time and not via email unless the Canvas system is down, in which case you must have a UF HELP DESK trouble ticket number on your assignment.
- Unless otherwise noted, all weekly assignments will be due at 11:59 p.m., Sunday night of each week.
- If the Canvas site is not working at the time of a deadline, it is your Instructor’s prerogative to extend the assignment/assessment deadline to accommodate technical

issues. Students will not be penalized or held responsible for campus-wide technical situations which are out of their control.

- The assignment due date and time is the end of that assignment and generally, no late turn-ins will be allowed (except in the case of Canvas or other technical issues as described above). However, as adults, students, and working professionals, we understand you must manage competing demands on your time. Should you need additional time to complete an assignment due to an unusual circumstance, please contact the Instructor well before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in receiving a zero for the assignments. Retroactive extensions are not granted.

**MAKE-UPS:** Any requests for make-ups due to technical issues must be accompanied by the ticket number received from LSS Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You must e-mail your Instructor within 24 hours of the technical difficulty if you wish to request a make-up.

**TIME MANAGEMENT:** From a time management perspective, students should expect to spend a minimum of 8-10 hours per week on this course to complete the lectures, readings/videos, discussions, case studies and other assignments. Students should expect to spend a minimum of 32-40 hours on the final written paper.

**PARTICIPATION GENERALLY:** *Participation is critical for this course, and will make the course more enjoyable and worthwhile for each student and the entire class.* One important way that you will participate involves discussion threads with your fellow students and the Instructor. As a weekly discussion thread is scheduled, you should be prepared to initially respond to the guiding question, summarize the main points of the week's lesson and materials, add your own commentary about what you have learned, and raise additional questions. Another important way to participate is through the Adobe Connect Virtual Class Sessions scheduled throughout the semester, as described below.

**REFLECTION AND CASE STUDY ASSIGNMENTS:** Each week, there will be graded assignments that will take the form of short written essays or analysis papers reflecting on the weekly topics and/or a case study. In addition, each student will complete a semester-long journal reflecting on the course-level case study which will have a weekly completion component.

**WEEKLY DISCUSSIONS:** Each week, there will be an online discussion of the weekly topics via a discussion thread. These discussions will be graded based on each student's participation and engagement in the thread. The weekly discussion will be a place for critical thinking and exploration of the topics, case studies or textbook material, and will be initiated early in the week by a guiding question from the Instructor. The guiding question of the week may also ask students to consider a real-world situation from their experience.

**CONNECT SESSIONS:** During the semester, there will be three online “Connect Sessions” via the Adobe Connect application. These virtual classroom sessions will be graded based on each student’s participation and engagement. Each session will occur in the early evening (Eastern Time), last one hour and be an opportunity for interaction between the Instructor and students. Topics will include students’ questions about the course, topics of the current and previous weeks, and/or a special presentation.

**MAJOR PROJECT:** The major project of this course will be a final written synthesis paper that focuses on a main theme or concept of the course. For your focus area, you will be asked to (1) synthesize material from across the course, (2) apply your personal reasoning, insights and experiences, and (3) draw a final conclusion or summation about your focus area. The topic of your paper must be approved by the Instructor by the end of week 12.

**OPTIONAL WEEKLY EXTRA CREDIT:** Starting with Week 2, there will be one extra credit assignment available each week that students can complete and submit if desired. These Critical and Analytical Thinking (CAT) extra credit assignments will be thought-provoking and focused on various public lands and waters management subjects. The extra credit assignments in total will account for an additional five percent of the final course grade. Students can choose to complete all, some or none of the extra credit assignments. There is no grading penalty for not completing any of the extra credit assignments.

**TECHNICAL COMPUTER AND WRITING REQUIREMENTS:**

- All submitted documents must be in Microsoft Word 97–2007 or later file type (.doc or .docx). For written papers, use 1” margins all around, line spacing at 1 ½ or double-spaced, and use a common font (e.g. Times New Roman, Calibri, Cambria, Arial, Century) set at either 11 or 12 point.
- To eliminate problems during our online sessions, please use a headset with built-in microphone. This is necessary to prevent the entire class from hearing your feedback echo if you are using the speakers on your computer, which results in no one being able to effectively communicate during the virtual sessions. Online discussions will be smoother and more productive if you set this up and test your headset with built-in microphone before attending the online sessions.

*Adobe Connect:* Adobe Connect class discussion sessions will be held periodically throughout the semester to answer students’ questions about the course, assignments, etc., and to conduct current content discussions and learn from guest lecturers. Adobe Connect is an application that allows for online conversation and presentation using text, voice and video in a “virtual meeting” format. All students are encouraged to attend these interactive internet sessions. For students who are unable to attend due to a conflict, each session will be recorded and the link will be posted in Canvas, and students who miss will be required to prepare a short summary based on the recorded session. To familiarize yourself with Adobe Connect functionality, go to

<http://www.adobe.com/support/connect/gettingstarted/index.html>

*Turnitin:* Turnitin is a widely recognized and trusted resource for maintaining academic integrity and honesty. It has been adopted by UF for use by faculty and students. To familiarize yourself with Turnitin, go to <https://lss.at.ufl.edu>. Under 'Teaching Tools', select "Turnitin"; select "Learn More".

*Adobe Acrobat Reader:* Adobe Acrobat Reader is free software required to view and print the course resources that area in PDF format. To download the reader, go to: <http://get.adobe.com/reader/> Tip: Be sure to uncheck the "Optional offers" if you don't want them.

### GRADING POLICY:

Your final course grade will consist of a weighted average of multiple assignments, course discussions, Adobe Connect sessions, and the final written paper, as follows:

| Assignment  | Percentage |
|---|------------|
| Written Reflection or Case Study Papers and Semester-Long Journal | 45         |
| Weekly Discussions via Discussion Threads                         | 25         |
| Participation in Virtual Connect Sessions via Adobe Connect       | 5          |
| Final Written Paper   | 25         |

Course grades will be assigned using the following scale:

|    |  |
|----|--|
| A  | 94.00% and above Excellent Performance |
| A- | 90.00% - 93.99%                        |
| B+ | 86.00% - 89.99%                        |
| B  | 83.00% - 85.99% Good Performance       |
| B- | 80.00% - 82.99%                        |
| C+ | 76.00% - 79.99%                        |
| C  | 73.00% - 75.99% Acceptable Performance |
| C- | 70.00% - 72.99%                        |
| D+ | 66.00% - 69.99%                        |
| D  | 63.00% - 65.99% Weak Performance       |
| D- | 60.00% - 62.99%                        |
| E  | Below 59.99% Unacceptable Performance  |

It is expected that students will keep track of their course progress and any questions should be discussed with the Instructor as soon as possible.

## NETIQUETTE AND COMMUNICATION COURTESY:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. For further information and standards, please see: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Tip: Contrary to the guidelines document, your Instructor is fine with the use of his first name.

## COURSE SCHEDULE:

### FALL 2015 MILESTONE COURSE DATES (SUBJECT TO CHANGE)

|   |   |
|---|---|
| Classes Begin                                     | August 24, 2015   |
| Add/Drop no later than                            | August 28, 2015   |
| Adobe Connect Session #1                          | Week 2 — Wednesday, September 2, 2015, 7:00-8:00 p.m. EDT |
| Adobe Connect Session #2                          | Week 8 — Wednesday, October 14, 2015, 7:00-8:00 p.m. EDT  |
| Course Midterm Feedback Due in Canvas             | Week 9 — End of Week, October 25, 2015                    |
| Selection of Final Paper Topic                    | Week 12 – End of Week, November 15, 2015                  |
| Adobe Connect Session #3                          | Week 13— Wednesday, November 18, 2015, 7:00-8:00 p.m. EDT |
| Thanksgiving Holiday Break                        | Week 14   |
| Semester-Long Journal Completion                  | Week 16 – Friday, December 11, 2015                       |
| Course Semester Feedback Due in Canvas            | Week 16 – Friday, December 11, 2015                       |
| Online Course Evaluations Available in GatorRater | Week 17 – December 14-18, 2015                            |
| Semester Final Paper Due                          | Week 17 —Thursday, December 17, 2015                      |
| Classes End                                       | Week 17 —Friday, December 18, 2015                        |

### FALL 2015 WEEKLY COURSE SCHEDULE OF TOPICS & ASSIGNMENTS (SUBJECT TO CHANGE)

| Week | Date  | Topic   | Lectures, Readings & Videos                           | Assignments  |
|------|---|---|---|--|
| 1    | August 24 – August 30, 2015 (Add/Drop Week) | <b>Course Introduction</b> – Instructor Welcome, Expectations and Overview (including what will be covered and what will not); Canvas System Familiarity; Student Profile; Student Introductory Video | Lecture; Readings; Videos; “The Greatest Good” Part 1 | Student Profile; Introductory Video Bio’s; Weekly Discussion Thread; Journal Entry |

|   |                                   |   |   |   |
|---|-----------------------------------|---|---|---|
| 2 | August 31 – September 6, 2015     | <b>History of Public Lands and Waters</b> – Ancient concepts; European and Native American foundations; United States history                     | Lecture; Readings; Videos; “The Greatest Good” Part 2 | Weekly Discussion Thread; Reflection Paper or Case Study; Journal Entry; Adobe Connect Session #1 |
| 3 | September 7 – September 13, 2015  | <b>What are Public Lands and Waters?</b> – What are they? Who manages them? What are their value, importance and significance?                    | Lecture; Readings; Videos; “The Greatest Good” Part 3 | Weekly Discussion Thread; Reflection Paper or Case Study; Journal Entry                           |
| 4 | September 14 – September 20, 2015 | <b>Where are Public Lands and Waters?</b> – Where are they? Who manages them? What are their value, importance and significance? Metrics and Maps | Lecture; Readings; Videos; “The Greatest Good” Part 4 | Weekly Discussion Thread; Reflection Paper or Case Study; Journal Entry                           |
| 5 | September 21 – September 27, 2015 | <b>Major Resources Part 1</b> – Forests; Range  | Lecture; Readings; Videos; “The Greatest Good” Part 5 | Weekly Discussion Thread; Reflection Paper or Case Study; Journal Entry                           |
| 6 | September 28 – October 4, 2015    | <b>Major Resources Part 2</b> – Water; Wildlife; Fisheries  | Lecture; Readings; Videos; “The Greatest Good” Part 6 | Weekly Discussion Thread; Reflection Paper or Case Study; Journal Entry                           |
| 7 | October 5 – October 11, 2015      | <b>Major Resources Part 3</b> – Minerals and Extractives; Recreation; Wilderness; Air   | Lecture; Readings; Videos; “The Greatest Good” Part 7 | Weekly Discussion Thread; Reflection Paper or Case Study; Journal Entry                           |
| 8 | October 12 – October 18, 2015     | <b>Principles Part 1</b> – Anthropocentric vs. Biocentric; Public Trust Doctrine; Eminent Domain; Commons; Land Ethic;                            | Lecture; Readings; Videos; “The                       | Weekly Discussion Thread;   |



|    |  |   |  |  |
|----|--|---|--|--|
|    |  | Preservation; Conservation  | Greatest Good”<br>Part 8   | Reflection Paper<br>or Case Study;<br>Journal Entry;<br>Adobe Connect<br>Session #2  |
| 9  | October 19 –<br>October 25,<br>2015      | <b>Principles Part 2</b> – Greatest Good;<br>Multiple Use; Sustain (able) Yield;<br>Sustainability; Adaptive Management;<br>Discordant Harmonies; Open Access;<br>Public Engagement   | Lecture;<br>Readings;<br>Videos; “The<br>Greatest Good”<br>Part 9  | Weekly<br>Discussion<br>Thread;<br>Reflection Paper<br>or Case Study;<br>Journal Entry;<br>Mid-Course<br>Feedback  |
| 10 | October 26 –<br>November 1,<br>2015      | <b>Governance</b> – Legal Framework; Public<br>Policy Development and Implementation;<br>Institutional Frameworks and Oversight;<br>Public Engagement; Adjacent Landowner<br>Involvement  | Lecture;<br>Readings;<br>Videos; “The<br>Greatest Good”<br>Part 10 | Weekly<br>Discussion<br>Thread;<br>Reflection Paper<br>or Case Study;<br>Journal Entry   |
| 11 | November 2<br>– November<br>8, 2015      | <b>Organizational Management</b> –<br>Regulations; Best Management Practices<br>(BMP’s); Institutional Planning; Resource<br>Planning; Administrative Structures and<br>Approaches; Collaboratives and<br>Partnerships; Performance Measurement                                   | Lecture;<br>Readings;<br>Videos; “The<br>Greatest Good”<br>Part 11 | Weekly<br>Discussion<br>Thread;<br>Reflection Paper<br>or Case Study;<br>Journal Entry   |
| 12 | November 9<br>– November<br>15, 2015     | <b>Major Resource Issues</b> – Invasive Species;<br>Insects and Disease; Wildfire; Weather<br>and Climate; Human Activity; Climate<br>Change; Ground-water Depletion;<br>Fragmentation  | Lecture;<br>Readings;<br>Videos; “The<br>Greatest Good”<br>Part 12 | Weekly<br>Discussion<br>Thread;<br>Reflection Paper<br>or Case Study;<br>Journal Entry;<br><b>Final Paper Topic<br/>Selection by<br/>November 15,<br/>2015</b> |
| 13 | November<br>16 –<br>November<br>22, 2015 | <b>Major Institutional Issues</b> – The Role of<br>Science; Public Issues; Legal Framework<br>Shifts; Finite Financial Resources; Federal<br>Lands Disposition; Management Across<br>Boundaries; Role of Professionals; Natural<br>Resource Management and the Human<br>Condition | Lecture;<br>Readings;<br>Videos; “The<br>Greatest Good”<br>Part 13 | Weekly<br>Discussion<br>Thread;<br>Reflection Paper<br>or Case Study;<br>Journal Entry;<br>Adobe Connect   |

|    |                                 |  |  | Session #3  |
|----|---------------------------------|--|--|---|
| 14 | November 23 – November 29, 2015 | <b>Thanksgiving Break Week – No Class</b>  |  |   |
| 15 | November 30 – December 6, 2015  | <b>Sustainability</b> – Sustainability Generally – What does it mean?; The Three Elements of Sustainability; How are Value, Importance and Significance Recognized; Sustainability in Practice Today | Lecture; Readings; Videos; “The Greatest Good” Part 14 | Weekly Discussion Thread; Reflection Paper or Case Study; Journal Entry |
| 16 | December 7 – December 13, 2015  | <b>Final Preparation Week</b>  |  | Work on Final Paper; Journal Completion; Final Course Feedback          |
| 17 | December 14 – December 18, 2015 | <b>Finals Week - Final Paper Due Thursday, December 17, 2015</b>   |  | Final Paper   |

Disclaimer: This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

## UF POLICIES:

### ATTENDANCE AND MAKE-UP WORK:

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### GRADES AND GRADE POINTS:

For information on current UF policies for assigning grade points, see

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### ONLINE COURSE EVALUATION PROCESS:

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester. Students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

### **ACADEMIC HONESTY:**

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “WE, THE MEMBERS OF THE UNIVERSITY OF FLORIDA COMMUNITY, PLEDGE TO HOLD OURSELVES AND OUR PEERS TO THE HIGHEST STANDARDS OF HONESTY AND INTEGRITY.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "ON MY HONOR, I HAVE NEITHER GIVEN NOR RECEIVED UNAUTHORIZED AID IN DOING THIS ASSIGNMENT."

It is assumed that you will complete all work independently in each course unless the Instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

### **SOFTWARE USE:**

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

### **SERVICES FOR STUDENTS WITH DISABILITIES:**

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. You must submit this documentation prior to

submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. For further information contact:

0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

### **CAMPUS HELPING RESOURCES:**

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)*  
Counseling Services  
Groups and Workshops  
Outreach and Consultation  
Self-Help Library  
Wellness Coaching
- *Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)*

Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. See <http://distance.ufl.edu/student-complaints> for more details.