

Advanced Academic Programs  
Zanvyl Krieger School of Arts and Sciences

Johns Hopkins University

Course Syllabus

**Public Lands-Private Interests: The Struggle for Common Ground**  
AS.420.642.81.FA19

**Instructor Information**

Instructor: Dr. Jennifer da Rosa  
Program Coordinator for Energy & Environmental Programs  
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Email Address: [jdarosa@jhu.edu](mailto:jdarosa@jhu.edu)  
Office Hours: online (or in person / on phone by appointment)

**Contacting the Instructor:**

The fastest way to reach me will always be via JHU email at [jdarosa@jhu.edu](mailto:jdarosa@jhu.edu). I will typically respond to you within 24 hours. Also, you can reach out to me in the **Ask Your Professor** discussion forum (keep in mind everyone can see this, so personal and grade-related concerns should be conducted through email). You can also email me to request a phone conversation or a Zoom meeting too.

**Course Description**

This course prepares students to participate in the great debate over the use and protection of America's federally owned forests, rangeland, parks, and sanctuaries. Students consider such questions as what is the price for grazing cattle on federal lands? What should it be? How to balance the demand for timber harvest with the need for watershed and wildlife management? Who controls mineral and oil extraction on federal lands? Who has the rights to waters flowing through federal lands and stored behind federally funded dams. These and similar issues of today and tomorrow are studied in the context of history, statute and case law, and administrative regulations.

Prerequisite: AS.420.614 Environmental Policymaking and Policy Analysis, equivalent course, or experience

**Course Goals**

By the end of this course, you will be able to:

1. Identify the historical foundations of public lands and natural resource management
2. Access legal and congressional literature, agency publications, and mapping resources related to public lands and resource management
3. Analyze the conflicts between preservation and use of public lands
4. Identify the political, environmental, and economic challenges affecting public lands and natural resource management
5. Be able to converse with senior land use decision makers about the great land and water

issues of the day with understanding and depth

## Course Materials

### Required Textbooks

Davis, S. (2018). *In Defense of Public Lands: The case against privatization and transfer*. Temple University Press.

Wilson, R. K. (2014). *America's Public Lands: From Yellowstone to Smokey Bear and Beyond*. Rowman & Littlefield.

### Recommended Textbooks

Cawley, R. M. (1993). *Federal Land, Western Anger: The Sagebrush Rebellion and environmental politics*. University Press of Kansas.

Egan, T. (2010). *The Big Burn: Teddy Roosevelt & the fire that save America*. Mariner Books.

Nash, R. F. (2014). *Wilderness and the American Mind* (5th ed.). Yale University Press.

### Recommended Supplies

**APA Manual.** Extensive reading and writing are essential practices to expand your geology knowledge and hone your ability to formulate a sound argument. I insist on the use of APA style for all papers and discussion posts. While there are a few good internet resources, nothing is as up-to-date and as accurate as the APA Publication Manual, a resource you will undoubtedly refer to throughout your graduate education.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*. (6th edition). ISBN 978-1-4338-0561-5

**Citation Software.** Because you will be reading and citing books and scholarly work throughout graduate school, it is strongly recommended that you use a citation manager such as EndNote, RefWorks, or Mendeley. Several of these programs have a free option and a feature to cite-as-you-write, instantly formatting sources in your word-processing software.

### Other Readings

Other readings will be posted in the online classroom with support from JHU reserves (EReserves or (ARES)).

### Specific Technology Requirements & Skills for this Course

Learning online requires some basic knowledge of computer technology. At a minimum, you need to be able to:

- Navigate in and use Blackboard; the Blackboard Student Orientation course on your "My Institution" page
- Create and save MS Word documents; see [MS Word training and tutorials](#) for PC users (all versions); [Word Help](#) for Mac users

- Create, save, and utilize Excel spreadsheet functions for basic statistical analysis (or another spreadsheet such as Google Sheets or Apple Numbers); see [Excel training and tutorials](#) for PC users (all versions); [Excel Help](#) for Mac users
- Find basic resources on the Internet
- Create and organize files & folders on your computer
- Send, receive, and manage email

## About Your Course

### Course Structure

Course topics were chosen to give you significant exposure to the interplay between the protection of federal land and management and harvesting of resources on this land. Each week you will be introduced to the content topic with selected scholarly articles and chapter readings representing relevant history, law, case studies, and research. Videos and podcasts are coupled with opportunities for dialogue to reinforce and develop your understanding of policy. Weekly quizzes are used to assess your conceptual understanding of the topic, and discussion activities and weekly VoiceThread case study vlogs are designed to support your learning through social interactions with classmates. Finally, you will have an opportunity to dig deeper into a topic of interest with the Final Project, which will be shared with the class towards the end of the semester.

### Course Topics

This course runs from 9/4/2019 to 12/17/2019. Our “weeks” will run from Wednesday to Tuesday.

Week 1: Introduction to Ownership, Management, and Value of Public Lands  
 Week 2: Research Tutorial and the Multiple-Use Sustained-Yield Act of 1960  
 Week 3: Historical Origins of Public Lands Law  
 Week 4: The Role of the President in Public Lands Policy  
 Week 5: Water  
 Week 6: Forests  
 Week 7: Grazing  
 Week 8: Mining and Oil Production  
 Week 9: Parklands  
 Week 10: Protecting Wilderness  
 Week 11: Science  
 Week 12: Energy  
 Week 13: Public Lands & Policy in Selected Countries  
 Week 14: Final Project and Reflection

### Directions for Students

**Next Steps:** Carefully review the remaining sections of the syllabus before beginning the **Week 1** activities, which are located in the **Lessons** folder in your online course.

- Once you feel that you are ready to dive into the first week’s activities, click on the **Lessons** button on the left-side navigation menu. Then, click on **Week 1** to begin with the Introduction and Objectives.

### What To Expect in this Course

This course is 14 weeks in length and includes individual, group, and whole group activities in a weekly cycle of instruction. Each week begins on a Wednesday and ends on the following Tuesday. Please review the course syllabus thoroughly to learn about specific course outcomes and requirements.

Each week, you will complete readings that may include videos, multimedia presentations, web-based resources, and articles from professional journals. A reading may be integrated within an activity during the week or provide some key information to assist your learning.

In this course, you will also experience online learning activities, which include discussion boards, exercises, case studies, group work, and online multimedia presentations.

Be sure to refer to the **Checklist** each week (at the end of each lesson), which provides a week-at-a-glance and shows targeted dates for the completion of activities.

## Assessments and Grading Policy

### Grading

Your cumulative average will be based on the following weighted averages:

Category	Total Points	Weight
Weekly Quizzes (13 quizzes, 10 pts per quiz)	130	15%
Weekly Discussion Boards (13 weeks, 10 pts each) <ul style="list-style-type: none"> <li>• One primary post for each discussion prompt</li> <li>• One secondary post in response to a classmate for each discussion prompt</li> </ul>	130	15%
VoiceThread Case Study Vlog (one case study vlog in VoiceThread)	10	10%
Policy Wikis (11 wikis, 10 pts each)	110	15%
Position Papers (2 papers, 10 pts each)	20	20%
Final Project <ul style="list-style-type: none"> <li>• VoiceThread Presentation (due during Week 14)</li> <li>• Critique/response to other presentations</li> </ul>	10	20%
Final Reflection Journal (submitted during Week 14)	10	5%
<b>Total</b>		<b>100%</b>

### Letter Grade & Percentage

The grading scale for students enrolled for credit is A+ (98% to 100%), A (94% to less than 98%), A- (90% to less than 94%), B+ (88% to less than 90%), B (84% to less than

88%), B- (80% to less than 84%), C (70% to less than 80%), F (0% to less than 70%).

## Assignment Guidelines

### How should assignments be submitted?

The weekly directions will indicate where assignments will be posted (e.g. to an assignment submission link within the Lessons area). If submitting documents for an assignment or discussion forum, please specify the assignment name in the document title and/or the discussion thread. When creating files, include your name and the name of the assignment in the file title. Also, please be sure to only include one period in file names. The period should be between the file name and the extension. Use underscores instead of spaces in file names (Blackboard doesn't like spaces). For example: jdarosa\_assignment1.docx. Acceptable file submission formats are DOCX and PDF, unless otherwise stated.

**APA Formatting and Style.** All papers, discussion posts, and assignments must use APA citation style to credit sources. Papers must also be formatted according to APA guidelines.

**Turnitin.** The Position Papers will be submitted using Turnitin, an educational tool that helps identify and prevent plagiarism from Internet resources. You will be required to submit your paper electronically using the Turnitin link during Weeks 6 and 11 of class. You do not need a Turnitin account. Your assignment will be assigned an originality score and report which you and Dr. da Rosa will be able to see. You are allowed to submit your paper multiple times up to the due date, and Dr. da Rosa will grade the last submission by default. To learn more about Turnitin, go to <http://turnitin.com/>.

**VoiceThread.** The Final Project presentation will be presented using VoiceThread, a cloud based platform for asynchronous multimedia discussion threads. VoiceThread allows users to navigate through slides and leave comments using voice, text, or video. To learn more about VoiceThread, go to <https://voicethread.com/>. To access VoiceThread in Blackboard, click on the VoiceThread Course View tab in the course menu.

### When will assignments be due?

Assignment and activity due dates are listed in this syllabus and the weekly checklists. Dr. da Rosa will announce changes in the online classroom via the announcements tool. Some larger assignments will be completed over several weeks. In these cases, you will be prompted to complete portions of the assignment each week.

### When will completed assignments be returned?

Dr. da Rosa will aim to return assignments to you within 5-7 days following the due date, depending on the length of the assignment. You will receive feedback under the My Grades link in the left-hand menu of your course.

### What is the policy for late assignments?

You are expected to contact Dr. da Rosa in advance if you think you cannot meet an assignment deadline. However, if an assignment is late and prior arrangements have not been made with Dr. da Rosa, the assignment score will be marked zero. No exceptions.

### What happens if I cannot participate in a synchronous session?

Synchronous sessions might occasionally be scheduled by Dr. da Rosa to discuss

course projects. Attendance in these sessions is encouraged but not required. Sessions will be recorded and posted for students to watch at a later time if they could not attend.

## Time Management Expectations

### What is the time demand and schedule of the course?

Because this is a graduate-level course, the rigor and time commitment is higher than a traditional semester course. It is expected that you look ahead to schedule your time. Plan to complete coursework across several days of the week rather than all in one day.

Some assignments require that you work on them for multiple weeks. Be sure to review the assignment directions at the beginning of the course so that you can plan your time accordingly. Please seek help before becoming frustrated and spending a significant amount of time to resolve an issue.

## Course Participation & Communication Policy

### Participation

#### What are the participation requirements?

You are expected to log into Blackboard at least three times a week, though a daily check-in is recommended. It is your responsibility to read all announcements and discussion postings within your assigned forums. You should revisit the discussion forums and, if VoiceThread is used that week, VoiceThread, multiple times over the week to contribute to the dialogue and review feedback from your peers. Each discussion forum prompt requires an initial (primary) post and one or more substantive response (secondary) posts. Posting details and requirements are further specified in each discussion prompt's directions. There may be one or more discussion prompts per weekly discussion.

I will be reading your posts daily, but I generally refrain from directly commenting on most posts (unless you specifically address a question to me). I will occasionally interject to guide the conversation back on track, to connect student ideas, and to share examples that deepen your understanding. For the most part, the discussion area is intended for you and your peers to discuss and debate the lesson topic, readings, activities, and themes. I recognize that frequent posts from me tend to distract and stifle rich student conversation.

### Network Etiquette (i.e. "Netiquette")

In this course, online discussion will be primarily take place in our online discussion board. In all textual online communication, it's important to follow proper rules of netiquette.

What is netiquette? Simply stated, it's network etiquette -- that is, the etiquette of cyberspace. And "etiquette" means the social and cultural norms of communicating with others in a proper and respectful way. In other words, netiquette is a set of rules for behaving and interacting properly online.

The Netiquette "Core Rules" linked below are a set of general guidelines for cyberspace behavior. They probably won't cover all situations, but they should give you some basic principles to use in communicating online.

For Netiquette Core Rules visit [The Core Rules of Netiquette](#) web page.

## Contacting the Instructor

The instructor for this course is Dr. Jennifer da Rosa ([jdarosa@jhu.edu](mailto:jdarosa@jhu.edu)). Feel free to contact me with comments, questions, and concerns. You will receive a response within 24-48 hours.

All email messages will be sent to you via your JHU email account, so you should be in the habit of checking that account every day or you should ensure that your JHU email account forwards messages to another account of your choice.

Professionalism and respect is expected throughout this course, whether online, in person, emailing, or calling. Your communications with me or your classmates should always be in a professional manner. This includes professionalism in salutations (not "Hey Jenn!" or "Hi Jennifer" – Dr. da Rosa, please) when sending or signing emails and responding to emails in a timely manner.

## Course Protocols

### Course Protocols

#### How will I know about changes to the course?

Frequently, you will find new announcements posted in the Announcements, which contain information about current course activities that you are working on and any changes to the course. Please check announcements every time that you log into your online course.

#### How should I communicate with others in this course?

You should communicate often with your classmates and with Dr. da Rosa. The majority of communication will take place within the Discussion forums. When you have a question about an assignment or a question about the course, please email Dr. da Rosa, or post your question in the course's "Ask Your Professor" forum.

#### Are there any requirements for sending e-mail messages?

When you send an e-mail message to the instructor or to another participant in the course, please observe the following guidelines:

- Include the title of the course in the subject field (e.g., JHU *Understanding Public Attitudes*).
- Keep messages concise, and check spelling and grammar.
- Send longer messages as attachments.
- Sign your full name (the sender's email is not always obvious).

## Course Topics, Activities & Schedule

### Tentative Course Schedule

**Important Note:** Activity and assignment details will be explained in detail within each week's lesson. If you have any questions, please contact Dr. da Rosa.

Our "weeks" run from **Wednesday to Tuesday**. Below is the agenda for the semester. The schedule is subject to change with fair notice. If changes are needed, students will

be notified via Blackboard announcements at least 5 days in advance.

Week	Dates	Lesson Topic	Activities	Assessments & Due Dates
1	9/4-9/10	Introduction to Ownership, Management, and Value of Public Lands	To be announced...	<p><b>Week 1 Discussion Forum</b> (primary posts due by Saturday, secondary posts due by Tuesday)</p> <p><b>Week 1 Quiz</b> (due by Tuesday)</p> <p><b>Sign Up for VT Case Study Vlog Week</b> by Tuesday</p> <p><b>Policy Wiki</b> additions and contributions due by Tuesday</p>
2	9/11-9/17	Research Tutorial and the Multiple-Use Sustained-Yield Act of 1960	To be announced...	<p><b>Week 2 Discussion Forum</b> (primary posts due by Saturday, secondary posts due by Tuesday)</p> <p><b>Week 2 VoiceThread Case Study Vlog</b> (presenter posts by Saturday, comments from class by Tuesday)</p> <p><b>Week 2 Quiz</b> (due by Tuesday)</p> <p><b>Policy Wiki</b> additions and contributions due by Tuesday</p>
3	9/18-9/24	Historical Origins of Public Lands Law	To be announced...	<p><b>Week 3 Discussion Forum</b> (primary posts due by Saturday, secondary posts due by Tuesday)</p> <p><b>Week 3 VoiceThread Case Study Vlog</b> (presenter posts by Saturday, comments from class by Tuesday)</p> <p><b>Week 3 Quiz</b> (due by Tuesday)</p> <p><b>Policy Wiki</b> additions and contributions due by Tuesday</p>
4	9/25-10/1	The Role of the President in Public Lands Policy	To be announced...	<p><b>Week 4 Discussion Forum</b> (primary posts due by Saturday, secondary posts due by Tuesday)</p> <p><b>Week 4 VoiceThread Case Study Vlog</b> (presenter posts by Saturday, comments from class by Tuesday)</p> <p><b>Week 4 Quiz</b> (due by Tuesday)</p> <p><b>Policy Wiki</b> additions and contributions due by Tuesday</p>
5	10/2-10/8	Water	To be announced...	<p><b>Week 5 Discussion Forum</b> (primary posts due by Saturday, secondary posts due by Tuesday)</p> <p><b>Week 5 VoiceThread Case Study</b></p>

				<p><b>Vlog</b> (presenter posts by Saturday, comments from class by Tuesday)</p> <p><b>Week 5 Quiz</b> (due by Tuesday)</p> <p><b>Policy Wiki</b> additions and contributions due by Tuesday</p>
6	10/9-10/15	Forests	To be announced...	<p><b>Week 6 Discussion Forum</b> (primary posts due by Saturday, secondary posts due by Tuesday)</p> <p><b>Week 6 VoiceThread Case Study Vlog</b> (presenter posts by Saturday, comments from class by Tuesday)</p> <p><b>Week 6 Quiz</b> (due by Tuesday)</p> <p><b>Policy Wiki</b> additions and contributions due by Tuesday</p> <p><b>Policy Paper #1 due by Tuesday</b></p>
7	10/16-10/22	Grazing	To be announced...	<p><b>Week 7 Discussion Forum</b> (primary posts due by Saturday, secondary posts due by Tuesday)</p> <p><b>Week 7 VoiceThread Case Study Vlog</b> (presenter posts by Saturday, comments from class by Tuesday)</p> <p><b>Week 7 Quiz</b> (due by Tuesday)</p> <p><b>Policy Wiki</b> additions and contributions due by Tuesday</p>
8	10/23-10/29	Mining and Oil Production	To be announced...	<p><b>Week 8 Discussion Forum</b> (primary posts due by Saturday, secondary posts due by Tuesday)</p> <p><b>Week 8 VoiceThread Case Study Vlog</b> (presenter posts by Saturday, comments from class by Tuesday)</p> <p><b>Week 8 Quiz</b> (due by Tuesday)</p> <p><b>Policy Wiki</b> additions and contributions due by Tuesday</p>
9	10/30-11/5	Parklands	To be announced...	<p><b>Week 9 Discussion Forum</b> (primary posts due by Saturday, secondary posts due by Tuesday)</p> <p><b>Week 9 VoiceThread Case Study Vlog</b> (presenter posts by Saturday, comments from class by Tuesday)</p> <p><b>Week 9 Quiz</b> (due by Tuesday)</p> <p><b>Policy Wiki</b> additions and contributions due by Tuesday</p>

10	11/6-11/12	Protecting Wilderness	To be announced...	<p><b>Week 10 Discussion Forum</b> (primary posts due by Saturday, secondary posts due by Tuesday)</p> <p><b>Week 10 VoiceThread Case Study Vlog</b> (presenter posts by Saturday, comments from class by Tuesday)</p> <p><b>Week 10 Quiz</b> (due by Tuesday)</p> <p><b>Policy Wiki</b> additions and contributions due by Tuesday</p>
11	11/13-11/19	Science	To be announced...	<p><b>Week 11 Discussion Forum</b> (primary posts due by Saturday, secondary posts due by Tuesday)</p> <p><b>Week 11 VoiceThread Case Study Vlog</b> (presenter posts by Saturday, comments from class by Tuesday)</p> <p><b>Week 11 Quiz</b> (due by Tuesday)</p> <p><b>Policy Paper #2 due by Tuesday</b></p>
12	11/20-11/26	Energy	To be announced...	<p><b>Week 12 Discussion Forum</b> (primary posts due by Saturday, secondary posts due by Tuesday)</p> <p><b>Week 12 VoiceThread Case Study Vlog</b> (presenter posts by Saturday, comments from class by Tuesday)</p> <p><b>Week 12 Quiz</b> (due by Tuesday)</p> <p><b>Policy Wiki</b> additions and contributions due by Tuesday</p>
<b>THANKSGIVING BREAK</b>				
13	12/4-12/10	Public Lands & Policy in Selected Countries	To be announced...	<p><b>Week 13 Discussion Forum</b> (primary posts due by Saturday, secondary posts due by Tuesday)</p> <p><b>Week 13 VoiceThread Case Study Vlog</b> (presenter posts by Saturday, comments from class by Tuesday)</p> <p><b>Week 13 Quiz</b> (due by Tuesday)</p>
14	12/11-12/17	Final Project and Reflection	To be announced...	<p><b>Final Project Presentation due by Saturday, secondary posts due by Tuesday</b></p> <p><b>Final Reflection Journal due</b></p>

				Tuesday
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\*The last day to withdraw/audit course is November 15.

## University Policies

This course adheres to all University policies described in the academic catalog. Please pay close attention to the following policies:

### Students with Disabilities

Johns Hopkins University is committed to providing reasonable and appropriate accommodations to students with disabilities. Students with documented disabilities should contact the coordinator listed on the [Disability Accommodations](#) page. Further information and a link to the Student Request for Accommodation form can also be found on the [Disability Accommodations](#) page.

### Ethics & Plagiarism

JHU Ethics Statement: The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor.

Read and adhere to JHU's [Notice on Plagiarism](#).

### Dropping the Course

You are responsible for understanding the university's policies and procedures regarding withdrawing from courses found in the current catalog. You should be aware of the current deadlines according to the [Academic Calendar](#).

### Getting Help

You have a variety of methods to get help on Blackboard. Please consult the resource listed in the "Blackboard Help" link for important information. **If you encounter technical difficulty in completing or submitting any online assessment, please immediately contact the designated help desk listed on the [AAP online support page](#).** Also, contact your instructor at the email address listed in the syllabus.

### Copyright Policy

All course material are the property of JHU and are to be used for the student's individual academic purpose only. Any dissemination, copying, reproducing, modification, displaying, or transmitting of any course material content for any other purpose is prohibited, will be considered misconduct under the [JHU Copyright Compliance Policy](#), and may be cause for disciplinary action. In addition, encouraging academic dishonesty or cheating by distributing information about course materials or assignments which would give an unfair advantage to others may violate AAP's [Code of Conduct](#) and the University's [Student Conduct Code](#). Specifically, recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any purpose other than use by students enrolled in the class. Other distributions of such materials by students may be deemed to violate the above University

policies and be subject to disciplinary action.

## **Code of Conduct**

To better support all students, the Johns Hopkins University non-academic [Student Conduct Code](#) has been integrated and updated to include all divisions of the University. In addition, it is important to note that all AAP students are still accountable for the [Code of Conduct for Advanced Academic Programs](#).

## **Title IX**

### **Confidentiality and Mandatory Reporting**

As an instructor, one of my responsibilities is to help create a safe and inclusive learning environment on our campus. I also have mandatory reporting responsibilities related to my role as a Responsible Employee under the Sexual Misconduct Policy & Procedures (which prohibits sexual harassment, sexual assault, relationship violence and stalking), as well as the General Anti-Harassment Policy (which prohibits all types of protected status based discrimination and harassment). It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information that I learn of regarding sexual misconduct, as well as protected status based harassment and discrimination, with the Office of Institutional Equity (OIE). For a list of individuals/offices who can speak with you confidentially, please see Appendix B of the [JHU Sexual Misconduct Policies and Laws](#).

For more information on both policies mentioned above, please see: [JHU Relevant Policies, Codes, Statements and Principles](#). Please also note that certain faculty and other University community members also have a duty as a designated Campus Safety Authority under the Clery Act to notify campus security of certain crimes, as well as a duty under State law and University policy to report suspected child abuse and/or neglect.