

# EVSP331

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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## Course Summary

**Course :** DM519 **Title :** Public Lands Management

**Length of Course :** 8 Dave Bertocci

**Prerequisites :** DM516, DM544 **Credit Hours :** 3

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## Description

**Course Description:** This course focuses on the federal, state, and local agencies, policies, strategies, and public law that influences the public lands management of the United States, and, to a lesser extent, other countries. The focus of the course is the historical and contemporary land management approaches used to protect, exploit, manage, and/or use public lands in the United States. Topics include jurisdictional issues over public land, federal agencies involved in land management, state and local issues and land management, and contemporary issues associated with land management in the 21st Century.

### Course Scope:

This course will introduce the student to public lands management in the United States. The student will learn fundamentals, including relevant terminology and case studies, and will investigate current events in public lands management. The student will be challenged to assess their individual philosophies of public lands management at the end of the course.

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## Objectives

After successfully completing this course, you will be able to:

LO-1 Define integrated natural resources management.

LO-2 Classify the types and locations of public lands in the U.S., including their major legal authorities for management.

LO-3 Assess major concerns for economics, the role of decision making and the application of geographic information systems in public lands management.

LO-4 Evaluate the application of cost-benefit analysis and input-output models for assessing resource value.

LO-5 Analyze the US Forest Service's approach to multiple-use planning.

LO-6 Summarize the resource management practices of the Bureau of Land Management.

LO-7 Examine the resource management planning practices of the US Fish and Wildlife Service.

LO-8 Explain the authorities and activities of the National Park Service.

LO-9 Justify your assessment of the future of public lands in the U.S.

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# Outline

## Week 1: Introduction to Public Lands Management

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Course Objectives

### CO-1

Readings

**The Geography of Freedom: A Brief History of America's Public Lands**

**Federal Land and Resource Management: A Primer (pdf)**

Assignments

*Forum Topic #1:*

Post a 250 word autobiography to the Forum, discuss why you think this course is important to your career goals, and reply to two of your classmates' postings.

## Week 2: Legal Authorities for Public Lands

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Course Objectives

### CO-2

Readings

**Integrated Public Lands Management: Principles and Applications to National Forests, Parks, Wildlife Refuges, and BLM Lands, 2nd Ed. Chapter 2 (Loomis) (pdf)**

Assignments

*Forum Topic #2:*

Jobs! (Careers in Public Lands Management)

### Homework #1

## Week 3: The Economic Contribution of Public Lands

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Course Objectives

### CO-3

Readings

**The Economic Benefits of Land Conservation (pdf)**

**The Department of Interior's Economic Contribution (pdf)**

Assignments

*Forum Topic #3:*

How valuable are natural resources?

Current events

## **Homework #2**

### **Week 4: Wilderness Management**

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Course Objectives

#### **CO-4**

Readings

<http://www.wilderness.net/nwps/legisact>

**Wilderness.net**

**WILDERNESS**

**AND PUBLIC LANDS**

**BRIEFING BOOK 113th Congress**

**Wildland Fires: A Historical Perspective (pdf)**

Assignments

*Forum Topic #4:*

Managing Wilderness

**Mid-Term Assessment**

### **Week 5: “Multiple Use” Practices and the U.S. Forest Service**

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Course Objectives

#### **CO-5**

Readings

**Managing Multiple Uses on National Forests, 1905-1995**

[http://www.foresthistory.org/ASPNET/Publications/multiple\\_use/contents.htm](http://www.foresthistory.org/ASPNET/Publications/multiple_use/contents.htm)

Assignments

*Forum Topic #5:*

Multiple Land Use

**Homework #3**

### **Week 6: Focus: The U.S. Bureau of Land Management**

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Course Objectives

## CO-6

Readings

**How Does BLM Manage Lands? (pdf file)**

[http://www.publicland.org/14\\_position\\_statements/PLF\\_2010\\_04\\_sustain\\_mgmt\\_policy.html](http://www.publicland.org/14_position_statements/PLF_2010_04_sustain_mgmt_policy.html)

**Residents at Risk: Wildlife and the Bureau of Land Management's Planning Process**

[http://www.nationalaglawcenter.org/assets/bibarticles/nolen\\_wildlife.pdf](http://www.nationalaglawcenter.org/assets/bibarticles/nolen_wildlife.pdf)

Assignments

*Forum Topic #6:*

Federal Land Policy and Management Act

## Homework #4

**Week 7: Focus: The U.S. Fish and Wildlife Service**

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Course Objectives

## CO-7

Readings

**Conserving the Future: Wildlife Refuges and the Next Generation**

<http://americaswildlife.org/wp-content/uploads/2012/01/Final-Documents-Conserving-the-Future.pdf>

Assignments

*Forum Topic #7:*

**Case Study:** Analysis of a Public Land Management Agency

**Week 8: Focus: The U.S. National Park Service Future Trends**

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Course Objectives

## CO-8

Readings

**Rethinking the National Parks for the 21st Century Report**

<http://www.nps.gov/policy/report.htm>

Assignments

*Forum Topic #8:*

The NPS and Course Summary

## Final Assessment

## Evaluation

Grades for this course will be based upon graded assignments and exams. There are eight weekly discussion questions that are provided in the **Forum**. The student will respond to the posting of other students. The course project will be provided during the class and will challenge the student to analyze, in writing, a public land management agency.

The mid-term and final exams will be comprised of true/false, matching, fill in the blank and/or short essays. Quizzes will be a variety of formats (MC/TF, etc.) or project-oriented, and you are to prove your skills in written communication on these assignments, as well as your subject matter knowledge. If you do not have Word, you may download free software at [openoffice.org](http://openoffice.org) that is compatible with the MS programs. Keep in mind that you **must** demonstrate your knowledge through your writing, so you must write completely and effectively.

**Reading Assignments:** Weekly reading assignments from the e-Reserve.

**Supplemental Readings:** Online searches relevant to weekly topics.

**Forum Assignments:** Eight (8) Forums, one each week.

**Homework Assignments:** 4 Homework Assignments; 1 Mid-Term Assessment and 1 Final Assessment.

**Exams/Quizzes:** None.

**Field Experience Assignments:** n/a

**Final Project:** Week 7: Case Study: Analysis of a Public Land Management Agency

### Grading:

Name	Grade %
Forums	24.00 %
Forum 1	3.00 %
Forum 2	3.00 %
Forum 3	3.00 %
Forum 4	3.00 %
Forum 5	3.00 %
Forum 6	3.00 %
Forum 7	3.00 %
Forum 8	3.00 %
Homework	36.00 %
1 Public Lands Management	9.00 %
2 The Economic Contribution of Public Lands to the US Economy	9.00 %
3 Multiple Use Management	9.00 %
4 Sustainable Land and Ecosystem Management	9.00 %
Case Study	10.00 %
Case Study (Wk 7)	10.00 %
Assessments	30.00 %
Midterm Assessment	15.00 %
Final Assessment	15.00 %

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## Materials

**Book Title:** Various resources from the APUS Library are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

**Author:** N/A

**Publication Info:** N/A

**ISBN:** N/A

**All readings for this course can be found in the APUS Library e-Reserve. To find the readings go to this link: [apus.campusguides.com/er.php](http://apus.campusguides.com/er.php)**

**You can also search in the Library e-Reserve section, using "EVSP331" to find this page.**

**Required Readings: See the APUS Library e-Reserves**

**Additional Resources:** Lecture Notes

**Websites:** Guest Website Assigned Readings

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

**USFWS:** [www.fws.gov](http://www.fws.gov)

**USNPS:** [www.nps.gov](http://www.nps.gov)

**BLM:** [www.blm.gov](http://www.blm.gov)

**USFS:** [www.fs.fed.us](http://www.fs.fed.us)

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## Course Guidelines

### Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

### Tutoring

- [Tutor.com](http://Tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours\* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

### Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 20% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

### **Turn It In**

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

### **Academic Dishonesty**

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

### **Submission Guidelines**

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

### **Disclaimer Statement**

- Course content may vary from the outline to meet the needs of this particular group.

### **Communicating on the Forum**

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

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## **University Policies**

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)

- [Disability Accommodations](#)

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