Farmland protection, wetland preservation, and the provision of habitat for endangered species are just three examples where natural resource/environmental management requires knowledge (good science) and the implementation of this knowledge, often overseen or facilitated by governmental policies and programs. In the United States implementation is shaped by many factors – 1) Constitutional provisions and Supreme Court decisions that structure the relationship between government and private land owners, 2) a politics of environmental resources oriented towards growth and land use change, 3) conflict between levels of governments (federal, state and local) over who should be the lead public manager, and 4) a range of policy options with varying levels of success in achieving sustainable resource/environmental management.

This course addresses all four of these points, though it concentrates on the public policies alternatives available to local and state governments to manage land, natural and environmental resources, and the way these alternatives are shaped by popular understandings and legal interpretations of Constitutional provisions. *Students will complete the class with a strong working knowledge of the basic framework and tools of local land use and environmental management policy in the U.S.*
REQUIREMENTS: Despite our size, this course will be conducted as a lecture-seminar. Students are required to: (1) attend all classes and discussion sections, (2) informally and formally participate in class and section discussions, (3) take two mid-term examinations, (4) prepare a video review, (5) prepare an essay on a synthesis case study, and (6) take a final examination. Details on class participation, the assigned essay, the video review, and the three examinations will be distributed and discussed in class or in discussion section.

GRADES: Grades are based on the following schedule:

- class participation – 10% – (largely section participation)
- 2 mid-term examinations – 30% – 15% each; 06 & 20 July
- video review – 10% – assigned 08 July, due in section 16 July
- assigned synthesis case – 20% – assigned 27 July, due 03 August
- final examination – 30% – 05 August

Final grades are given on the following schedule: 100-93/A; 92-88/AB; 87-83/B; 82-78/BC; 77-70/C; 69-65/D; 64 and under/F.

BOOKS AND OTHER READING MATERIALS: No books have been ordered for this course. All required readings are available as downloads from Learn@UW – https://learnuw.wisc.edu/. There is no formal reading packet for this course.

Required Books – none, but . . . :

7 chapters of Tom Daniels and Deborah Bowers. 1997. Holding Our Ground: Protecting America’s Farms and Farmland. Covelo, CA: Island Press (denoted as Farmland in the syllabus) are assigned. However the book is out of print, so required chapters have been uploaded to the Learn@UW website. But if you are interested, you can acquire the book for as little as 01 ¢ (plus shipping) from the web.

ACCESS TO LECTURE PRESENTATIONS: It is my plan to have lecture material (slides) posted for downloading prior to class. What I don’t know is how soon prior to class I will be able to do this. You should check Learn@UW – https://learnuw.wisc.edu/ – for this material.
CIVILITY IN THE CLASSROOM: Increasingly students in lecture classes such as this become occupied during lecture and section with non-class e-activities: emailing others, being up on Facebook, texting, engaging in Twitter, etc. This is rude to both other students and to your instructors. Research shows that most students find others non-class e-activities disruptive while allowing themselves the privilege of use.

These activities do not support your learning in the classroom. In addition, all the emerging research on multi-tasking shows that none of us is as efficient at doing multiple things at once as we believe ourselves to be.

Therefore it is a requirement of this class that you not engage in non-class e-activities during lecture and section.

If you should engage in non-class e-activities you will be asked to stop. If you repeatedly engage in non-class e-activities you will be asked to leave the classroom for the remainder of the day. In the unlikely event that this becomes an ongoing problem, your participation grade will be affected.

What’s more, note taking on computer is known to be much less effective at helping the learner absorb and integrate classroom material, while handwriting notes actively facilitates comprehension. (However, this does not mean we will keep you from computer note taking.)

FINAL NOTE. We reserve the right to make modifications [additions, deletions, etc.] to the syllabus, assignments, requirements and expectations for this course; any such modifications will be clearly communicated and communicated in a timely way.
# ENVIR ST 449: GOVERNMENT AND NATURAL RESOURCES

## I. INTRODUCTION – THE CONTEXT

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>15 June</td>
<td>Course Introduction; The Nature of Property</td>
</tr>
<tr>
<td>17 June</td>
<td>The Private Property Rights Movement</td>
</tr>
<tr>
<td>22 June</td>
<td>The U.S. Constitution and the Takings Issue</td>
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<tr>
<td>24 June</td>
<td>Social Conflict Over Property Rights in Practice</td>
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## II. GOVERNMENT – TOOLS AND APPROACHES

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<th>Date</th>
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<tr>
<td>29 June</td>
<td>The Politics of Growth and Regulation; Introducing Zoning</td>
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<tr>
<td>01 July</td>
<td>Zoning: “Classical” Land Regulation</td>
</tr>
<tr>
<td>06 July</td>
<td>Mid-Term Examination #1 (on material from 15-24 June; 1st 2 weeks)</td>
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<tr>
<td>08 July</td>
<td>Farmland Protection: An Overview</td>
</tr>
<tr>
<td>13 July</td>
<td>Zoning: “Classical” Land Regulation Evolves</td>
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<tr>
<td>15 July</td>
<td>Transfer of Development Rights (TDRs) and Purchase of Development Rights (PDRs)</td>
</tr>
<tr>
<td>20 July</td>
<td>Mid-Term Examination #2 (on material from 29 June and 01 July and 13-15 July; weeks 3 and 5)</td>
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<tr>
<td>22 July</td>
<td>Land Trusts &amp; Conservation Easements; Differential Property Taxation</td>
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## III. SYNTHESIS AND FUTURE ISSUES

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<td>Putting the Pieces Together – Case Studies, Part 1</td>
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<tr>
<td>29 July</td>
<td>Putting the Pieces Together – Case Studies, Part 2</td>
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<tr>
<td>03 August</td>
<td>The Future of Natural Resource Policy and Planning</td>
</tr>
<tr>
<td>05 August</td>
<td>Final Examination (comprehensive)</td>
</tr>
</tbody>
</table>

✓ denotes when an exam or assignment is due; weeks 4, 5, 6 and 8
I. INTRODUCTION

Week One

15 June  Course Introduction; The Nature of Property

required reading


Supplementary Reading


17 June  

The Private Property Rights Movement

Required Reading

Farm Credit Bank of Texas. 1994. “Who Owns the Land? When the Environment Collides With the Constitution.” video, 23 minutes (to be shown in class).


Harvey M. Jacobs. 2009. “Planning is Un-American! (or, what to say when you are accused of being a communist),” Small Town and Rural Planning (June): 1, 6-7, 9.

Supplementary Reading


Week Two

22 June  

The U.S. Constitution and the Takings Issue

Required Reading


Supplementary Reading


24 June

Social Conflict Over Property Rights in Practice

Required Reading


Supplementary Reading


II. GOVERNMENT – TOOLS AND APPROACHES

Week Three

29 June

The Politics of Growth and Regulation; Introducing Zoning

Required Reading


Supplementary Reading


01 July  **Zoning: “Classical” Land Regulation**

Required Reading


Week Four

06 July  **Mid-Term Examination #1** (on material from 15-24 June; 1st 2 weeks)

08 July  **Farmland Protection: An Overview**

Walter Brock. 2004. “LAND, and how it got that way.” video. 57 minutes (to be shown in class)

Week Five

13 July  **Zoning: “Classical” Land Regulation Evolves**

Required Reading


15 July  
Transfer of Development Rights (TDRs) and Purchase of Development Rights (PDRs)

*Required Reading*


*Supplementary Reading*


**Week Six**

20 July  
*Mid-Term Examination #2* (on material from 29 June and 01 July, 13-15 July; weeks 3 and 5)

22 July  
Land Trusts & Conservation Easements; Differential Property Taxation

*Required Reading*


“State Farmland Protection Programs,” Chapter 6 in Farmland, pp. 87-103.

Supplementary Reading


III. SYNTHESIS AND FUTURE ISSUES

Week Seven

27 July Putting the Pieces Together – Case Studies, Part 1

Land Use Conflicts, Local Communities and the Mining Industry

Required Reading


29 July  Putting the Pieces Together – Case Studies, Part 2

Required Reading


Week Eight

03 August  The Future of Natural Resource Policy and Planning

Required Reading


05 August  Final Examination (comprehensive)

[05 May 2015]