ENV316 Coastal Zone Management 3 CREDITS

Prerequisite: ENS 101 or SBC 111 or SBC 113 or GEO 102 or POL 102 or MAR 104; U3 or U4 status

COURSE GOAL:
The primary goal of this course is to provide a fundamental understanding of the interrelationship between the natural forces that shape coastal zones and human intervention that can both modify and threaten this dynamic environment and to demonstrate how this understanding, coupled with recognition of applicable laws and policies, can be used to develop coastal zones management strategies at the national, regional, and local level.

COURSE CONTEXT:
This is an upper division environmental science elective open to Geology or Earth and Space Sciences majors as well as others.

INSTRUCTIONAL COMPONENTS:

A. Concept Presentation
   • Presentation of material by Powerpoint lecture slides.

B. Concept Reinforcement
   • Quizzes – at least two quizzes during the term that will be based on the readings.
   • Two-hour written final
   • Student presentations on a topic from a recent article (from NY Times, Science, etc.)
   • Individual Paper on a specific coastal zone
   • Major Project Presentation of research project.

C. Concept Development
   • Purpose of coastal zone management.
   • How to define the coastal zone impact area.
   • Federal, regional, and local laws.
   • Coastal Zone Management Act (CZMA) and amendments.
   • CZMA Performance Measurement System (CZMAPMS) to track
   • Indicators of effectiveness of management efforts.
   • Coastal zone management summary
   • Analysis of the effectiveness of development policies.
   • Impact of management tools on the coastal zone.
   • How to research the policies and laws regulating a coastal zone.

D. Scientific Communication
   • Student oral presentation of concepts from reading current articles and on research topic
   • Written communication via paper on a specific coastal zone ad essay exam questions

COURSE LOGISTICS:
The course content is distributed weekly through two 80-minute lectures by the professor.
EXPECTED COURSE OUTCOMES:
By the end of the course, students will be able to:

• Understand the purposes of coastal zone management.
• Show a working knowledge of how to define the coastal zone impact area.
• Demonstrate an understanding of federal, regional, and local laws.
• Describe the goals and requirements of the Coastal Zone Management Act (CZMA) and amendments.
• Use the CZMA Performance Measurement System (CZMAPMS) to track indicators of effectiveness of management efforts.
• Create coastal zone management summary
• Be able to analyze the effectiveness of policies.
• Describe how various types of management tools potentially impact the coastal zone.
• Research the policies and laws regulating a coastal zone.

GOALS FOR BROADER SKILLS
A. To develop researching skills.
B. Expand scientific literacy
C. Analyze effectiveness of environmental policies

ASSESSMENT OF ATTAINMENT OF COURSE GOALS:
Student attainment of course goals is assessed throughout the semester, using tests, quizzes, oral presentations and a research paper.
ENV316 Course Details  Spring 2014
Monday and Wednesday 4:00pm to 5:20pm
Instructor: Dr. Michael Sperazza (michael.sperazza@stonybrook.edu); 631-632-1687
Office Hours: ESS Rm 340; Mon&Wed., 10am - 12 pm, or by appointment

MATERIALS:
Blackboard: blackboard.stonybrook.edu

Optional Texts:
An Introduction to Coastal Zone Management, Timothy Beatley, David Brower, Anna Schwab, Island Press, 2002

COURSE REQUIREMENTS:
Coastal News Wikis – You will select a topic from a recent article (from, NY Times, Science Daily or other) present your topic and lead the class discussion on the topic. Presentations will be 5 minutes and we will have ~10 minutes for discussion on the topic. At the first class, you will be assigned the date for your presentation. Presentations and supporting articles will be posted on Blackboard at least 4 days prior to the class presentation for students to review. You must post the article and the supporting research in the Wiki.
Quizzes – We will have at least two quizzes during the term that will be based on the readings. Quizzes may or may not be announced.
Individual Paper - You are expected to choose your coastal zone region (not in the NY metro area) and review how that area has handled the topic assigned to your group. The paper will include a brief summary of the coastal zone you have researched and a discussion on the strengths and weakness of the various management policies and projects. You should also include what else is needed (e.g. maps, research reports, testing, economics, etc.) to your conclusion on the policy decisions for your coastal zone. Data may be used in or to help your group project. Paper is limited to 8 pages of text double spaced.
Paper Outline – Mid-term students will have an outline of their paper. The outline will include the short description of the subject area of study, paper sections with brief descriptions and work plan to evaluate potential strengths and weaknesses of current coastal policy.
Project Presentation – An oral presentation on student’s research project. Presentation is to be no longer than 25 minutes. We will also have a few minutes for questions. Presentation should state the background of the study area, what was done to manage the coastal zone, the successes and weaknesses of the plans and your recommendations. Think of the presentation as you are teaching a 25 minute class on your researched area. Your classmates will participate in the evaluation of your presentation.
Final Exam - There will be a two-hour final written examination, based on material covered in class. The topics to be examined will be announced at least two weeks before the final exam. Final exam will be held Tuesday May 13th from 8:30pm to 11:00pm
COURSE EVALUATION:
Grading:
Attendance and participation 15%
Coastal News Wiki presentations and discussions 10%
Quizzes 5%
Midterm Paper Outline 15%
Research Presentation 20%
Individual Paper 20%
Final exam 15%
Grade scale: 100-95 (A); 94-91 (A-); 90 – 88 (B+); 87 – 84 (B); 83-81 (B-); 80-78 (C+);
77-74 (C); 73-71(C-); 70-68 (D+); 67-60 (D).

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Jan 27</td>
<td>Introduction to Coastal Zones</td>
<td>Stephenson and Brander FEMA Coastal Env.</td>
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<tr>
<td>Feb 3</td>
<td>Physical Coastal Environment</td>
<td>Assigned Readings</td>
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<tr>
<td>Feb 10</td>
<td>Physical Coastal Environment</td>
<td>Assigned Readings</td>
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<td>Feb 17</td>
<td>Political Implications</td>
<td>Assigned Readings</td>
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<tr>
<td>Feb 24</td>
<td>Economic Zone</td>
<td>Assigned Readings</td>
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<tr>
<td>Mar 3</td>
<td>Sustainable Building along the Coast</td>
<td>Assigned Readings</td>
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<tr>
<td>Mar 10</td>
<td>Federal Coastal Policy Paper</td>
<td>Outlines</td>
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<td>Mar 17</td>
<td>Spring Break March 17-23</td>
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<tr>
<td>Mar 24</td>
<td>State Coastal Management Programs</td>
<td>Assigned Readings</td>
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<td>Mar 31</td>
<td>Regional Management of Coastal Resources</td>
<td>Assigned Readings</td>
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<td>Apr 7</td>
<td>Long Island Coastal Policy</td>
<td>Assigned Readings</td>
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<td>Apr 15</td>
<td>Case Studies: Long Island Coastal Management</td>
<td>Assigned Readings</td>
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<td>Apr 21</td>
<td>Future Directions in U.S. Coastal Management</td>
<td>Assigned Readings</td>
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<td>Apr 28</td>
<td>Student Projects and Presentations</td>
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<td>May 5</td>
<td>Student Projects and Presentations</td>
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<tr>
<td>May 13</td>
<td>Final Exam 8:30am-11:00pm</td>
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Classroom Policy: Students are expected to follow the Stony Brook Code of Conduct while in the classroom. If you are not familiar with the Code you can find it at: http://studentaffairs.stonybrook.edu/sites/handbook/Code_1-22-03.pdf
Behavior that is disruptive to the function of the class, other students, or the instructor will not be tolerated. Poor class behavior or violations to the Code of Conduct will lead to removal from the class, possible withdrawal, or suspension. Food is not permitted in class. Beverages are OK, but please bring a container the can be closed to reduce spills. If a spill occurs please clean it up immediately.

Cell Phone and Electronic Devices: Use of cell phones, blackberries, laptop computers, iPods, MP3 players, and other audio and telecommunications devices is strictly prohibited during class. The only exceptions are through permission granted by the instructor for special purposes. Clickers are excluded from this prohibition, if required for the class.
During regular class sessions, cell phones must be either in ‘vibrate mode’ or turned off. Calls cannot be answered. Text messaging is not allowed during class. Cell phones must be turned off and enclosed in a case, book bag, briefcase, or the like during tests and exams. YOU are responsible for ensuring this policy is followed. Students MAY NOT have cell phones, electronic dictionaries, calculators, pagers or other “information rich” devices (anything that can receive and/or store many pages of text) in their possession during tests and exams.

**Academic Dishonesty Policy:** Academic dishonesty is a serious offense and a breach of academic integrity that may result in failure of the course or failure for the individual paper or assignment. The “Code of Student Conduct” states that all forms of academic dishonesty, including the following are prohibited (see student handbook):

- Plagiarism – the intentional use of ideas or words of another as one’s own paper or other academic assignments. If you are unsure of what constitutes Plagiarism visit this document [http://www.wpacouncil.org/positions/WPAplagiarism.pdf](http://www.wpacouncil.org/positions/WPAplagiarism.pdf) or ask the instructor.
- Cheating during examinations, whether by copying from a fellow student or by using information in the form of unauthorized aids brought to the examination.
- The submission of work for any assignment that has been prepared by another student.

**Academic Integrity Statement:** Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person’s work as your own is always wrong. Any suspected instance of academic dishonesty will be reported to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at: [http://naples.cc.sunysb.edu/CAS/ajc.nsf](http://naples.cc.sunysb.edu/CAS/ajc.nsf).

**Instructional Responsibilities:** The University’s statement of *Minimal Instructional Responsibilities* and *Minimal Undergraduate Student Responsibilities* are protocols with which you may already be familiar. They were established by the University Senate in 1996. If you have not already done so, please review them carefully. Both statements may be found beginning on page 81 of the Academic Policies and Regulations section of the on-line Undergraduate Bulletin: [http://www.stonybrook.edu/ugrbulletin/current/index.shtml](http://www.stonybrook.edu/ugrbulletin/current/index.shtml)

**Course Content:**
Course material accessed from Blackboard, SB Connect, SB Capture or a Stony Brook Course website is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder.

Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook’s Academic Integrity and Student Conduct Codes [http://www.stonybrook.edu/uaa/academicjudiciary/policies.shtml](http://www.stonybrook.edu/uaa/academicjudiciary/policies.shtml)

**Americans with Disabilities Act:**
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center)
Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

**Critical Incident Management:**
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.