COURSE PREFIX, NUMBER, AND TITLE:
CZMT-0612-DE1 (22879) Coastal Policy

COURSE DATES: Fall 2013: August 26 to November 15, 2013

FACULTY CONTACT:
Name: Dr. Steffen Schmidt
Email: sschmidt@nova.edu
Office Hours: 24-7 on the web
Website:

If a student is unable to contact their instructor regarding an important matter, please inform the distance education office at the Oceanographic Center, by telephone to 1 800 541 6682 Ext. 23621 (954 262-3621), or by email to oconline@nova.edu.

Once term has started, it is preferred that course related communication takes place within the web-based course management system. Please remember that any official NSU communication outside of the course should be sent from, and will be sent to, the student’s NSU SharkLink email address (e.g. xxxxxxx@nova.edu).

COURSE DESCRIPTION
This course offers an introductory overview of the major issues and policy responses to coastal zone management. Primary focus is on the United States and US laws and regulations.
Prerequisite/s: None.
COURSE OBJECTIVES:
Upon course completion:

1. Students will have acquired an introduction to coastal zone management and coastal policy problems, laws, and processes.
2. Students will understand the history of environmental concerns for coastal zones in the United States.
3. Students will be familiar with the dynamics of coastal zones and beaches as they impact policy concerns.

Course relation to expected program outcomes for the MS in Coastal Zone Management: 
http://www.nova.edu/ocean/forms/course_catalog_2010-2011.pdf

- The combination of courses comprising the MS in Coastal Zone Management degree ensures that students acquire and demonstrate:
  - Effective communication skills.
  - A full understanding of the scientific method.
  - Competency in ecological, geological, chemical, socio-political/legal, and biological concepts, as they relate to resource management in the coastal zone.
  - An understanding of coastal zone processes.
  - Familiarity with current management problems and approaches to their solution.
  - In-depth knowledge of a specific aspect of coastal zone management.

The program outcomes for the MA in Marine and Coastal Studies are:

The combination of courses comprising the degree ensures that upon graduation, each student will have acquired and/or demonstrate the following Program Learning Outcomes (PLO):

- The student will be able to describe and discuss marine and coastal processes.
- The student will be able to explain, assess and predict historic, current and anticipated societal, technological, and ecological impacts related to the marine and coastal environment.
- The student will be able to identify and analyze national and international marine and coastal issues and approaches to their solutions.
- The student will be able to demonstrate and apply effective communication skills.

Required Textbook(s): Book – Cornelia Dean, Against the Tide, Columbia University Press

Additional course readings will be assigned within the weekly course content folders or students will be asked to find them in the library.

Optional note: a headset with microphone for the computer, (or built in camcorder and mike) for participation in real-time and examination proctoring sessions may be required---check with your instructor.

NOTE: Check the course textbook list for updates at http://www.nsubooks.bkstore.com/.
WRITING STYLE AND CITATIONS: Capstone reviews must follow the writing and citation guidelines of the *Chicago Manual of Style*. Therefore, it is suggested that students follow the *Chicago Manual of Style* in writing and referencing written assignment work. Guidelines are available online at: [http://www.chicagomanualofstyle.org/home.html](http://www.chicagomanualofstyle.org/home.html)

CALENDAR OF WEEKLY REQUIREMENTS

**Please note:** This course includes a final examination which will require scheduled attendance at the Oceanographic Center or arrangements for proctoring. Please see the Course Policies section of the syllabus for further elaboration.

**Week/Module 1**

*From Against the Tide - Chapter 1* lays out the lessons from Galveston, Texas, which was destroyed by the 1900 hurricane. This was the deadliest natural disaster in US history in terms of loss of human life. Why was the city so vulnerable? What was done to rebuild and protect the city afterwards? Did we learn from this disaster – between 1900 and, say 2008? What are the lessons from Galveston specifically? More generally, what is the “take away” for any future coastal disasters and for planning ahead?

*Against the Tide - Ch 2 The Great Beach* is a case study of the Atlantic Beaches in Mass. and the West Coast beaches. How are these different in their geological origins? How are beaches created and maintained by nature? How does human interaction affect the coastal zone in these areas? What are “littoral cells” and why do we as coastal experts care? What is the rate of coastal erosion and is that normal or not? What did we already know about potential sea level rises when the book was written? What would a 1ft rise in sea levels mean on the East Coast? Are sea levels going to affect New Orleans differently from other locations? Are East and West Coasts expecting the same or different sea level rises?

Other assignments in weekly folder.

**Week/Module 2**
**Against the Tide - Ch 3. Armor** discusses literally the "armoring" of the shoreline with man-made engineering. What is it and what are some of the problems? What are some of the ways that people try to fix the problems of beach erosion (devices and processes)? Is erosion of the shore really a problem or is it only so when people build on the coast? What is the concept of “beachless beach towns”?

**Against the Tide - Ch 4. Unkind Cuts** analyzes the topic of creating inlets and the difficulties of maintaining these. Why is this of interest to us as students of coastal zones? What is Bay Ocean, Oregon and why do we need to understand it? Does anyone “love” inlets - who and why? What do the Charleston, SC jetties teach us? What are some of the innovative ways people have tried to deal with the problems caused by inlets?

Other assignments in weekly folder.

**Week/Module 3**

**Against the Tide - Ch. 5. Unnatural Appetite** explains private vs. public access to beaches. It also discusses artificial beaches and their scope in US coastal zones. By what means are people and governments maintaining and nourishing beaches? This chapter also discusses the erosion problem on America’s beaches. It defines sand “borrow sites” and why these may be a problem. “Beach scraping” is also explained. The problems many species of coastal life have with renourished beaches are brought up. What are the overall implications for the coastal zone and beaches raised in this chapter?

Other assignments in weekly folder.

**Week/Module 4**

**Against the Tide - Ch. 6. Cause and Effect** covers flood control, dams, the value of water (especially in the Western United States) and their effects of starving beaches of their sand sources. What are "sand rights"? What were the Institutes of Justinian? This chapter distinguishes between “jus publicum” vs. “jus privatum.” You also need to understand the "Public Trust Doctrine.” Answer this question “Why should we be interested in the "wet beach"?

Other assignments in weekly folder.

**Week/Module 5**

**Against the Tide - Ch. 7. The Big One** is interesting because it analyzes Hurricane Andrew (not Katrina because Andrew was the “gold standard” for bad hurricanes until recently). This chapter also features worst-case storm scenarios, people, and coastal planning issues. What is the role of weather on coastal construction? What is a Class (Category) 1 and a Class 5 storm? What are some of the long-range criteria that should be used in reviewing construction on the coast? Why are we not
effectively mapping shorelines for high erosion and making that information available to the public and to policymakers?

Other assignments in weekly folder.

**Week/Module**

*Against the Tide - Ch. 8. Clues,* reviews the challenges of studying (researching) shorelines and erosion. How good has coastal science been? What is Duck Pier and why is it of interest in the study of beaches and of CZM? What are the major principles of coastal behavior (i.e. what science tells us about the growth, change, movement, and disappearance of costal areas and beaches) in which we should be interested as political scientists and policy analysts? Has there always been solid coastal science? Have we always known how coastal areas and beaches behave physically? How do science and public policy work together?

Other assignments in weekly folder.

**Week/Module 7**

*Against the Tide - Ch. 9. Constituency of Ignorance,* the title of this chapter says it all but what is YOUR definition of this term? Has there always been coastal development in the US? What was different between “then” and “now?” Building in dangerous and vulnerable coastal areas is discussed in this important chapter. You will find out the role of sand bagging on coastal zones. This chapter also explains the conflict between policymakers, property owners, developers, and scientists. Why do both developers and environmentalists like the fragmentation of environmental regulations? What are CBRA, Federal Flood Insurance, and the Coastal Zone Management Act? What have been the results of these on coastal development? By 2000 what % of Americans are living within an hour’s drive of the coast? What role does the national flood insurance program play in coastal management? Why is "confiscation" of property such a big issue? What are “takings?”

Other assignments in weekly folder.

**Week/Module 8**

*Against the Tide - Ch. 10. For Sale* covers private beach ownership and public access. Is setting aside coastal areas a good idea or not? How can we have “sustainable” coastal development? Who wins nature or people? Which people gain and what category of people lose as the coasts become more valuable and precious? What are some of negative side effects of high intensity coastal development?
Against the Tide - Ch. 11. Epilogue features some parting words, images of the coast, and some philosophy from the author. Natural disasters are not disasters just nature at work replenishing and re-sculpting the shoreline. We and our “stuff” in the way of hurricanes, winds, storm surge, rain and flooding are the “disaster.” People getting injured and killed is what makes all this disaster. In places where there are no people on the coast there is no disaster. It’s just nature at its most active!

Other assignments in weekly folder.

**Week/Module 9** New Research on Climate Change and CO2  
To be announced in class

**Week/Module 10** Superstorm Sandy - The Disaster and The Lessons  
To be announced

**Week/Module 11** Protecting New York  
To be announced

**Week/Module 12** The Future of American Coastal Policy  
To be announced

**DESCRIPTION OF ASSIGNMENTS AND THEIR RUBRICS**

**Submitting Assignments**

Submit to the professor as an e-mail attachment in WebCt.

**Assessment**

There will be 4 tests, one discussion posting each week, and a written assignment in which you will write a grant/project proposal.

Four Tests = 25 points each (100 max)
Eight Asynchronous Discussions = 5 points each (40 max)

One Written Project = points (60 max)

See guidelines of research paper and submission cycle on homepage of class.
## Online asynchronous unit discussion

Students will be evaluated based upon their contributions to the asynchronous web-based course discussions. This rubric explains the basic criteria used to assess participation in the on-line discussion forums.

<table>
<thead>
<tr>
<th>Grade per unit</th>
<th>Frequency of Participation</th>
<th>Discussion &amp; Feedback</th>
<th>Readings</th>
<th>Weblinks and personal experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong></td>
<td>Participates everyday in short spurts or in lengthy discussions at least three times a week.</td>
<td>Excellent and thoughtful answers to the discussion exercises and questions. Offers original analysis and comment; uses assigned readings, text, as well as citations to back up arguments. The student offers critical feedback to help classmates better understand an issue.</td>
<td>Comments clearly demonstrate that the student has done the required readings, and that the student comprehends the course material and its significance.</td>
<td>The student has clearly visited the required web-links and offers observational comments on this material. The student frequently brings up relevant and topical personal experiences to shed light on a course concept theme or topic.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Participates at least two times a week in lengthy discussions.</td>
<td>Good and thoughtful comments to the discussion exercises. Takes a solid interest in the comments and questions of fellow classmates.</td>
<td>Has done the majority of the readings. Provides competent summaries and analysis of the main issues in the answers.</td>
<td>Visits most of the web-links, and often comments on them. Frequently acknowledges personal experience.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Participates two times a week.</td>
<td>Fair comments and answers to the discussion exercises. Has a basic grasp of concepts, but arguments are sometimes incomplete or poorly supported. Student answers the discussion exercises, but rarely pays attention to classmates’ comments.</td>
<td>Displays familiarity with most readings, but tends not to analyze it or explore connections between material in the text and the arguments in the discussion exercise.</td>
<td>The student mentions visiting a recommend web-link. The student pays adequate attention to personal experience, but often misses the connections between this experience and the course material.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Sporadically participates, or participates all in one day or on the last days of the week only.</td>
<td>Not good. Comments to the discussion exercises marred by misunderstanding of key concepts. Rarely offers any comments on the course readings.</td>
<td>Actual knowledge of material is outweighed by improvised comments and remarks.</td>
<td>A few web-links might be visited. Some personal experiences are haphazardly mentioned, but not understood in the context of the course material.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Rarely participates.</td>
<td>Poor. Rarely answers the discussion exercises on the web.</td>
<td>Little familiarity with readings.</td>
<td>No real effort is ever made to visit relevant web-links; personal experiences not shared.</td>
</tr>
<tr>
<td><strong>0</strong></td>
<td>Very rarely participates or no participation.</td>
<td>Never participates in the discussion exercises.</td>
<td>No apparent familiarity with assigned material.</td>
<td>Never visits web-links and never comments on personal experiences.</td>
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CLASS POLICIES & RESOURCES

Students should familiarize themselves with the policies and procedures of the Oceanographic Center as described in the catalog found at:

http://www.nova.edu/ocean/academics/course-catalog/index.html

Attendance: Students are expected to actively participate online from the first week of class until the end of term. If a student anticipates that they may be unable to access their online course for several days, they should notify the instructor in advance to make alternate arrangements for any missed coursework. Similarly if an unanticipated event such as illness or an emergency takes them away from coursework, they should inform their instructor.

Withdrawals and Refunds:

Masters students may withdraw from a course at any time before the fourth class meeting (or, in the case of distance students, before the fourth week of class) and receive a partial refund. A request for tuition refund must be made in writing at the time of withdrawal. Refunds will be made solely at the option of the university and will be based on the legitimacy of the reason for withdrawal. If granted, refunds are adjusted as follows:

• Before the first class meeting/week of class 100%
• Before the second class meeting/week of class 75%
• Before the third class meeting/week of class 50%
• Before the fourth class meeting/week of class 25%
• Thereafter 0%

Academic honesty/Plagiarism: Please read Section 5.0 Student Conduct of the catalog for details. The essential points are:

• Assignments such as exams, tests, projects, term papers, etc., must be the original work of the student.
• All academic work submitted for credit or as partial fulfillment of course requirements must adhere to the specific accepted reference manuals and rules of documentation (e.g. Chicago Manual of Style). It is plagiarism to represent another person’s work, words, or ideas as one’s own without use of a center-recognized method of citation.
• Giving or allowing one’s work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.
• Violations of academic responsibility include, but are not limited to:
  ➢ plagiarism
  ➢ any form of cheating
➤ conspiracy to commit academic dishonesty
➤ misrepresentation
➤ bribery in an attempt to gain an academic advantage
➤ forging or altering documents or credentials
➤ knowingly furnishing false information to the institution
➤ falsifying excuses for missing attendance

For clarification on plagiarism and copyright, students are referred to the online overview provided by the library at: http://www.nova.edu/library/dils/lessons/plagiarism/

Faculty members at the Oceanographic Center have access to comprehensive web-based Turnitin.com plagiarism prevention software. Registered students may request to submit their papers to Turnitin.com, prior to assignment submission, as a learning tool.

The institution reserves the right to require a student to withdraw at any time for misconduct as described above. It also reserves the right to impose probation or suspension on a student whose conduct is determined to be unsatisfactory.

**Final Examination and Proctoring:** If a final examination is scheduled for a distance course, students who reside within a 50-mile radius of the Oceanographic Center are required to come to the site to write it. Final exams are generally scheduled in the evening during the last week of term. Students located close to NSU Student Educational Centers may make arrangements to write there. Students who reside more than 50-miles from the Oceanographic Center, and do not wish to travel to the Center, must make formal arrangements to write their final examinations under the supervision of proctors at an appropriate institution convenient to them. Please see the Directions for Proctored Exams link under Student Tools & Resources: Academics.

**For technical help:** If you encounter technical problems, please contact the NSU Help Desk at: http://www.nova.edu/help/index.html. Call: (954) 262-HELP (4357)
Toll Free: (800) 541-NOVA (6682) x24357.

**For library and study support:** The Oceanographic Center is fortunate to have its own dedicated library and librarians on site to assist in-house and distance students. Please explore the learning resources, including the extensive full-text journals, and don’t hesitate to email or telephone to speak with a librarian. You can find details at: http://nova.campusguides.com/oclibrary.

**GRADING CRITERIA**

The following system is used to grade academic performance:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>Marginal Pass</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
</tbody>
</table>
Withdrawal: Given after the third class week or termination by the instructor for non-completion of the course by the student.

Incomplete: Given when most (80 percent), but not all, work has been completed.

Audit

Pass

Professors may use + or – in grading. However, the grading scale ranges from A to D-, no A+ or F+ is awarded.

A grade of incomplete (I) must be requested from the instructor, have the Director’s approval, and be accompanied by a completed contract specifying outstanding course requirements and completion dates. Completion of the course graded incomplete must occur within one term (or 3 months) of the end of the course and the incomplete be changed to a different grade. If the course is not completed in 3 months, or the student has not withdrawn and received a W, the incomplete will automatically be converted to a grade of F. Under unusual circumstances students may request a time-extension to complete the course. Such requests must be submitted to, and approved by, the Director of Academic Programs prior to the end of the 3-month time limit. There are no exceptions to this rule. Securing the completed and signed incomplete contract forms is the responsibility of the student.