

IDS 2935: How does the law help conserve and protect wildlife? Quest 2

I. General Information

Class Meetings

- Spring 2024
- Face-to-face & # 76
- MWF, Period 6, Classroom LAR 0310

Instructor

- Joseph W. Rivera
- Turlington 3331
- MWF 8 AM—10 AM
- Email: jrivera29@ufl.edu

Course Description

This is a US-based wildlife and environmental law course designed to teach you about the pressing legal issues concerning fish and wildlife conservation law and policies. This course will cross disciplinary boundaries dealing with biological, ecological, criminological, historical, and legal issues. Students will learn to read and analyze legal cases, critically examine the law concerning wildlife conservation, and apply what they have learned to solve real-world problems. Students will also be required to reflect upon the law they have learned in class to assess and reframe their understanding of legal, sociological, or environmental issues being discussed for ethical considerations. Through this, students should hopefully be able to connect the law in this class to the course material covered in other classes. This course was designed to be flexible to fit students' needs.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- Diversity (D)

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

Text: Wildlife Law: A Primer—Freyfogle & Goble; ISBN: 978-1-61091-913-5.

All other readings and works are available in Canvas.

Materials and Supplies Fees: The cost to attend the Carson Springs Wildlife Foundation tour is \$15.

II. Graded Work

Description of Graded Work

- ❖ **Participation.** There will be 24 graded participation days and 3 field trips scheduled over the semester. Students must attend at least one of the field trips. Participation will comprise 30% of your grade.
- ❖ **Quizzes.** There will be 8 quizzes throughout the course. Quizzes will comprise 20% of your grade; each quiz is worth 2.5% of your final grade.
- ❖ **Reflection Papers.** There will be 5 films shown in the course. Students need to write a paper on 3 of the films. Papers will comprise 15% of your grade; each paper is worth 5% of your grade.
- ❖ **Activities.** There will be 2 activities in the course. Activities will comprise 20% of your grade; each paper is worth 10% of your grade.
- ❖ **Exams.** There will be 2 exams. Exams will comprise 15% of your grade; each exam is worth 7.5% of your final grade.

Participation / Field Trips: Students should be prepared to participate in class discussions. Students will be directed to read specific legal cases. To earn full credit for class participation, students must review the lectures at home, read the assigned cases and chapters, and answer questions about the assigned readings in class or in an online discussion. If a student chooses to participate in person, they must submit on canvas a confirmation that they have read and are prepared to be called on in class. If a student submits a confirmation but is not prepared to discuss the cases and material when called upon, they will receive a zero for participation that day. Students who do not wish to participate in class discussions will be allowed to submit discussion assignments. However, if a student submits a confirmation but fails to participate in class, they will not be able to complete the discussion. There are three field trips scheduled over the semester. A failure to attend at least one of the field trips will result in a loss of 6% of the overall participation grade.

Extra Credit: Up to three points of extra credit will be provided to students who attend more than one of the field trips. Students will also have the opportunity to complete two surveys (one at the beginning and one at the end of the semester) to earn up to 2 points of extra credit.

Quizzes: Students will receive two attempts to take each quiz. All the quizzes will be on Canvas. The questions will be different each time. The quizzes were designed to allow students to improve their grades by giving them time to go back and study the material. **STUDENTS WILL NOT BE GIVEN THE CORRECT ANSWERS.** However, students may review their answers during office hours.

Reflection Papers: There will be several movies that you may watch over the semester, and you may choose to write a paper on any **three** of them. You do NOT have to write a paper on all of the films; however, you may write an additional paper to substitute for a lower paper grade. **Your paper must be submitted on Canvas, or it will not be accepted.** You will be graded based on the following:

- (1) Summary of the movie (20%)—try to limit this part to two pages;
- (2) Incorporating the textbook and relevant case law to explain the significance of the topics discussed in the movie and how they apply to the course material (30%). This section should incorporate and cite the textbook and relevant case law from the text or the lectures and be at least one full page;
- (3) Reflecting on your expectations and understanding of the ethical, sociological, and legal consideration of events presented (10%); and
- (4) Using correct formatting requirements (4 full pages, 12 pt. Times New Roman Font, double-spaced, and 1" margins) (40%). I will take off up to 30% if your paper is not the correct length and 10% if it is in the wrong formatting.

Activities: There will be two course activities. The first activity will be available in lesson 6, and the second activity will be available in lesson 11. For these activities, you will be given a fact scenario, which you must read and try to spot the various legal issues we have discussed during the course. Each activity will focus on the law we covered in class. You will be required to discuss the relevant case law and how it applies to the given facts to answer the questions fully. The exact details and grading instructions will be available on the assignment and Canvas.

Exams: You will only get one attempt to take the exam. You will need to download and install Respondus Lockdown Browser. A link to that software will be made available on Canvas. Go to the home page and click on the “start here” button. Again, after you submit your exam, YOU WILL NOT BE GIVEN THE CORRECT ANSWERS. However, students may review their answers during office hours.

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

- A = 94 +
- B - = 80-82
- D + = 67—69
- A - = 90—93
- C + = 77—79
- D = 63—66
- B + = 87—89
- C = 73—76
- D - = 60—62
- B = 83—86
- C - = 70—72
- E = 59 and below

Grading Rubric(s)

Reflection Paper Rubric	Ratings	Pts
Summary of the movie (not to exceed 2 pages)	1 pts 0 pts Full Marks No Marks	1 pts
Incorporate the textbook and relevant case law to explain the significance of the topics discussed in the movie and how it applies to the course material (must be at least 1 full page).	3 pts 0 pts Full Marks No Marks	3 pts
Evaluate and reflect upon the ethical considerations of events presented in the film and your prior expectations and understanding of the topic. Determine whether your views on the presented subjects have changed or been reinforced.	2 pts 0 pts Full Marks No Marks	2 pts
Use correct formatting requirements (4 pages, 12 pt. Times New Roman Font, double-spaced, and 1” margins).	4 pts 0 pts Full Marks No Marks	4 pts
Total Points: 10		

Activity Rubric	Ratings	Pts
Use relevant case law covered in the class to answer the questions presented in the fact scenario correctly.	5 pts 0 pts Full Marks No Marks	5 pts
Use correct formatting requirements (4 pages, 12 pt. Times New Roman Font, double-spaced, and 1” margins).	5 pts 0 pts Full Marks No Marks	5 pts
Total Points: 10		

Participation Rubric	Ratings	Pts
Submit on canvas a confirmation that you have read the material and are prepared to be called on. Alternative: Complete the required discussions (with permission) to earn credit for the lesson.	2 - 4 pts Full Marks	0 pts No Marks
Total Points: 2 – 4 Points vary depending on the number of participation days in the lesson.		2-4 pts

III. Annotated Weekly Schedule

Week	Class Description	
Week 1	Day 1	<p>Lesson 1 Topic: Introduction to Wildlife Law Summary: Introduction to the course and what to expect. This lesson will also provide an introduction to basic legal concepts to understand better the subject of wildlife law and some of the concepts we will continue to see throughout the rest of this course. Reading: Syllabus; Chapter 1 Freyfogle & Goble (20 pages) Assignments: Participation</p>
	Day 2	<p>Lesson 2 Topic: State ownership & the public interest Summary: This lesson will provide an overview of the evolution and application of the state ownership doctrine and the state’s public trust authority. Reading: Chapter 2 Freyfogle & Goble (15 pages); Case law (41 pages):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Geer v. Connecticut (1896) – Day 2 <input type="checkbox"/> Missouri v. Holland (1920) – Day 2 <input type="checkbox"/> Hughes v. Oklahoma (1979) – Day 2 <input type="checkbox"/> Illinois Central Railroad Company v. Illinois (1892) – Day 3 <input type="checkbox"/> Barret v. New York (1917) – Day 3 <p>Assignments: Participation</p>
Week 2	Day 3	<p>Lesson 3 Topic: The law of capture Summary: This lesson will provide an overview of the law concerning the capture and ownership of wild animals. Reading: Chapter 3 Freyfogle & Goble (26 pages); Case law (15 pages):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pierson v. Post (1805) – Day 4 <input type="checkbox"/> Ghen v. Rich (1881) – Day 4 <input type="checkbox"/> James v. Wood (1889) – Day 5 <input type="checkbox"/> Brown v. Eckes (1916) – Day 5 <input type="checkbox"/> Mullet v. Bradley (1898) – Day 5 <p>Assignments: Participation; Reflection paper: “The Elephant in the Living Room” (Days 6 & 7; run time: 1h 36m); Field Trip: Carson Springs Wildlife Sanctuary (Day 8 – 10 AM on Saturday)</p>
	Day 4	<p>Lesson 3 Topic: The law of capture Summary: This lesson will provide an overview of the law concerning the capture and ownership of wild animals. Reading: Chapter 3 Freyfogle & Goble (26 pages); Case law (15 pages):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pierson v. Post (1805) – Day 4 <input type="checkbox"/> Ghen v. Rich (1881) – Day 4 <input type="checkbox"/> James v. Wood (1889) – Day 5 <input type="checkbox"/> Brown v. Eckes (1916) – Day 5 <input type="checkbox"/> Mullet v. Bradley (1898) – Day 5 <p>Assignments: Participation; Reflection paper: “The Elephant in the Living Room” (Days 6 & 7; run time: 1h 36m); Field Trip: Carson Springs Wildlife Sanctuary (Day 8 – 10 AM on Saturday)</p>
Week 3	Day 5	<p>Lesson 3 Topic: The law of capture Summary: This lesson will provide an overview of the law concerning the capture and ownership of wild animals. Reading: Chapter 3 Freyfogle & Goble (26 pages); Case law (15 pages):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pierson v. Post (1805) – Day 4 <input type="checkbox"/> Ghen v. Rich (1881) – Day 4 <input type="checkbox"/> James v. Wood (1889) – Day 5 <input type="checkbox"/> Brown v. Eckes (1916) – Day 5 <input type="checkbox"/> Mullet v. Bradley (1898) – Day 5 <p>Assignments: Participation; Reflection paper: “The Elephant in the Living Room” (Days 6 & 7; run time: 1h 36m); Field Trip: Carson Springs Wildlife Sanctuary (Day 8 – 10 AM on Saturday)</p>
	Day 6	<p>Lesson 3 Topic: The law of capture Summary: This lesson will provide an overview of the law concerning the capture and ownership of wild animals. Reading: Chapter 3 Freyfogle & Goble (26 pages); Case law (15 pages):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pierson v. Post (1805) – Day 4 <input type="checkbox"/> Ghen v. Rich (1881) – Day 4 <input type="checkbox"/> James v. Wood (1889) – Day 5 <input type="checkbox"/> Brown v. Eckes (1916) – Day 5 <input type="checkbox"/> Mullet v. Bradley (1898) – Day 5 <p>Assignments: Participation; Reflection paper: “The Elephant in the Living Room” (Days 6 & 7; run time: 1h 36m); Field Trip: Carson Springs Wildlife Sanctuary (Day 8 – 10 AM on Saturday)</p>
	Day 7	<p>Lesson 3 Topic: The law of capture Summary: This lesson will provide an overview of the law concerning the capture and ownership of wild animals. Reading: Chapter 3 Freyfogle & Goble (26 pages); Case law (15 pages):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pierson v. Post (1805) – Day 4 <input type="checkbox"/> Ghen v. Rich (1881) – Day 4 <input type="checkbox"/> James v. Wood (1889) – Day 5 <input type="checkbox"/> Brown v. Eckes (1916) – Day 5 <input type="checkbox"/> Mullet v. Bradley (1898) – Day 5 <p>Assignments: Participation; Reflection paper: “The Elephant in the Living Room” (Days 6 & 7; run time: 1h 36m); Field Trip: Carson Springs Wildlife Sanctuary (Day 8 – 10 AM on Saturday)</p>
	Day 8	<p>Lesson 3 Topic: The law of capture Summary: This lesson will provide an overview of the law concerning the capture and ownership of wild animals. Reading: Chapter 3 Freyfogle & Goble (26 pages); Case law (15 pages):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pierson v. Post (1805) – Day 4 <input type="checkbox"/> Ghen v. Rich (1881) – Day 4 <input type="checkbox"/> James v. Wood (1889) – Day 5 <input type="checkbox"/> Brown v. Eckes (1916) – Day 5 <input type="checkbox"/> Mullet v. Bradley (1898) – Day 5 <p>Assignments: Participation; Reflection paper: “The Elephant in the Living Room” (Days 6 & 7; run time: 1h 36m); Field Trip: Carson Springs Wildlife Sanctuary (Day 8 – 10 AM on Saturday)</p>
Week 4	Day 9	<p>Lesson 4 Topic: Topic: Wildlife on privately owned land Summary: This lesson will provide an overview of the issues that might arise regarding wildlife located on privately owned land and the regulation of landowners’ actions regarding wildlife. Reading: Chapter 4 Freyfogle & Goble (23 pages); Case law (28 pages):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lenk v. Spezia (1949) – Day 9 <input type="checkbox"/> State v. Bullock (1995) – Day 9 <input type="checkbox"/> Cross v. State (1962) – Day 9 <input type="checkbox"/> State Department of Fisheries v. Gillette (1980) – Day 10 <input type="checkbox"/> Cawsey v. Brickey (1914) – Day 10 <p>Assignments: Participation; Quiz 1</p>
	Day 10	<p>Lesson 4 Topic: Topic: Wildlife on privately owned land Summary: This lesson will provide an overview of the issues that might arise regarding wildlife located on privately owned land and the regulation of landowners’ actions regarding wildlife. Reading: Chapter 4 Freyfogle & Goble (23 pages); Case law (28 pages):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lenk v. Spezia (1949) – Day 9 <input type="checkbox"/> State v. Bullock (1995) – Day 9 <input type="checkbox"/> Cross v. State (1962) – Day 9 <input type="checkbox"/> State Department of Fisheries v. Gillette (1980) – Day 10 <input type="checkbox"/> Cawsey v. Brickey (1914) – Day 10 <p>Assignments: Participation; Quiz 1</p>

	Day 11	Lesson 5 Topic: Inland Fisheries Summary: This lesson will provide an overview of the law regarding inland fishing rights, the ownership of rivers, lakes, and streams in the US, and other legal protections and rights concerning the waterways and the fish swimming through them.
Week 5	Day 12	Reading: Chapter 5 Freyfogle & Goble (23 pages); Case law (27 pages): <input type="checkbox"/> The Montello (1874) – Day 11 <input type="checkbox"/> Munninghoff v. Wisconsin Conservation Commission (1949) – Day 11
	Day 13	<input type="checkbox"/> United States v. Twin City Power Co. (1956) – Day 12 <input type="checkbox"/> National Audubon Society v. Superior Court (1983) – Day 12
	Day 14	<input type="checkbox"/> State v. Haskell (1911) – Day 12
		Assignments: Participation; Quiz 2; Reflection paper: “A River’s Last Chance” (Days 13 & 14; run time: 1h 7m)
Week 6	Day 15	Lesson 6 Topic: Constitution & the limits of federal government authority Summary: This lesson will provide an overview of the federal government’s authority over wildlife and the limits on that authority based on its powers in the Constitution. Reading: Chapter 6 Freyfogle & Goble (27 pages); Case law (44 pages): <input type="checkbox"/> United States v. Lopez (1995) – Day 15 <input type="checkbox"/> Gibbs v. Babbitt (2000) – Day 15 <input type="checkbox"/> Kleppe v. New Mexico (1976) – Day 15 <input type="checkbox"/> Yick Wo v. Hopkins (1886) – Day 16 <input type="checkbox"/> Takahashi v. Fish & Game Commission (1947) – Day 16
	Day 16	Assignments: Participation; Quiz 3
	Day 17	Exam 1 Review
	Day 18	Exam 1 & Activity 1 Due
Week 7	Day 19	Lesson 7 Topic: State game laws & liability Summary: This lesson will provide an overview of state game laws and issues concerning how state laws are defined and enforced and the limitations placed on state law enforcement. Reading: Chapter 7 Freyfogle & Goble (29 pages); Case law (31 pages): <input type="checkbox"/> Bean v. McWherter (1997) – Day 19 <input type="checkbox"/> State v. Casano (2004) – Day 19 <input type="checkbox"/> Arkansas Game & Fish Commission v. Murders (1997) – Day 19 <input type="checkbox"/> State v. Thompson (1997) – Day 20 <input type="checkbox"/> Commonwealth v. Donovan (2003) – Day 20 <input type="checkbox"/> State v. Boyer (2002) – Day 20
	Day 20	
	Day 21	Assignments: Participation; Field Trip: Florida Fish & Wildlife (Day 21)
Week 8	Day 22	Lesson 8 Topic: Native American tribal rights Summary: This lesson will provide an overview of the history of Native American relations in the US and how that relationship is reflected in the law concerning fish and wildlife conservation. Reading: Chapter 9 Freyfogle & Goble (20 pages); Case law (53 pages): <input type="checkbox"/> Johnson v. M’Intosh (1823) – Day 22 <input type="checkbox"/> Cherokee Nation v. Georgia (1831) – Day 22 <input type="checkbox"/> Lone Wolf v. Hitchcock (1903) – Day 22 <input type="checkbox"/> New Mexico v. Mescalero Apache Tribe (1983) – Day 23 <input type="checkbox"/> United States v. Dion (1986) – Day 23 <input type="checkbox"/> Ward v. Race Horse (1896) – Day 24 <input type="checkbox"/> Minnesota v. Mille Lacs Band of Chippewa Indians (1999) – Day 24
	Day 23	
	Day 24	
Week 9	Day 25	Assignments: Participation; Quiz 4; Reflection paper: “The American Buffalo” (Day 25 & 26; run time: 1 h 54m)
	Day 26	
No Class: March 10—16 Spring Break ; March 17—23 ACJS Chicago		

Week 10	Day 27	<p>Lesson 9 Topic: Key federal statutes Summary: This lesson will provide an overview of federal statutes concerning wildlife regulation and criminal enforcement, including topics such as the laws pertaining to investigating and enforcing wildlife trafficking and organized crime. Reading: Chapter 10 Freyfogle & Goble (27 pages); Rivera Low Hanging Fruit (10 pages); Case law (57 pages):</p> <ul style="list-style-type: none"> <input type="checkbox"/> United States v. Hardman (2002) – Day 27 <input type="checkbox"/> United States v. Zak (2007) – Day 27 <input type="checkbox"/> United States v. Lee (1991) – Day 28 <input type="checkbox"/> United States v. McNab (2003) – Day 28 <input type="checkbox"/> United States v. Place (2012) – Day 29 <input type="checkbox"/> United States v. Zarauskas (2014) – Day 29
	Day 28	
	Day 29	
Week 11	Day 30	<p>Assignments: Participation; Quiz 5; Reflection paper: “Sea of Shadows” (Days 30 & 31; run time: 1h 45m)</p>
	Day 31	
Week 12	Day 32	<p>Lesson 10 Topic: Wildlife on federally owned land Summary: This lesson will provide an overview of the law concerning the different types of federally owned land, such as wildlife refuges, national parks, and multiple-use lands. Reading: Chapter 11 Freyfogle & Goble (22 pages); Case law (47 pages):</p> <ul style="list-style-type: none"> <input type="checkbox"/> North Dakota v. United States (1983) – Day 32 <input type="checkbox"/> Schwenke v. Secretary of the Interior (1983) – Day 32 <input type="checkbox"/> Niobrara River Ranch LLC. v. Huber (2003) – Day 32 <input type="checkbox"/> National Rifle Association in NRA v. Potter (1986) – Day 33 <input type="checkbox"/> American Wild Horse Preservation Campaign v. Zinke (2018) – Day 33 <p>Assignments: Participation; Quiz 6; Field Trip: Ranger-led hike at Timucuan National Park (Day 34)</p>
	Day 33	
	Day 34	
	Day 35	
	Day 36	
Week 13	Day 37	<p>Lesson 11 Topic: The Endangered Species Act Summary: This lesson will introduce the Endangered Species Act, including topics such as the listing and delisting of species, the types of harm the act is designed to prevent, ethical and political issues subjecting the act to change over time, and the role of eminent domain. Reading: Chapter 12 & 13 Freyfogle & Goble (70 pages); Case law (64 pages):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lujan v. Defenders of Wildlife (1992) – Day 35 <input type="checkbox"/> Defenders of Wildlife v. Norton (2001) – Day 35 <input type="checkbox"/> In re Polar Bear Endangered Species Act Listing (2013) – Day 35 <input type="checkbox"/> Babbitt v. Sweet Home Chapter (1995) – Day 36 <input type="checkbox"/> Friends of Endangered Species v. Jantzen (1984) – Day 36 <input type="checkbox"/> Hawaii Housing Authority v. Midkiff (1984) – Day 37 <input type="checkbox"/> Lucas v. South Carolina Coastal Council (1992) – Day 37
	Day 38	
Week 14	Day 39	<p>Assignments: Participation; Quiz 7; Reflection paper: “The Edge of the Wild” (Day 38; run time: 1h 5m)</p> <p>Exam 2 Review</p>
	Day 40	

	Optional Days – Attendance is not required
	Discussion Days – Participation required
	Field Trip Days – You choose which to attend
	Exam Days – Attendance not required in class

Syllabus Notes:

- ❖ Each “week” consists of three class days. The days highlighted in yellow are graded participation days. We will discuss 2 to 3 assigned cases for each graded participation day.
- ❖ Due dates for assignments will be available on Canvas and may differ from those shown above.
- ❖ The field trip to the Carson Springs Wildlife Sanctuary will be scheduled on Saturday after the film “The Elephant in the Living Room.” Students must arrive at the sanctuary by 9:45 AM. The tour will begin at 10 AM and end at 12 PM. The cost to attend the tour will be \$15. For more information, visit <https://www.carsonspringswildlife.org/>.
- ❖ The field trip to the Florida Fish & Wildlife law enforcement office will be scheduled at the end of lesson 7. More information on this trip will be announced in class once available. For more information on the Florida Fish and Wildlife Conservation Commission, please visit <https://myfwc.com/>.
- ❖ The field trip to the Timucuan National Park will be scheduled for the next available Saturday after we’ve covered the material for lesson 10. The field trip will consist of a ranger-led hike through the Theodore Roosevelt Area. The address to the park is [13165 Mt. Pleasant Rd. Jacksonville, FL, 32225](https://www.nps.gov/timu/index.htm). Students must arrive at the Timucuan National Park by 1:45 PM. The tour will begin at 2 PM and end at 4 PM. The cost to attend the tour is free. However, students must travel to the park and plan for the hike. Be prepared with water and proper footwear, and dress for the weather and bug season. For more information, visit <https://www.nps.gov/timu/index.htm>.
- ❖ The films will be shown in class. Students are required to write reflection papers based on three of these films. Students may choose whether to watch the film in class or on their own. However, if a student chooses not to watch the film in class, they may be required to rent or purchase the film to watch on their own.

	S	M	T	W	T	F	S
Jan	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			
Feb					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
Mar	25	26	27	28	29		
						1	2
	3	4	5	6	7	8	9
	Spring Break!						
	17	18	19	20	21	22	23
24	25	26	27	28	29	30	
31							
Apr		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30				

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

- Content:** Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline(s).
- Students will learn about the law concerning fish and wildlife conservation. Students must memorize key details of legal cases and their relevance. Students will read legal cases concerning fish and wildlife conservation and be prepared to discuss those cases in class. Students will be able to describe the law governing fish and wildlife conservation and demonstrate their understanding of the material through different course assessments.
 - **Assessments:** participation, activities, reflection papers, quizzes, and exams

Critical Thinking: Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).

- Students will analyze multiple legal cases to discern the different reasoning used by the justices or judges on the court. Students will learn about the faulty logic that some judges may use to justify their positions and the complex stakeholder motivations affecting US fish and wildlife conservation that may help explain why judges decide cases in specific ways. Through this process, students can discuss the law's potential negative consequences and relevance and apply that knowledge to solve legal problems.
- **Assessments:** participation, activities, and reflection papers

Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).

- Students will work and communicate in a group setting to discuss legal cases concerning fish and wildlife conservation. Students must demonstrate their understanding of the material through different course assessments.
- **Assessments:** participation, activities, and reflection papers

Connection: Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.

- Students will evaluate and reflect upon the ethical considerations of the events presented in the cases, films, or activity scenarios. Students may tie in what they have learned in other classes to reflect on their understanding of different issues and to determine whether their views on a subject or a specific legal issue have changed. Students may also reflect upon their role in the legal and ecological system and what they may choose to do in the future.
- **Assessments:** reflection papers

Social and Behavioral Sciences: Students will learn to identify, describe, and explain social institutions, structures, or processes. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

- Students will demonstrate their understanding of the US legal system governing fish and wildlife conservation regarding wildlife management and crime. Students will be able to explain the common law process (i.e., how judges decide cases) concerning competing stakeholder interests at various hierarchical levels of the legal system. Students will critically analyze the complex and often competing stakeholder motivations affecting US wildlife conservation law and policies.
- **Assessments:** participation, activities, reflection papers, quizzes, and exams

Diversity: Students will examine the historical processes and contemporary experiences characterizing social and cultural differences within the US. Students will critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population.

- Students will learn about the Fourteenth Amendment's equal protection and due process clauses and the discriminatory enforcement of the law against individuals based on race and national origin. Students will learn about the disturbing and often hostile legal history between the United States government and Native American tribes, Native American tribal rights to wildlife and natural resources, and the state of Native American communities struggling with issues concerning inequality and crime. Students will also learn about how the law can be viewed as both a solution to and cause of many of these structural problems being discussed.
- **Assessments:** participation, activities, and reflection papers

V. Quest Learning Experiences

1. Details of Experiential Learning Component

Students will gain hands-on experience reading and discussing legal cases and applying the law they learned in class to solve legal problems. Students will also have the opportunity to: visit a wildlife sanctuary to discuss the care and ownership of wild animals, meet with state fish and game officers in Florida, and visit a national park where they can speak with federal conservation managers and rangers.

2. Details of Self-Reflection Component

Students will complete several reflection papers where they will be required to watch a film concerning fish and wildlife conservation, evaluate and reflect upon the ethical considerations of the events presented in the film, and consider their prior expectations and understanding of the topics being presented in the film to determine whether their views on a subject have changed or been reinforced.

VI. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code

(<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.