

Open Space Planning and Management, 11:573:413

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Office Place/Hours –By arrangement

Course Overview:

As sustainable development becomes the overarching goal of both government and non-governmental land management organizations, interest in open space planning and management has increased dramatically. While not a new discipline, the recent realization of the broad range of ecosystem services provided by green space, regardless of the surrounding context, has made open space management a critical environmental issue. This is an asynchronous on-line course taught through recorded interviews, lectures, case studies and hands-on projects. This 3 credit course will examine, the social and economic drivers behind the move to protect land, the planning processes most often used and the best management practices most often employed.

Key to the course is a series of five field trips, which can be done in a small groups or on your own. Each field trip has its own guide map, recorded interview with the manager and associated lecture in the lesson plan folder.

Location: Asynchronous

General Schedule

September-----class begins (Fri. 10th)
October-----case study proposal (Fri. 5th)
November-----presentations begin (Fri. 19th)
December-----project due (Fri.3th)
December-----course recollection (Fri.10th)

Goals, Objectives, Assignments and Assessment:

While much of the class will be spent visiting parks and forests and talking with site managers, each lecture (or series) has a link to important information and lists the background reading that is required prior to each class.

Learning Goals:

1) Students will be able to apply basic concepts in the physical or biological sciences to current critical environmental issues.

Learning Objective I: Students gain an appreciation of our relationship with the land, one which is or should be driven by the land ethic, and has been codified within the Public Trust Doctrine for centuries.

Assessment: Elements of stewardship reflective of a land ethic, based upon ecological principles, will be present in the Resource Management Objectives and Alternatives Analysis sections of the submitted case study. An assessment of the existing and projected demographic character of the community surrounding their chosen site will be present in the Visitor Service Objectives of the plan. An understanding of the Public Trust Doctrine and the obligation for stewardship will be demonstrated within the midterm exam.

Learning Objective II: Students will gain a working knowledge of the institutionalization of the land ethic through both national policies and public land management agency organization.

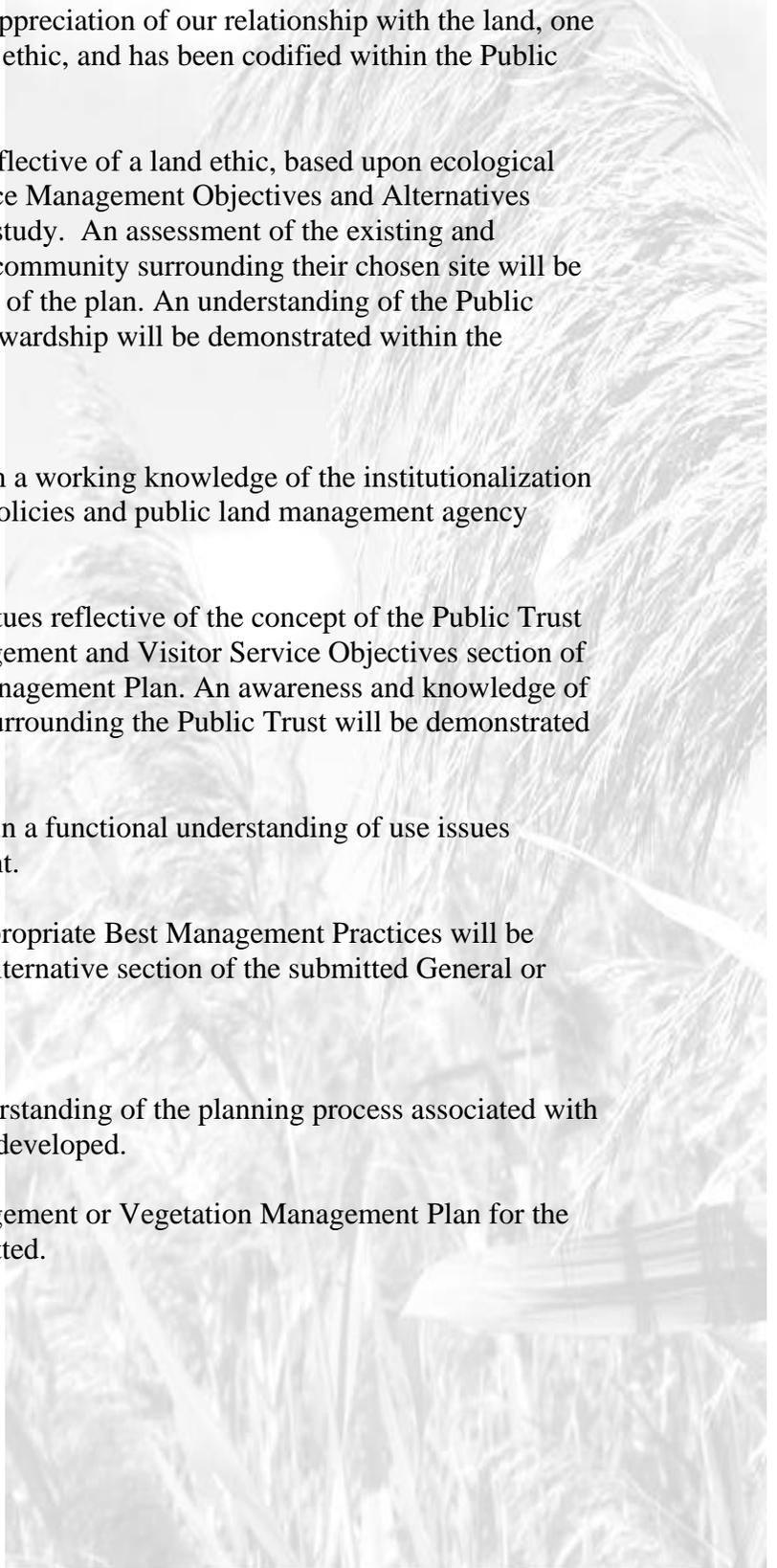
Assessment: All laws and regulatory statutes reflective of the concept of the Public Trust will be identified in the Resource Management and Visitor Service Objectives section of the submitted General or Vegetation Management Plan. An awareness and knowledge of the history and regulatory instruments surrounding the Public Trust will be demonstrated within the mid-term exam.

Learning Objective III: Students will gain a functional understanding of use issues associated with public lands management.

Assessment: Issues, obstacles and the appropriate Best Management Practices will be clearly identified within the Preferred Alternative section of the submitted General or Vegetation Management Plan.

Learning Objective IV: A practical understanding of the planning process associated with the management of public lands will be developed.

Assessment: A complete General Management or Vegetation Management Plan for the student chosen case study will be submitted.



Detailed Schedule

Wk	Day	Activity	Readings and Assignments:
1	9/10	Lecture: Land Ethics and Origins of the Public Trust	The Land Ethic. (Canvas Reading Folder) The Public Trust Watch the trailer, Green Fire
2	9/17	Field Trip: Liberty State Park	History of Liberty State Park Canvas Reading Folder) Understanding invaded urban 'wild lands' as novel communities
3	9/24	Lecture: Understanding Demographic Shifts	Population Dynamics
	9/25	March to Rutgers Gardens	Extra Credit if you Volunteer ar1287@scarletmail.rutgers.edu
4	10/1	Field Trip Livingston Eco preserve	The Eco Preserve LSP Report Due
5	10/8	Lectures: US Forest Service	The Greatest Good The Big Burn (Canvas Reading Folder)
6	10/15	Field Trip: Cheesquake State Park	Green Acres Land and Water Conservation Fund Act.
7	10/22	Lectures : National Park Service	The Yosemite, John Muir (First Three Chapters) Shaping the NPS System
8	10/29	Field Trip: Island Beach State Park	National Environmental Policy Act of 1969 Cheesquake Report Due
9	11/5	Lecture: Applying Context Somerville Landfill Redevelopment / LRWP	Baltimore. Lower Raritan Watershed Partnership Inventory and Analysis Due
10	11/19	Lecture: Urban Open Space	Liberty State Park, Central Park, Park Day
11	11/26	Thanksgiving	Island Beach Report Due
12	12/3	Field Trip: Swartswood State Park	Making the Case (Canvas / Reading Folder)
13	12/10	Lecture: Regional Planning Highlands / Pinelands	Pinelands Commission, Comprehensive Management Plan New Jersey Highlands Council
14	12/14-15	Reading days	Swartswood Report Due
15	11/17		GMP Due

Grading Policy:

Field Trip Summaries -----250 pts.
Case Study Proposal-----50 pts.
Case Study Paper-----100 pts.
[March To Rutgers Gardens](#)----- 5 pts.

Scoring:

400-360=A
359-320=B
319-280=C
D=Not Acceptable

Departmental Grading Guidelines:

While the assignment of grades is ultimately the purview of the instructor, the department uses the following guideline for understanding appropriate grading in its courses:

A- Outstanding -This not only means fulfilling the requirements, but impressing and going beyond the initial expectations of the project. The student has demonstrated a superior grasp of the subject matter coupled with a high degree of creative or logical expression, and strong ability to present these ideas in an organized and analytical manner,

B- Very Good - The student has demonstrated a solid grasp of the material with an ability to organize and examine the material in an organized, critical, and constructive manner, The projects and in-class performance reveal a solid understanding of the issues and related theories or literature.

C- Acceptable -The student has shown a moderate ability to grasp concepts and theories for the class, producing work that, while basically adequate, is not in any way exceptional. This performance in class display a basic familiarity with the relevant literature and techniques.

D- Unacceptable - The work demonstrates a minimal understanding of the fundamental nature of the material or the assignment with a performance that does not adequately examine the course material critically or constructively. Students cannot graduate from the Landscape Architecture program with 2 D's in required SSO classes,

F- Failure - The student has demonstrated a lack of understanding or familiarity with course concepts and materials. Their performance has been inadequate. Failure is often the result of limited effort and poor attendance which may indicate that the student is not in the proper field of study.

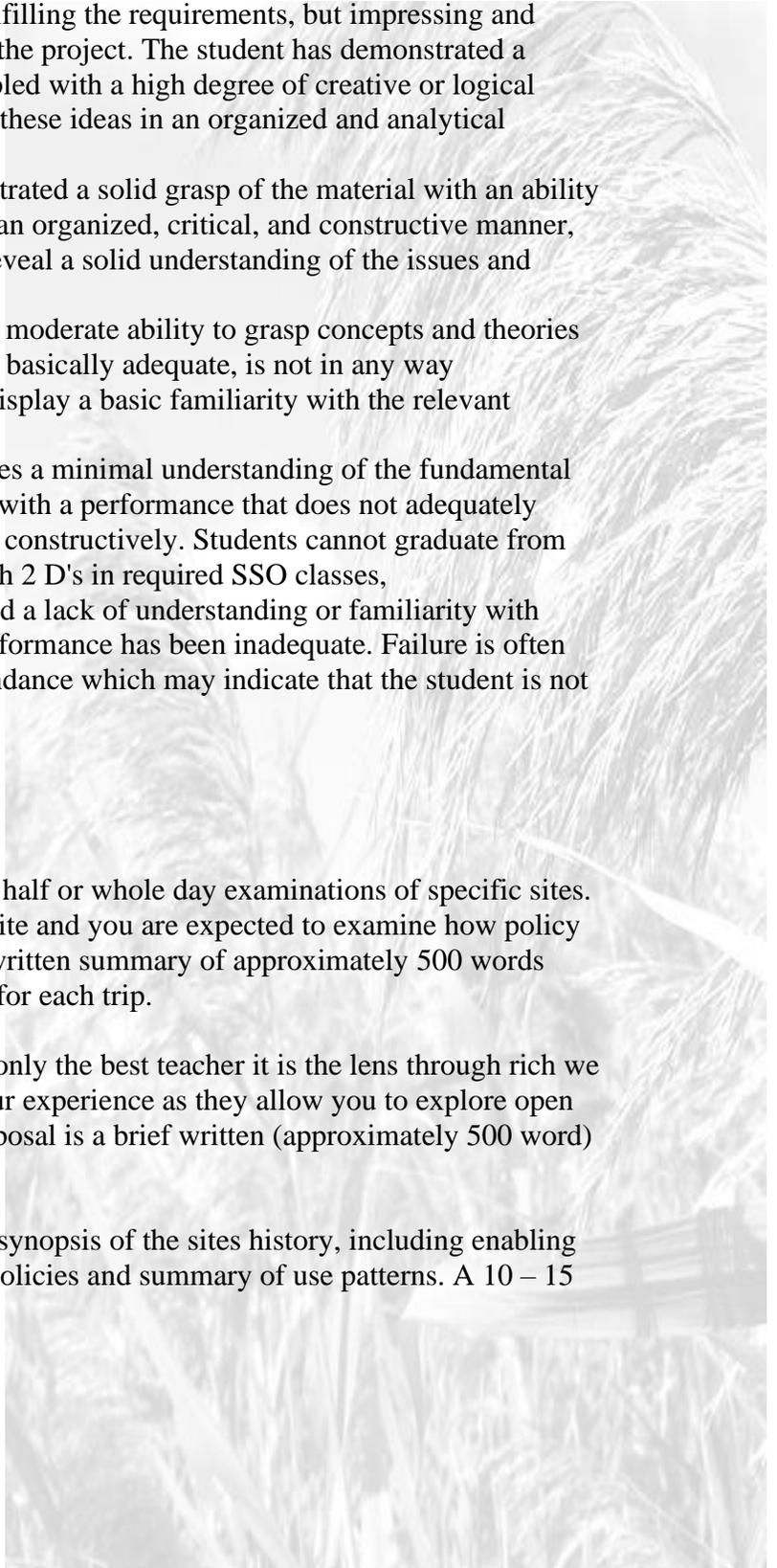
Course Requirements:

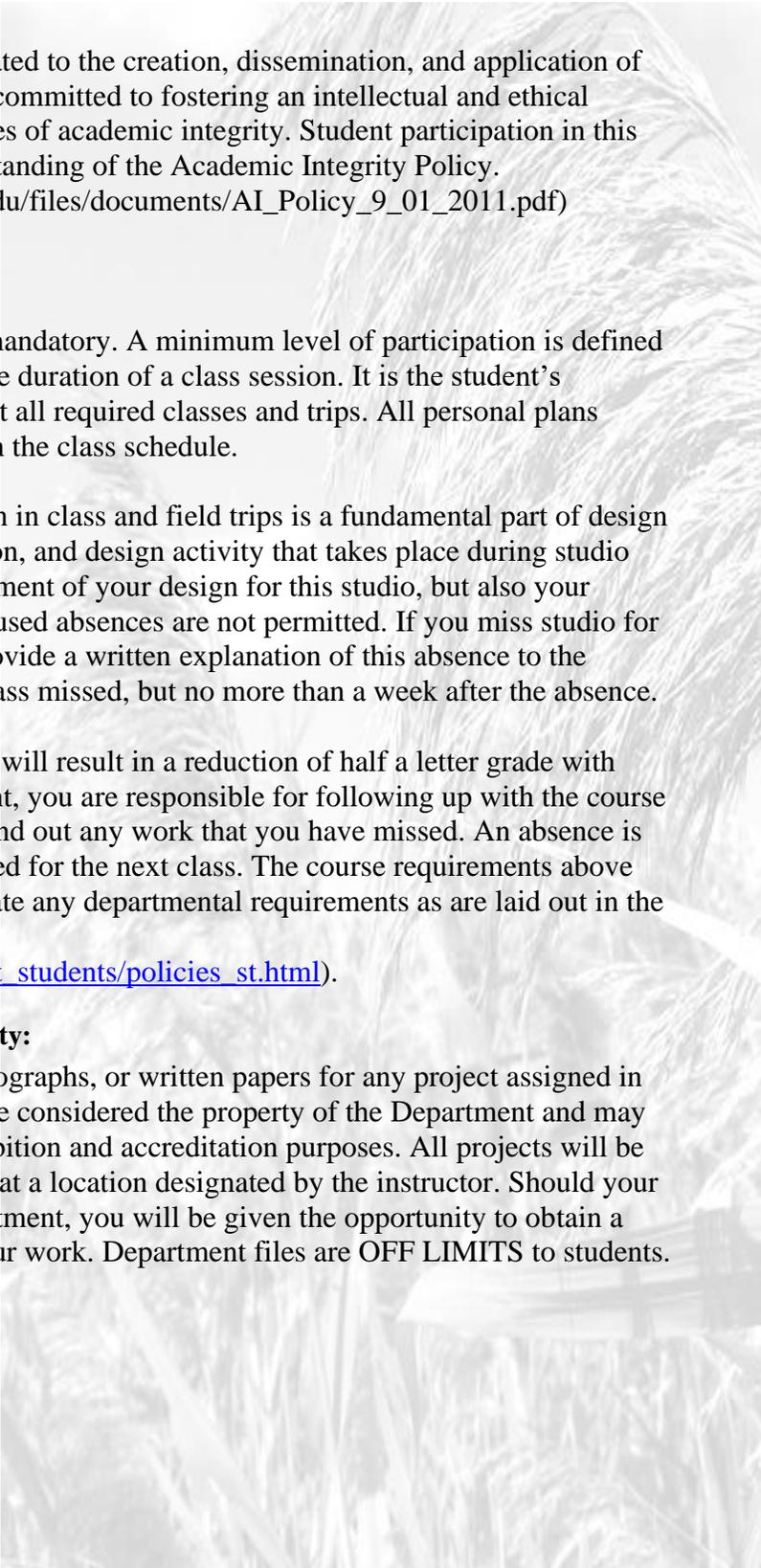
Field Trips: Field Trips are designed for half or whole day examinations of specific sites. You will be given an itinerary for each site and you are expected to examine how policy is translated into action on the land. A written summary of approximately 500 words with photographic evidence is expected for each trip.

Case Study Proposal: Experience is not only the best teacher it is the lens through rich we create ourselves. Case studies enrich your experience as they allow you to explore open space more deeply. Your case study proposal is a brief written (approximately 500 word) description of your project..

Case Study: Each case study requires a synopsis of the sites history, including enabling legislation a review of its management policies and summary of use patterns. A 10 – 15 minute presentation is required.

Academic Integrity:





As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Student participation in this course assumes a complete understanding of the Academic Integrity Policy. (http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf)

Attendance:

Class and field trip attendance is mandatory. A minimum level of participation is defined as being in attendance for the entire duration of a class session. It is the student's responsibility to be in attendance at all required classes and trips. All personal plans should be made in accordance with the class schedule.

Attendance and active participation in class and field trips is a fundamental part of design learning. The interaction, discussion, and design activity that takes place during studio will be critical to both the development of your design for this studio, but also your development as a designer. Unexcused absences are not permitted. If you miss studio for illness or an emergency, please provide a written explanation of this absence to the instructor, preferably before the class missed, but no more than a week after the absence.

More than one unexcused absence will result in a reduction of half a letter grade with each absence. Should you be absent, you are responsible for following up with the course instructor and fellow students to find out any work that you have missed. An absence is not an excuse for not being prepared for the next class. The course requirements above are in addition to, and do not obviate any departmental requirements as are laid out in the departments Student Handbook

(http://landarch.rutgers.edu/current_students/policies_st.html).

Work Becomes Department Property:

Submitted drawings, models, photographs, or written papers for any project assigned in Landscape Architecture courses are considered the property of the Department and may be retained in its archives for exhibition and accreditation purposes. All projects will be graded and returned to the student at a location designated by the instructor. Should your drawings be retained by the Department, you will be given the opportunity to obtain a print or photographic record of your work. Department files are OFF LIMITS to students.