

**Rutgers, the State University of New Jersey  
School of Environmental and Biological Sciences**

**Open Space Planning and Management, 11:372:413**

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**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. Through lecture, 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.

**Location:** Blake 128

**Hours:** Friday – 12:35-3:35

**Goals, Objectives, 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 Goal:**

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 General Management Plan. 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 objectives.

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 statues reflective of the concept of the Public Trust will be identified in the Resource Management and Visitor Service Objectives section of the submitted General Management Plan. An awareness and knowledge of the history and regulatory

instruments surrounding the Public Trust will be demonstrated within the in the Proposed Alternatives.

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 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 Plan for the student chosen case study will be submitted. A short class presentation of the General Management Plan is also required.

### Schedule

|                           |                            |
|---------------------------|----------------------------|
| January 19 <sup>th</sup>  | Class Begins               |
| February 10 <sup>th</sup> | Case Study Proposal        |
| March 18 <sup>th</sup>    | Inventory and Analysis Due |
| April 7 <sup>th</sup>     | Themes and Objectives Due  |
| April 7 <sup>th</sup>     | Presentations Begin        |
| April 28 <sup>th</sup>    | Project Due                |
| May 7 <sup>th</sup>       | Course Recollection Due    |

| Week    | Date   | Trip                 | Readings / Lecture /Assignment                                                                                  |
|---------|--------|----------------------|-----------------------------------------------------------------------------------------------------------------|
| Week 1  | 20-Jan | <a href="#">JP</a>   | The Places We Live (Sakai) / <a href="#">The Land Ethic</a> / <a href="#">Green Fire</a> .                      |
| Week 2  | 27-Jan | <a href="#">LSP</a>  | Using Ecological Theory (Sakai)                                                                                 |
| Week 3  | 3-Feb  |                      | <a href="#">Understanding Demographic Shifts</a>                                                                |
| Week 4  | 10-Feb | <a href="#">CSP</a>  | <a href="#">Origins of the Public Trust</a> / Watch The Greatest Good<br>Case Study Identification Due          |
| Week 5  | 17-Feb |                      | <a href="#">The National Parks</a> / The Yosemite, John Muir / Shaping the System<br>Inventory and Analysis Due |
| Week 6  | 24-Feb | <a href="#">TLHS</a> | The NEPA of 1969 / Land and Water Conservation Fund Act.                                                        |
| Week 7  | 3-Mar  |                      | <a href="#">Browse New Jersey Open Space: Green Acres Web Site</a>                                              |
| Week 8  | 10-Mar | <a href="#">DTSP</a> | Urban Open Space: Liberty State Park, Central Park , <a href="#">Park(ing) Day</a>                              |
| Week 9  | 24-Mar |                      | NGO role (Greg Remaund) Applying Context: Pine Barrens,                                                         |
| Week 10 | 31-Mar | <a href="#">IBSP</a> | Regional Planning: Pinelands Commission,                                                                        |
| Week 11 | 7-Apr  |                      | <a href="#">The Highlands: New Jersey Highlands Council</a><br>Themes and Objectives Due                        |
| Week 12 | 14-Apr | <a href="#">SSP</a>  | <a href="#">American Forest Foundations - Family Forests</a>                                                    |
| Week 14 | 21-Apr |                      | Presentation GMP Case Study                                                                                     |
| Week 15 | 28-Apr |                      | Presentation GMP Case Study                                                                                     |
| Week 16 | 7-May  |                      | Course Recollections Due                                                                                        |

## **GMP Case Study Format:**

### The General Management Planning Process

- a. Purpose and Statements of Significance - Establishes the reason or reasons why the site has been set aside for public stewardship. Sometimes found in the enabling legislation the purpose should be clearly articulated. In addition, statements of significance, which justify the purpose, will be developed.
- b. Mission Statement - Summarizing the purpose and statements of significance into one concise mission statement often helps to develop these concepts first for the planning team and later for the general public. The purpose, statements of significance and mission answer the question, why?
- c. Primary Interpretive Themes - Primary interpretive themes are those ideas about the site's resources, which must be conveyed to the visitor. The list of primary themes does not include everything that can be interpreted about the site, but only those ideas that are critical if the visitor is to understand the significance of the site. The themes answer the question, what?
- d. Resource Management and Visitor Service Objectives - Often referred to as desired futures, they are conceptual descriptions of what the site could be like based upon resource condition and visitor experience. They outline actions, which should occur in order to fulfill the mission of the site. Objectives begin to answer the question, how and should be based upon the most recent assessment available.
- e. Obstacles - The identification of obstacles, which may inhibit the fulfillment of objectives, is critical to any planning effort.
- f. Generation of Alternatives - It is often helpful to package actions that would fulfill the objectives in the form of alternatives. This produces a broad range of concepts for consideration and also provides the context in which the ideas can be considered and evaluated. Alternatives derived from the objectives have an internal consistency and logic. In addition, they identify the interrelationships between resource management and visitor service objectives.
- g. The Preferred Alternative - The preferred alternative represents a consensus opinion concerning the uses of the site. It identifies existing facilities and describes their current and future use. It will also identify future needs such as land acquisition or facilities development.
- h. Management Prescriptions – Definition of specific task that are derived from the preferred alternative and address the identified obstacles.

Learning Objective V: A practical understanding of the presentation skills required to demonstrate issues related to the management of public lands will be demonstrated.

### **Grade Calculations:**

|                        |          |                  |
|------------------------|----------|------------------|
| GMP Proposal           | 25 pts.  |                  |
| Site Proposal          | 50 pts.  | 400-360=A        |
| Inventory and Analysis | 50 pts.  | 359-320=B        |
| GMP Presentation       | 50 pts.  | 319-280=C        |
| GMP Paper              | 200 pts. | D=Not Acceptable |
| Course Recollection    | 25 pts.  |                  |

### **Departmental Grading Policy**

**A- Outstanding-** This not only means fulfilling 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 a 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. The student displays 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 550 classes. **F- Failure-** The student has demonstrated a lack of understanding or familiarity with course concepts and materials. The student's 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 examinations of specific sites. You will be given the opportunity to talk with site management and examine how policy is translated into action. Carpooling for the fieldtrips will be necessary. On field trip days we will be returning to the campus later than the schedule end of class.

**General Management Plan:** Experience is not only the best teacher it is the lens through which 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.

**General Management Plan Presentation:** 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.

**Course Recollection:** Scan five pages of your class notes. At the bottom of each page explain why it was one of the classes/topics you either enjoyed or disliked.

**Attendance Policy:** 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.

**Ownership of Student Work:** 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.

**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](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf))

