

Open Space Planning and Management

11:573:413

Frank Gallagher Gallagher@sebs.rutgers.edu

Course Location / Hours: Blake 148 / 8:30 – 11:30

Office Place/Hours – Blake Hall/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 and key to our efforts to mitigate the impacts of Climate Change. This course is taught through field trips, lectures, case studies and hands-on projects. The course examines 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 field trips, At each field trip we will meet with the land manager to discuss the issues facing protecting and managing open space in New Jersey the most densely populated state in the nation.

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.

Overall Goal:

1) Students will be able to apply basic concepts in the physical, biological and social sciences to current critical environmental issues with the Open Space venue.

Objectives:

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 public lands 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 in the field trip reports.

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 School for Conservation will be submitted.

General Schedule:

January-----	class begins (Fri. 23 th)
February-----	case study proposal (Fri. 6 th)
April-----	presentations begin (Fri. 27 th)
May-----	GMP Sections (Fri. 1 th)
May-----	course recollection (Fri. 8 th)

Detailed Schedule

Wk	Day	Activity	Readings and Assignments:
1	1/23	Lecture: Land Ethics and Origins of the Public Trust	The Land Ethic. (Canvas Reading Folder) The <u>Public Trust</u> Watch the trailer, Green Fire
2	1/30	Field Trip: Liberty State Park	History of Liberty State Park Canvas Reading Folder Understanding invaded urban ‘wild lands’ as novel communities Ecosystem Services
3	2/6	Lecture: Understanding Demographic Shifts.	Choose Your Case Study
4	2/13	Field Trip, School of Conservation	Population Dynamics
5	2/20	Lecture: Foundations of Open Space Protection	The Eco Preserve Choose GMP Section
6	2/27	Field Trip Livingston Eco preserve	The Greatest Good Watch: The Big Burn
7	3/6	Lecture:	The Greatest Good The Big Burn First Field Trip Report Due
8	3/13	Field Trip: Cheesquake State Park Trip	Green Acres Land and Water Conservation Fund Act.

9	3/27	The National Park Service	The Yosemite, John Muir (First Three Chapters) Shaping the NPS System Case Study Paper / Presentation Due
10	4/3	Field Trip: Island Beach State Park	National Environmental Policy Act of 1969
11	4/10	Lecture: Urban Open Space	Liberty State Park, Central Park , Park Day
12	4/17	Field Trip: Swartswood State Park	Making the Case (Canvas / Reading Folder)
13	4/24	Lecture: Regional Planning Highlands / Pinelands	Pinelands Commission, Comprehensive Management Plan Second Field Trip Report Due
15	5/1	GMP Presentations	New Jersey Highlands Council
16	5/8	GMP Presentations	GMP Section / Presentation Due
	5/11		Course Reflection Due

Grading Policy:

Field Trip Summaries -----100 pts.
 Case Study Paper/Presentation----50 pts.
 SOC GMP Section -----125 pts.
 Attendance / Reflection-----25 pts.

Scoring:

300-270=A
 269-240=B
 239-210=C
 D=Not Acceptable

Departmental Grading Guidelines:

While the assignment of grades is ultimately the purview of the instructor, the department uses the following guidelines 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 was 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 Studies: A case study is a brief written (approximately 1000 word) description of a general management plan of your choice. A 10 – 15-minute presentation is also required.

School of Conservation Management Plan: A broad-based, goal driven planning approach will be used to develop the general management plans. The process stresses the fundamental relationship between resource significance and visitor experience and assures that planning proposals grow out of goals and objectives rather than development issues. Most importantly, the process results in documentation of planning efforts that build consensus among participants, assure logic and consistency in the proposals, and provides a defensible rationale in decision making. A 10 – 15-minute presentation on your section of the plan is also 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 attend 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 is 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.