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Offered: Tuesdays Period 2-3 (10:55am-1:55pm)

Prerequisites: None

Synopsis: This 200 level course will introduce students to the applied discipline of natural resource management. This course required as part of the major in Ecology, Evolution, & Natural (EENR) and is designed bring together 2nd-3rd year undergraduate majors across the various Ecology, Evolution, & Natural Resources tracks.

This course will examine the principles of natural resource management through the lens of applying science and values to real world issues. After building on a foundation of key concepts, the course will use the Rutgers University Ecological Preserve (RUEP) as a real-life hands-on case study. Students will undertake field surveys/monitoring and be responsible for data collection, analysis and archiving. Students will investigate various aspects of natural resources management as it applies to RUEP, develop management plans, consult with experts concerning these plans and implement them. Course requirements include readings, short paper, individual and team projects, final exam.

Syllabus:

Week1 (9/1)   Introduction to Course
   - Lecture: The Big Picture - Preservation vs. Conservation → Ecosystem Values
     Readings: DeVall, Leopold; Muir, Pinchot; Optional: Meyer, Nash
   -Techniques Workshop –
     - Intro to RUEP: Geomatics Computer Lab
     - Basics of GPS/Collector App

Week 2 (9/8)  No Class

Week 3 (9/15) Field trip to RU EcoPreserve (meet at RUEP Parking Lot)
   - Techniques Workshops -- Orientation to the EcoPreserve
     -- Tree ID key
   - Service Learning Opportunity: RUEP Trails Work Day Sunday Sept 13 2 pm

Week 4 (9/22) Lecture: Key Concepts of Ecological Integrity
   Readings: Sodhi & Ehrlich Chapters 1,2 & 16; Davis et al. 2011
   - Techniques Workshop –Vegetation Inventory Data Collection & Management
   - Service Learning Opportunity: Sandy Hook BioBlitz Friday-Saturday Sept 18-19
Week 5 (9/29)  
Field trip to RU EcoPreserve (meet at RUEP Parking Lot)  
- Forest Plot Sampling Lab  
  - Readings: NETN Protocol Tierney 2009  
  - Service Learning opportunity: Friday Sept 25 10am-6pm, assist in RU Muddy Run, must sign-up ahead of time with Livingston RU Recreation

Week 6 (10/6)  
Lecture: the 3RS - Resistance, Resiliency, Restoration  
Readings: Walker et al. 2004;  
- Techniques Workshop – Watershed/Stream Assessment  
TBA Field Trip to Duke Estate. See management/restoration in action

Week 7 (10/13)  
Field trip to RU EcoPreserve (meet at RUEP Parking Lot)  
– Stream Assessment Lab  
Readings: EPA Stream Protocol; USDA Stream assessment; headwater stream papers (2)

Week 8 (10/20)  
Lecture: Key concepts of wildlife and forestry management  
- Guest Lecture: Carole Stanko - Deer Management  
- Guest Lecture: Don Donelly – Forest Stewardship  
- Workshop – Define management plan goals, objectives, methods; library research  
  Readings: Cote et al. 2004; Urbanek 2012; VanClef, Whigham 2004

Week 9 (10/27)  
Field trip to RU EcoPreserve (meet at RUEP Parking Lot)  
- Recon and planning for projects  
- Workshop – Present management plan goals, objectives, methods  
Readings: Appropriate sections from Sauer Part II & III; Sauer 2011

Week 10 (11/3)  
- Field Work Day  
  Service Learning opportunity: Sunday Nov 8, 8am-2pm DVOA Orienteering Meet, assist in course set up & registration

Week 11 (11/10)  
Lecture: Managing for Natural Resources vs. Ecosystem Services  
- Quiz on Ecosystem Services: read up and be prepared  
- Case study: Managing EcoPreserve to Maximize Ecosystem Services  
  Lab Work Day: Data Management and Communicating your project  
Readings: Costanza et al. 1997, 2014; Liu et al. 2010

Week 12 (11/17)  
Lecture: NRM – Bringing in the human element  
- Case Study: Pipelines across the Garden State  
- Lab Work Day: Mental modeling socio-ecological systems  
  Readings: Hardin 1968; Dietz et al. 2003; NOAA CSC 2007; Louv 2008;  
Week 13 (11/24) Lecture: Conservation Lands and Public vs. Private Open Space
- Case Study: Should New Jersey institute a water-use tax to pay for more public open space?
- Lab Work Day: work on projects
Readings: Schmitt and Suffling 2006; Gartner et al. 2014

Week 14 (12/1) Adaptive Resource Management and Land Conservation
- Case Study: Scenario planning for climate change
- Lab Work Day: Mental Modeling http://www.mentalmodeler.org/
Readings: Stankey et al., 2005; USDOI Adaptive management
Case Study: NWF 2011; Robinson Moore et al. 2013;

Week 15 (12/8)
- Present results of management plan implementation to outside guests
- Final Project Due

Final Exam (take home exam due 12/18 5 PM)

Expectations:

- Class readings/discussion/essay: Each student will read the assigned readings and participate in class discussion and write a short essay.
- Threaded discussion: Each student will participate in an online threaded discussion concerning a selected topic related to natural resource management.
- Field Study Reports (2): each student will be responsible for writing up a report on the 2 field studies. The report should include objectives, methods, results, discussion and summary. While the data may have been collected as part of a team, each student will be responsible for submitting a report. Each team is responsible for archiving the data in the pre-approved format on the class RUEP database.
- Annotated bibliography with synthesis: each student will be responsible for researching the scientific literature for papers relevant to their resource management project. The bibliography should include the publications’ authors, date, title, journal or book, volume, page numbers, etc., followed by 1 paragraph abstract detailing the paper’s key points. A minimum of 6 papers should be reviewed with a 2-3 page synthesis of the papers in composite.
- Individual project paper: each student will be responsible for writing up a report on their resource management project. The goals, objectives and methods of the plan should be discussed in light of the relevant scientific literature. The report should be written up in the form of a research paper (with abstract, introduction, objectives, literature review,
methods, results, discussion, conclusions, references). While the data may have been collected as part of a team, each student will be responsible for submitting a report. Each team is responsible for archiving the data in the pre-approved format on the class RUEP database.

- **Final Exam:** a written exam on the entire semester’s material with an emphasis on the lectures, field exercises and readings.
- **Extra Credit:** there will be opportunities to earn extra credit through participation in several service learning events at the RUEP and/or attending outside lectures.

**Grading:**

- 25% Field study reports 50 pts each = 100 points total
- 10% Annotated bibliography & project proposal 40 pts
- 25% Individual final project paper 100 pts
  - 6% Essay 25 pts
  - 2.5% Quiz 10 pts
  - 4% Threaded discussion 15 pts
- 25% Final exam 100 pts
- 2.5% Overall class participation 10 pts.
- +5% Extra Credit for service learning

**Transportation:** students will be responsible for getting to and from the RUEP; accessible via RU Campus bus. Field Trips meet at the RUEP Parking Lot on Road 3, Livingston Campus.

**Gear:** I recommend that students wear calf-length rubber boots for working in the field:
- 1) can be muddy out there and you won’t ruin your street shoes;
- 2) can easily tuck in your pants legs and provides better protection from ticks. You will use these same boots for a number of other ecology & natural resources management courses. Field trips will go rain or shine, so always bring rain gear. Water and bag lunch also recommended.

**Readings:** Most can be found on the class SAKAI site under the Resources section


http://s3.amazonaws.com/mongabay/conservation-biology-for-all/Conservation_Biology_for_All.pdf


http://science.nature.nps.gov/im/units/NETN/monitor/forestveg/forestveg.cfm


Good reference works :
