

**The University of Georgia**  
**Landscape Management**  
**EDES 7350**

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*Class times:* T 12:30-3:15p.m; R 12:30-1:45

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***COURSE DESCRIPTION***

This course will investigate landscape management theory, methodology, and technology with an emphasis on the values of both environmental conservation and cultural resource management. Systems thinking will be used as a framework to study various landscape types and their management issues. A further emphasis will be on sustainability as a principle building block for the adaptive management of cultural and natural landscapes and how ideas of sustainability affect structure, function, and change in the landscape. The course has a service-learning component that seeks to immerse the students in a typical management problem.

***OBJECTIVES***

Students who successfully complete this course will:

- Appreciate landscapes as both complex artifacts and systems involving natural processes and human activities.
- Demonstrate an understanding of landscape preservation based on the concept of integrity and its application to cultural landscapes and the field of landscape management.
- Demonstrate an understanding of the systems approach to landscape management and how adaptive management can be used to learn about structure, function and change in the landscape over time.
- Demonstrate an understanding of the new theory of resilience and how it might be applied to natural and cultural landscapes.
- An awareness of the importance of landscape interpretation and the issues and problems involved.
- Articulate and debate issues associated with the concepts of cultural landscape treatment, integrity, ecosystem theory, and sustainability.
- Identify management issues in the landscape and generate goals, objectives, recommendations and strategies for a variety of landscape types.
- Discuss various interpretations of the significance of cultural landscapes.
- Demonstrate an appreciation or understanding of the overlaps and conflicts between different values that influence the cultural and natural landscape and its management.
- Articulate the effects of management strategies on the design, use, and interpretation of landscapes.
- Be able to apply professional responsibility to plan, design and manage landscapes in ways that are sustainable.

## ***FORMAT AND LOGIC OF THE COURSE***

Approximately the first third of the course will be organized around lectures, readings and discussions of the theory and application of landscape management and the presentation of several landscape management case studies. Related readings will also be discussed in class.

The majority of the course will be project-oriented as in a practicum or design studio. Landscape management within the framework of systems thinking is both heuristic and iterative. Thus the class will become a model for working within this particular paradigm through service learning, field trip investigations, and other projects.

The primary project of the semester will broadly encompass working with several stakeholders on a landscape that is in need of a management strategy. Projects will be organized around both group and individual work. Both the instructor and members of the class will facilitate group learning and work progress. The class will be responsible for applicable parts of the study that might include the following:

- contacting the necessary experts to facilitate problem definition
- literature searches
- field surveys and inventory and analysis
- interpreting and sharing current knowledge in landscape management or other fields of expertise such as landscape ecology that may be necessary to draft a landscape management strategy
- crafting management plan vision statements, goals and objectives, and recommendations
- Mapping and plan or model generation, and
- helping to formulate adaptive management strategies and monitoring protocols.

Much of the class time will be used for in-class work particularly when working on projects; however, as in every course additional time outside class will be necessary to complete the assignments. **Outside work time for EDES 7350 is estimated to be 6-8 hours per week** and will vary throughout the semester. The instructor will make every effort to assign due dates so as not to conflict with studio deadlines.

## ***REQUIREMENTS***

### *Exercises*

During the first third of the semester, you will undertake a series of exercises based on lectures, readings and discussion topics. The exercises are not intended to require extensive time and effort, but they are meant to expose you to a concept and then have you reflect upon that concept through active participation. Specific guidelines for each exercise will be distributed in class.

### *Readings*

There is no required text for this course. However, a variety of readings—including a selection of journal articles, book chapters, and unpublished research papers and management reports—will be assigned as a basis for seminar discussions. Readings are extensive but not difficult; they have been chosen as much as possible to be fun and provocative as well as informative. For each discussion topic, I will assign one or a number of required readings.

Assigned readings will either be uploaded to E-Learning Common or placed on reserve in the Owens Library. Since we will be sharing these items with one another, please be sure to sign out readings when you use them, taking no more than one at a time, and reading them in the room if possible. You also may make copies of these items for your own personal use.

#### *A Side Note on Reading and Writing*

With the Hyde Farm landscape management project and several short writing assignments, this will be a fairly writing-intensive course. Like it or not, effectively communicating ideas through text, images, and verbal presentations is an important part of nearly every type of practice. The writing assignments for this course are intended to give you practice. ***The clarity and persuasiveness of your prose will be a factor in your grade.***

I encourage all who are interested in improving their prose to read William Strunk and E. B. White's *The Elements of Style*, ideally during the first week of class, before writing your first discussion paper. You should refer to it regularly during the semester. The book is thin but worth its weight in gold, and I recommend that you own a copy.

#### *Field Trip and Activities*

Although there is only **one required fieldtrip** during the semester, you will be afforded the opportunity to participate in a variety of workshops (**one required**) and events that will add to your landscape management knowledge base and experiences. As such, collectively all of these activities will be an essential part of your learning experience in this course. Your participation in these trips—including planning and other preparatory work—will be factored into your final grade.

#### *Hyde Farm Landscape Management Plan*

The UGA Cultural Landscape Laboratory has begun a relationship with the National Park Service and the Cobb County Parks, Recreation and Cultural Affairs Department regarding a 100 acre site on the Chattahoochee River – a c. 1920s intact piedmont farm. You each will have the opportunity to apply your knowledge and new skills regarding landscape management by mining stakeholders values, issues and needs to assist these organizations in crafting a strategy to implement a tailored landscape management plan.

#### *Attendance and Participation*

We cannot learn what we never read, hear, or experience. Advance preparation, attendance, and active participation in our meetings are essential to the success of our discussions, exercises and projects. You are expected to attend all classes and field trips unless you have an excused absence arranged by prior permission; have an illness, which can be verified by physician; or have a family emergency. If you are going to be absent, your instructor will expect an e-mail explanation before that days' studio begins. Attendance at presentations is required even if you do not have your work completed. Each of you is responsible for work in classes missed due to illness, etc. *From time to time, students may be asked to lead a class discussion based on assigned readings.* Everyone's active participation will help assure a very interesting course for us all.

#### *Assignments*

All work is to be handed in at the designated times. Late work is NOT accepted. If work is not submitted on the date and time specified, the grade automatically falls one letter grade.

#### *Class Etiquette*

Be on time for class. If you arrive late, please have your materials out and ready before entering the classroom to minimize the disruption. Cell phones, games, ipods, and other portable

electronic devices should be turned off during the class period. You may use a laptop computer to take notes, but *refrain from using your computer or hand held device to surf the web, shop for shoes, play games, catch up with your friends on Facebook, or engage in other non-class related activities.* Such behavior during class is distracting, and disrespectful of your fellow classmates and our guest speakers.

### **EVALUATION AND GRADING**

All class work will be graded using the standard University of Georgia plus-or-minus system, A – F. Your grade will be based upon your performance in class: your participation in discussion, exercises, research, presentations, graphic presentation of your work, and your overall willingness and attitude.

The following criteria will be used:

- **Understanding:** Grasp of the issues at hand
- **Process & Effort:** Diligence in performance of assigned tasks
- **Craftsmanship:** a sign of care, interest, and skill in learning the mediums and their effective employment
- **Attitude:** Overall willingness to perform the required work and a healthy respect for the professors, and all invited guests', knowledge and experience.

The relative value of course requirements will be apportioned as shown below, subject to minor revision:

Readings	10%
Class Participation	10%
Journal	10%
Class Exercises	20%
Hyde Farm Project	50%

The following standards will be used:

<b>A=Excellent</b>	The work reflects significant depth of understanding of the assignments, to their full potential. The problems have been both fully developed and communicated exceedingly well graphically. The work reflects superior design strategies, writing, and graphic ability. Critical thinking skills demonstrated throughout the project. Excellent application of both creative and logical thought to the project. Pushes the creative envelope. excellent understanding of relevant theory and concepts is evident in proposals and projects. creatively and coherently presented. This means outstanding work.
<b>B=Good</b>	Work shows an above-average depth of understanding of the theory and concepts involved in the project but not carried throughout. The problem solutions demonstrate an attention to detail and a consciousness of good craft, but important details are not thoroughly resolved and critical thinking skills are not demonstrated throughout the project.. This means above-average work.

<b>C=Fair</b>	All the requirements of the assignments have been met and the problems have been solved adequately, but the solutions lack depth of understanding and development. The overall work demonstrates skills barely appropriate for this level. This means average work.
<b>D=Poor</b>	The work is extremely weak and lacks full resolution of the stated problems. Craft is weak. Skills appropriate to this level have not been demonstrated. This means poor work.
<b>F=Failed</b>	The work is incomplete and/or poorly portrayed. The solutions to problems evidence a lack of understanding and skills appropriate to this level, and a general lack of effort in fulfilling assignments. This mean unacceptable work and the student must repeat course to get credit.

This semester plus and minus grades will be awarded as follows:

A 90—100	C+ 77-79.99
A-88--89.99	C 73-76.99
B + 85-87.99	C-70-72.99
B 82-84.99	D 60-69.99
B-80-81.99	F 50-59.99

If you wish to dispute a grade, for any reason, you must submit your argument for why the grade is not an appropriate reflection of your effort, in writing for consideration. **You must submit this promptly after the grade is given.**

### ***LOGISTICS, DISCLAIMERS, AND OTHER THINGS YOU SHOULD KNOW***

#### *Religious Holidays*

If a field trip or a scheduled assignment conflicts with a religious observance or practice, please contact me as soon as possible.

#### *Students with Disabilities*

If you have a documented disability that prevents your full participation in the course or affects your ability to demonstrate learned knowledge and skills, please contact me as soon as possible so we can discuss appropriate accommodations. "It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation." Students with disabilities needing accommodations should contact the Office of Student Disability Services in G20 Redfern Health Center, 656-6848. Prior to receiving accommodations, students need to obtain a Faculty Accommodation Letter from this office.

#### *UGA Student Honor Code*

As a university of Georgia student, you have agreed to abide by the university's academic honesty policy, "A Culture of Honesty," and the student Honor Code. All academic work must meet the standards described in "A culture of Honesty" found at: [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

*Syllabus and Course Calendar Changes*

The syllabus and course calendar show proposed schedules; the instructor reserves the right to make changes in the syllabus or calendar throughout the course as it may become necessary.

## **REFERENCES**

### *Required Textbook*

None

### *Recommended Text*

Benson, John F. and Maggie H. Roe, Editors. 2000. Landscape and sustainability. London and New York: Spon Press.

### *Relevant Books*

- Henry w. Art, Ed. 1993. The Dictionary of Ecology and Environmental Science. Henry Holt & Co. NY.
- Charles A. Birnbaum, Ed. 1994. Making Educated Decisions: A Landscape Preservation Bibliography. Department of the Interior National Park service, washington, D.C.
- Charles A Birnbaum, Ed. 1996. The secretary of Interior's Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes. Department of the Interior National Park service, washington, D.C.
- Boland, Richard J. and Fred Collopy, Ed. 2004. Managing as Designing. Stanford Business Books. Stanford California.
- Elizabeth Rogers, Marianne cramer, et. al. 1987. Rebuilding central Park: A Management and Restoration Plan. MIT Press, cambridge, MA.
- RichardT. T. Forman and Michel Gordon. 1986. Landscape Ecology. John Wiley & sons, NY.
- William R. Jordan, et. al., Eds. 1987. Restoration Ecology. cambridge University Press, NY.
- \*\*Bryan G. Norton. 2005. sustainability: A Philosophy of Adaptive Ecosystem Management. The university of Chicago Press, Chicago.
- James Oglethorpe, Ed. Adaptive Management: From Theory to Practice. ICUN, washington, D. c.
- Leslie Jones Sauer. 1998. The Once and Future Forest: A Guide to Forest Restoration Strategies. Island Press, washington D.C.
- Frederick steiner. 2002. Human Ecology. Island Press, washington, D.C.
- us Department of the Interior National Park service. 1993. Guiding Principles of sustainable Design. u.s. Government.

### *Selected Relevant Web Sites:*

- <http://www.nps.gov>-the National Park service has been systematically loading their publications onto the web so that they can be instantly accessed. Many of their management reports and publications are at this site.
- <http://www.icls.harvard.edu>-this site has been left online by Harvard even though the Institute for cultural Landscape studies is no longer operating. It has a terrific introduction to cultural landscapes and articles and roundtable discussions about cultural landscape management issues.
- <http://WWW.Ims.cfr.washington.edu> -this site will give you an idea of the current state of the art in ecosystems management.
- <http://kiawah-owners.org/landscape> -Kiawah Island now has a landscape management plan. This is what property owner's access.
- [www.ecologyandsociety.org](http://www.ecologyandsociety.org) -open access publishing; You can access Kal N. Lee's article in conservation Ecology entitled "Appraising Adaptive Management" here. Also c.s. Holling's "Theories for sustainable Futures." Excellent site.
- <http://tncweeds.ucdavis.edu>-The Nature conservancy's invasive species initiative.
- <http://www.landscape-forum-ireland.com>-conference proceedings on holistic landscape management.
- [www.iucn.org](http://www.iucn.org) -has a bookstore with books on adaptive management on line; excellent site.

- [www.adaptivemanagement.net](http://www.adaptivemanagement.net) -has resources and abstracts plus lessons learned ; excellent site.
- [www.fosonline.org](http://www.fosonline.org) -go to 'resources' then adaptive management. Multiple guides on how to carry out adaptive management. Also click on 'our strategies' to get FOS's definition of adaptive management, etc.