

**Biology 258/358**  
**Fall, 2018**

<b>Date</b>	<b>Activity</b>	<b>Assignments</b>
Aug 28 T	Initial Class Meeting	Expectations, Grading
Aug 31 F	Discussion	Overview of the six CR's; on-campus GPS exercise; <i>Gattuso (2008)</i>
Sep 4 T	Discussion	Gross Farm CR Baseline Report <i>Foster (2003)</i>
<b>Sep 7 F</b>	<b>Field visit #1</b>	<b>Gross Farm CR</b>
Sep 11 T	Discussion	St. Mary's CR Baseline Report <i>Tritsch (2005)</i>
<b>Sep 14 F</b>	<b>Field visit #2</b>	<b>St. Mary's Monastery CR</b>
Sep 18 T	Discussion	Gould Woodlot CR Baseline Report <i>Merenlender (2004)</i>
<b>Sep 21 F</b>	<b>Field visit #3</b>	<b>Gould Woodlot CR</b>
Sep 25 T	Discussion	King Farm CR Baseline Report <i>Kiesecker (2007)</i>
<b>Sep 28 F</b>	<b>Field visit #4</b>	<b>King Farm CR</b>
Oct 2 T	Discussion	Day CR Baseline Report <i>Cho (2005)</i>
<b>Oct 5 F</b>	<b>Field visit #5</b>	<b>Day CR—Brown's Pond</b>
Oct 9 T	<b>Fall Break</b>	<b>No class</b>
<b>Oct 12 F</b>	Discussion <b>Field visit #6</b>	Landworks Farm CR Baseline Document <b>Landworks Farm CR</b>
Oct 16 T	GIS & other tools	Dr. Richard W. King
Oct 19 F	Planning for monitoring	Student presentations at Clark <i>McLaughlin (2005)</i>
Oct 23 T	Discussion	<i>Morisette (2001); Webster (2012)</i>
<b>Oct 26 F</b>	<b>Monitoring, 3 sites</b>	
Oct 30 T	Discussions	What did we discover (1 <sup>st</sup> three sites)?
<b>Nov 2 F</b>	<b>Monitoring, 3 sites</b>	

Nov 6 T	Discussion	What did we discover (2 <sup>nd</sup> three sites)?
Nov 9 F	<b>(possible) Extra Field visit</b>	<b>TBD</b>
Nov 13 T	Discussion	<i>Rissman (2007); Carter (2014)</i>
Nov 9 F	<b>GPS field exercise</b>	<b>Comparative Paper Due</b>
Nov 13 T	Group Presentations	(3 monitoring sites)
Nov 16 F	Group Presentations	(3 monitoring sites)
Nov 20-24	<b>Thanksgiving Break</b>	<b>No class</b>
Nov 27 T	In class help with reports	As Needed
Nov 30 F	Conservation Agencies, NGO's, and Entities in Massachusetts	<b>Final Monitoring Reports Due</b>

### **Purpose.**

- The purpose of the course is to provide you with in-depth experience into a type of legal agreement known as a conservation easement (in Massachusetts, called a conservation restriction). Using a combination of readings, discussions, and field visits, you will get to know six very different such restrictions in the Town of Petersham, Massachusetts. You will learn why these specific conservation restrictions were put in place, how the legally guiding document pertaining to them (the baseline) was developed, and how to properly conduct the (legally required) annual monitoring. Throughout the course you will interact with local conservation specialists who deal with these types of properties for a living.
- The most important end product of the course will be a CR monitoring report, written by you in teams of three. This report is legally required annually by the state. It will be presented to the Town of Petersham's Conservation Commission (the entity that holds the CR's for the Town). It will be reviewed by that Commission, and submitted to the Town's Board of Selectmen, which is the Town's governing body. They, in turn, will submit the report to the State's Executive Office of Energy and Environmental Affairs. Thus...you should take this report seriously, as your names will be on it as authors.

**Grading.** Your grade will be determined based on three course components:

- participation in discussions (you must make it evident that you have read all assigned material and made a good-faith effort to understand it) **20%**
- Your individual comparative paper (take-home) **20%**
- Your group's Final Monitoring Report **60%**

### **Expectations.**

- This is senior/graduate-level course, so you are expected to approach the readings, field visits, and writing at that level. I also assume that each of you in the course is interested in

the field of conservation, land planning, etc.; as such, I expect each of you to show a particularly high level of interest and participation, as the course should be of direct relevance to your careers. *Allowance will be made, as needed, for the different levels of experience with college work.*

- Not everyone needs to be equally vocal in discussions; however, you must give me evidence that you have read all required documents, and made a good-faith effort to understand them. The course requires regular attendance, especially for the Friday field visits. Missing more than one without an outstanding reason will negatively affect your grade in the course.
- The individual paper you will write must be your own work—during class discussions you should be able to get all necessary information to write a nearly perfect paper, and you may talk among yourselves as much as you wish... *except that during the week before the paper is due you may not consult with anyone in the course about the paper.*
- During the latter part of the course, you will participate in the required annual monitoring for one of our six focal properties. The monitoring will be done in groups of 3 students, working on properties assigned by me. All members of a group will be asked to verify that each person contributed meaningfully to the monitoring report.
- You should all be aware of Clark's policy on academic honesty and student/professor behavior. If not, read it online at the university web site. I will accord each and every one of you a high level of respect, and I require that you show the same respect to everyone in the class. At the end of the semester, I hope that I will, through the course, have earned your respect as well. If at any time you have any problems with the course, of any kind, please contact me to resolve the issue.
- During the field visits, you will interact with a number of Massachusetts conservationists. You should conduct yourself in a manner that would bring credit to you personally, to the class, and to Clark University.
- The "standard" Clark guidelines suggest that a one-credit course should require approximately 180 hours of work overall (both in class, and outside of class), which works out to about 15 hours per week. This is a guideline...individual students may spend more or less than this amount of time. You commit the time you need to bring credit to your work. What I can tell you is that if you don't put enough time in on the course, that will be quite evident to me.

### **The field work.**

- As noted above, we will make visits to six conservation properties in the Town of Petersham, about 30 miles north of campus. For the first six weeks of site visits, all students will walk each property, usually in the company of one or more local conservationists. The final two weeks of required field work will consist of the actual monitoring inspections...three each week. Students will work in teams of 3-4, each team being responsible for two properties. By the time we get to the actual monitoring, you should have a very good idea of what you will be doing.
- When we are finished with the monitoring, we will *potentially* take one additional field trip. If so, these will provide some specialized training in additional useful techniques (e.g., learning how the Massachusetts Stream Crossing Regulations are applied; making a site visit with a local forester to hear his take on forestry practices in the state).