## **Biology 468**

## **RESTORATION ECOLOGY**

### January 2022

| Instructor: | Dr. Barry R. Taylor  |  |
|-------------|--|--|
| Office:     | JBB 315 (Hours: After each lecture or any time I am near a computer) |  |
| Telephone:  | 867-3873   |  |
| E-mail:     | btaylor@stfx.ca  |  |
| Lecture:    | JBB 236<br>Blocks K4-K6: Tuesday 11:15, Wednesday 1:15, Friday 12:15 |  |
| Laboratory: | JBB Room 335M [Subject to change depending on space requirements]    |  |

Thursday 2:15 to 5

**Course Objectives:** This course introduces students to the variety of ways that degraded ecosystems, terrestrial and aquatic, can be restored by the application of ecological principles. Elements of ecotoxicology, environmental chemistry, soil ecology and hydrology are introduced to describe how environmental degradation can be assessed. Then principles of community ecology and ecosystem theory are used to guide the restoration of degraded sites. These ideas are illustrated with Nova Scotia case studies involving invasive species, stream restoration, reforestation and contaminated sites.

| <b>Course Text:</b>     | Galatowitsch, S.M. 2012. Ecological Restoration. Sinauer Associates,  |
|-------------------------|---|
|                         | Sunderland, MA. 630 pp.   |
|                         |   |
| <b>Other Resources:</b> | Greipsson, S. 2011. Restoration Ecology. Jones & Bartlett Learning,   |
|                         | Sudbury, MA. 408.   |
|                         | Perrow, M.R. and Davy, A.J. 2008. Handbook of ecological restoration. |
|                         | Volume 1: Principles of restoration. 444 pp. Volume 2: Restoration in |
|                         | practice. 600 pp. Cambridge University Press, U.K.                    |

#### Prerequisites: Second year core biology courses. Biology 345 recommended

| Evaluation: | Midterm examination | 15% (Wednesday, 2 March, 1:15 p.m.)  |
|-------------|---------------------|--------------------------------------|
|             | Final examination   | 35% (Sometime in April)              |
|             | Weekly Quizzes (10) | 10%                                  |
|             | Laboratory Report   | 10% (due two weeks after laboratory) |
|             | Case Studies (6)    | 30%                                  |

**Pandemic Provisions:** Because of the uncertainty associated with Covid-19, *the structure of the course must be considered provisional*. Lecture mode, evaluation, and course requirements may be subject to change, if necessary. You will be given as much warning as possible if something changes, and the class will be consulted, if time permits.

#### Laboratory and Case Studies:

1. This year there are only three scheduled laboratory periods in this course, all of which take place as soon as face-to-face classes begin. These exercises will explore ecotoxicology of soil and water and methods used to assess contamination.

2. Students are to submit results from one of the three laboratories as a formal report, in the style of a research note suitable for submission to Environmental Toxicology and Chemistry.

3. The remaining laboratory periods will be devoted to examining a selection of restoration case studies, drawn from Nova Scotia or Atlantic Canada. These studies will involve analyzing a degraded site and suggesting an ecologically based restoration plan, or critiquing an extant plan.

4. Four of the case studies will require a *brief* (2-3 pages) written report, to be submitted at the beginning of the succeeding laboratory period.

| Week Beginning           | Number | Торіс                               | Text Reference |
|--------------------------|--------|-------------------------------------|----------------|
| 17 January 2022          | 1      | Introduction; History; Diagnosis    | Chapters 1, 2  |
| 24 January               | 2      | Planning and Social Aspects         | Chapters 3, 4  |
| 31 January               | 3      | Soil and Soil Contamination         | Notes          |
| 7 February               | 4      | Ecotoxicology                       | Notes          |
| 14 February $\heartsuit$ | 5      | Monitoring and Evaluation           | Chapter 5      |
| 21 February              |        | [Break Week]                        |                |
| 28 February              | 6      | Landforms and Hydrology             | Chapter 6      |
| 7 March                  | 7      | Water Pollution and Contamination   | Chapter 7      |
| 14 March                 | 8      | Soil Organisms and Plant Roots      | Notes          |
| 21 March                 | 9      | Soil Restoration and Succession     | Chapter 7      |
| 28 March                 | 10     | Revegetation and Forestry Chapter 8 |                |
| 4 April                  | 11     | Rare Plants and Animals             | Chapters 8-10  |
| 11 April                 | 12     | Rewilding                           | Notes          |
|                          |        |                                     |                |

## Lecture Schedule

# **Tentative Laboratory Schedule**

| Monday,  | 17 January  | Classes begin                                |
|----------|-------------|--|
| Thursday | 20 January  | (No Laboratory)                              |
| Thursday | 27 January  | (No Laboratory)                              |
| Thursday | 3 February  | Laboratory: Soil contamination               |
| Thursday | 10 February | Laboratory: Ecotoxicology 1                  |
| Thursday | 17 February | Laboratory: Ecotoxicology 2                  |
| Thursday | 24 February | [Break Week]                                 |
| Thursday | 3 March     | Case Study 1: Gaspereaux Lake                |
| Thursday | 10 March    | Case Study 2: South River                    |
| Thursday | 17 March    | Case Study 3: Contaminated site: BT Woodyard |
| Thursday | 24 March    | Case Study 4: Kaolinite Mine                 |
| Thursday | 31 March    | Case Study 5: West Street property           |
| Thursday | 7 April     | Case Study 6: Rewilding                      |
| Thursday | 14 April    | Completion of Case Study 6                   |