Spring 2015

Instructor:
Dr. David Tulloch  
Department of Landscape Architecture  
Room 220, Blake Hall, Cook College  
School of Environmental and Biological Sciences  
Rutgers, The State University of New Jersey  
New Brunswick, NJ 08903  
Phone: 848 932-3611  

Center for Remote Sensing and Spatial Analysis  
Room 133, Environmental and Natural Resource Science Building  
Cook College  
Phone: 732 932-1581  
Email: dtulloch@crssa.rutgers.edu  

Meeting Times/Places:
Lecture: M 12:35 - 1:55 (CDL 102)  
Lecture: Th 12:35 - 1:55 (CDL 102)  
Office Hours: MTh 10:45-11:45 at Blake 220, other times by appointment  

Required Texts:

Course Description:
This is an introductory survey course designed to make the student familiar with the fundamental concepts and mechanisms underlying environmental planning. The course begins with an overview of environmental planning as a field and looks at planning frameworks and processes. Following the inventory and analysis process, the class works through lessons based on different natural features including terrain, soils, wetlands, hydrology, and ecological communities. For each, students learn ways to address these issues with a variety of environmental techniques and methods.  

Over the course of the semester, students also become familiar with society's ongoing struggle in balancing its ability to utilize the land and environment and its need to protect these valuable natural resources. Students will learn about the basic concepts and techniques of planning, including the ecological planning model, local government planning and zoning practices, state and federal mechanisms (e.g. NEPA, CZMA), and related legal precedent.  

Inevitably, the course will also explore issues such as the role(s) government can and should play in the classic "land use drama", investigate how information can be used, misused, and abused in determining outcomes of the public resource decisions, and consider the impact that present and future technologies may have upon the practice of environmental planning.
Class Outline:

I. INTRODUCTION
   Environmental Planning processes and frameworks
   Ethical foundations in environmental planning
   Societal and environmental conflicts
   Public participation methods
   Rational planning model

II. BUILDING BLOCKS OF ENVIRONMENTAL PLANNING
   So, What is your problem?
   Taking inventory of the environment
      Topography, soils, water, wetlands, climate, and environmental hazards
      Demographics, social and cultural heritage, historic preservation issues

III. FROM ANALYSIS TO PLANNING
   Suitability analysis
   Testing Planning Ideas
   Implementation and Administration
   Master Plans -- Planning and Zoning

IV. THE REALITY OF POLICY
   Policy
   Municipal Planning and zoning
   State and Federal impacts on land use
   Supreme Court precedents for property rights debates
   Growth management techniques
   Purchase and Transfer of development rights
   Planned communities
   Cutting Edge Case Studies

Class Schedule:

   January 22 -- First day of class (Thursday)
   March 2  -- First Exam
   March 14 - March 22  -- Spring Break
   April 9  -- Second Exam
   April 13  -- Assignment 1 due
   May 4  -- Final Lecture
   May 7  -- Final Exam (9am-11am)

Grading:

   20% Participation, Quizzes, and Homework
   25% Test 1
   25% Test 2
   30% Final Exam

Assignment:

There will probably only be one assignment. Depending upon class progress and opportunities, I retain the right to add additional assignments.
Assignment 1 -- Planning hearing review
For this assignment students will be required to attend a municipal planning board meeting

Environmental Planning News:
News relating to Environmental Planning will be posted on the Spaces and Places Blog (PlacesAndSpaces.Rutgers.Edu).

Learning objectives:
As a survey class, EnvPlan 231 endeavors to achieve a broad set of learning goals. For each goal, the parenthetical note indicates the locus most associated with the assessment of that goal’s achievement.

- Understand and apply basic principles and concepts in environmental planning (exams).
- Identify and critically assess ethical and societal issues in science (exams, assignment).
- Gain exposure to the breadth of public participatory techniques with an acute understanding of the most popular (exams).
- Understand and apply basic principles and concepts in physical and biological sciences as they are used within environmental planning (exams).
- Analyze land use planning and change from a multidisciplinary perspective (assignment).
- Gain exposure to the suitability analysis techniques as a means for quantifying landscape metrics (exams).
- Apply concepts about human asocial behavior to particular questions and situations (exams).
- Demonstrate a practical understanding of how science informs the development and implementation of environmental policies (assignment).
- Examine the relationship that contemporary geographic information science and technology have to applications within the environmental planning context (exams).
- Understand legal foundations for policy, particularly Supreme Court precedents for property rights debates (exams).
- Identify recent examples notable for their applications of innovative or questionable planning techniques (exams).

Due Dates and Exam Dates
Except for circumstances truly beyond the student’s control, all assignments are due at the dates and times specified throughout the semester. Projects that are incomplete on the due date should still be submitted on the date it is due to receive at least partial credit. Any work submitted late will be penalized a letter grade for each day past due. Working beyond a due date is both unrealistic in a professional planning setting and unfair to your classmates in this course.

Missed exams will result in a zero unless the student provides a valid excuse consistent with the school’s standards for excused absences. Make-up exams will be offered as essay exams.

The final exam date and time are set by the university and cannot be changed except according to university rules.
Assignment of Grades

While the assignment of grades is ultimately the purview of the instructor, the department uses the following guideline for understanding appropriate grading in its courses:

A – Outstanding – The student demonstrated a superior grasp of the subject matter coupled with a strong ability to present these ideas in an organized and analytical manner. This not only means fulfilling the requirements, but impressing and going beyond the initial expectations of the class.

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 assignment 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.

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.

F – Failure – The student has demonstrated a lack of understanding or familiarity with course concepts and materials. Their performance has been inadequate. Failure is often the result of limited effort and poor attendance which may indicate that the student needs to reevaluate their interest in the subject.