

SYLLABUS

Spring 2017

Instructor:

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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

Learning Objectives

- 1) Students gain an understanding of how communities create policies and regulations to shape their landscapes.
- 2) Students gain a working knowledge of ways in which human activities shape our environment by changing physical or biological processes.
- 3) Students gain an understanding of the bases and development of human and societal endeavors over time and place through an understanding of patterns of land use development and the motivations and processes behind it. [SCLh]
- 4) Students apply concepts about human and social behavior to particular questions and situations as a means of explaining common environmental practices and decisions. [SCLn]

Learning Objectives and Assessments

- 1) Students gain an understanding of how communities create policies and regulations to shape their landscapes. **Assessment:** Students are assigned chapters in the textbook that present this information. The framework of the reading is enhanced during lectures by drawing on current events and local examples. Students attend a municipal planning board meeting and write paper about planning and policy issues at the meeting. During lectures, class discussion is generated by posing questions about expectations, preferences, and opinions.
- 2) Students gain a working knowledge of ways in which human activities shape our environment by changing physical or biological processes. **Assessment:** Lectures, videos and reading assignments will convey information

to students. A social and policy vocabulary is developed through the lecture sequence. Students will demonstrate familiarity with terms and basic concepts through tests, with sections used to evaluate each student's ability to apply their knowledge to a current issue.

- 3) Students gain a practical understanding of how participation and human community data inform the development and implementation of environmental policies. **Assessment:** Exam 1: Specific questions directly address human and societal endeavors over time. These include: Navigating environmental behaviors (attitudes, behaviors, role of education, action); Community engagement in planning processes (problem identification, establishment of goals, benefits and costs of different approaches). Exam 2: Specific questions directly address human and societal endeavors over time. These include: Human and Community Inventory (demographics, characteristics, applications for data in planning); Suitability analysis as social process (decision sciences, prioritization, identification of preferred outcomes, multiple criteria analysis)
- 4) Students gain an appreciation of the historical and cultural environment that can be studied, treasured and protected through environmental planning. **Assessment:** Class lectures present examples of culturally and historically significant landscapes deserving of local recognition and appreciation. Lectures and the book introduce tools for identifying and inventorying culturally and historically significant places and forces in the landscape. The final exam emphasizes the techniques and tools that empower planners to protect these important treasures.

Required Texts:

Steiner, F. 2008. The Living Landscape. 2nd Edition. Island Press.
ANJEC. 1998. Environmental Manual for Municipal Officials (on CD)

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.

The course also explores issues such as the role(s) government can and should play in the classic "land use drama", investigates how information can be used, misused, and abused in determining outcomes of the public resource decisions, and considers 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

- Problem and goal identification
- 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
- Planning case studies on the cutting edge

Class Schedule:

- January 19 -- First day of class
- February 27 -- First Exam
- March 10 - March 18 -- Spring Break
- April 3 -- Second Exam
- April 13 -- Assignment 1 due
- May 1 -- Final Lecture
- May 4 -- 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).

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.

Academic Integrity

Rutgers has a clearly posted policy on Academic Policy, which this class adheres to:

<http://academicintegrity.rutgers.edu/>

All work submitted for the class should be your own unless clearly stated otherwise. It is unacceptable for students to take credit for the work of others. Students violating the university policy will be subject to the disciplinary consequences of that policy. Unfamiliarity with the policy is not accepted as an excuse for failing to comply. If you are not already familiar with the policy, please take the time to familiarize yourself with it.

Assignment of Grades

The department uses the following guideline for understanding appropriate grading in its courses and I will follow them for this class:

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.