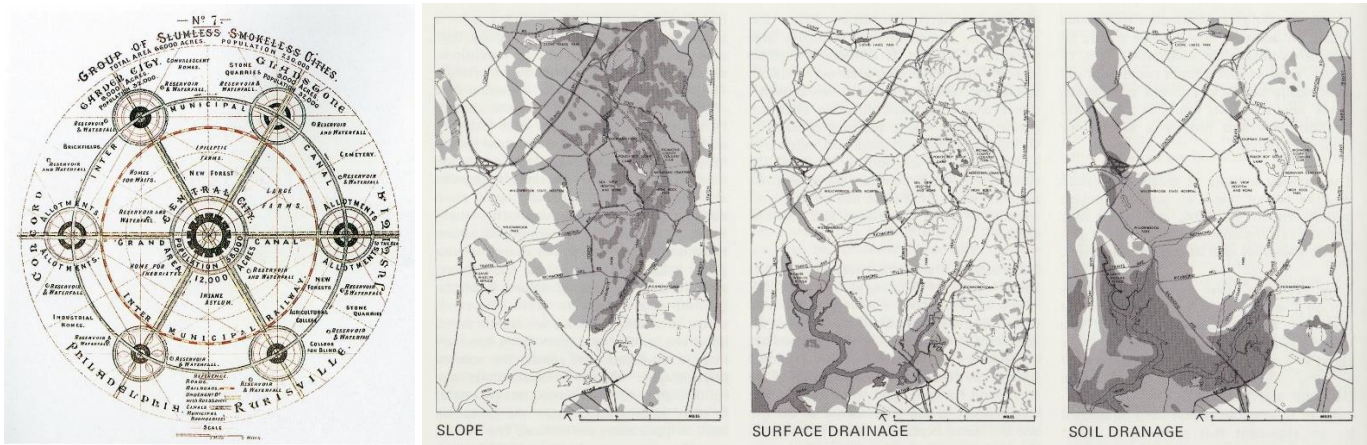


Spring 2020



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

Email: tulloch@crssa.rutgers.edu**Meeting Times/Places:**

Lecture: M 12:35 - 1:55 (Zoom)

Lecture: Th 12:35 - 1:55 (Zoom)

Office Hours: Th 10:40-11:45 (Zoom), 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.
- 4) Students apply concepts about human and social behavior to particular questions and situations as a means of explaining common environmental practices and decisions.

Learning Objectives and Assessments

- 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 a practical understanding of how participation and human community data inform the development and implementation of environmental policies.
- 4) Students gain an appreciation of the historical and cultural environment that can be studied, treasured and protected through environmental planning.

Required Texts:

Steiner, F. 2008. The Living Landscape. Island Press.

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 Schedule:

January 21 -- First day of class
February 25 -- First Exam
March 14 - March 20 -- Spring Break
April 1 -- Second Exam
April 8 -- Assignment 1 due
May 4 -- Final Lecture
May 6 – TENTATIVE Final Exam (9am-11am)

Grading:

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

Assignments:

There will only be a few assignments, with the bulk of the attention (and grading) on Assignment 1 -- Planning hearing review. Quizzes are going to be used actively, perhaps unexpectedly, as a tool to counter the complications of teaching on Zoom.

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

The intentional copying of another student's work or a portion of work and representation of the work as your own work is in direct violation of the University Integrity Policy:

Plagiarism: the representation of the words or ideas of another as one's own in any academic work. It is a violation of academic integrity for a student to aid others in violating academic integrity. A student who knowingly or negligently facilitates a violation of academic integrity is as culpable as the student who receives the impermissible aid, even if the former student does not benefit from the violation.

As a result, any copying and/or "sharing" of exercises, homework assignments, and projects will be treated as Level 2 violations and subject to the sanctions as outline in the Integrity Policy:

1. A failing grade on the assignment.
2. A failing grade for the course.
3. Disciplinary warning or probation.

Repeat violations will be treated as separable Level Three violations and referred to the AIF of the school for adjudication. Please refer to the complete Integrity Policy at: <http://academicintegrity.rutgers.edu/integrity.shtml>.

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.

Student Wellness

Rutgers makes available Counseling through the Student Wellness Services

<http://ubhc.rutgers.edu/swp/>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901

www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181

3 Bartlett Street, New Brunswick, NJ 08901

www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932- 1181.

Disability Services

(848) 445-6800

Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854

<https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555

<http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.