

# 11:573:409 Advanced Environmental Planning

Interdisciplinary class for advanced students in majors including Environmental Planning, Urban Planning, Geography, Landscape Architecture, Ecology, and Environmental Policy, Institutions, and Behavior.

Wednesdays 12:10 PM - 3:10 PM  
Blake Hall,  
Fall Semester 3 Credits  
Dr. Wolfram Hoefer  
whofer@sebs.rutgers.edu



What do we expect from our towns and landscapes? Is it just low taxes, a hopefully short commute to work, and ample parking?

Innovative Environmental Planning raises the bar. Suburbia can be more than a conglomerate of profitable land uses lined up along roadways; it can become a place to be. The relationship of residents with their environment is formed by stories and experiences of individuals or groups that add to the meaning of place.

The interaction between people and place forms a cultural landscape that is not limited to critical historic sites or spectacular natural scenes. This class will discuss a landscape approach that includes the strip mall and the parking lot, the retention basin of the warehouse, the industrial waterfront, the charming main street, and the picturesque park.

Topics of the class:

- Examine the tension between natural preservation and land use planning.
- Critical discussion of current methods and tool of Environmental Planning in New Jersey.
- Analysis of NJ Case Studies to assess new approaches within our home rule context.
- Develop a strategy for effective implementation of environmental goals on land use planning policy.



The class will integrate case studies from the Rutgers Center for Urban Environmental Sustainability and analyze existing planning tools to develop real world solutions for the suburban landscape. The outcome of the class will be a possible definition of Environmental Planning in a home rule state.



**SYLLABUS**  
**Advanced Environmental Planning**  
**Fall 2025**  
**11:573:409, 3 credits**

**Program Goal: (choose the most relevant goal)**

1. Students will gain knowledge and skills in graphic, oral and written communication to creatively engage the public, communities and policy makers on issues of land stewardship, environmental justice and social well-being.
2. Students will develop the skills to interpret science, technology, and cultural context to critique, design, and to envision and develop innovative solutions in sustainability, land stewardship, and other contemporary urban challenges
3. Students will develop the ability to function as leading professionals with ethical, technical and industry standards to foster social well-being through safe, accessible and healthy environments.
4. Students will gain an understanding of environmental planning, physical planning and policy as it relates to land use issues.
5. Students will develop a functional understanding of the requisite professional standards for the discipline.

**Course Learning Objectives:**

**Examples**

**Objectives and Assessment:**

Current environmental issues are reviewed and objectively analyzed using a class derived environmental ethic as the primary metric. Students will be asked to measure our current approach to each issue against this metric. Each lecture has a link to important information and lists the background reading that is required prior to each class. Relevant environmental planning tool will be introduced at each lecture.

Learning Objective I: Students gain an appreciation of our relationship with the land, one which is or should be driven by the land ethic. A land ethic is derived, and the current context is developed.

Assessment: Elements of stewardship reflective of a land ethic, based upon ecological principles, will be present in the first discussion paper. An assessment of the existing and projected demographic the history of the environmental movement and demographic trends at the regional and global scale will be demonstrated within the midterm exam.

Learning Objective II: Students will gain a working knowledge of the policy and regulatory framework driving the management of natural resources.

Assessment A: The laws and regulatory statutes reflective of the environmental movement that regulate our consumption of forest, wildlife, and soil will be identified in the final exam.

Assessment B: An awareness and knowledge of the industrial history and current land use trends will be reviewed in the case study.

Learning Objective III: Students will gain a working knowledge of the international initiatives and controversy surrounding climate change, and energy consumption.

Assessment: The characteristics of and the international agreements made concerning climate change and energy consumption will be identified in the midterm exam. A functional understanding of the history and current trends in climate change will be exhibited in the second discussion paper.

**Time:** Wednesdays, 12:10 – 3:10 pm

**Place:** Blake Hall,

**Instructor:** Dr. Wolfram Hoefer, 848-932-9313  
Blake Hall, Room 216  
Email: [whoefer@sebs.rutgers.edu](mailto:whoefer@sebs.rutgers.edu)

Office Hours: **By appointment** (or drop by the my office - Blake 216- any time at own risk)

**Course Website:** All lecture notes, resources, and homework assignments will be posted on the course Canvas website.

**Course Readings & Case Studies:** Will be provided by Dr. Hoefer

**Course Requirements:** **TOTAL CLASS POINTS = 100**

# 1: Reading Responses (15)

# 2: The environmental and cultural narrative of your town (30 pts)

# 3: Final Project: Design ideas for a NJ State Plan Property (30 pts)

# 4: Class Participation (15 pts)

Class Attendance is required. Should a student exceed 2 unexcused absences, one point for each absence will be deducted from the Class Participation Grade.

**Special Needs:** Students with a disability: please see me immediately so that I can make arrangements necessary to support a successful learning experience.

| Week              | Topics  | Readings   | Other   |
|-------------------|---|--|---|
| <b>1</b><br>9/3   | Base Line: The Current System of Environmental Planning in New Jersey |  | Introduction of assignment 2 # and # 3            |
| <b>2</b><br>9/10  | Nature, Freedom, and the History of Environmental Protection          | Kline, Benjamin. First Along the River : a Brief History of the U.S. Environmental Movement . 4th ed., Rowman & Littlefield Publishers, 2022, 5ed. (43-111)  |   |
| <b>3</b><br>9/17  | In Search of Good Places to Live, the Birth of the Suburbs            | Hayden, Dolores. 2003. Building Suburbia : Green Fields and Urban Growth, 1820-2000. 1st ed. New York: Pantheon Books. (21-126)  | #2a Narratives of your hometown, draft outline    |
| <b>4</b><br>9/25  | From Industrial Landscapes to Fourth Nature                           | Belton: Protecting New Jersey's Environment: From Cancer Alley to the New Garden State, 2011 (100-148)   | Student presentation 1 +2                         |
| <b>5</b><br>10/1  | From Drive-In Landscapes to 15-Minute Neighborhoods                   | Carnegie, J., et al. 15-Minute Neighborhoods: A Pathway to Creating Healthier, More Just, Resilient, and Sustainable Communities in New Jersey. 2024. Rutgers, The State University of New Jersey. | Student presentation 3 + 4                        |
| <b>6</b><br>10/8  | The Mall as a Social Place  | Alexandra Lange (2023): Meet me by the Fountain. An Inside History of the Mall. Bloomsbury Publishing. New York (1-13, 151-182)  | Student presentation 5                            |
| <b>7</b><br>10/15 | Post-Suburban Nature  | Thompson, Ian Hamilton (2012): Ten Tenets and Six Questions for Landscape Urbanism, Landscape Research, 37:1, 7-26   |   |
| <b>8</b><br>10/22 | The Meaning of Place is a Social Construct                            | . Raymond, Christopher M., et al. Changing Senses of Place : Navigating Global Challenges. Edited by Christopher M. Raymond et al., Cambridge University Press, 2021.                              | First Draft of Case studies assignment #3a pin up |

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|--------------------|---|--|---|
| <b>9</b><br>10/29  | Suburban Culture, Place, and Meaning – Culture in Flux – Future of NGOs | David de la Pena (Editor), Diane Jones Allen (Editor), Randolph T. Hester Jr. (Editor), Jeffrey Hou (Editor), Laura J. Lawson (Editor), Marcia J. McNally (Editor) 2017: Design as Democracy: Techniques for Collective Creativity. Island Press. Washington DC (1-7, 261-307) |   |
| <b>10</b><br>11/5  | The New Jersey State Plan   | Guest:<br>Donna Rendeiro<br>Office of Planning Advocacy (retired)  | Review of Case studies assignment #2                  |
| <b>11</b><br>11/12 | Expanding the Culture of Landscape                                      | TBD  | Submit Paper assignment #2                            |
| <b>12</b><br>11/19 | International approaches on Environmental Planning                      | Clint Andrews 2015: Pursuing a coherent vision in a fragmented policy context.<br>Stefan Heiland 2015: Climate Change Adaptation in German Environmental and Spatial Planning  |   |
| <b>13</b><br>12/3  | Environmental planning for the next generation                          | Thorsten Wiechmann 2015: Tomorrow's Climate Will Not Meet Today's Population - Interactions between Climate Change and Demographic Change in Cities  |   |
| <b>14</b><br>12/10 | Presentation and Discussion of Case Studies                             | Review of exam question  | Submission and Presentation of Case Study assignments |
|                    |   |  |   |

**Departmental Grading Guidelines:**

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 -This not only means fulfilling the requirements, but impressing and going beyond the initial expectations of the project. The student has demonstrated a superior grasp of the subject matter coupled with a high degree of creative or logical expression, and strong ability to present these ideas in an organized and analytical manner,

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 projects 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. This performance in class display a basic familiarity with the relevant literature and techniques.

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. Students cannot graduate from the Landscape Architecture program with 2 D's in required SSO classes,

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 is not in the proper field of study.

**Academic Integrity:**

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Student participation in this course assumes a complete understanding of the Academic Integrity Policy.

([http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_9\\_01\\_2011.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf))

**Attendance:**

Class attendance is Mandatory. A minimum level of participation is defined as being in attendance for the entire duration of a class session. It is the student's responsibility to be in attendance at all required classes and trips. All personal plans should be made in accordance with the class schedule.

Attendance and active participation in class is a fundamental part of design learning. The interaction, discussion, and design activity that takes place during class will be critical to both the development of your design for this class, but also your development as a designer.

Unexcused absences are not permitted. If you miss class for illness or an emergency, please provide a written explanation of this absence to the instructor, preferably before the class missed, but no more than a week after the absence.

More than one unexcused absence will result in a reduction of half a letter grade with each absence. Should you be absent, you are responsible for following up with the course instructor and fellow students to find out any work that you have missed. An absence is not an excuse for not being prepared for the next class. The course requirements above are in addition to, and do

not obviate any departmental requirements as are laid out in the departments Student Handbook ([http://landarch.rutgers.edu/current\\_students/policies\\_st.html](http://landarch.rutgers.edu/current_students/policies_st.html)).

**Work Becomes Department Property:**

Submitted drawings, models, photographs, or written papers for any project assigned in Landscape Architecture courses are considered the property of the Department and may be retained in its archives for exhibition and accreditation purposes. All projects will be graded and returned to the student at a location designated by the instructor. Should your drawings be retained by the Department, you will be given the opportunity to obtain a print or photographic record of your work. Department files are OFF LIMITS to students.