ESP 200 Environmental Planning Fall 2012

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Office hours: After class or by arrangement, contact me by email or phone to set up a mutually agreeable time

Lecture: Fridays 8:45 am -11:15 Meets in Portland Payson Smith, room #1-P

Prerequisites: One of the following: ESP 101, EYE 102, EYE 103, EYE 112, GEO 1XX, or permission.

Required Texts and Readings:

- Daniels, Tom, and Katherine Daniels. 2003. *The Environmental Planning Handbook for Sustainable Communities and Regions.* Planners Press, American Planning Association, Chicago, IL. ISBN 1-884829-66-X. (DD)
- Reserved readings, handouts, and excerpts, as assigned.

Recommended reference and writing guide: Diana Hacker, 2009. *A Writer's Reference*, 7th Edition, Bedford: Boston. A free web site is available: http://www.bedfordstmartins.com/hacker/writersref/

Readings on Reserve

- Kelly, Eric Damian. 2010. Community Planning: An Introduction to the Comprehensive Plan. 2nd Ed. Island Press Washington DC. ISBN 9381597265539. (K)
- McHarg, Ian L., 1995 (reprinted). *Design with Nature.* (McH)
- Gawler, Susan, and Andrew Cutko, 2010. *Natural landscapes of Maine: A Guide to Natural Communities and Ecosystems.* Maine Natural Areas Program, Maine Department of Conservation, Augusta, Maine. ISBN 0-615-34739-4. (GC)

Additional On-Line Readings

- Geographical Information Systems Laboratory, University of Southern Maine. http://www.usm.maine.edu/gis/
- GrowSmart Maine. (Non-government organization) http://www.growsmartmaine.org/
- Hardin, Garrett. 1968, Tragedy of the Commons. *Science.* 162:1243-1248. http://www.garretthardinsociety.org/articles/art_tragedy_of_the_commons.html Also at http://dieoff.org/page95.htm
- Links for conflict resolution http://www.ilr.cornell.edu/ICR/links.html
- Maine Association of Planners, http://www.meplan.org
- Former Maine State Planning Office publications (Land Use Planning Program is now housed at the Department of Conservation) http://www.maine.gov/doc/commissioner/landuse/index.shtml
- Planning Decisions, INC (Private consultants) http://www.planningdecisions.com/
- U.S. EPA. 2004. Introduction to Watershed Planning. http://cfpub.epa.gov/watertrain/index.cfm

Course description: This course gives the student an opportunity to consider and apply basic

environmental planning concepts in a guided workshop format, using a team-learning approach. No one course can provide the training to be an environmental planner – the field is just too diverse. This course is intended to provide an introduction to environmental planning through lecture, reading, and independent study of a particular environmental planning topic. A pragmatic question we will examine is on the relationship between the formal expressions of community or regional values and objectives and the actual physical manifestations of development. Major topics in environmental planning include growth management, zoning strategies, comprehensive plans, impact fees, subdivision regulations, collaborative planning, working with stakeholders, natural resource evaluation, and specific categories of environmental resources. Environmental conflicts often arise over a difference in values among the various stakeholders who have a vested interest in the outcome of the conflict. Students will use the course to explore participation in site analysis, decision-making, values clarification, and communication about the nature of sustainability and environmental resource decisions in the planning professions. Students, working in teams of 2-3, will also research a contemporary environmental planning issue – collecting, processing, and analyzing relevant data, exploring the regulatory environment, and offering suggestions about appropriate responses to the issue.

On-line support: All students are presumed to be computer-literate and to have a university computer account. This course will have a Blackboard site for materials, communications, announcements, discussions, and other course support activities. All students are expected to access this site and use it. The following link presents a quick guide for students new to Blackboard: http://www.learn.maine.edu/crs/bb5_guide.html. Some course readings and announcements may be posted on Blackboard or have their URL links at the Blackboard site. There will also be periodic discussion prompts on Blackboard, which students will be expected to review and discuss as part of the participation grade.

Course Objectives

1. Be able to apply basic planning terminology and planning concepts associated with environmental planning in Maine.
2. Be able to describe how to plan for sustainable use of major resource categories such as housing, job creation, fishing, forestry, agriculture, water, air, wildlife, transportation, and energy, and how to use planning processes to make ethical decisions.
3. Be able to describe the relationships among state enabling laws, a community's planning documents (e.g., comprehensive plan, zoning and subdivision ordinances), and the growth patterns of the community and region.
4. Be able to identify resources, organizations, concepts, and tools used in environmental planning.
5. Be able to understand and describe the interrelationships among natural systems.
6. Be able to describe the various aspects of environmental planning in the public arena.

Evaluation of student learning

Major project	50%
Homework, class activities, participation	50%

Summary of major assignments: There will be readings, homework assignments, in-class activities, and outside class activities designed to support the major project and the course objectives. Work should conform to an accepted format such as APA (See Hacker), or that of leading journals in planning literature. Insert figures and tables into text where appropriate. Work is to be typed (double-spaced, please, to give me room to make comments) and proofed, with proper reference citations. *Papers that average more than two errors (of fact or grammar) per page will be graded at or below C regardless of how good the rest of the paper may be*. This requirement is to help ensure the work product approaches

professional standards. Responses to assignments should be informed by the text readings and the class discussions.

During the first class, we will brainstorm and very generally discuss a list of contemporary environmental planning issues. Teams of 2-3 students will be assigned a topic and will be responsible for researching the topic and leading the class in a 40 minute presentation and discussion of the topic. The date of each presentation will be assigned at the first class, starting with October 26th. A completed team evaluation form will be required with submission of each of the following assignments – Description of Research, Preliminary Presentation Materials, Presentation and Discussion, and Final Report.

There will be four assignments associated with the major, which help you flesh out the topic and prepare for the in-class Presentation and Discussion and Final Report. The major project, in all of its components, will account for 50% of your grade. Rubrics will be provided before assignments are introduced.

Description of Research. Prepare a report that describes:

- the environmental issue your Team is researching
- local, state, and national examples of the issue
- the different points of view commonly held/stakeholders with an interest in the issue
- your team's research approach and a preliminary bibliography

Preliminary Presentation Materials, including:

- Draft powerpoint presentation to accompany your narrative
- Draft handout to supplement your narrative and powerpoint presentation
- Draft list of issues likely to be raised and/or are important to be raised in discussion

Presentation and Discussion. Your team will be expected to make a 20 minute presentation to the class on your environmental planning issue. This should be accompanied by an engaging powerpoint presentation and handout. The team will be also be expected to facilitate a 20 minute discussion on the issue. Two teams will present at each of five classes, starting with October 26th.

Final Report. A 15-25 page paper focusing on environmental policy for your team's issue, describing your team's:

- Updated/completed research
- Process/progress on researching/discussing your issue, any concerns you faced, and how you resolved them
- Structure/elements of current local, state, federal policy on the issue and assessment of those how they are working, what the trends are, key successes and failures, and what needs to be done
- Proposed changes in policies or new policies your team would propose
- Self-grading guide

An additional assignment, not related to the major project is a Suitability Analysis, which will be based on both an in-class and outside-class assignment, involving the GIS lab. More information will be forthcoming.

Other: Smaller assignments, both for homework and in-class, will be required.

Work is due on the date indicated – no late work without prior approval or unless a genuine emergency condition prevented prior approval. Required reports will give students the chance to improve their writing and use of graphics and adjust direction, as needed. Late work will result in a grade penalty or non-

acceptance for the particular assignment. Please contact me as soon as possible if you have any questions or if you become aware of circumstances that might affect your ability to meet these requirements.

Students may resubmit a graded assignment that responds to questions or concerns raised as many times as s/he wants to improve the grade up until December 21st. If resubmitted, students must include the title, "Revised Submission" with your name and date, your previous submission with my comments, and the site plan (if the resubmission is for the site analysis, site plan analysis, or critique) and supporting materials.

Attendance and Participation: Attendance and participation in class and online discussion is required and included in the grading process. I particularly desire good participation with our guest speakers and other students who give presentations. Students should come to the class site prepared for the activities. Bring books, notebook, your site plan, and other materials as requested. If you have to miss a class, be sure to let me know beforehand, if possible, and be sure to use the Blackboard site to stay current—students are responsible for all course content and will be expected to get notes from other students if classes are missed and to make up any activities that may have done in the missed class.

Discussion in class should be respectful and informed. Much of planning involves an interactive process of collecting and analyzing background, including environmental, information and engaging the community in making decisions land use decisions. Class participation should mirror this process. Each student should be ready to present and discuss all work and readings in class. I recommend making your reading interactive by writing in the margins, underlining, taking notes, and generally reacting as you read. Initiative, involvement, adherence to professional standards, and timely completion of work are all necessary for success in this course. If you need help, please, contact me before you fall too far behind.

Integrity and civics: In accordance with USM policy, students are expected to do their own work and not appropriate or plagiarize the works of others. Proper behavior is expected in the classroom setting and when in the field. Be sure to turn off cell phones when in class—let me know if this is a problem. Laptops to take notes in class are welcome, but students are expected to respect this privilege. Use of a computer for messaging, web surfing, or other work not related to the immediate class focus is not acceptable and may result in revocation of the privilege of using a laptop in class.

Letter grade criteria: **Performance is summed as a percentage of 100 in accordance with the following guide.**
A: Excellent work. The student's project could be a model for other students. Aggregate 90 to 100% performance on project and assignments. Quality writing, research, and analytical skills. Superior documentation shows significant learning and mastery of course content.
B: Good work (80 % or better). Good writing, research, analytical skills. Good reports, well-organized. Work shows good development of ideas and thorough support of analyses. Student has a significant understanding of fundamental site planning and assessment.
C: 70% or better on homework and activities. Acceptable college-level writing and analytical skills comparable to what one would expect for an entry-level professional. Demonstrates reasonable organization, good clarity, and a basic understanding of the fundamentals of site planning and assessment.
D: Marginal work and not acceptable for a beginning professional. Report shows little or no original thought and is not well put together with careful attention to detail. Meets minimal requirements to not fail the course. *Has three or more unexcused absences*.

Adaptations and accommodations. If you have questions or concerns about your academic performance at any time throughout the semester, please, do not hesitate to contact me. The Americans

with Disabilities Act of 1992 mandates the elimination of discrimination against persons with disabilities. If you need course adaptations or accommodations because of disability please contact the Office for Students with Disabilities, 2nd floor Luther Bonney Hall (780-4706; TTY 780- 4395). You also may wish to talk to me if you have a home situation, work requirements or other factors that affect your ability to attend class and do the project.

Course Schedule and Outline

Week	**Date**	**Topic**	**Read for today**	**Assignment due in class today** (plus anything else assigned in previous class)
1	Sept 7	Introduction to the course, expectations, course overview, logistics. Discuss academic/ career aspirations. The planning process, land use, land use control, landscape, environmental perspectives, terminology. Introduce "windmill" model and suffer/benefit analysis. Brainstorm environmental issues. Establish teams and assign presentation dates.	DD Intro; Chapter 1.	
2	Sept 14	Natural community concepts Biodiversity planning for protected areas Legal framework – federal, state, local. Environmental management plan. Foundations of Environmental Planning. SWOT analysis. Planning structure in Maine. Relationship to comprehensive plan. Discussion - Tragedy of the Commons EISRC writing prompt	GC pp.8-13; DD 2 and 8; Hardin	Blackboard logon Two pages describing Maine's Beginning with Habitat Program (www.**beginningwithhabitat**.org)
3	Sept 21	The "built" environment. Meaning and importance of place. Historic context and preservation *Guest: TBA* Fiscal aspects of development – private, public *Guest: TBA*	various readings	Description of Research on Environmental Issue

Week	**Date**	**Topic**	**Read for today**	**Assignment due in class today** (plus anything else assigned in previous class)
4	Sept 28	Cultural resources and values. Conflicts, collaborations, and balance – working with communities – discussion and role play *Guest: TBA*	various readings	
5	Oct 4	**NO CLASS** *Please try to attend the NNECAPA Annual Conference in Brunswick (*http://nnecapa.org/)		Draft Presentation Materials for Teams 1 and 2
6	Oct 19	Sustainability planning – concepts, definitions, land, water, air, energy, supply-waste cycles McHargian model – contemporary GIS application Guest: Andrew Land, Ransom Environmental Consultants	DD 3, 4, 5, 6	Draft Presentation Materials for Teams 3 and 4
7	Oct 26	Natural resource based industries - sustainable agriculture, forestry, and fisheries Mineral extraction Teams 1 and 2 presentations and discussions	DD 13, 14, 15	Draft Presentation Materials for Teams 5 and 6
8	Nov 2	Geology-topography-soils Aquifers Surface water Drinking water Wetlands Wildlife habitat Human habitat Large, unfragmented natural areas Teams 3 and 4 presentations and discussions	DD 9, 10	Paper Overlay and GIS Suitability Exercises; Draft Presentation Materials for Teams 7 and 8
9	Nov 9	Air quality – point source discharge, tail pipe effect, acid rain Climate change – extreme weather events, temperature change, ocean acidification, economic disruption Teams 5 and 6 presentations and discussions	DD 5, 11	Draft Presentation Materials for Teams 9 and 10

Week	**Date**	**Topic**	**Read for today**	**Assignment due in class today** (plus anything else assigned in previous class)
10	Nov 16	Hydro carbon reduction Hazard planning Mitigation planning Fiscal impact Teams 7 and 8 presentations and discussions	DD 12, 17	Two pages on what we should be doing about climate change and what we are likely to do
11	Nov 22	**NO CLASS** **Thanksgiving Break**		
12	Nov 30	Current and possible development patterns – urban-improved quality of life; suburban-better design; rural-natural resource-based industries, appropriate rural development; protected-TDR, density transfer Teams 9 and 10 presentations and discussions	various readings	
13	Dec 7	Transportation planning Transportation-land use link Guest: Kat Beaudoin, Proprietor, Integrated Solutions Exercise TBA	DD 16	Two pages on the Maine Land Use Regulation Commission's approval of the Plumb Creek development in northern Maine
14	Dec 14	Sprawl and growth Discussion TBA Guest: Evan Richert, Proprietor, Richert Planning	DD 18, 19 various readings	
Finals Week	Dec 21	**Final reports & all homework resubmittals due no later than 5 pm** Have a good holiday and break		

ESP 200 Course-long and Major Project grading guide

Name_____

Title of project: _____ Community _____

These projects represent research and policy evaluation about an environmental planning issue. Here is what I will look for in grading the project. The more you can explain how the project meets these criteria the easier it will be to evaluate it. Include this sheet when you submit your project.

__ Project includes a clear description of the environmental planning issue; local, state, and national examples of the issue; points of views of stakeholders; current policies and their successes/failures; what needs to be done; proposed changes and/or new policies; process/progress of team efforts; self-grading guide; self and team evaluations. Addresses all this in a formal cover memo to me describing contents and how they document the learning the student has achieved.

__ Project incorporates learning from ESP 200, including specific points and issues from the readings.

__ Project reflects a reasonable amount of work (equivalent to at least 50% of a 3-credit course. Project is quality work.

__ Project shows creativity and initiative in problem identification, analysis, and policy formation.

__ Quality of the work product.

Grade: A B C D F