

G8254 ESP 200 Environmental Planning

Spring 2005 3 Credits

University of Southern Maine, Gorham

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Office Hours: T & TH: 11:00 AM - Noon, and per arrangement

Class Meetings: Tuesday & Thursday, 9:30 AM – 10:45 AM, Bailey 108

Course description

This course gives the student an opportunity to apply basic planning concepts in a guided workshop format, using a service-learning approach. A pragmatic question we examine is the relationship between the formal expressions of a community's values and growth desires and the actual physical manifestations. 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.

Required texts

Daniels, Thomas L, and Katherine Daniels. 2003. *The Environmental Planning Handbook for Sustainable Communities and Regions*. Planner's Press, Chicago, IL. [Referred to as **DD** in course outline readings assignment]

Sanford, Robert, and Dana Farley. 2004. *Site Plan and Development Review: A Guide for Northern New England*. Putney Press, Newfane, VT. [Referred to as **SF** in course outline]

Additional on-line readings are cited in course outline and URLs are provided below.

Objectives

- 1) Know 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 forestry, agriculture, water, air, wildlife, transportation, and energy.
- 3) Be able to describe the relationship between a community's planning documents (e.g., town plan, zoning and subdivision laws) and the growth patterns of the community and region.
- 4) Be able to identify resources, organizations, concepts, and tools used in environmental planning.

Course Policies

Students are expected to be on time and to attend all classes. If a student must miss class, please notify me in advance or as soon as possible but be especially careful not to miss classes in which students or guests give presentations. Students are responsible for all material covered in the class whether they are there or not. Cell phones should be off and other rules of courtesy should be followed.

Participation

Come to the class site prepared for the activities. Bring books, notebook, and other materials as requested. If you have to miss a meeting, be sure to let the instructor know and be sure to use the Blackboard site to stay current—students are responsible for all course content. Participation is expected and is included in the evaluation process. I particularly desire good participation with our guest speakers and other students who give presentations.

On-line support

This course has a Blackboard site for materials, communications, announcements, discussions, and other course support activities: <http://www.courses.maine.edu/?bbatt=Y>. All students are expected to access this site and use it as part of course participation. Use Blackboard to post your project and assignment ideas so we can support each other's work and have diverse projects. The following link presents a quick guide for students new to Blackboard: http://www.learn.maine.edu/crs/bb5_guide.html. Some of the course readings may be posted on Blackboard or have their URL links at the Blackboard site. I will also have useful external links on the site.

Assignments

Work should conform to an accepted format such as APA, or that of leading journals in planning literature. Insert figures and tables into text where appropriate. Work is to be typed (double-space) 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. I am willing to preview papers if they are given to me a week prior to the final deadline for submission.

Below are brief descriptions of the major assignments. The student's response to these assignments should be informed by the text readings and the class discussions. Some slight changes or adjustments may occur depending on the needs of the class and opportunities that arise.

The assignments for this course include a project on GrowSmart or Maine Comprehensive Plan—we will discuss this class, but basically, it is a service learning project; what you do will help meet a need in environmental planning. The project might be to write a flyer or brief for GrowSmart Maine, or compare draft comprehensive plan language for the Maine State Planning Office, or something else we agree on that meets the course objectives.

Two formal papers are required. One is a 6-8 page profile of organization that does environmental planning in Maine or northern New England. The other paper is a brief exploration of an environmental planning tool or land use tool, including examples of use for Maine, and an evaluation of the tool's strengths and weaknesses.

Students will also locate and attend an environmental hearing (or conference, or meeting or presentation) involving some aspect of environmental planning (e.g., land use regulation, site plan review, wildlife corridor evaluation) and prepare a three-page report on it.

Students will lead a class meeting for one of the days in March or April. Two students may sign up for the same day. Responsibilities will be to summarize the readings, introduce provocative questions, bring supplemental material deemed appropriate, and in general facilitate the class discussion. We will decide the schedule for this early in the semester.

Other smaller assignments—both for homework and in-class--will be required.

Evaluation summary

There will be readings, homework assignments, in-class activities, and exams designed to support the major project and the course objectives. Each student should be ready to present and discuss all work and the 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.

Overall course grading

<i>Evaluation</i>	<i>percentage overall grade</i>
Major project on GrowSmart or Maine Comprehensive Plan	20%
Paper: Profile of organization that does environmental planning	10
Paper: Description of land use or other env. planning tool	10
Hearing or meeting summary	5
Lead a class discussion in March or April	5
Exams	30
Homework	10
Class participation	10

Letter Grade Criteria

A: Excellent work. An impressive performance! Aggregate 90 to 100% performance on assignments and exams. Demonstrated high quality writing, research, and analytical skills.

Quality project documentation.

A-: This is essentially a high B (very good work) with an average of 87-89%.

B+: Very good work, with an average of 85 to 86%.

B: Good work. 80 to 84%. Good writing, research, analytical skills. No significant grammatical or other editorial weaknesses. Work shows good development of ideas and thorough support of analyses. Some aspects of the student's work may be very good or excellent. Student has a significant and utilitarian understanding of fundamental planning issues, concepts, and practices. Student shows a high degree of initiative and independence in the field and the work products.

B-: Acceptable work, average of 77-79%.

C+: Acceptable work, Average of 75-76%

C: Acceptable or "Average." 70 to 74%. Assignments have been proofread, with proper citations and structure, have no more than three errors or typos per page, and possesses quality content. Student is independent, self-directed, and motivated in the field, and this is reflected in work products.

C-: Marginal work. 68- 69 % aggregate performance on exams and other evaluations. Student shows little initiative. Work products show only minor analytical and creative thought.

D: Marginal work with an average of 65-67. Meets minimal requirements to not fail the course.

Work is due on the date indicated. Please note that late work will not be accepted without prior approval or unless a genuine emergency condition prevented prior approval.

Adaptations: 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). Please contact me as soon as possible if you have any questions, need special learning-related accommodations, or if you become aware of circumstances that might affect your participation.

Course Schedule and Outline

Week	Date	Topic	Read for today	Due for class today
1	Jan 18	Introduction to the course, hand out syllabus, course logistics		
1 Th	Jan 20	The planning process, land use, land control, landscape, environmental perspectives, terminology	DD Intro and Chapter 1	Blackboard logon.
2	Jan 25	Development review and site location. The major project	SF 1 & 2	Bring a newspaper article on aspect of Env. Planning
2 Th	Jan 27	Foundations of Environmental planning.	DD 2	Tell me what organization you wish to profile.
3	Feb 1	Conflicts and collaborations, working with communities. Guest: Christina Feller, Greater Portland Neighborhoods Coalition		Explore the links from the URL site below. Describe one site/organization.
3 Th	Feb 3	The site development plan. Guest Lynne Seeley, GrowSmart Maine.	SF 3	
4	Feb 8	The built environment—meaning of place	DD 18 Hitesh article	Tell me what you want to do for your major project
4 Th	Feb 10	State and town comprehensive planning	Handout	Paper due: Profile of an organization that does EP. Identify tool topic for your paper.
5	Feb 15	Regional planning. Guest: Maggie Drummond, Advocacy Director for GrowSmart Maine.	Fisk article	1-page summary reaction to Fisk.
5 Th	Feb 17	Sustainable air quality planning/ GIS. Guest: Karla Hyde, GIS manager at USM	DD 5, SF 4	Visit USM GIS Lab web site

-	Feb 22 & 24	WINTER VACATION	NO CLASS	
6	Mar 1	Sustainable solid waste management planning	DD 6	
6 Th	Mar 3	Brownfields, toxicity and environmental health. Guest: Will Everitt, Maine Field Director for Toxics Action.	DD 7	Paper on land use tool
7	Mar 8	Special natural and cultural areas.	DD 8 SF 11 SF 12	List five special areas in Maine
7 Th	Mar 10	Wildlife	DD 9, SF 13, Stoms article	Paragraph reaction to Stoms
8	Mar 15	Wetlands planning and management	DD 10	
8 Th	Mar 17	MIDTERM	EXAM	
9	Mar 22	Water resources planning Optional class meeting in Augusta	SF 7	No regular class--Maine Water Conference in Augusta
9 Th	Mar 24	Sustainable water supply planning	DD 3, EPA article	
-	Mar 29 & 31	SPRING BREAK	NO CLASS	
10	Apr 5	Sustainable Water Quality Guest: Betty Williams, Project Manager, Cumberland Co. SWCD	DD4, SF 8	Summary of a hearing or meeting attended (can use MWC session)
10 Th	Apr 7	Coastal zone management & planning	DD 11 SF 16	
11	Apr 12	Hazards and security planning	DD 12	Bring an article on planning for natural hazards and disasters.
11 Th	Apr 14	Sustainable agriculture and rural resources. Guest: Frank Miles (Maine Farmland Trust & Maine Land Trust Network)	DD 13 SF 15	

12	Apr 19	Sustainable forestry planning. Guest: Kevin Doran (Natural Science Educator, Maine Forest Service)	DD 14	
12 Th	Apr 21	Mining and earth extraction, noise	DD 15, SF 5	
13	Apr 26	Transportation	DD 16 SF 14	
13 Th	Apr 28	Energy	DD 17 SF 14	
14	May 3	Sprawl and growth management	DD 19 DD 20	
14 Th	May 5	Course wrap-up discussion. Each student presents summary of project		Student projects due. Give oral summary in class
FINAL EXAM WEEK	May 12	FINAL EXAM THURSDAY 8:00 – 10:00 AM	FINAL	

On-Line Readings

Geographical Information Systems Laboratory, University of Southern Maine.

<http://www.usm.maine.edu/gany/GISLab.htm>

Hitesh, Mehta. 2001. Participatory and Holistic Approaches In Ecotourism Planning And Design. American Planning Association. APA Annual Conference March 2001. URL:

<http://www.asu.edu/caed/proceedings01/MEHTA/mehta.htm>.

Massey University, Natural Resource Management. Links for conflict resolution.

<http://nrm.massey.ac.nz/changelinks/conflict.html> If there is a problem with this site, try

<http://www.ilr.cornell.edu/ICR/links.html>

Stoms, D. M. 2001. Integrating biodiversity into land use planning. American Planning Association. APA Annual Conference, March 2001. URL:

<http://www.asu.edu/caed/proceedings01/STOMS/stoms.htm>.

U.S. EPA. 2004. Introduction to Watershed Planning.

<http://www.epa.gov/watertrain/pdf/watershedplanning.pdf>.