

ENV 3016  
Land Use Planning (3cr.)  
**Spring 2007**  
**Tuesday 2:30-5:30**  
**Bogue 17**

**Instructor**

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**Required Readings**

Juergensmeyer, J.C. and T.E. Roberts. (2003). *Land Use Planning and Development Regulation Law*. St. Paul, MN: West Group.  
Randolph, J. (2004). *Environmental Land Use Planning and Management*. Washington, DC: Island Press.  
Other readings will be distributed in class, put on the course website, or be made available in the library.

**Course Description** This class will introduce students to the theories, tools and ideas of land use planning in the United States. Students will review the history of land ownership and regulatory control over land in this country, the use of planning and zoning mechanisms to control land use, and the political, practical and constitutional limits of those tools. The legal and regulatory framework for land use planning will be covered primarily by the Juergensmeyer textbook.

This course will also provide students with an ecological view of land use planning and management that seeks to mitigate the impacts of land use practices on the environment. The course will emphasize emerging approaches, methods, and techniques for environmental land use planning including both natural land systems and engineering approaches, as well as the use of geographic information systems. The environmental approach to land use planning will be covered primarily by the Randolph text.

This course will provide students with an opportunity to learn principles of landscape ecology and ecological design, as well as contemporary concepts of "smart growth", and "new urbanism". Most land uses are interrelated and planners must increasingly address cross-boundary and cross-jurisdictional issues related to environmental management to achieve integration of biophysical, economic and social/cultural realities.

On a practical level, this course will help students read the landscape and become more aware of what has, or is happening on the land. You will be introduced to the tools and techniques used by planners and citizens to achieve desired future land conditions. From a values perspective, we will attempt to envision a world in which land is consumed sparingly, plant and animal life are protected, cities and towns are vibrant and green, local economies thrive, and citizens work together to create or nurture landscapes of enduring value.

## Knowledge

- American land ownership systems and private land use control mechanisms
- Theories and legal underpinnings of governmental land use controls
- Zoning in theory and practice
- Planning in theory and practice
- Issues raised by particular planning subjects, including historic preservation, aesthetic considerations, agricultural and green space preservation.
- Overview of Vermont's Act 250 land use regulation statute

## Skills

- Statute reading, including reading and interpreting zoning bylaws and town plans
- Reading and understanding land use maps
- Drafting appropriate land use controls in a variety of forms
- Basic use and function of a geographic information system
- The ability to do a land suitability analysis

**Class expectations:** This class is designed for upper-level students who are serious about learning information and concepts. While not required, students are assumed to have taken and mastered the concepts presented in Public Policy and the Environment, ENV 2011. Students should also have taken ENV 2010, Geographic Information Systems, or alternatively, be prepared to put in extra time learning the GIS software. Students are expected to take responsibility for their own learning and ask for help when needed.

1. Participation. Class only meets once a week. Students are expected to attend EVERY class. Student class participation grades will be largely weighted on your ability to respond correctly and thoughtfully on the day you are chosen to speak for the class, in addition to your ability to contribute to in-class discussions. Appropriateness, relevance, and respect for other classmates rank highly in the grading criterion.

2. Project summaries and class assignments. Throughout the semester, you will be asked to do class assignments and turn in project summaries. These materials MUST BE TYPED. However, where diagrams and other pictures are needed, hand-drawn materials will be accepted if carefully crafted, neat and clear. Students will be asked to work in groups or alone on short papers and/or presentations. You will be graded on your ability to work in groups when so assigned, in addition to the quality of the final work. Missed in-class graded exercises cannot be made up for any reason.

3. Exams. Students will take one midterm exam and a final exam.

4. Class projects. An essential part of this class is the completion of three class projects. These projects will include significant individual and group work.

5. Journaling. The assigned readings contain many concepts and ideas. Students will do journaling by “taking notes” as they read the assignments.

Assessment and Evaluation: Student grades will be based on the following:

Class attendance and participation 10%

Journal 10%

Mid term exam 15%

Final Exam 15%

Three Class projects 50% (15% + 15% + 20%)

Late assignments: Late papers and assignments will not be accepted unless you have **PRIOR WRITTEN PERMISSION** from me to turn the paper or assignment in late.

Missed exams and quizzes: Neither exams nor quizzes can be made up unless your absence is directly related to a college activity. You must have **PRIOR WRITTEN PERMISSION** from me to make up an exam.

Project requirements: All class projects must be completed to the best of your ability. The purpose of class projects is to integrate your learning as the semester progresses. The project process is as important as the product, and a project that demonstrates depth in thought will receive significantly more points than a flashy but trite submission.

Academic Integrity: To plagiarize is “to steal the language, ideas, or thoughts from another, representing them as one’s own original work” Random House Dictionary, Abridged, 1980. Any student who submits plagiarized work will receive an F for the entire class.

Required class projects

1. Research and write a model ordinance for the Middletown Springs Select Board to regulate and protect high elevation (ridgeline) areas or (alternatively), research and write a “dark sky” ordinance for Poultney to regulate light “pollution”. (15%)

? Requirements. Write the ordinance. Write a memo to the appropriate government authority to accompany the ordinance that explains the rationale for its adoption. Give brief presentation in class.

2. Site suitability analysis (using GIS, examine at least 3 criteria in the analysis)
  - a. Poultney “smart growth” areas
  - b. Middletown Springs high conservation areas
  - c. Building a new “eco-dorm” on GMC campus
  - d. Other

- Requirements. Identify planning objectives, data resources and constraints, and data requirements for analysis. Perform the suitability analysis. Draft a memorandum to the responsible government authority. The memo should include a description of the project, the data used to undertake the analysis (data definition), your method of analysis, the results of your analysis, and your recommendation. Give brief presentation in class. (15%)

3. Student-selected project. Students can do a land-use related project of their choice. The project might include drafting an ordinance, writing part or all of a land use plan, or conducting an extended suitability analysis. Consult with the instructor for project ideas.

? Requirements. Do the project. Give class presentation. (20%)

**Class Schedule:** The following class schedule will be followed sequentially, if not temporarily. In other words, the dates are subject to change based on scheduling field trips and guest speakers. Classes will be referred to by number, and not by date. Please check with the instructor and your classmates to determine the current class number.

<b>Class</b>	<b>Topics</b>	<b>Readings and Assignments Due</b>
1 1/16	Introduction and background	Randolph, Chapter 1
2 1/23	Private controls over land History of planning	<ul style="list-style-type: none"> <li>• Juergensemeyer, 1.1-1.4</li> <li>• Juergensemeyer, 2.1-3.4</li> </ul> Randolph, Chapter 2 (Environmental Planning)
3 1/30	Zoning Zoning & Alternatives to Zoning	<ul style="list-style-type: none"> <li>• Juergensemeyer, 3.5-36, 3.13-3.17</li> <li>• Juergensemeyer, 3.20, 3.22-3.24</li> </ul> Randolph, Chapter 3 (Environmental Management)
4 2/6	Zoning for Use/Control	<ul style="list-style-type: none"> <li>• Juergensemeyer, 4.1-4.11</li> <li>• Juergensemeyer, 4.12-4.14</li> </ul> Randolph, Chapter 5 (Land Conservation) Project #1 Due
5 2/13	Flexibility Government & Community Uses	<ul style="list-style-type: none"> <li>• Juergensemeyer, 4.15-4.21</li> <li>• Juergensemeyer, 4.22-4.30</li> </ul> Randolph, Chapter 4 (Collaboration)
6 2/20	Nonconforming Use	<ul style="list-style-type: none"> <li>• Juergensemeyer, 4.31-4.40</li> </ul> Randolph, Chapter 6 (Design with Nature)
7 2/27		<b>Spring Break Week</b>
8 3/6	Rezoning Variances	<ul style="list-style-type: none"> <li>• Juergensemeyer, 5.6-5.11</li> <li>• Juergensemeyer, 5.14-17; 5.18-23</li> </ul> Randolph, Chapter 11 (GIS)
9 3/13	Special permits Exclusionary Zoning	<ul style="list-style-type: none"> <li>• Juergensemeyer, 5.24-5.26</li> <li>• Juergensemeyer, 6.1-6.7</li> </ul> Randolph, Chapter 7 (Smart Growth)

10 3/20	Fair Housing LULUs and NiMBYs	<ul style="list-style-type: none"> <li>• Juergensemeyer, 6.8</li> <li>• Juergensemeyer, 6.9</li> </ul> Randolph, Chapter 8 (Env. Sensitive Lands) Project #2 Due
11 3/27	Building and Housing Codes Growth management Vermont's Act 250	<ul style="list-style-type: none"> <li>• Juergensemeyer, 8.1-8.8</li> <li>• Juergensemeyer, 9.1-9.4.1</li> </ul> Randolph, Chapter 16 (Landscape Ecology)
12 4/3	Controlling sprawl	<ul style="list-style-type: none"> <li>• Juergensemeyer, 9.8, 9.9</li> </ul> Randolph, Chapter 17 (Wildlife and Biodiversity)
13 4/10	Agricultural land protection Agricultural land protection as model for other land protection	<ul style="list-style-type: none"> <li>• Juergensemeyer, 12.1-12.7</li> <li>• Juergensemeyer, 12.7-12.15</li> </ul> Randolph, Chapter 12 (Soils and Topography)
14 4/17	Aesthetics	<ul style="list-style-type: none"> <li>• Juergensemeyer, 11.1-11.5</li> </ul> Randolph, Chapter 15 (Groundwater)

<b>Class</b>	<b>Topics</b>	<b>Reading</b>	<b>Materials Due</b>
15 4/24	Historic Preservation	<ul style="list-style-type: none"> <li>• Juergensemeyer, 11.6-11.11</li> </ul> Randolph, Chapter 18 (Analysis Methods)	Project #3 Due
16 5/1	TBA		

~Final Exam~  
TBA