

ENV 305
Building American Style: Land-Use Policies and Rules
Fall 2011
Tuesday, 1:30-4:20
Icahn Laboratory, Room 280

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Office hours: before and after class or by appointment, Guyot M41

Americans have built and preserved an impressive variety of environments. The course examines the evolving complex of incentives, regulations, and controls that drove choices of where, how, and with what results places developed or did not. The course focuses on the emergence of land-use and environmental planning as a way to encourage or discourage growth and to mitigate or intensify its environmental, social, and economic impacts. It examines the emergence of the latest tools for building and protecting the American landscape. Readings explore urban, suburban, and rural cases, analyzing them from historical, policy, and predictive perspectives.

Readings: Christopher J. Duerksen, C. Gregory Dale, and Donald L. Elliott, *The Citizen's Guide to Planning* (fourth edition, 2009); Richard Heinberg and Daniel Lerch, eds. *The Post-Carbon Reader* (2010); Witold Rybczynski, *Last Harvest* (2007); Ethan Seltzer and Armando Carbonell, eds., *Regional Planning in America* (2011); and Ted Steinberg, *Down to Earth: Nature's Role in American History* (second edition, 2009); and selected articles. Books are available at Labyrinth Books.

Students write a take-home exam and term paper. The exam responds to a question given out two weeks before the due date. The term paper, which should be about 15 pages, focuses on a land-use policy issue the student selects. The student should explain and analyze the context in which it emerged, the issues it is intended to address, the forces surrounding it, its effects, and possible policy improvements. It may be useful to examine how the policy works in a particular place. An initial proposal for the paper is due October 25 and a revised one on November 15. Students should get an early start on the project. The last three classes consist of students' presentations of their papers.

The exam accounts for thirty percent of the grade, the presentation ten percent, the final paper forty percent, and class participation and general conscientiousness twenty percent.

The instructors expect all written work to meet advanced collegiate standards of writing and will lower the grade of any work that does not. The instructors expect students to attend all classes.

Schedule

September 20	Introduction
September 27	The historical context: Steinberg, Chapters 4-16
October 4	American planning basics: Duerksen <i>et al.</i> and Scott Campbell, Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development, <i>Journal of the American Planning Association</i> 1996, 62(3): 296-312, available through library database
October 11	Regional planning's emergence: Seltzer and Carbonell, Chapters 1-3, 5, and 8
October 18	The builder's case: Rybczinski
October 25	Regional planning cases: Seltzer and Carbonell, Chapters 4, 6, 7, 9, and 10; paper proposals due
November 1	Fall break
November 8	Sustainability's context: Heinberg and Lerch, Parts 1-6; take-home exam distributed
November 15	Sustainability's opportunities: Heinberg and Lerch, Parts 7-13; revised proposals due
November 22	Take-home exam due; no class meeting
November 29	Presentations
December 6	Presentations
December 13	Presentations
January 17	Dean's Date: Paper due