ES 135A SUMMARY COURSE OUTLINE

One possible reason why things are not going according to plan is that there never was a plan.  
--Ashleigh Brilliant

JANUARY 11

Introduction: Course Overview  
Setting the Table of Issues and Solutions: The California Landscape

We can never know about the days to come but we think about them anyway.  
-- Carly Simon

Readings: Fulton, Chapters 1 and 2 (reference)

Topic: History of City Planning in the United States and the Evolution of Urban America, I

History is always repeating itself, but each time the price goes up.  
-- Anonymous

Readings: Fulton, Chapter 3 (as assigned)

Lecture Outline: The Evolution of American City Planning.

History Lecture Power Point, Part I

(pp. 29-55). Upper Saddle River, NJ. Prentice Hall..

JANUARY 18

Topic: History of City Planning in the United States and the Five Migrations, II

I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education.  
-- Thomas Jefferson

Readings:

History Lecture Power Point, Part II

(pp. 56-69). Upper Saddle River, NJ. Prentice Hall.


**Topic:** Defining Environmental Planning: Natural and Human Systems

*Interactions between man and land are too important to be left to chance.*  

-- Aldo Leopold, 1933

**Readings:**


**JANUARY 25**

**DUE:** Assignment 1- Getting to Know Your Community

**Topic:** The Context and Organization of Planning

*After all, if a policeman must know the Constitution, then why not the planner?*  

-- Justice William J. Brennan

**Readings:** Fulton, Chapters 4 and 5 (reference)

Context and Organization of Planning: The California Framework (Lecture Outline)


**Topic:** The Community Planning Process: The California Perspective

*I have seen the future and it works.*  

-- Lincoln Steffens

*I saw the future and it didn’t work.*  

-- Zero Mostel
**Readings:** Fulton, Chapter 6

**General Plan Lecture Outline**


Examples of "State-of-the-Art" Plans:


Santa Monica Land Use and Circulation Element (LUCE) (July 6, 2010) Available at [http://www.shapethefuture2025.net](http://www.shapethefuture2025.net)

**FEBRUARY 1 : FIRST EXAM**

*Yesterday is a cancelled check. Tomorrow is a promissory note. Today is ready cash. Use it! – Edward Bliss, “Getting Things Done”*

**FEBRUARY 8:**

**Topic:** Implementing the General Plan

*You can zone it for oil wells, but you might not get any. – Fred Bair “Planning Cities”, 1970*

**Readings:** Fulton, Chapter 7 and 8.

Implementing the General Plan: The Zoning Challenge (Basic Lecture Outline)

- Zoning History Power Point, Part I
- Evolution of Flexible Zoning Power Point, Part II


Lecture: Implementing the General Plan, II

It is not enough to be busy; so are the ants. The question is: What are we busy about?
-- Henry David Thoreau

Readings: Fulton, Chapter 8.

Implementing the General Plan: The Zoning Challenge (Lecture slides)

• Cluster Subdivisions Power Point, Part III

The City of Pasadena Permit Center
http://cityofpasadena.net/permitcenter/abtpmtctr.asp#Lobby

City of Pasadena On-Line Zoning Code. Available for review at
http://www.ci.pasadena.ca.us/zoning/index.html


“The Snake”

FEBRUARY 15

(Please note: subtopics and materials not covered in last lecture will continue this week)

Topic: The California Environmental Quality Act (CEQA): An Overview

We inherit the earth, but... we also rebuild the earth, -- without plan, without knowledge of its properties, and without understanding of the increasing coarse and powerful tools which science has placed at our disposal. We are remodeling the Alhambra with a steam shovel.
-- Aldo Leopold, 1933
Readings: Fulton, Chapter 9.

“And so God said, ‘To hell with it’ “

The California Environmental Quality Act (CEQA): An Overview
(selected power point slides)


Topic: Preserving Agricultural Land: The Need for Stewardship, Part I

A nation that destroys its soil, destroys itself. – Franklin Delano Roosevelt

Lecture: Preserving Agricultural Land: The Need for Stewardship, I

A land ethic then, reflects the existence of an ecological conscience, and in turn reflects a conviction of individual responsibility for the health of the land. -- Aldo Leopold.

Readings:


AFT The Future is Now: Central Valley Farmland at the Tipping Point? Available at http://www.farmland.org/programs/states/futureisnow/default.asp


FEBRUARY 22

Topic: Preserving Agricultural Land: The Need for Stewardship, Part II

Lecture: Preserving Agricultural Land: The Need for Stewardship, II and III

The farm not only grows food, it nourishes human character, is a challenge and a teacher, a source of insight and values. --Wendell Berry

**Presentation:** Beyond Organic


**Topic:** Seeking a Humane Urban Environment

*If there is no wind, row.* Latin Proverb

**Presentation:** the Humane Metropolis (focus on William H. Whyte)

**Readings:**


Jane Jacobs (Projects for Public Spaces, PBS). Retrieve from [http://www.pps.org/info/placemakingtools/placemakers/jjacobs](http://www.pps.org/info/placemakingtools/placemakers/jjacobs)


**(NOTE:** Please remind Instructor to review next week’s readings for guidance on what to focus on)
FEBRUARY 29

**Topic:** New Urbanism, Smart Growth, and Growth Management

*The reason they call it the American dream is because you have to be asleep to believe it.*  
-- George Carlin

**Readings:** Fulton, Chapters 11 (reference); 17 and 18 (as assigned).

Local Government Commission: [www.lgc.org](http://www.lgc.org)


New Urbanism: An Introduction. Power Point presentation prepared by the Congress of New Urbanism. Available at: [http://www.cnu.org/intro_powerpoint](http://www.cnu.org/intro_powerpoint)  (Reference)


**Topic:** Planning for Sustainability (and Climate Change)
(Most likely will spill over into ES 135B, Spring Quarter)

*I believe it to be perfectly possible for an individual to adopt the way of life of the future . . . without having to wait for others to do so.*

-- Mohandas Gandhi

**Presentation:** Most Terrifying Video You'll Ever See
http://www.youtube.com/watch?v=zORv8wwiadQ (Watch before class)

**Presentation:** Most Terrifying Video You'll Ever See: How it all ends
http://www.veoh.com//watch/v6277034t8fdqpxf?h1=01+The+most+terrifying+video+you%27ll+ever+see+Introduction+[HIAE][HD] (to be shown in class)

**Readings:**


Kolbert, E. (May 9, 2005), The climate of man, part III. (52-63). *The New Yorker*.


MARCH 7: SECOND EXAM

Facts do not cease to exist because they are ignored. -- Aldous Huxley

**Presentation:** Sprawling From Grace (part of exam)

**Readings:**


MARCH 14:

**DUE:** Assignment 2- Current Event

Democracy cannot exist in silence. -- Charles Kuralt.

**Guest Speaker:** Barry Berkus

The Berkus Group


**Closing Discussion: Summary of Course**

*Said one in his plea, “It’s a marvel to me
That you’d give so much greater attention,
To repairing results than to curing the cause;
Why you’d much better aim at prevention.*

*It makes far better sense to rely on a fence,
Than an ambulance down in the valley.*

--Anonymous,

*An Ambulance Down in the Valley*

John Denver at the Apollo Theater in London:

[http://www.youtube.com/watch?v=pz5ZDliDE5A](http://www.youtube.com/watch?v=pz5ZDliDE5A)
GRADING PROGRAM

The following course components represent the total potential grade for this course:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Exams (February 1, March 7)</td>
<td>500</td>
</tr>
<tr>
<td>Assignment 1-Getting to Know Your Community (January 25)</td>
<td>250</td>
</tr>
<tr>
<td>Assignment 2-Current Event Report (March 14)</td>
<td>250</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
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</tbody>
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(Please note: Exams can only be made up for medical reasons, subject to letter from a Doctor. Assignments 1 and 2 cannot be made up, or turned in late)

COURSE READINGS


Course readings, (at http://www.gauchospace.ucsb.edu/)

OFFICE HOURS: Wednesday, 3:45 PM- 4:45 PM. Bren 4021L. 893-2968 (ES office).

Contact: pwack@calpoly.edu. (Note: do not send e-mails w/attachments)

Mailing address: P.O. Box 1086, Morro Bay, CA 93443-1086

DESCRIPTION OF ASSIGNMENTS

ASSIGNMENT 1- GETTING TO KNOW YOUR COMMUNITY (January 25)

The purpose of this assignment is to promote understanding of the principles of local government planning through your community experience by doing the following.

Prepare a map (s) of the neighborhood and community where you lived when you graduated from high school (hand drawn is encouraged). Locate the major activities (stores, shops, employment centers, schools, etc.) within about two miles of your residence. Draw and locate the activities using symbols on an 8 ½”x11 sheet, or a 11” X 17” fold out double page. Final scale of the map (s) depends on nature of neighborhood (urban or rural, etc.) Provide a legend, located on the bottom right hand corner defining the symbols used. Clearly identify the name of the neighborhood at the top of the legend. Show the north arrow in the lower left hand corner, and print your name and date in the upper right hand corner.
Note: The color codes for land use planning maps are generally as follows:

Residential: yellow (low density), brown (high density)
Commercial: red
Industrial: blue
Government/Public buildings: gray
Agriculture (light green), Open Space (a darker green)

Attach this map to a one page presentation (single-spaced, 12 pt font), and include the following information:

1. The population of your community in 1980, 1990, 2000, and present (2010 Census). If it has changed more than 20%, within one or more decades, can you explain why?

2. Identify the cities that border your community. Can you map them? If so, do it.

3. Describe your neighborhood within the community. What type of place is it? Who lives there? How do you define the boundaries of your neighborhood (do you know where it stops and starts)? What do you like best and least about your neighborhood? (keep your response to this question within two paragraphs). Include sources of your information (parents, relatives, high schools friends, publications, etc.)

4. Identify when and where the first permanent building was established in your community. Is it still there? If not, what happened to it?

Securing information should be relatively easy, given what is on the Internet, available by phone, etc. Try the CERES site http://ceres.ca.gov/ for starters. Also, your local chamber of commerce can be helpful. Don’t hesitate to be creative and have fun with this assignment. A spiffy title is a must!

ASSIGNMENT 2- CURRENT EVENTS: ISSUE & SOLUTION (March 14)

The purpose of this assignment is to remind class members that land use is an important part of our professional/personal lives and impacts every aspect of the community: local, regional, state, national, and global. Newspapers and magazines commonly include items that directly involve land use activities. Many specific events and ongoing issues outside of Santa Barbara County provide examples of the land use planning and development process discussed in class, both good and bad. Almost every newspaper edition publishes an article about some controversial development proposal or zoning issue confronting the community and the environment.

Class members will collect two significant articles not published before January 1, 2011 (no Daily Nexus or academic/professional journals) and write an analysis directly linking each article to themes in the class. The best national source for planning related articles is Planetizen (www.planetizen.com). Other professions represented in the class may have
similar sources, and the Instructor would sincerely appreciate knowing about them as part of your analysis. Specific requirements for each article include the following:

1. Copy or transform a copy of each article on to an 8 1/2x11 sheet, which should be easy with Internet sources. Attach them to the back of your paper.

2. Prepare an analysis (1 page maximum, single-spaced, 12 pt. font) linking the articles to the various themes presented in class during the Quarter. Connecting each article to all course themes is not expected. However, specific citations from course readings will be expected and represented in the list of references in the table of contents, as noted below.

3. In this case a cover page is in order, which shall include: your name, class number, Quarter, date, and a spiffy title reflecting the assignment and your spin on it. A visual could be a nice touch. Don’t hesitate to be creative and have some fun with this assignment.

4. Include a Table of Contents listing your analysis paper (using your title), the articles with appropriate reference to author, title, source, date, and page(s), and specific references to course readings and guest speakers Internet sources shall have appropriate formatted referencing, including original date of the article, and date of retrieval. Include the list of references in the table of contents (at the end), not as a separate page.

5. The above items will be assembled in the following order: spiffy title page, table of contents, analysis page, and copies of the two articles, all secured with a single staple in the upper left hand corner. No binders, plastic covers, etc.

**COURSE LEARNING OBJECTIVES**

This course will exam the following:

1. The context of the natural environment as part of a complex web of ecological, economic, and social dimensions, as reflected in the relationships between the participants in Environmental Planning and Management.

2. The importance of interdisciplinary approaches to environmental problem solving.

3. Acknowledging the importance of the individual, as both a professional and citizen in making a difference in addressing current trends related to environmental change, global to local.

4. Understanding the human impact on the environment from issues of ecosystem integrity and human well being
5. Awareness of contemporary practice in environmental management and land use planning and design.

6. Appreciating the policy and implementation implications of federal, state, regional, and local governmental activities related to the environment and the need for effective cooperation and coordination in confronting both catastrophic and incremental influences on the long term integrity of the environment.

7. Respect the role of social change in promoting proper stewardship of important natural resources, both renewable and nonrenewable.

8. Acknowledge and act in a responsible manner that respects the rights of the seventh generation to exist in an environment that provides benefits and opportunities enjoyed by both present and future human populations in a sustainable manner.

*It is not enough to be busy; so are the ants. The question is: What are we busy about?*

-- Henry David Thoreau

135AcoW12 (Update,1-11-12)