Syllabus

Course Overview

Course Description

The Land Use Clinic will explore a variety of specific land use topics of current concern and relevance to the field, to the curriculum, and to society, including renewable energy, natural resources, rural-based land uses, agriculture, and sustainable urban planning. Students will work with the clinic professor to develop papers, research memoranda, and publications on a selected topic. The clinic professor or guest speakers will lecture on specific topics related to student projects. Additionally, students will attend field trips relevant to the curriculum and may participate in project meetings with clients. Students may select from the project list below or can meet with the clinic professor to design a relevant project.

Class Meetings & Attendance

The Clinic will meet Thursdays from 10:30 to 11:50 pm for lectures and project meetings. At the beginning of the semester, the professor will teach an opening overview lecture introducing the Clinic’s current projects from which Clinic students can choose. After this, Clinic students will be assigned to specific projects, receive detailed project directions, and attend student project meetings to discuss project progress. Additionally, students may attend team project-related meetings, lectures, and field trips. The class lectures and trips will be based on the projects chosen by the students. Each class will open with a group discussion of the projects followed by a substantive project lecture. The Clinic will conclude each semester with a closing Clinic-wide meeting to present project results and discuss outcomes. Project meetings and field trips may be held outside of class time.

Clinic students are expected to devote approximately 130 hours of actual work per semester. Clinic professors will assign papers, publications, and/or research memoranda to students based on assigned project topics. Due dates for required submissions may vary based on project needs.

Grades

The Clinic is a Credit/Fail course. Grades are based on class attendance, participation, and the quality of the final project.
Materials & Assignments

Course reading materials and instructions will be posted on the course site or sent directly via email.

This Syllabus lists general course information and reading assignments. Throughout the semester, the instructor will update this syllabus with reading assignments for upcoming classes and repost on the class site. Check the site each week for upcoming reading assignments. Prior to the first class, please complete Reading Assignment 1.

Clinic Projects

Hydrofracking
Research local impacts and benefits of hydrofracking, examine how municipalities can control and mitigate the impacts, and generate case studies of best practices for mitigation. Resources will be used for training and capacity building in communities. See Local Gas Project.

Land use planning to deal with water quantity and supply shortage
Research and develop resources addressing how new development located in the front range of the Rockies can minimize potable water usage. Final work product will be used for Land Use Leadership Alliance (LULA) Training Program in Colorado.

Distressed Property Remediation in Urban Centers
Assist with a variety of projects to implement sustainable development initiatives in the New York cities of Poughkeepsie and Newburgh. Projects include development of a complete streets and TOD policy, strategies for not-for profit redevelopment entities, and programs to combat vacant properties.

Municipal Sustainability Certification Programs
Assist with the development and design of a comprehensive sustainable community certification program with a web interface that facilitates an application and certification process for municipalities. Projects can focus on substantive sustainability tools available for local governments. See NY Climate Smart Communities Program (http://www.dec.ny.gov/energy/50845.html).

Collaboration and consensus building
Research and write case studies of innovative land use collaborations and consensus building techniques. Resources will be used in future LULA training programs. Students will work with the City of Derby to engage the community in the development of its Plan of Conservation and Development.

Clinton Coastal Resilience
Clinton, Connecticut is a shoreline community that seeks revitalization and resilience around transit oriented development and other planning initiatives. Students will work with the city to create a revitalization plan to ensure the resilience of the city in the wake of rising sea levels and increased storm severity. The city’s goals for future planning include a focus on
economic development in the city, coastal resilience planning, transit oriented development, extending the Shoreline Greenway Trail through the city, and providing affordable housing through the acquisition and renovation of existing low cost homes.

**Solar Power Installations**
Find and abstract local examples of solar initiatives, as well as the local laws that facilitate them, and identify land use law barriers to solar installations. Resources will be used to develop a curriculum for training communities across the state of New York and to provide technical assistance to communities in Westchester County. See PV Trainer Network.

**Connecting Existing Conservation Areas**
Many land use applications require private developers to create conservation areas. Research the connection of these existing conservation areas to create improved conservation or community resources. Reports and recommendations may be applied to actual development applications; students may work collaboratively with land use professionals such as lawyers, planners, and board members.

**Applied Land Use Practice**
Students have a chance to observe and contribute to land development applications from the perspective of the private developer. Working with a Connecticut land use attorney, students will apply innovative land use concepts to live applications. This project provides an opportunity to gain new perspectives on development, create context for advanced land use studies, and allows students to work in a collaborative fashion with land use professionals.

**LEED for Neighborhood Development (LEED-ND) as a tool for local governments**
Audit and apply LEED-ND standards to local government plans, programs, and regulations. See Technical Guidance Manual.

**Connecticut Land Use Initiatives**
Help develop a comprehensive set of tools for Connecticut communities to use for the Land Use Leadership Alliance Training Program and technical assistance projects. This includes creating a report that outlines relevant land use policies, plans, and laws; presents case studies of the local land use law process; describes the various boards and agencies in this process along with their responsibilities; and provides an annotated bibliography of Connecticut-focused land use law resources available to municipalities that want to facilitate sustainable development within their communities, including transit oriented development (TOD), complete streets, and renewable energy generation, etc.

**Sea Level Rise, Resiliency, and Retreat**
Collect and evaluate local sea level rise-specific plans, policies, ordinances and planning regulations. The project will involve generating abstracts of these laws and regulations, as well as case studies of specific communities that have exemplary regulations or plans related to sea level rise. Resources will be used to develop strategies for coastal communities.

**Transit oriented development (TOD)**
Research current TOD projects, policies, and initiatives and create case studies, resources, and strategies. Final work product may be published in The TOD Line e-newsletter (http://lawweb.pace.edu/landuse/todline/).
Fair and affordable housing
Create case studies of TOD projects in urban communities that incorporate fair and affordable housing regulations. Final product will support training for Westchester County settlement communities.

Schedule of Classes & Assignments

The *Schedule of Classes & Assignments* below lists when reading and other assignments are due. Throughout the semester, the instructor will update this *Schedule* and repost on the class site. Please promptly download any updated *Schedules* as they become available on the class site throughout the semester.
## Schedule of Classes & Assignments

*Please Note: This schedule of classes and assignments is tentative and subject to change.*

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class Topic &amp; Lecture</th>
<th>Reading &amp; Project Assignments</th>
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</table>
| January 15th  | *Project Descriptions*

*Introduction and Background Material*  
Vicky Gannon, Pace Law School Librarian  

1. Syllabus  
3. Land Use Law Center, *Conducting Land Use Research: Guidance to Students.*  

| January 22nd  | *Researching Local Land Use Policies, Plans and Laws*

Vicky Gannon, Pace Law School Librarian  

1. Land Use Law Center, *Conducting Land Use Research: Guidance to Students.*  

| January 30th  | *Project Meetings*  

Complete Reading Assignment that is relevant to your project topic.  

Project Selections Required. Students must have selected a project and met with the professor to define the goals and parameters.  

| February 5th  | *Baseline Data and Existing Plans & Policies Urban Revitalization, Newburgh, NY*

Madeline Fletcher, Executive Director, Newburgh Community Land Bank  

1. Land Use Law Center, *Conducting Land Use Research: Guidance to Students.*  

| February 12th | *Connecticut Communities and Land Use*

Casey O’Donnell  

Research Report Due. The specifics of this assignment will vary by research project, but this draft should present initial research you have collected, which will be the basis for your final project.  

| February 19th | *Transit Oriented Development and Urban Revitalization in Poughkeepsie, NY*

Kevin Dwarka  

Research Report Due. The specifics of this assignment will vary by research project, but this draft should present initial research you have collected, which will be the basis for your final project.  

| February 26th | *Shore Up CT*

Emmeline Harrigan, AICP, CFM  
Program Manager  
Housing Development Fund, Inc.  

Research Report Due. The specifics of this assignment will vary by research project, but this draft should present initial research you have collected, which will be the basis for your final project.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>March 5th</td>
<td><em>Skills for Community Engagement &amp; Planning</em></td>
<td>Field trip to Derby</td>
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<td></td>
<td>Tiffany Zezula, Deputy Direction, Pace Land Use Law Center</td>
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<td>March 26th</td>
<td><em>Planning in the Town of Clinton, CT</em></td>
<td>Students may schedule meeting during class time to discuss projects with Jessica.</td>
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<td>Alan Kravitz</td>
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<td>March 27th</td>
<td><em>Project Meetings</em></td>
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<td>April 2nd</td>
<td><em>Newburgh’s Other Waterfront</em></td>
<td>Rough Draft Due. For this assignment you should hand in a full draft of your entire project so that the instructor is able to give you adequate feedback for your final version.</td>
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<td>Peter Smith</td>
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<tr>
<td>April 9th</td>
<td><em>Project Meetings</em></td>
<td>Students may schedule meeting during class time to discuss projects with Jessica.</td>
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<td>April 10th</td>
<td><em>Field Trip</em></td>
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<td>April 16th</td>
<td><em>Facilitated Group Discussion of Projects</em></td>
<td>During this class, students will discuss results from class projects. Each student should come to this class prepared to discuss his/her project in general and to highlight for the class the most interesting thing he/she learned. This may involve describing a specific example from the assigned project. The instructor will lead the discussion, which will be interactive, and each student should be prepared to ask questions and participate. Students will be graded on contribution and participation during this discussion.</td>
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<td>April 23rd</td>
<td><em>Jason Czarneski, Director of Environmental Program at Pace Law</em></td>
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<td>May 8th (Friday)</td>
<td><em>Entire Final Draft Due.</em></td>
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