



University of Idaho

College of Art and Architecture

PLANNING EDUCATION FOR CAREERS AND COMMUNITIES

Jaap Vos, Ph.D.
jvos@uidaho.edu



University of Idaho

College of Art and Architecture

THAT MEANS:

Content focused on planning for communities in Idaho.

Delivery based on needs of students and communities in Idaho.

The planning profession and especially planning academia have a strong bias towards (large) cities and anything that is new.

Planning largely approaches rural communities as scaled-down cities, as cities-in-waiting, or as obsolete, dying places.

We focus on the planning needs of small towns and places. While many look at these areas as “places that still need to become urban,” we look at the potential of these small towns for what they are.



University of Idaho
College of Art and Architecture

CORE CURRICULUM:

YEAR 1

FALL

The Bioregional
Approach

BIOP 504 Sustainable Communities
Fully online, 3 credits
Global perspective, globalization, sustainable
development approaches in the world compared
to approach in the US and planning

BIOP 520 Introduction to Bioregional Planning
Virtual meetings, 3 credits
Difference between planning and bioregional planning.
Methodological and theoretical challenges of bioregionalism

Spring

Data & Community
Narrative

BIOP 522 Bioregional Planning Methods
Fully online
Application of bioregional planning concepts
to gathering data. Data reliability, focus on
quantitative data.

BIOP 561 Bioregional Planning Studio I
Virtual meetings and community visit, 4 credits
Collect data and create a bioregional atlas of a community
determine defining attributes

YEAR 2

FALL

Knowledge to
Action

**BIOP 521 Local and Regional Comprehensive
Planning**
Fully online, 3 credits
Main regular land planning tools, regulations and
legal context

BIOP 561 Bioregional Planning Studio II
Virtual meetings and community visits, 4 credits
Develop a plan for action based on a bioregional atlas

Spring

Reflection &
Preparation

BIOP 530 Public Planning Theory and Process
Fully online, 3 credits
Critical reflection on the role of planners in
connecting people and places.

BIOP 598 Internship
3-6 credits
Exposure to professional practice

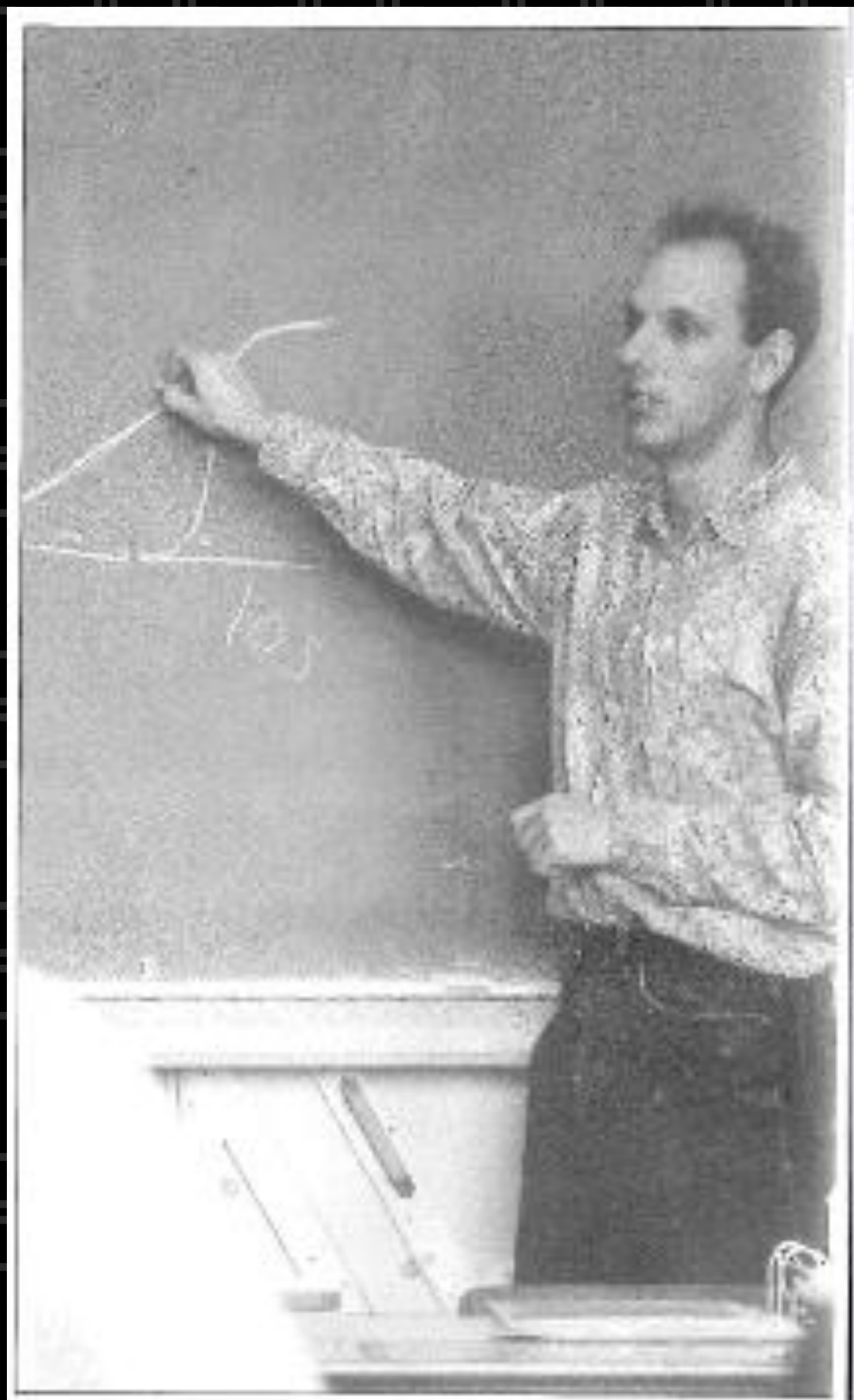


University of Idaho

College of Art and Architecture

DELIVERY OF CORE COURSES TO YOUR LIVING ROOM OR OFFICE

**Focus is on creating the most
convenient and most
comfortable environment for
learning rather than teaching.**



ONLINE COURSES



Module 1 - March, 1987: Sustainable Development hits the World: Our Common Future

Learning Activities

The phrase "sustainable development" became a global household name after the publication of Our Common Future in 1987. The report outlined sustainable development as a way to address a variety of global and local problems. Despite the importance of the publication, most people are only familiar with the definition of sustainable development as it was introduced in the report. In order to understand sustainable development and the definition that is universally quoted, it is important to read the report carefully and have a solid understanding of the context of sustainable development and the issues that it was intended to address.

In order to be able to do this, the first module consists of three sections, each should be completed in a week:

- 1. The Context of Our Common Future and the basic premise.
- 2. Common concerns.
- 3. The role of the international economy.

The entire module provides you with a good overview of the main ideas in Our Common Future. After completing this module, you should be able to:

- 1. Understand the background of the WCED.
- 2. Understand the task that was given to the WCED.
- 3. Understand how sustainable development became an instant global concept.
- 4. Place the WCED report within the global context of the 1980s.
- 5. Explain what sustainable development means according to the WCED.
- 6. Discuss the main components of sustainable development as discussed by the WCED.
- 7. Explain the consequences of sustainable development for the systems as described in Our Common Future.

Intro video

This short video will provide you with your instructor's personal journey with regard to sustainable development.



1.1 - The context of Our Common Future and the basic premise

Click the folder title above. In this section you will get an understanding of the background of Our Common Future and the World Commission on Environment and Development. You should complete the entire section and the assignment in the second week of class. After this section you should:

- Understand the task that was given to the WCED.
- Understand how sustainable development became an instant global concept.
- Complete a paper placing the WCED report within the global context of the 1980s.

1.2 - Our common concerns

In this section you will learn how the WCED argues that the world's problems and their solution are inter related. This section will also show you that sustainable development requires changes in a variety of systems that extend well beyond just our regulatory system. After this section you should be able to:

- Explain what sustainable development means according to the WCED.
- Discuss the main components of sustainable development as discussed by the WCED.
- Explain what the consequences of sustainable development are for the systems as described in Our Common Future.

1.3 - The Role of the International Economy

In this section we will discuss the role of the international economy in the pursue of sustainable development. When reading the WCED section on the international economy it is very important to read this in the context of the 1980s. I suggest you read through the description of the 1980s that you handed in for your first assignment before you read the chapter. Realize that shopping was a local activity, communication moved slow, news came from the newspaper, international calling was fairly complicated and very expensive, there were huge price differences between locations for the same product. After this section you:

- Understand how the international economy had facilitated inequity and environmental degradation.
- Can explain why the WCED felt that sustainable development required a restructuring of the international economic system.
- Are able to make a short and concise argument.

1.4 - Rethinking Our Common Future in the context of 2017

Now that you have read the introduction to Our Common Future and know where the concept of sustainable development came from, it is time to think about whether it is still a relevant concept in 2017. In this section, we will highlight some of the major changes in the last 30 years or so. From there you will be asked to write a 600 word op-ed either showing that sustainable development is still relevant or has become irrelevant. After this section you

- Can describe the major changes that have occurred since the publication of Our Common Future.
- Can discuss the areas in which we have made progress towards sustainable development and the areas in which we have fallen behind.
- Have written a concise argument about the relevance of sustainability in 2016.

2.4 It is about natural resource use; Limits to Growth

Overview

The focus of this section is the 1972 Report for the Club of Rome, "Limits to Growth" and the updates of the report that have occurred about every 10 years. In "Limits to Growth," a group of MIT scientists present the results of running several scenarios through a large-scale computer model that was constructed to simulate future outcomes of the world economy. Although the report is typically interpreted as dooms thinking, the authors are not nearly that negative. In the original report they argue that we have a choice to make and in the introduction they even go as far as stating that very few people actually have the luxury to worry about global problems such as addressed in the report. However, in this section you will see that the tone of the follow up report in 1992 was a bit more urgent, the 30 year update even more urgent and in the presentation by one of the authors, Dennis Meadows, for the Smithsonian Institute in 2012 you will hear that he, at that point, no longer thought we could prevent a collapse of the world economic system.

For this section you will have to:

- 1. Read the Introduction and Chapter 3 of "Limits to Growth."
- 2. Watch a short video of Dennis Meadows presenting the main results in Washington DC in March, 1972.
- 3. Watch a short review video about the 1972 original study and the 1992, 20 year update, featuring your instructor.
- 4. Read a synopsis of the 2002 "30 year update."
- 5. Watch a presentation by Dennis Meadows in 2012 in Washington DC for the Smithsonian Institute.

After you have read the materials and watched the presentation, you will have to complete a 600 word writing assignment.

Learning Outcomes

By the end of this unit you will be able to:

- 1. Explain the trends that are included in the computer simulation that is the basis of Limits to Growth.
- 2. Explain the main conclusions in the original report.
- 3. Discuss how the outcomes of computer simulations over the last 40 years have let to similar outcomes.
- 4. Discuss how according to Meadows the policy options have changed in the past 40 years.
- 5. Explain the consequences of Meadows 2012 interpretation for planning.

Read the Introduction and Chapter 3 of "Limits to Growth"

Attached Files: [The Limits to Growth, Chapter 3.pdf](#) (1.885 MB)
[The Limits to Growth, Introduction.pdf](#) (408.658 KB)

Read the Introduction and Chapter 3 of Limits to Growth.

Presentation by Dennis Meadows in Washington DC in 1972



Limits to Growth and the 20 Year Update



Read The 30 year update

In 2002, the MIT team produced their 30 year update. This update paints a much more pressing picture in which the authors argue that we are starting to see the signs of an "overshoot" and that we need to take immediate action. Please read this [Synopsis of Limits to Growth, The 30 Year Update](#).

Presentation by Dennis Meadows at the Smithsonian in 2012

This is a presentation by Dennis Meadows at the Smithsonian in 2012, 40 years after the publication of Limits to Growth. Start the presentation at 6:30 to skip over the general introductory niceties.

According to Meadows:

"My formal remarks will have three goals: explain the essential and still unique contribution of our 1972 report to the Club of Rome, describe how my own understanding about the interaction of limits with physical growth on the planet has changed over the past 40 years, and justify my proposal that humanity's focus should now be more on resilience than on sustainability. It is far too late to achieve sustainable development, as that term is commonly understood. A precipitous decline in resource and energy use is coming in the next decades, and the most important goal now is to adopt policies that will reduce its negative impacts on the values that are most important to us."



Assignment 600 words response to Dennis Meadows

Meadow's message in his presentation is that we should stop worrying about sustainable development and start thinking about resilient development to prepare for the inevitable decline in resources and energy. Write a response to his message in which you outline what this concept of "resilience" means for planning. Post you response on the discussion board by Monday, November 13.



VIRTUAL COURSES

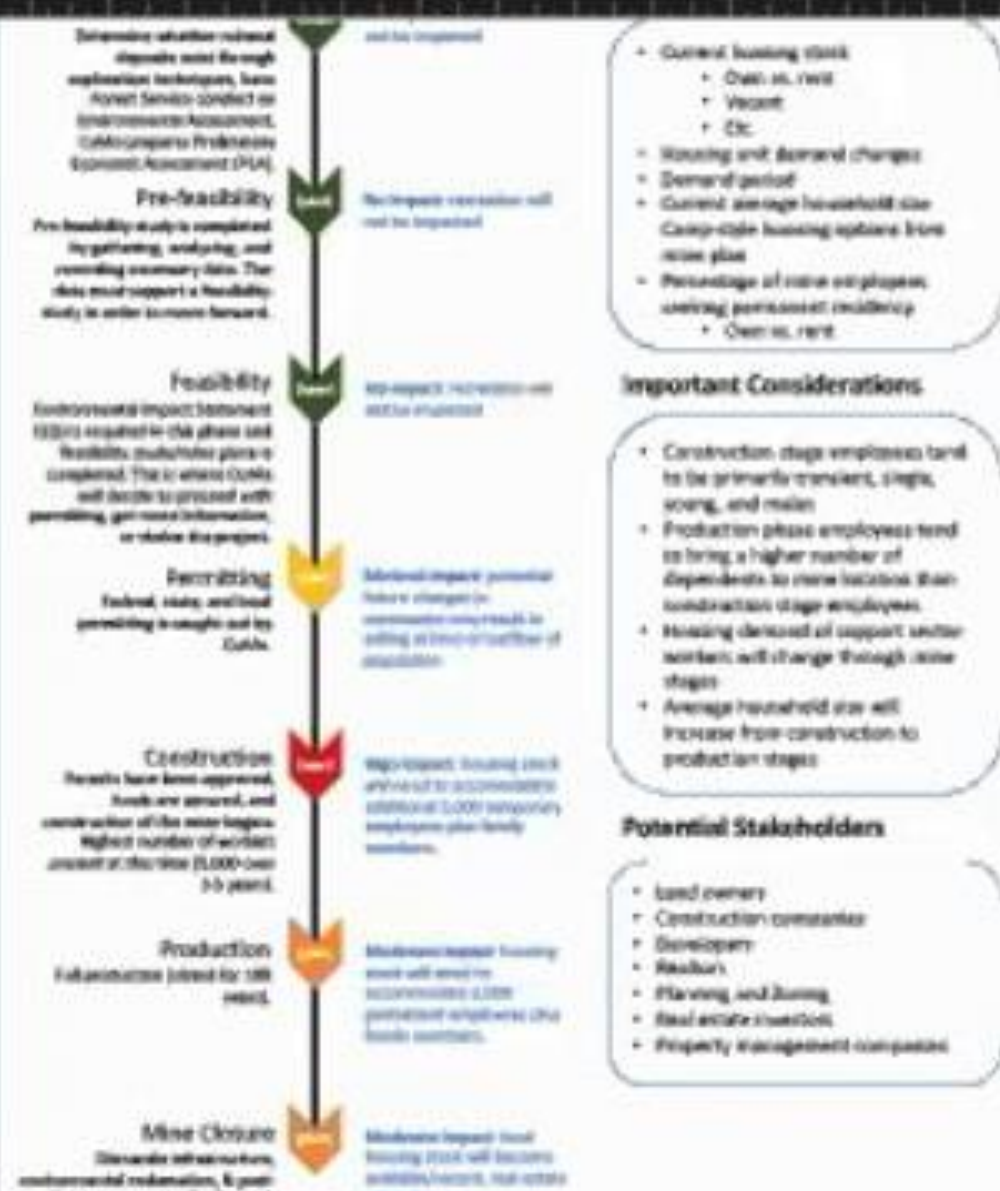
claim would change many ratios. The land was explored by Canadaco Mining Company, Midwest Oil Corporation, AMAX, Climax Molybdenum Mining Inc. and optioned to Mosquito Consolidated Gold Mines Ltd in 2004. In 2005 Kobex Resources Ltd. optioned the property from Mosquito and commenced drilling in 2006. Thus, in late 2006 Mosquito resumed control and drilled in 2006, 2007, and 2008. The work done by Mosquito revealed the presence of three distinct metal zones within the deposit. The zones were copper-silver, copper-molybdenum, and a lower molybdenum zone.

In hopes of opening the world's largest open pit molybdenum and silver mine, Idaho CuMo Mining Corporation (ICMC) took on the claim and built on the work completed by Mosquito. ICMC is a subsidiary of American CuMo Mining Corporation, a Canadian-based mining company. If approved, the CuMo Project could spend as much as \$_____ developing the mine. CuMo estimates it will employ 5,000 workers during construction (about 3-5 years), and 1,000 permanent (100 years) workers.

In 2004, American CuMo Mining Corporation acquired claims and began performing exploratory drilling on both public and private lands. Samples suggest there is more than 5 billion tons of molybdenum, copper, silver, and tungsten on the claim, worth almost \$100 billion.

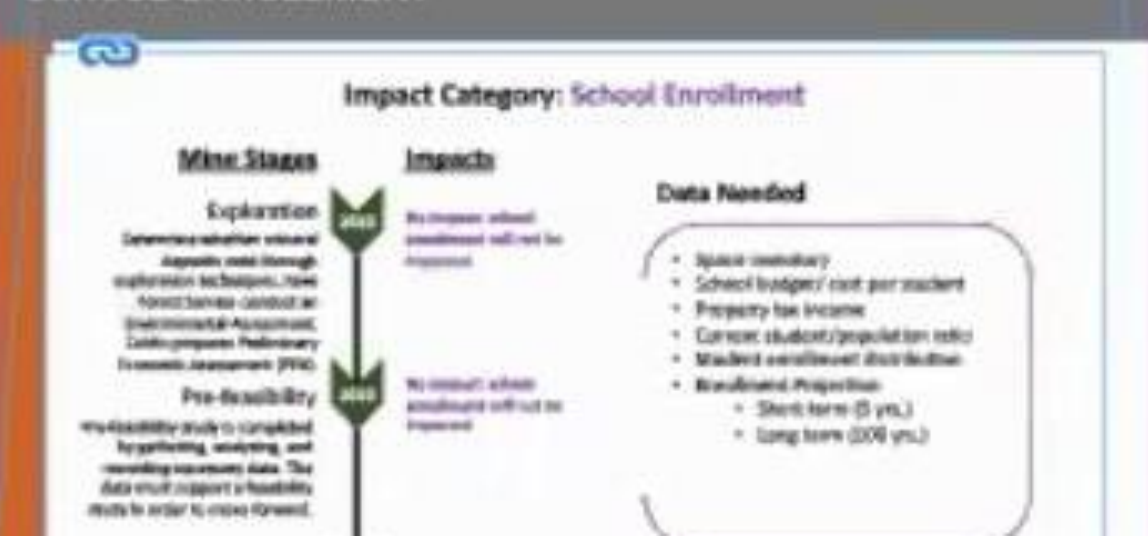
In 2011, the U.S. Forest Service approved a comprehensive Environmental Assessment. Once completed the CuMo Mining Corporation can complete a pre-feasibility study. By 2012 CuMo had completed the drilling of 68 holes and constructed 1.5 miles of temporary roads. In August 2012, a Memorandum Decision and Order was issued by the U.S. District Court of the District of Idaho, stating that the U.S. Forest Service's approved decisions pertaining to groundwater in the Environmental Assessment be vacated and returned to the Forest Service. After further analysis by the U.S. Forest Service, a Supplemental Environmental Assessment (SEA) was issued in 2011 and updated the SEA in 2013. In 2015, the U.S. Forester Service completed the SEA and confirmed its original decision. This allowed CuMo to proceed with exploration.

Currently, CuMo is working on site exploration, the Preliminary Economic Assessment, pit designs, and environmental studies to advance the project to the next phase, pre-feasibility. The purpose of this study is to outline the major impacts of the CuMo Project on Boise County. Through examination of similar projects, the following documents have been developed to serve as a guide for actions to be taken by Boise County institutions to best ready the county for the mine. Included are impact guides regarding the housing market, school enrollment, health and social services, public safety, local utilities, transportation, recreation, local economy, and quality of life.



VIRTUAL STUDIO COURSES

SCHOOL ENROLLMENT



HEALTH AND SOCIAL SERVICES



HEALTH AND SOCIAL SERVICES

Impact Category: Health and Social Services

Mine Stages	Impacts	Data Needed
Exploration Determine whether mineral deposits exist through exploration techniques, have Forest Service conduct an Environmental Assessment, CuMo prepares Preliminary Economic Assessment (PEA).	No impact: health and social services will not be impacted	<ul style="list-style-type: none">Hospital capacityWhat services are currently offered in Boise CountyHospital current occupancy ratesDemographics of incoming population
Pre-feasibility Pre-feasibility study is completed by gathering, analyzing, and recording necessary data. The data must support a feasibility study in order to move forward.	No impact: health and social services will not be impacted	
Feasibility Environmental Impact Statement (EIS) is required in this phase and feasibility study/mine plan is completed. This is where CuMo will decide to proceed with permitting, get more information, or shelve the project.	No impact: health and social services will not be impacted	
Permitting Federal, state, and local permitting is sought out by CuMo.	No impact: health and social services will not be impacted	Important Considerations <ul style="list-style-type: none">Hospitals capacity and current occupancyWill the services needed be available?If CuMo workers live in a camp-style situation cleanliness could be an issue.<ul style="list-style-type: none">EducationThe mine will bring high risk work environmentDrug and Alcohol treatment services and availabilityDrug testing CuMo workforceHow will insurance provided by CuMo impact services in Boise CountyAdditional staff needs and costUptick in use of mental health and other medical facilities
Construction Permits have been approved, funds are secured, and construction of the mine begins. Highest number of workers present at this time (1,000 over 3-5 years).	High impact: health and social services will be needed by 5,000+ short term community members. High-risk work environment. This population will require the highest level of treatment services which is typical for temporary, transient and predominantly young male workforces.	Potential Stakeholders <ul style="list-style-type: none">HospitalNursing HomePhysicians (MDs, surgeons, orthopedists, pediatricians, dermatologist, psychiatrists, etc.)Dentists(who is responsible for drug and alcohol treatment services)Day Care ProgramsFood Assistant Programs
Production Full production (planned for 100 years).	Moderate impact: health and social services will be needed by 1,000+ long term community members.	
Mine Closure Dismantle infrastructure, environmental reclamation, & post-close management (2-10 years).	High impact: mine is slated to become a lake and recreational area	



IN ADDITION:



Wildfire Workshop
- Planning for wildfire at the edge of development -
April 18 in Coeur d'Alene

APR 18 Wildfire Workshop - Coeur d'Alene
Public - Hosted by Idaho Smart Growth



CITIZENS PLANNING ACADEMY

April 3 | 322 E. Front Street | 6PM

Is your city covered? Comprehensive planning nightmares and heroes.

Presenter: Diane Kushlan

IDAHO SMART GROWTH



March Speakers:



Leon Letson is an Associate Planner with the City of Boise, serves as a member on the Energize Our Neighborhoods operational team, and the President of the APA Idaho Chapter.



Melinda McGoldrick is manager of the Energize Our Neighborhoods program for the City of Boise. She has an extensive background in community-based education and program development in both non-profit and public sectors.



Nikki Drake is the acting Energize Our Neighborhoods program coordinator focused on collaboration with the Boise School District.

PLANNING WITH PINTS



Next meeting at **Barbarian Brewing**, downtown taphouse: 1022 W Main St.
*New time: starting at 5:30 pm on Thursday, March 28, 2019.

March meeting topic:
Energize Our Neighborhoods



Healthy neighborhoods are the building blocks of livable cities. **Energize Our Neighborhoods** is a collaboration between Boise's residents, public and private partners, and the City of Boise to keep neighborhoods unique and desirable. The discussion will provide an overview of this program and its unique intersection with the profession of planning.

This event is organized in collaboration with the APA Idaho Chapter and University of Idaho, Boise Urban Design Center.

For any questions, please email APA Idaho Student Reps: Elizabeth Allen (alle5110@vandals.uidaho.edu) or Kayla Kinkad (kayk5440@vandals.uidaho.edu)

APA ID
American Planning Association
Idaho Chapter
Making Great Communities Happen

University of Idaho
Boise

CHALLENGES:

- Program is small
- Some internet issues remain in small communities
- University still focuses on undergraduate and on-campus education

OPPORTUNITIES:

- Unexpected audiences
- Studio courses could benefit communities throughout the state