PLANNING 740: LAND USE AND ENVIRONMENTAL POLICY
FALL 2021

Instructor
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http://go.unc.edu/spurlock

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Jordan Branham
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http://go.unc.edu/spurlock

Location
Greenlaw 222
11:00am -12:15pm
If Remote: https://go.unc.edu/740

Course Description
Land use and environmental policy helps to direct the type, use, density, and spatial arrangement of structures within built and natural environments. This graduate-level course explores the interplay of regulatory, legislative, incentive, and investment policy tools and the socio-political institutions that govern the development and management process. The three overarching goals of the course are 1) to build substantive knowledge in local, state, and federal policy frameworks, 2) to sharpen analytical lens about the interactions among social equity, environmental protection and economic development, and 3) to hone professional skills in concise writing, collaborative problem-solving, and project completion. This course can standalone as an introduction to land use and environment policy in the United States or help you identify aspects of land use and environmental planning to explore in greater depth in more specialized courses in planning and environmental management.

There are four modules that reflect the nested influences on development and environmental protection. We explore the value systems that underlie and reinforce the creation and maintenance of the built and natural environments and the influence of policy at the local, state/regional, and federal levels. Each lesson in this course uses a combination of readings, brief lectures, discussion, and in-class activities to examine the benefits and challenges to intergovernmental action around development and environmental protection. In addition to individual assignments designed to introduce substantive topics and reinforce professional development skills, we will work with community clients evaluate local issues intersecting with land use and environmental planning including transportation, housing, economic development, and local food systems.
Course Goals
The overarching goal of this course is to orient you to substantive material for land use and environmental policy and help you build a critical lens towards the evaluation of environmental policy at multiple scales.

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Students will identify how the values of key stakeholders manifest in the land use and environmental policy-making process.</th>
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<tbody>
<tr>
<td></td>
<td><strong>Objective 1A</strong> Students will examine the social, economic, and physical factors underlying current land use patterns and environmental conditions.</td>
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<td><strong>Objective 1B</strong> Students will critique attempts to balance competing values (e.g. sustainability and resilience).</td>
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<tr>
<th>Goal 2</th>
<th>Students will evaluate the quality of plans and development management programs aimed at guiding land use and environmental decisions.</th>
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<td><strong>Objective 2A</strong> Students will understand the components of plans and development management strategies linked to quality and implementation.</td>
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<td></td>
<td><strong>Objective 2B</strong> Students will gain experience in evaluating plans and analyzing the policy framework governing decisions.</td>
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<tr>
<th>Goal 3</th>
<th>Students will understand different types of intergovernmental frameworks and evaluate their effectiveness in implementing land use and environmental policies.</th>
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<td><strong>Objective 3A</strong> Students will classify different intergovernmental arrangements.</td>
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<td></td>
<td><strong>Objective 3B</strong> Students will investigate how policy at multiple scales influences local actions and outcomes.</td>
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<th>Goal 4</th>
<th>Students will demonstrate the skills necessary to manage a project.</th>
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<td><strong>Objective 4A</strong> Students will demonstrate proficiency in all five phases of project management (i.e., initiation, planning, execution, control and closing).</td>
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<td></td>
<td><strong>Objective 4B</strong> Students will be able to identify and resolve challenges that result from working with a team.</td>
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Course Format
Students should come to each class prepared to participate actively in discussions. You should be able to summarize the major points or arguments of the readings and provide a critical analysis and evaluation of key concepts. Course readings should be completed prior to the class session they are listed under. Weekly course content may also be shared as videos or voice over slides and should be viewed prior to class.

Scheduled synchronous sessions will be a mixture of presentations, extensive class discussion, and in-class activities. Additional discussion may occur in SAKAI using forums and Voice Threads.

Course Readings
Readings are listed under “Lessons” on SAKAI. E-reserve readings are available on the Course Reserves tab of SAKAI or https://library.unc.edu/support/reserves/.

Laptops and cell phones
To maximize our productivity during synchronous sessions, limit your use of technology to class activities. Please turn off your cellphones before the beginning of class sessions. If you must have your phone on during class because of an extraordinary circumstance (ill relatives, you are expecting a baby, etc.), please let us know beforehand.

Communication and Community Standards
The best way to reach me is by email or during their office hours. If my office hours do not fit your schedule, you should email me to determine a mutually convenient time.

All emails should include PLAN 740 in the subject line. I will make every effort to respond to your emails on the same day received unless received after 6:00 pm. Please do not wait until the last minute to contact me about assignments, especially if you are having problems.

Please contact me as soon as possible should circumstances such as a medical or family emergency or a religious holiday so I can work with you to make accommodations.

UNC Honor Code
“It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the honor code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity.”

The University Honor Code is in effect, and all assignments must be completed through your individual effort unless otherwise instructed. To uphold the Honor Code in your written assignments, you must properly cite all data, ideas, and information that are not your own. Please visit the UNC Writing Center for information about citations and how to avoid plagiarizing http://www.unc.edu/depts/wcweb/handouts/plagiarism.html.

Each assignment should include the following Honor Pledge:
“On my honor, I have neither given nor received unauthorized aid on this assignment.”
TITLE IX Resources
Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Rebecca Gibson – rmgibson@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Standards for Mask Use
Our class delivery is in-person instruction. If you are on campus, or plan to meet for group work, please note that the following community standards apply and must be adhered to. This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community — your classmates and me — as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the Office of Student Conduct (https://studentconduct.unc.edu/). At that point you will be dis-enrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception.

For additional information, see Carolina Together: (https://carolinatogther.unc.edu/community-standards/)
Course Requirements
You will be evaluated on four main components of the course, and each component parallels you will be evaluated as a planning professional (or most any other profession). The evaluation components include: 1) showing up for work prepared and working well with your peers; 2) completing small projects with quick turnaround times; 3) managing larger projects over a longer period; and 4) demonstrating your understanding of the core aspects of your field.

Late Assignments
I expect all assignments to be handed in on time. Any assignments turned in late will incur a penalty of a half-grade (letter graded assignments) or half the standard deviation (numeric graded assignments). For example, if a paper is a day late, the grade would change from a P to a P-. If the paper were two days late, the grade would change from an H to a P. If you cannot make a deadline, let us know ahead of time (not the night before an assignment is due) so we can discuss options.

Please note: Elements of this syllabus are subject to change
Requirements by % of Course Grade

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Due Date</th>
<th>% of Course Grade</th>
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<tbody>
<tr>
<td>Community Engagement Plan</td>
<td>Sept. 17th at 11:55pm</td>
<td>10</td>
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<tr>
<td>Planning 101 document</td>
<td>Oct. 1st at 11:55pm</td>
<td>5</td>
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<tr>
<td>Working at the Intersections: Problem Definition*</td>
<td>Oct 15th at 11:55pm</td>
<td>20</td>
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<tr>
<td>Application Review</td>
<td>Nov 5th at 11:55pm</td>
<td>15</td>
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<tr>
<td>NEPA: Foundations, Changes, and State Policy</td>
<td>Nov. 19th at 11:55pm</td>
<td>10</td>
</tr>
<tr>
<td>Working at the Intersections: Deliverable to Client*</td>
<td>Dec 1st at 11:55pm</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>On-going</td>
<td>10</td>
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*Denotes group projects

Community Engagement Plan. Community engagement exists in many forms and is central to the practice of planning, but it is still a contested concept. This individual assignment is designed to help reflect how to you will incorporated engagement techniques in your career under both in-person and remote conditions. You will need to build a plan for a series of engagement activities based on a real-world scenario and respond to a fictional Request for Proposal to fund your project.

Working at the Intersections Project. This semester-long, group project will produce a document for your client (a Durham-based community group) to inform their advocacy on self-identified challenges. Students will work in groups of 4-5 on subtopic groups including (e.g. housing, transportation, local food systems, economic development) to 1) create baseline data summary for the assigned topic, 2) summarize and evaluate pertinent plans and policy documents across multiple departments, 3) conduct a nationwide scan of promising practices and/or grant opportunities.
Plan 101 document. For this individual project, you will produce an informational document that provides a background, description, legal rationale, and common application for a development management tool, which may be a regulation, incentive, land acquisition, or infrastructure investment. Your document must be written for a lay audience and may or may not be interactive.

Development Application Review. For this individual project, you will review a development application and apply local ordinances to provide feedback to the applicant and determine if you would approve the development.

NEPA Foundation, Changes, and State Policy. First enacted in 1970, the National Environmental Policy Act requires federal agencies to assess the environmental effects of proposed actions. The previous administration adopted changes to this Act. For this individual project, identify a project influenced by NEPA prior to the change, summarize the Act’s influence, and report how the changes to NEPA might have altered the outcome. Additionally, student will examine related state policy and its influence your selected case.

Participation. Participation in the class and effective collaboration with your teammates is essential in this course. It will be assessed via participation during class and in on-line forums, short assignments, peer evaluations, and written reflection of collaborative work.
### Semester at a Glance

Elements of this syllabus are subject to change.

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<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
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<td>19-Aug</td>
<td>Sess. 1</td>
<td>Introduction to PLAN 740 and Land Use Values</td>
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<tr>
<td>24-Aug</td>
<td>Sess. 2</td>
<td>Political Economy and Market Forces</td>
</tr>
<tr>
<td>26-Aug</td>
<td>Sess. 3</td>
<td>Development Impacts on Environmental Quality</td>
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<tr>
<td>31-Aug</td>
<td>Sess. 4</td>
<td>Social Equity and Environmental Justice</td>
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<tr>
<td>2-Sept</td>
<td>Sess. 5</td>
<td>Sustainability and Resilience: Challenges and Shortcomings</td>
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<tr>
<td>7-Sept</td>
<td>Sess. 6</td>
<td>Why Plan?</td>
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<tr>
<td>9-Sept</td>
<td>Sess. 7</td>
<td>Public Participation and Engagement I</td>
</tr>
<tr>
<td>14-Sept</td>
<td>Sess. 8</td>
<td>Public Participation and Engagement II</td>
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<tr>
<td>16-Sept</td>
<td>Sess. 9</td>
<td>US Environmental Policy: Transitions and Transformations</td>
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<tr>
<td>21-Sept</td>
<td>Sess. 10</td>
<td>History and Legal Rationale</td>
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<tr>
<td>23-Sept</td>
<td>Sess. 11</td>
<td>Types of Land Use Plans</td>
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<tr>
<td>28-Sept</td>
<td>Sess. 12</td>
<td>Goal Setting and Ecological Design Principles</td>
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<tr>
<td>30-Sept</td>
<td>Sess. 13</td>
<td>Plans: Quality and Evaluation I</td>
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<tr>
<td>5-Oct</td>
<td>Sess. 14</td>
<td>Plans: Quality and Evaluation II</td>
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<tr>
<td>7-Oct</td>
<td>Sess. 15</td>
<td>Plan Implementation I</td>
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<tr>
<td>12-Oct</td>
<td>Sess. 16</td>
<td>Plan Implementation II</td>
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<tr>
<td>14-Oct</td>
<td>Sess. 17</td>
<td>Development Management I: Process Overview</td>
</tr>
<tr>
<td>19-Oct</td>
<td>Sess. 18</td>
<td>Development Management II: Tools</td>
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<tr>
<td>26-Oct</td>
<td>Sess. 19</td>
<td>Development Management III: Tools</td>
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<tr>
<td>28-Oct</td>
<td>Sess. 20</td>
<td>Development Management IV: Development Review</td>
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<tr>
<td>2-Nov</td>
<td>Sess. 21</td>
<td>Development Management III: Implementation and Discretion</td>
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<tr>
<td>4-Nov</td>
<td>Sess. 22</td>
<td>Federal Environmental Policy</td>
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<tr>
<td>9-Nov</td>
<td>Sess. 23</td>
<td>Shared Governance Dilemma</td>
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<tr>
<td>11-Nov</td>
<td>Sess. 24</td>
<td>Regional Planning</td>
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<td>16-Nov</td>
<td>Sess. 25</td>
<td>State Growth Management</td>
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<tr>
<td>18-Nov</td>
<td>Sess. 26</td>
<td>Land Use Case Study: Negotiation Simulation</td>
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<tr>
<td>23-Nov</td>
<td>Sess. 27</td>
<td>Final Presentations</td>
</tr>
<tr>
<td>30-Nov</td>
<td>Sess. 28</td>
<td>Final Presentations</td>
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</tbody>
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Course Readings by Session

Session 1: Course Introduction & Land Use Values 8/19
To prepare for this class, review the syllabus and consider how the landscapes that define your everyday lived experience reflect societal values?

Session 2: Political Economy and Market Forces 8/24


Session 3: Development Impacts on Environmental Quality 8/26


Session 4: Social Equity and Environmental Justice 8/31


Session 5: Sustainability & Resilience: Challenges and Shortcomings 9/2


Session 6: Why Plan? 9/7


Session 7: Public Participation and Engagement I 9/9


Session 8: Public Participation and Engagement II 9/14

Session 9: US Environmental Policy: Transformations and Transitions  9/16


Session 10: History and Legal Rationale  9/21


Session 11: Types of Land Use Plans  9/23


Session 12: Goal-Setting and Ecological Design Principles  9/28


Session 13: Plans: Quality and Evaluation I


Session 14: Plans: Quality and Evaluation II


Session 15: Plan Implementation I


Session 16: Plan Implementation II


Session 17: Development Management I: Process Overview


Session 18: Development Management II: Tools


Session 19: Development Management III: Tools


Session 20: Development Management IV: Development Review

Session 21: Development Management V: Implementation and Discretion


Session 22: Federal Environmental Policy


Session 23: Shared Governance Dilemma


Session 24: Regional Planning


Jordan Lake One Water final Vision and Recommendations- available August 2021
Session 25: State Growth Management 11/16


Session 27: Land Use Case Study: Negotiation Simulation 11/18
Review materials about negotiation and prepare for your role

Session 28& 29: Final Presentations 11/23 & 11/30