

PLAN 741: LAND USE AND ENVIRONMENTAL PLANNING SPRING 2024

Instructor

Danielle Spurlock
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Location

Greenlaw - Rm 0304
11:00AM - 12:15PM
If Remote: <https://go.unc.edu/PL741>

Office Hours

TTH 9:00-10:40AM
By appointment using
<http://go.unc.edu/spurlock>

Course Description

A first-class land use plan must meet the highest standards of the profession, while being feasible to create and implement with resources. The process must be participatory from the beginning to acquire the commitment of the city council and a wide range of stakeholders. It must integrate overarching societal challenges such as climate change and equity. The four overarching goals of the course are 1) to evaluate what constitutes an effective land use plan, 2) to build substantive knowledge in the components of a land use planning program while sharpen analytical lens about the validity, effectiveness, feasibility, and equity of various land use plan making methods and plan formats, and 3) to formulate a plan of professional quality tailored to community context.

We will use a "cooperative learning strategy." In that strategy, you work on an assigned team throughout the semester based on your completion of a short survey. Several class sessions, in the whole or in part, will be devoted to working in these groups and to presenting and discussing team products. During these exercises, you are responsible for one another's mastery of the course content, as well as your own understanding. We use this cooperative learning and application exercise approach because the course is aimed at "higher order" skills such as application of methods, evaluation of plans and other products, synthesis of information and values, and creation of plans, rather than mastery of facts or theories. Public sector planning practice typically involves working in groups to define issues, solve problems, or make plans. This course seeks to hone professional skills in oral, graphic, and written communication skills, collaborative problem-solving, and project completion.

I will provide guidance for working in planning/learning teams. Please let me know if your team experiences any teamwork issues so I can initiate a program to monitor and assist students in developing skills and techniques for working in groups. Additionally, all team members will complete a self and team assessment at the end of the semester.

Course Goals

The overarching goal of this course is to orient you to substantive material for land use and environmental planning and help you build a critical lens towards the evaluation of local land use and environmental planning practice.

Goal 1: Students will articulate a clear vision of what constitutes an effective local land use plan.	
Objective 1A	Students will assess and define different community values.
Objective 1B	Students will critique attempts to balance competing values (e.g. economic prosperity, environmental protection, social equity, and resilience).
Goal 2: Students will specify the components of a complete land use planning program while developing a dependable sense of judgment for assessing the validity, effectiveness, feasibility, equity, strengths and weaknesses of various land use plan-making methods and plan formats.	
Objective 2A	Students will describe and assess existing and emerging community conditions.
Objective 2B	Students will formulate goals structured to support implementation, monitoring, and evaluation.
Objective 2C	Students will translate projections of economic and population change into their land use implications for land, location, and community services.
Objective 2D	Students will determine the suitability of land and locations for various land uses.
Objective 2E	Students will apply computer technology to specific plan-making tasks such as map presentations, land suitability analyses, and the drawing of plans.
Goal 3: Students will formulate a plan of professional quality tailored to community context.	
Objective 3A	Students will design a future urban regional form that meets the community's objectives, accommodates the future population and economy, and incorporates community aspirations for a quality of life.
Objective 3B	Students will outline a development management program to implement the selected future urban form.

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 Canvas using Discussions and Voice Threads.

Readings are listed under Modules on Canvas. Any additional E-reserve readings will be available on the Course Reserves tab of Canvas or <https://library.unc.edu/support/reserves/>.

Course Readings

All materials will be provided through the Canvas site. The text for this course is the fifth edition of *Urban Land Use Planning* by Berke, Godschalk, Kaiser and Rodriguez, referred to as *ULUP-5* in the assigned readings below. Other readings are indicated in the syllabus and are available on Canvas.

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 741 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.

Laptops and cell phones

To maximize our productivity, 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.

UNC Honor Code

The University Honor Code is in effect, and all assignments must be completed through your individual effort unless otherwise instructed. In order 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 website for information about citations and how to avoid plagiarizing: <http://writingcenter.unc.edu/handouts/plagiarism/>.

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.”

Each assignment should include the following Honor Pledge on all graded work:

“On my honor, I have neither given nor received unauthorized aid on this assignment.”

AND

“I attest that this project did not use AI at any stage in its development or in the creation of any of its components.”

OR

“I attest that this project made use of AI in the following ways:”

You must then use the form at the end of the syllabus to document your usage of AI.

Generative AI

I do not recommend the use of generative AI for completion of your readings or assignments. However, societal norms around the usage of generative AI are involving and current recommendations from the University¹ include the following principles:

AI should help you think. Not think for you. Use these tools to give you ideas, perform research (in compliance with point 2 below), and analyze problems. Do not use them to do your work for you, e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer.

Engage with AI Responsibly and Ethically: Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights. Ensure that the data used for AI applications is obtained and shared responsibly and in compliance with relevant regulations.

You are 100% responsible for your final product. You are the user. If the AI makes a mistake, and you use it, it's your mistake. If you don't know whether a statement about any item in the output is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI-generated content as if you had produced the materials yourself. Fulfillment of this principle means ideas must be attributed, facts are true, and sources must be verified.

¹ The UNC AI Committee used ChatGPT in the development of these guidelines – more specifically, it was employed to generate suggestions for student use policies and to rephrase and consolidate certain sections of the text. Also, Sentient Syllabus was a resource for a number of the ideas within this document. See <https://provost.unc.edu/student-generative-ai-usage-guidance/>

The use of AI must be open and documented. The use of any AI in the creation of your work must be declared in your submission and explained.

If you choose to use AI in your assignments, please refer to the guidance at the end of the syllabus. Not following these guidelines may be a reportable violation to the UNC Honor Court.

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. All enrolled students have the option to wear a mask covering your mouth and nose at all times in our classroom. This practice is to protect our educational community — your classmates and me – as we learn together.

For additional information, see Carolina Together:
(<https://carolinatogether.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. Grading of group assignments will be based on 1) the quality of the assignment and 2) the professionalism of individual team members. All team members will complete a self and team assessment at the end of the semester, which will be kept confidential. Your semester grade can be lowered if the majority of your evaluations suggested you did not participate and contribute fully to the group project.

Late Assignments

Meeting deadlines can be challenging. However, professionals within regulatory and permitting processes often must adhere to strict timelines. I expect all assignments to be handed in on the due date. 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

Course Component	Due Date (All dates are at 11:55pm)	% of Grade
Group Exercise #1: State of the Community	Feb. 8	10%
Group Exercise #2: Visioning and Policy Framework	Feb. 29	10%
Group Exercise #3: Areawide Districts & Land Use Design	Apr. 2	30%
Group Exercise #4 Tools of Implementation	Apr.23	20%
Group Exercise #5: Final Compilation	Apr. 30	5%
Participation		
Individual Memo (1)	Jan. 18	5%
Group Memos (5)	Jan. 25 Feb. 1 March 5 Mar.21 Apr. 9	10%
In-class exercises, general discussions, and simulations, such as public hearings and work sessions and effective collaboration with teammates	On-going	10%

Exercise 1. State of the Community Report. (10% of final grade)

Your team will create a report and presentation of existing and emerging conditions for your selected city. The objective for this assignment is to develop skills in defining and presenting a clear assessment of the state of the community derived from an information base. The instructor will look for a clear, valid, relatively complete statement of the existing and emerging conditions and issues, including the use of graphics.

Exercise 2. Vision Statement and Policy Framework. (10% of final grade)

Your team will create a vision statement and policy framework plan for your city. The objectives of this exercise are to develop an ability to derive a concise statement of the issues, opportunities, values, and visions of the community; to integrate them with the results of your state of the community report; and then to write an internally consistent set of goals, objectives, and general development policies. The instructor will look for clarity, for distinctions between goals, objectives, and policies, and for the connections between facts, values, and policies.

Exercise 3. Area-wide Districts and Land Policy Plan (30% of final grade)

Your team will create a written land classification plan and a land use design for your city. Your plan should include a long-range future policy district plan, a land use map, a long-range schematic (non-detailed) design of the physical transportation system for your city. This assignment incorporates a computerized suitability analysis to be included as an appendix to the final plan.

The objective of this assignment is to develop an ability to formulate a mapped policy plan using the "land classification" format. The plan should respond to land supply constraints and urban growth demands, as well as protection of the environment, and it should promote the policy framework goals, objectives, and policies. This exercise will also design a desirable future land use pattern for a city, consistent with the previously formulated constraints, goals, policies, and land classification plan, and incorporating transportation improvements. The instructor will look for clarity, creativity, and rationality, and the ability to present a case with a concise combination of text, graphics, and tables.

Exercise 4. Preparing an Implementation Program (20% of final grade)

Your team will create a development management program. This exercise requires the outline of a simplified version of a development management program that, if implemented, would achieve the future development stated in the land use design, land policy plan, and policy framework.

The objectives of this exercise include the ability to select, adapt, and coordinate appropriate measures to implement the land use design, consistent with the land classification policies, and which will achieve the goals in the policy framework. The instructor will look for creativity and a persuasive case for the appropriateness and effectiveness of the program, particularly in terms of a city context with limited planning resources.

Exercise 5. Final Compilation (5% of final grade)

Your team will create a complete plan for your selected city. This exercise requires refining and packaging the work from previous exercises into a unified plan.

Semester at a Glance

Elements of this syllabus are subject to change.

Sess. 1	1/11	Course Introduction
Sess. 2	1/16	Land Planning Visions: Good Urban Form
Sess. 3	1/18	Land Planning Process: Public Participation
Sess. 4	1/23	Decision Support Systems & Scenario Planning
Sess. 5	1/25	Population and Economic Information
Sess. 6	1/30	Inventory and Classification of the Environment
Sess. 7	2/1	Land Supply, Demand, and Policy Monitoring
Sess. 8	2/6	Land Use, Transportation, and Infrastructure
Sess. 9	2/8	PRESENTATIONS- State of the Community Report
	2/13	WELL-BEING DAY
Sess. 10	2/15	The Good Plan
Sess. 11	2/20	Visioning and Scenario-Building/Formulating a Policy Framework
Sess. 12	2/22	Work session: Visioning and Policy Framework
Sess. 13	2/27	Designing an Area-wide Land Use Policy Plan
Sess. 14	2/29	Suitability Analysis
Sess. 15	3/5	Suitability Analysis (LAB)
Sess. 16	3/7	Land Use Design and Transportation Scenarios
		SPRING BREAK
Sess. 17	3/19	Planning Residential Communities
Sess. 18	3/21	Land Use Design (LAB)
Sess. 19	3/26	Small Area Plans (LAB)
	3/28	WELL-BEING DAY
Sess. 20	4/2	PRESENTATIONS: Areawide Districts and Land Use Design
Sess. 21	4/4	Implementation: Overview
Sess. 22	4/9	Implementation: Zoning
Sess. 23	4/11	Implementation: Communitywide Tools
Sess. 24	4/16	Implementation: Conservation Tools
Sess. 25	4/18	Implementation: Smart City Governance
Sess. 26	4/23	PRESENTATIONS: Preparing an Implementation Program
Sess. 27	4/25	Examples of Plan Evaluation and Monitoring
Sess. 28	4/30	Course Summary

COURSE SCHEDULE

The course is divided into five modules: 1) Land Use Values and Urban Form; 2) Building a Planning Support System; 3) Creating a Community Vision and a Policy Framework; 4) Preparing an Areawide Plan and a Community-wide Land Use Design; and 5) Implementation, Monitoring, and Evaluation.

Part 1: Land Use Values and Urban Form

These sessions introduce fundamental concepts that shape a practitioner's model of land use plan making. They include the emerging Smart Growth and Sustainable Development movements and other concepts of good urban form and process; the land planning and development "game"; principles of good plans; and concepts of participatory plan-making processes.

Session 1: Course Introduction

1/11

To prepare for this class, review the syllabus and consider how the landscapes that define your everyday lived experience reflect societal values.

Hurlimann, A., Moosavi, S. and Browne, G.R., 2021. Urban planning policy must do more to integrate climate change adaptation and mitigation actions. *Land Use Policy*, 101, p.105188.

Session 2: Good Urban Form

1/16

Berke, Philip. 2008. "The Evolution of Green Community Planning, Scholarship, and Practice," *Journal of the American Planning Association*, 74 (4): 393-407.

Talen, Emily. 2011. "Sprawl Retrofit: Sustainable Urban Form in Unsustainable Places." *Environment and Planning B: Planning and Design* 38 (6): 952-78.

Fainstein, Susan S. 2018. "Resilience and justice: planning for New York City," *Urban Geography*, 39 (8): 1268-1275.

Session 3: Public Participation

1/18

Arnstein, Sherry. 1969. "A Ladder of Citizen Participation". *Journal of the American Institute of Planners*, 35(4): 216-224.

Brown, Greg, Sanders, Sara, and Reed, Pat. 2018. "Using public participatory mapping to inform general land use planning and zoning," *Landscape and Urban Planning*, 177: 64-74.

Afzalan, Nader and Muller, Brian. 2018. "Online Participatory Technologies: Opportunities and Challenges for Enriching Participatory Planning," *Journal of the American Planning Association*, 84:2, 162-177.

Session 4: Decision Support Systems & Scenario Planning

1/23

Zapata, Marisa A, and Kaza, Nikhil. 2015. "Radical Uncertainty: Scenario Planning for Futures." *Environment and Planning B: Planning and Design* 42 (4): 754–70.

Kahila-Tani, Maarit, Broberg, Anna, Kyttä, Marketta and Tyger, Taylor. 2016. "Let the Citizens Map—Public Participation GIS as a Planning Support System in the Helsinki Master Plan Process." *Planning Practice & Research* 31 (2): 195–214.

ULUP-5, Chapter 9, "State of Community Report"

PART II. BUILDING A PLANNING SUPPORT SYSTEM

The design, development, and effective use of an information system is a major responsibility of local planners and a necessary foundation for plan-making and many other functions performed by planning agencies. We will explore both technical and conceptual aspects of information systems designed to support local planning.

Session 5: Population and Economic Information

1/25

Smith, Stanley K., and Stefan Rayer. 2015. "An Evaluation of Population Forecast Errors for Florida and Its Counties, 1980–2010." In *Emerging Techniques in Applied Demography*, edited by M.Nazrul Hoque and Lloyd B. Potter, 11–24. Applied Demography Series. Dordrecht: Springer Netherlands.

Morgan, M. Granger. 2018. "Uncertainty in Long-Run Forecasts of Quantities Such as per Capita Gross Domestic Product." *Proceedings of the National Academy of Sciences* 115 (21): 5314–16.

Session 6: Inventory and Classification of the Environment

1/30

McHarg, I. 1992. *Design With Nature*. "A Response to Values." (Plan for the Valleys) pp. 79-93.

Yang, Bo, and Li, Shujuan. 2016. "Design with Nature: Ian McHarg's Ecological Wisdom as Actionable and Practical Knowledge." *Landscape and Urban Planning*, Ecological Wisdom for Urban Sustainability: Doing real and permanent good in ecological practice, 155 (November): 21–32.

Session 7: Land Supply, Demand, and Policy Implementation

Moudon and Hubner (eds.) 2000. *Monitoring Land Supply with Geographic Information Systems*. University of Washington. Chs. 1 & 2, pp. 17-64.

Liu, Ting, and Xiaojun Yang. 2015. "Monitoring Land Changes in an Urban Area Using Satellite Imagery, GIS and Landscape Metrics." *Applied Geography* 56 (January): 42–54.

Session 8: Land Use, Transportation, and Infrastructure

2/6

Litman, Todd. 2023. "Considering the Impacts, Benefits and Costs of Different Land Use Development Patterns," 72.

Land-Based Classification Standards. Read Project Overview and Basic LBCS implementation guide. <http://www.planning.org/LBCS>.

Sanjay Jeer, with Barry Bain. "Traditional Color Coding for Land Uses," APA, <https://www.gismanual.com/style/ColorConventions.pdf>.

Session 9: Presentations- State of the Community Report

2/8

WELL-BEING DAY

2/13

PART III. CREATING A COMMUNITY VISION AND POLICY FRAMEWORK

This section of the course covers various aspects of formulating a community vision and general policy framework, including (1) eliciting issues and opportunities, (2) community visioning, (3) setting goals and objectives, and (4) formulating land use development and environmental policies linked to the goals and objectives, and then integrating them into a "vision statement" and "policy framework" plan.

Session 10: The Good Plan

2/15

Kaiser and Godschalk, 1995. "Twentieth Century Land Use Planning: A Stalwart Family Tree," *Journal of the American Planning Association*, 61:3, 365-385 (For those students who haven't taken PLAN 740).

Bunnell, Gene, and Edward J. Jepson Jr. 2011. "The Effect of Mandated Planning on Plan Quality." *Journal of the American Planning Association* 77 (4): 338–53. (For those students who haven't taken PLAN 740).

Lyles, W. and Stevens, M. 2014. "Plan Quality Evaluation 1994–2012: Growth and Contributions, Limitations, and New Directions." *Journal of Planning Education and Research*, 344: 433-450.

Session 11: Visioning and Scenario-Building/Formulating a Policy Framework **2/20**

ULUP-5, Introduction to Part III, "Overview of Making Land Use Plans (see ch. 9)," and Chapter 10, "The Plan-making Process," pp. 291-300

Quay, Ray. 2010. "Anticipatory governance: A tool for climate change adaptation." *Journal of American Planning Association*, Vol. 76, No. 4

Session 12: Work Session: Visioning and Policy Framework **2/22**

PART IV. PREPARING AN AREA-WIDE LAND POLICY PLAN and COMMUNITY-WIDE LAND USE DESIGN

This section of the course covers methods and techniques for designing a type of land use plan, called a mapped land policy plan or land classification plan. Plans of this type are especially appropriate for counties and multi-county regions, but they are also used by municipalities and could be a part of a scenario planning approach. In contrast to the area-wide (regional scale) land policy plan, the community-wide urban land use/transportation design approach is more explicit in visualizing future urban form and more detailed in specifying locations and calculating space requirements. It also goes further in integrating transportation into the land use plan.

Session 13: Designing an Area-wide Land Use Policy Plan **2/27**

ULUP-5; Ch. 10, "The Plan-making Process," pp. 300-313 and Ch 11, "The Areawide Land Policy Plan" read the sections on "the overall process, pp. 315-324," "delineating policy districts for urban growth, pp. 334-343" and "bringing it all together, pp. 343-346."

Duany, A., & Talen, E. 2002. "Transect planning." *Journal of the American Planning Association*, 68(3), 245-266.

Session 14: Suitability Analysis **2/29**

Steiner. 2000. *The Living Landscape, 2nd Edition*. "Suitability Analysis." Ch. 5; pp. 187-228. "Two Examples of Biophysical Inventory and Analysis," pp. 122-140; "Landscape Plans", pp. 176-186; "Detailed Designs," pp. 219-228.

Session 15: Suitability Analysis (LAB) **3/5**

Session 16: Land Use Design and Transportation Scenarios **3/19**

ULUP-5, review Introduction to Part III and Chapter 10, "The Plan-making Process," pp. 291-300, Chap. 12, "Commercial and Employment Centers."

Session 17: Planning Residential Communities **3/19**

ULUP-5, Chapter 13, "Residential Areas," re-read Chapter 8, "Transportation and Infrastructure Systems"

Duany, Andres, and Elizabeth Plater-Zyberk, "The Neighborhood, the District, and the Corridor," pp. xvii-xx

Biddulph, M. 2010. "Evaluating the English Home Zone Initiatives." *Journal of the American Planning Association*, Spring 2010, Vol. 76, No. 2.

Session 18: Land Use Design (LAB) **3/21**

Session 19: Small Area Plans (LAB) **3/26**

ULUP-5, Chapter 14, "Small-area Plans"

WELL-BEING DAY **3/28**

Session 20: Presentations – Area-wide Districts and Land Use Design **4/2**

PART V. Implementation, Monitoring, and Evaluation

The development management element is a program of actions to implement the vision statement/policy framework, area-wide land policy plan, and community urban land use/transportation design. The section will also discuss the inclusion of a plan monitoring and evaluation.

Session 21: Implementation: Overview 4/4

Bibri, S.E., Krogstie, J. and Kärrholm, M., 2020. "Compact city planning and development: Emerging practices and strategies for achieving the goals of sustainability". *Developments in the built environment*, 4, p.100021.

Cortinovis, C. and Geneletti, D., 2020. "A performance-based planning approach integrating supply and demand of urban ecosystem services". *Landscape and Urban Planning*, 201, p.103842.

Session 22: Implementation: Zoning 4/9

Schuetz, Jenny, Genevieve Giuliano, and Eun Jin Shin. "Does Zoning Help or Hinder Transit-Oriented (Re)Development?" *Urban Studies* 55, no. 8 (June 1, 2018): 1672–89.

Atkinson-Palombo, Carol. "Comparing the Capitalisation Benefits of Light-Rail Transit and Overlay Zoning for Single-Family Houses and Condos by Neighbourhood Type in Metropolitan Phoenix, Arizona." *Urban Studies* 47, no. 11 (October 1, 2010): 2409–26.

Session 23: Implementation: Communitywide Tools 4/11

David, N. P. (2019). The Role of the Development Management Framework in the Implementation of Flexible Planning Tools: Insights from a Tale of a Local Planned Unit Development Project. *Journal of Planning Education and Research*. <https://doi.org/10.1177/0739456X19826242>

Duany, A., Sorlien, S., & Wright, W. (n.d.). SmartCode Version 9.2. Retrieved from Center for Applied Transect Studies: <http://www.transect.org/codes.html>

Town of Ridgeland SmartCode. (2010). Retrieved from <https://www.ridgelandsc.gov/pdfs/ridgeland-zoning-ordinance.pdf>

Session 24: Implementation: Conservation Tools **4/16**

Thomson, J., Regan, T.J., Hollings, T., Amos, N., Geary, W.L., Parkes, D., Hauser, C.E. and White, M., 2020. "Spatial conservation action planning in heterogeneous landscapes". *Biological Conservation*, 250, p.108735.

Van Sant, L., Hardy, D., & Nuse, B. (2021). Conserving what? Conservation easements and environmental justice in the coastal US South. *Human Geography*, 14(1), 31-44. <https://doi-org.libproxy.lib.unc.edu/10.1177/1942778620962023>

Session 25: Smart City Governance **4/18**

Meijer, Albert, and Manuel Pedro Rodríguez Bolívar. 2016. "Governing the Smart City: A Review of the Literature on Smart Urban Governance." *International Review of Administrative Sciences* 82 (2): 392–408.

Session 26: Presentations- Preparing an Implementation Program **4/23**

4/25

Session 27: Examples of Plan Evaluation and Monitoring

Olazabal, M. and De Gopegui, M.R., 2021. Adaptation planning in large cities is unlikely to be effective. *Landscape and Urban Planning*, 206, p.103974.

Brown, C., Shaker, R.R. and Das, R., 2018. A review of approaches for monitoring and evaluation of urban climate resilience initiatives. *Environment, development and sustainability*, 20, pp.23-40.

Pediaditi, K., Doick, K.J. and Moffat, A.J., 2010. Monitoring and evaluation practice for brownfield, regeneration to greenspace initiatives: A meta-evaluation of assessment and monitoring tools. *Landscape and Urban Planning*, 97(1), pp.22-36.

Session 28: Course Summary **4/30**

Guidelines of Use of Generative AI

If you choose to use AI in your assignments, please use the following guidance. Not following these guidelines may be a reportable violation to the UNC Honor Court.

Assignments

- **Writing and Presentation:** In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This usage may include drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.
- **Research:** If you use AI to support your research, you must account for and document your use. Possibilities include topic brainstorming, search assistance, source evaluation, and summaries and source documentation. Track your use of AI throughout these stages, and then document this assistance as you submit the project. Any material generated through AI in your projects should also be documented in your citations.

Sourcing Use of AI

- **Accuracy:** Generative AI may invent both facts and sources for those facts. Verification is your responsibility, whether the source of the error is you or the AI makes no difference. You need to check the facts, the quotes, the arguments, and the logic, and document what you did to validate your material.
- **Attribution:** All ideas that are not originally your own have a source and that source must be attributed. Please be aware that generative AI tends to invent sources. You have a two-fold obligation with respect to attribution:
 - If a source is identified, find and attribute the original source of the idea, identify the location of the text within the source, and provide a working link to the location (if the source is available online). If you are not able to locate the source, delete that content.
 - Document the process by explaining how you used generative AI in a work statement that will accompany your submission of major projects in the class. As you submit a project, develop, and include an appropriate version of the below statements:

“I attest that this project made use of AI in the following ways.”
You must then use the following form to document your usage.

Usage	Tool Used (e.g., ChatGPT-4)	How you edited the output, if at all	Conversation Link (If available)
Topic selection			
Brainstorming and idea generation			
Research			
Source valuation			
Outlining/planning			
Drafting			
Media creation			
Peer review			
Revising			
Polishing			
Other			