

Environmental Land Use Planning and Management

URP 6421 – Section 02DF – Summer A 2017
Online

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In this course, we survey land use planning and management approaches for the major environmental perspectives: natural systems and biodiversity, natural resources – water and land, natural hazards and climate change, sustainable settlements, and integrated systems. For each of these perspectives, we examine the systems of concern, associated planning goals and methods, and illustrative case studies; and we demonstrate the use of cross-cutting planning tools, such as collaboration, GIS, and plans. We focus on innovations in practice and inspiring examples.

At the conclusion of this course, you should be able to

- Interpret any object of planning as a linked social-ecological system situated within overlapping and nested social-ecological systems.
- Describe social-ecological trends in different places and at different spatial-temporal scales, and their implications for near-term and long-term planning goals.
- Recognize and apply the major environmental perspective(s) above in any instance of environmental planning, acknowledging institutional, social, and resource constraints.
- Describe and appropriately apply a variety of planning tools – analytical, procedural, and policy/programmatic – to any environmental problem.
- Design or evaluate a planning initiative to meet an important environmental need.
- Draw upon real-world examples of environmental planning perspectives, approaches, and tools to inform practice and citizenship.

Course Format

The course Canvas site contains all course materials with the exception of the required textbook:

- *Environmental Land Use Planning and Management, 2nd Edition* (2011) by John Randolph, Island Press.

Several assignments require field-based learning in the student's locale.

Instructor office hours, via phone or Skype, are by appointment.

See topic and assignment schedule below. This syllabus is subject to minor change with advance notice to students.

Assignments and Grading

| Assignment | Instructions | % of Grade |
|--------------------------------|--|-------------------|
| <i>Quizzes</i> | Twelve short quizzes based on the week's readings, open-book | 25% |
| <i>Discussions</i> | Five discussions and peer feedback | 15% |
| <i>Case Study Report</i> | Research and report an environmental planning initiative, including process, outputs, and outcomes | 10% |
| <i>Case Study Presentation</i> | Narrated powerpoint presentation summarizing the case study | 5% |
| <i>Public Meeting</i> | Attend and report on one local environmental planning meeting | 10% |
| <i>Field Trip Podcast</i> | Conduct individual field trip, research, and create a short podcast present to class | 10% |
| <i>Plan Evaluation</i> | Evaluate an environmental plan using each of the course module topics | 25% |

Each assignment will have a grading rubric of specific criteria based on the assignment instructions. In general, an "A" grade requires a solid understanding and application of the course readings, lectures, and class discussions, and other materials, insights or synthesis of topics that come from reflection and analysis, clear and compelling writing/presentation, proper reference citations, and timely submittal. A "B" grade is basically sound, but has a deficiency in one of the categories above. A "C" or lower grade has significant deficiencies.

Late assignments will be marked down 10% of the total grade if they are not turned in by the deadline, and then an additional 10% for each week they are late (including weekends). *Missed class* and *makeup work* are allowed with acceptable, documented, and prompt reasons for absence:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. The terms of making up missed work will be determined by the instructor in discussion with the student. Communicate with me regarding late assignments and class absences ASAP.

The relationship between letter grades and numeric grades is: (≥ 93.0), A- (≥ 90.0), B+ (≥ 87.0), B (≥ 83.0), B- (≥ 80.0), C+ (≥ 77.0), C (≥ 73.0), C- (≥ 70.0), D+ (≥ 67.0), D (≥ 63.0), D- (≥ 60.0), and E (<60.0). Where A=4.0, A-=3.67, B+=3.33, B=3.0, B-=2.67, C+=2.33, C=2.0, C-=1.67, D+=1.33, D=1.0, D-=0.67, E=0.0.

Accommodation for Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation and assistance with providing reasonable accommodation.

Student Honor Code and Academic Honesty

Students MUST follow the University's Honor Code, which includes issues of cheating, plagiarism, and honesty. Please see <http://www.correspondencestudy.ufl.edu/students/handbook/Plagiarism/PlagiarismAlert.html> for guidance to avoid plagiarism and other Honor Code violations. *I will screen all assignments for plagiarism using the text-matching tool Turnitin (<http://turnitin.com/static/index.html>).* Students must submit work that is original to this course, i.e., not the student's work from another course, unless it is used as a reference and properly cited.

Getting Help

UF provides a variety of services for distance learning students:
<http://www.distance.ufl.edu/getting-help>

About Professor Frank



I am an assistant professor in the Department of Urban and Regional Planning. I specialize in collaborative and adaptive planning processes, especially for ecosystem/watershed management, regional sustainability, and rural stewardship. Recent research projects include evaluating collaborative planning for Everglades restoration, identifying state policies that influence regional transportation planning, and conducting sea level rise adaptation planning in Florida. I formerly worked as a consultant, and as an environmental engineer for a large manufacturing company. I have a doctorate in City and Regional Planning from Georgia Tech in Atlanta and a master's degree in Community and Regional Planning from the University of Oregon. My undergraduate majors were chemical engineering and mathematics.

Schedule

| <i>Date</i> | <i>Topics</i> | <i>Read Prior to Class</i> | <i>Due</i> |
|--|---|----------------------------|---------------------------------------|
| <i>Course Overview and Environmental Planning Framework</i> | | | |
| <i>Week 1</i> | Course overview | | |
| | Environmental issues, ethics, planners, and plans | Ch. 1-3 | Quiz 1 |
| | | | Discussion 1 – self introductions |
| <i>Collaboration, GIS, and Landscape Conservation</i> | | | |
| <i>Week 2</i> | Collaboration and GIS | Ch. 4-5 | Quiz 2 |
| | Landscape conservation ecology | Ch. 10 pp. 317-328, 11, 15 | Quiz 3 |
| | | | Discussion 2 – landscape conservation |
| <i>Watersheds, Aquifers, and Wetlands</i> | | | |
| <i>Week 3</i> | Watersheds | Ch. 7 (not appendices), 8 | Quiz 4 |
| | Aquifers and wetlands | Ch. 9, 10 (342-363) | Quiz 5 |
| | | | Discussion 3 - watersheds |
| <i>Natural Hazards and Climate Change</i> | | | |
| <i>Week 4</i> | Natural hazards | Ch. 13 | Quiz 6 |
| | Climate change | Ch. 12 | Quiz 7 |
| | | | Case study report and presentation |
| <i>Land Resources and Integration Methods</i> | | | |
| <i>Week 5</i> | Land resources | Ch. 6 | Quiz 8 |

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| | Integration methods | Ch. 14 | Quiz 9 |
| | | | Discussion 4 – case study presentation feedback |
| | | | Public meeting report |
| <i>Sustainable Settlements</i> | | | |
| <i>Week 6</i> | Smart growth communities | Ch. 16, 17 | Quiz 10 |
| | Regional, state, and federal growth management | Ch. 18 | Quiz 11 |
| | Community redevelopment and revitalization | | Conduct individual field trip and create podcast |
| <i>Integrative Planning and Management</i> | | | |
| <i>Week 7</i> | Adaptive ecosystem management | Ch. 19 | Quiz 12 |
| | | | Discussion 5 – field trip podcast feedback |
| <i>Course Review</i> | | | |
| <i>Week 8</i> | Putting it all together | | Plan evaluation |