

**Hubert H. Humphrey School of Public Affairs
Urban and Regional Planning Program
Spring 2015**

PA 5242, Section 1

Environmental Planning, Policy, and Decision Making

Instructor: Carissa Schively Slotterback, PhD, AICP
Office: 295B Humphrey Center
Office Hours: By appointment (please email me, I'd be happy to meet with you)
Office Telephone: (612) 625-0640
Email: schiv005@umn.edu
Class Time/Location: Tuesdays and Thursdays, 11:15 am – 12:30 pm, HHH 20

Course Description and Objectives

The course integrates insights from theory and practice related to environmental planning, policy, and decision making. Readings, projects, and discussions will highlight ethical, legal, and institutional frameworks from the local to the global scales relative to a range of environmental issues, including natural resource conservation, water, air, endangered species, waste, and climate change. In addition, the course will examine innovative approaches to environmental decision making informed by collaborative planning, conflict resolution, adaptation, sustainability, and resilience thinking.

The course will draw on theoretical perspectives, case material, and real-world examples from planning and environmental decision-making contexts at multiple scales. Special emphasis will be placed on integrating cross-disciplinary perspectives and examining equity issues relative to environmental issues, decision-making approaches, and implementation techniques. The course will take a primarily domestic focus, with international cases and examples integrated for comparative purposes. The course is appropriate for graduate level students in urban planning, public policy, social and natural sciences, development practice, natural resource management, public health, design, engineering, and other related fields.

Key objectives include:

- Understand the ethical, legal, and institutional contexts within which environmental planning occurs,
- Examine and respond to the complexity of stakeholder perspectives and decision making on environmental and natural resource planning issues,
- Examine the implications of future growth and resource scarcity on the natural and human environments,
- Explore and apply sustainability and resilience frameworks to environmental planning and policy,
- Understand the distribution of environmental benefits and harms across people and geographic scales, with particular attention to environmental equity concerns, and
- Gain experience in written, oral, and graphic communication around environmental topics and issues in community and organizational contexts.

Course Format and Requirements

The course is organized thematically. Theoretical and conceptual material will be presented alongside case studies and discussions designed to illustrate the application of theories to planning practice and policy. Current planning and policy case studies will be integrated into the class to explore application and implementation issues in practice.

Readings are to be completed in advance of each class. It is imperative that students complete the readings prior to class in order to foster more effective discussions, promote critical analysis, and facilitate student interaction.

A participation grade will be assigned which reflects your knowledge of the material as expressed during class discussions. Your attentiveness to, and respect for, the comments of other students also will contribute to your participation grade. Class participation provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation are not very helpful. What matters is the quality of one's contributions to the class discussion, not the number of times one speaks. Excessive absences (greater than three) also will result in a substantially lower participation grade. Excessive tardiness will have the same result.

The instructor will maintain a Moodle site for the course. Course materials (e.g. syllabus, assignments) and links to relevant information will be maintained on the site. In order to access the site, follow the instructions below:

1. Launch a web browser
2. Go to <http://www.myu.umn.edu>
3. Sign in using your x500
4. Click on My Courses tab
5. Scroll down to view your classes
6. Click on PA 5242

The following texts are required for the class:

Beatley, T. (1994). *Ethical Land Use: Principles of Policy and Planning*, Baltimore: Johns Hopkins University Press.

Farber, D.A. (2014). *Environmental Law in a Nutshell*. 9th ed. St. Paul, MN: Thomson-Reuters.

Additional required readings will be made available on the Moodle site.

Evaluation and Grading

Grades will be based on the following assignments:

Community-based Environmental Planning and Policy Project Best Practices (due Feb 24)	10%
Environmental Impact Assessment (EIA) Case Study (due March 12)	25%
Community-based Environmental Planning and Policy Project (due April 23)	30%
Take Home Final Exam (due May 15)	25%
Participation and Attendance	10%

Late assignments will be penalized by one full letter grade per calendar day. For example, an A grade assignment turned in one day late would receive a B grade.

Students are discouraged from using laptop computers in class. Laptops or other electronic devices are not permitted when guest speakers are in class.

Reading Assignments and Course Schedule

The course is divided into three general topic areas as outlined below. A reading list is provided below. Potential case/practice discussion topics are highlighted to indicate when more substantial time will be spent on a topic. The identified case/practice discussion topics represent only a sample of the real world examples and practical application content that will be integrated into lectures and discussions. Guest speakers will be incorporated as well, to provide “real world” perspectives on topics discussed in the class. Video, audio, and other media resources will be used liberally to illustrate application and diverse perspectives.

Note #1: The instructor reserves the right to adjust the course schedule to accommodate guest speakers and to respond to student interest in specific environmental planning and policy topics.

Note #2: The pages for the Farber book will be added later. They will be updated when the instructor gets the new copy.

I. Environmental Planning Perspectives and Ethics

This section of the course will focus on foundational readings and debates relevant to environmental planning, resource management, and ethics. Classic readings on the environment and the intersection of human and natural systems will be highlighted. Additional contemporary writings are included as well to illustrate the evolution of perspectives over time.

<i>I.A. Growth vs. Scarcity: Exploring Environmental and Land Use Ethics and Values</i>
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January 20:

Course Overview

January 22:

Boulding, K.E. (1966). The economics of the coming spaceship earth. Essay. -

<http://dieoff.org/page160.htm>

Hardin, G. (1968). The tragedy of the commons. *Science* 62(3859): 1243-1248.

Meadows, D.H., D.L. Meadows, J. Randers, and W.H. Behrens III. (1972). *The limits to growth*. New York: Universe Books.

The Nature of Exponential Growth (pgs. 25-44)

Simon, J.L. and H. Kahn. (1984). *The resourceful Earth: A response to Global 2000*. New York: Basil Blackwell.

Introduction (pgs. 1-45)

Lomborg, B. (2001). The truth about the environment. *The Economist*.

http://www.economist.com/node/718860?Story_ID=718860

Siegle, L. (2011). Totnes: Britain's Town of the Future. *The Guardian*.
<http://www.theguardian.com/environment/2011/feb/06/totnes-transition-towns-ethical-living>

January 27:

Beatley, T. (1994). *Ethical land use: Principles of policy and planning*, Baltimore: Johns Hopkins University Press.

The Nature of Ethical Discourse about Land Use (pgs. 18-30)

Distributive Obligations in Land Use (pgs. 87-101)

Ethical Duties to the Environment (pgs. 102-133)

Land-Use Obligations to Future Generations (pgs. 134-152)

Case/Practice Discussion: evaluating environmental value orientation with the New Environmental Paradigm Scale

January 29:

Foreman, D. (1991). *Confessions of an eco-warrior*. New York: Harmony Books.

Putting the Earth First (pgs. 25-35)

Bookchin, M. (2007). What is social ecology?

<http://psichenatura.it/fileadmin/img/M. Bookchin What is Social Ecology.pdf>

I.B. Environmental Justice and Diverse Perspectives

February 3:

Shiva, V. (1997). Economic globalization, ecological feminism, and sustainable development. *Canadian Woman Studies* 17(2): 23-27.

LaDuke, W. (1999). *All our relations: Native struggles for land and life*. Cambridge, MA: South End Press.

Introduction (pgs. 1-6)

The Seventh Generation (pgs. 197-200)

Blackstock, M. 2001. Water: A First Nations' spiritual and ecological perspective. *B.C. Journal of Ecosystems and Management* 1(1): 1-14.

Campbell-Lendrum, D. and C. Corvalán. (2007). Climate change and developing-country cities: Implications for environmental health and equity. *Journal of Urban Health* 84(1): 109-117.

February 5 and 10:

Principles of environmental justice. (1996). *First National People of Color Environmental Leadership Summit*. <http://www.ejnet.org/ej/principles.html>

Bullard, R.D. (2000). *Dumping in Dixie: Race, class, and environmental quality*. 3rd ed. Boulder, CO: Westview Press.

Environmentalism and Social Justice (pgs. 1-20)

Race, Class, and the Politics of Place (pgs. 21-37)

Alkon, A.H. and J. Agyeman, eds. 2011. *Cultivating food justice: Race, class, and sustainability*. Cambridge, MA: MIT Press.

McClintock, N. – From Industrial Garden to Food Desert: Demarcated Devaluation of the Flatlands of Oakland, California (pgs. 89-120)

Case/Practice Discussion: Oakland, CA food desert

II. Environmental Policy and Institutions

This section will focus on key legal, policy, and institutional foundations in environmental and natural resource planning. Following a brief overview of key legal concepts, readings will highlight key state and national environmental laws and policies. Connections to local and regional-scale environmental planning, policy, and decision-making will be examined as well.

II.A. Foundations for Environmental Policy

February 12 and 17:

Beatley, T. (1994). *Ethical land use: Principles of policy and planning*, Baltimore: Johns Hopkins University Press.

Culpability and Prevention of Land Use Harms (pgs. 54-64)

Land Use Rights (pgs. 65-86)

Duties beyond Borders: Inter-jurisdictional Land-use Ethics (pgs. 227-240)

Farber, D.A. (2014). *Environmental law in a nutshell*. 9th ed. St. Paul, MN: Thomson-Reuters.

The Judicial Role in Environmental Law

Scope of Federal Power

II.B. Environmental and Health Impact Assessment Practice and Policy at the Federal, State, and Local Levels

February 19 and 24:

Eccleston, C.H. (1999). *The NEPA process: A comprehensive guide with emphasis on efficiency*. New York: John Wiley and Sons.

Historical Background and Overview of NEPA (pgs. 11-34)

Overview of the NEPA Process (pgs. 35-60)

Farber, D.A. (2014). *Environmental law in a nutshell*. 9th ed. St. Paul, MN: Thomson-Reuters.

The National Environmental Policy Act

Minnesota Environmental Quality Board (2010). *Guide to Minnesota environmental review rules*. St. Paul: Minnesota Environmental Quality Board.

<http://www.eqb.state.mn.us/documents/Guide%20to%20MN%20ER%20Rules-May%202010.pdf>

February 26 and March 3:

Slotterback, C.S. (2008). Stakeholder involvement in NEPA scoping processes: Evaluating practices and effects in transportation agencies. *Journal of Environmental Planning and Management* 51(5): 663-678.

Case/Practice Discussion: EIA and the Polymet Mine in northern MN (tentative guest speaker: Steve Colvin, Director of Ecological and Water Resources Division, Minnesota Department of Natural Resources)

March 5:

Collins, J. and J.P. Koplan. (2009). Health impact assessment: A step toward health in all policies. *Journal of the American Medical Association* 302(3): 315-317.

Forsyth, A., C.S. Slotterback, K.J. Krizek (2010). Health impact assessment for planners: What tools are useful? *Journal of Planning Literature* 24(3): 231-245.

Health Impact Project website - <http://www.pewtrusts.org/en/projects/health-impact-project>

Case/Practice Discussion: Exploring the integration of HIA in MN EIA processes (tentative guest speaker: Kelly Muellman, AICP, Climate and Health Program Planner, Minnesota Department of Health)

March 10:

Wernham, A. (2007). Inupiat health and proposed Alaskan oil development: Results of the first integrated health impact assessment/environmental impact statement for proposed oil development on Alaska's north slope. *EcoHealth* 4(4): 500-513.

Case/Practice Discussion: National Petroleum Reserve – Alaska Oil Development Plan Environmental Impact Statement and Health Impact Assessment

II.C. Regulating Air, Water, and Climate Change Impacts

March 12:

Farber, D.A. (2014). *Environmental law in a nutshell*. 9th ed. St. Paul, MN: Thomson-Reuters.
Regulation under the Clean Air Act

Ewing, R., K. Bartholomew, S. Winkelman, J. Walters, and D. Chen. (2008). *Growing cooler: The evidence of urban development and climate change*. Washington, DC: Urban Land Institute.
Emerging Trends in Planning, Development, and Climate Change (pgs. 17-36)
Policy and Program Recommendations (pgs. 129-156)

March 17 and 19:

No class (Spring Break)

March 24:

Farber, D.A. (2014). *Environmental law in a nutshell*. 9th ed. St. Paul, MN: Thomson-Reuters.
Regulation under the Clean Water Act
Economic Incentives for Environmental Protection

March 26:

Readings TBA

Case/Practice Discussion: Regulating frack sand mining in southern Minnesota (tentative guest speaker: Carlos Espinosa, Assistant City Planner, City of Winona)

II.D. Regulating Impacts on Land and Resources

March 31:

Farber, D.A. (2014). *Environmental law in a nutshell*. 9th ed. St. Paul, MN: Thomson-Reuters.

The Resource Conservation and Recovery Act

The Comprehensive Environmental Response, Compensation, and Liability Act

Mandatory Reporting of Chemicals

Shapiro, M.D. (2005). Equity and information: Information, regulation, environmental justice, and risks from toxic chemicals. *Journal of Policy Analysis and Management* 24(2): 373-398.

April 2:

Farber, D.A. (2014). *Environmental law in a nutshell*. 9th ed. St. Paul, MN: Thomson-Reuters.

Preservation as a Goal

Restrictions on Development of Private Land

Protecting Public Lands

Preserving Endangered Species

Koontz, T.M., T.A. Steelman, J. Carmin, K.S. Korfmacher, C. Mosely, and C.W. Thomas. (2004).

Collaborative environmental management: What roles for government. Washington, DC:

Resources for the Future.

Encouragement through “Carrots” and “Sticks”: Habitat Conservation Planning and the Endangered Species Act (pgs. 65-80)

Case/Practice Discussion: Clark County Multiple Species Habitat Conservation Plan

III. Environmental Planning and Decision Making

This section will examine key considerations that inform strategic and long-range planning related to environmental issues. In particular, this section of the course will highlight emerging analytical, evaluation, and engagement tools intended to enhance environmental decision making.

III.A. Conflict and Collaboration in Environmental Planning and Management

April 7 and 9:

Lewicki, R.J., B. Gray, and M. Elliott, eds. (2002). *Making sense of intractable environmental conflicts*. Washington, DC: Island Press.

Framing of Environmental Disputes, *B. Gray* (pgs. 11-34)

Intractability: Definitions, Dimensions, and Distinctions, *L.L. Putnam and J. Wondolleck* (pgs. 35-59)

Wondolleck, J.M. and S.L. Yaffee. (2000). *Making collaboration work: Lessons from innovation in natural resource management*. Washington, DC: Island Press.

Why Collaboration? (pgs. 23-46)

The Challenge of Collaboration (pgs. 47-68)

Mandarano, L.A. (2008). Evaluating collaborative environmental planning outputs and outcomes: Restoring habitat and the New York – New Jersey Harbor Estuary Program, *Journal of Planning Education and Research* 27(4): 456-468.

Case/Practice Discussion: South central Minnesota biofuel and ecosystem service development collaborative (tentative guest speaker: Nick Jordan, Department of Agronomy and Plant Genetics, UMN)

III.B. Adaptive Approaches and Resilient Futures: Sustainability, Climate Change, Uncertainty, and Risk

April 14:

World Commission on Environmental and Development. (1987). *Our common future*. New York: Oxford University Press.

From One Earth to One World (pgs. 1-23)

Towards Sustainable Development (pgs. 43-66)

Mazmanian, D.A. and M.E. Kraft, eds. (2009). *Toward Sustainable Communities: Transition and Transformations in Environmental Policy*. Cambridge, MA: MIT Press.

Portney, K.E. – Sustainability in American cities: A comprehensive look at what cities are doing and why.

Case/Practice Discussion: LEED-ND Evaluation System

Case/Practice Discussion: Chicago Metropolitan Agency for Planning's GO TO 2040 Plan

April 16 and 21:

Boswell, M., A.I. Greve, and T.L. Seale. (2011). *Local climate action planning*. Washington, DC: Island Press.

Climate Action Planning (excerpt - pgs. 6-13)

Greenhouse Gas Emissions Inventory (pgs. 87-113)

Oregon Transportation and Growth Management Program. (2010). *Cool planning: A handbook on local strategies to slow climate change*.

http://www.oregon.gov/LCD/TGM/docs/cool_planning_handbook.pdf

World Bank Group. (2011). *Guide to climate change adaptation in cities*.

<http://siteresources.worldbank.org/INTURBANDEVELOPMENT/Resources/336387-1318995974398/GuideClimChangeAdaptCities.pdf>

Case/Practice Discussion: City of Minneapolis Climate Action Plan (Guest Speaker: Brendon Slotterback, AICP, LEED-AP, Sustainability Program Coordinator, City of Minneapolis)

April 23:

Community-based Environmental Planning and Policy Project Presentations

April 28:

Walker, B. and D. Salt. (2006). *Resilience thinking: Sustaining ecosystems and people in a changing world*. Washington, DC: Island Press.

Living in a Complex World: An Introduction to Resilience Thinking (pgs. 1-14)

The System Rules: Creating a Mind Space for Resilience Thinking (pgs. 28-38)

Goldstein, B., ed. (2012). Complex systems, anticipation, and collaborative planning for resilience, in *Collaborative resilience: Moving through crisis to opportunity*. Cambridge, MA: MIT Press.

Kaufman, S. – Complex systems, anticipation, and collaborative planning for resilience (pgs. 61-98)

April 30:

Newman, P., T. Beatley, and H. Boyer. (2009). *Resilient cities: Responding to peak oil and climate change*. Washington, DC: Island Press.

Urban Resilience: Cities of Fear and Hope (pgs. 1-14)

Four Scenarios for the Future of Cities: Collapse, Ruralized, Divided, or Resilient City (pgs. 35-54)

Glavovic, B.C. and G.P. Smith. (2014). *Adapting to climate change: Lessons from natural hazards planning*. New York: Springer.

Berke, P.R. – Rising to the challenge: Planning for adaptation in the age of climate change (pp. 171-192)

Case/Practice Discussion: City of San Buenaventura Post Peak Oil Plan

May 5:

Case/Practice Discussion: Resilient Community Planning Charrette

May 7:

Course Wrap-Up

Policy Statements

The following required University of Minnesota policies are included in the syllabus as a reference for students:

Grade definitions from the Administrative Policy: *Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester* - <http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>

Scholastic Dishonesty (see Board of Regents Policy: *Student Conduct Code* and the Administrative Policy: *Teaching and Learning: Instructor and Unit Responsibilities: Twin Cities, Morris, Rochester*) - http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf

Administrative Policy: *Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester* - <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

Administrative Policy: *Use of Personal Electronic Devices in the Classroom: Twin Cities, Crookston, Morris, Rochester* - <http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html>

Administrative Policy: *Appropriate Student Use of Class Notes and Course Materials: Twin Cities, Crookston, Morris, Rochester* - <http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html>

Board of Regents Policy: *Student Conduct Code* -

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf

Administrative Policy: *Teaching and Learning: Student Responsibilities (Twin Cities, Crookston, Morris, Rochester)* - <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>

Board of Regents Policy: *Sexual Harassment* -

<http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf>

Board of Regents Policy: *Equity, Diversity, Equal Employment Opportunity, and Affirmative Action* -

http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.pdf

Board of Regents Policy: *Academic Freedom and Responsibility* -

http://www1.umn.edu/regents/policies/academic/Academic_Freedom.pdf