

**Local and Regional Environmental Planning**  
**NRS and ENVS 475**  
**Fall 2021**

**Course information**

Class meetings: Mondays and Wednesdays 12:30-1:45pm in CNR 108

**Instructor:** Dr. Chloe Wardropper, Assistant Professor, Natural Resources and Society

Office: CNR 17D

Office hours: 2-3pm Tuesdays, or by appointment

Email: [cwardropper@uidaho.edu](mailto:cwardropper@uidaho.edu)

**TA:** Madison Dougherty, PhD Student, Environmental Science Program

Office CNR 19B

Office Hours: Thursdays 11 AM – 1 PM, or by appointment

Email: [mdougherty@uidaho.edu](mailto:mdougherty@uidaho.edu)

**Course description**

Environmental planning is a process of assessing social and ecological community needs, setting goals, and taking action to achieve collective benefits. Planning involves translating social values into public or private policies and programs to protect public health and welfare, and to improve the provision of social-ecological services such as farmland, accessible open spaces, and wildlife habitat. This course focuses on planning by governments, nonprofit organizations, and collaborative partnerships at the local level (e.g., Moscow) and regional level (e.g., the Palouse; the Pacific Northwest). We will study a variety of policy and management tools for environment and natural resources governance, such as zoning or easement acquisition. In order to prepare for future careers, students will workshop résumés and explore how their values affect their decision-making as future environmental planners or managers.

**Learning Outcomes**

NRS Program Learning Outcomes addressed:

- Critically evaluate and integrate concepts and knowledge from ecological, social, economic and political perspectives (SLO 2)
- Apply ethically sound natural resource practices (SLO 3)
- Integrate and assess diverse viewpoints (SLO 4)
- Use planning and management principles to solve problems (SLO 5)

UI Learning Outcomes addressed:

- Communicate
- Learn and integrate
- Think and create
- Clarify purpose and perspective
- Practice citizenship

**Readings**

Required text: Daniels, T. (2014). *The Environmental Planning Handbook for Sustainable Communities and Regions*. New York, NY: Routledge.

This book is available to everyone as an e-book through the UI library. There is a link to the e-book in BBLearn. If you prefer a hard copy, you can buy the book new or used (or rent through Amazon).

Required supplemental readings: Available on BBLearn.

*Please have your readings available for discussion on the days they are assigned – either have them open on your computer, in the book, or print a hard copy. Do not access the readings on your phone during class.*

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**Expectations**

This is an upper-level undergraduate and graduate-level course meant to prepare students for jobs as environment and natural resource professionals. Therefore, I expect active participation and a high level of professionalism in all participation and products. I encourage you to get in touch with me with questions or concerns related to this class. I will respond to your emails as soon as I can during business hours (8:30-5:00, M-F). Do not expect to hear from me on the weekend.

In order to facilitate active discussions, there will be *no cell-phone use in class*. Computer use will be limited to course-related activities.

**Attendance**

This class is a collaborative endeavor, which makes it imperative for students to attend all classes. Any more than 2 unexcused absences from class meetings will lower your participation grade by one letter, with one letter grade additional for each following. *If you have a legitimate reason for an absence (e.g. medical appointment, job interview), please notify me AT LEAST one day in advance* so that I can plan for your absence. You cannot make up the participation point for a class meeting even for an excused absence, however, there are extra credit opportunities if you wish to make up points.

**Writing and academic honesty**

Sources will be cited in written materials using the APA style. The Purdue University Owl Online Writing Lab (<http://owl.english.purdue.edu/owl/resource/560/01/>) can help you with the APA style. The UI Writing Center (<https://www.uidaho.edu/class/writing-center>) can help you improve your writing.

*Plagiarism will not be tolerated.* Plagiarism may include 1) the direct copying of another's writings with or without minor rephrasing, without citing the original source, and 2) not indicating directly quoted passages when a work is used (and cited) as a general source. The University of Idaho Student Code of Conduct governs academic honesty. All suspected instances of academic dishonesty will be referred to the Dean of Students. Sanctions, including receiving a grade of "F" for the course, may be imposed.

**Center for Disability Access and Resources (CDAR)**

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources (CDAR) to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course. Website: [www.uidaho.edu/current-students/cdar](http://www.uidaho.edu/current-students/cdar)

**COVID-19 Considerations**

*We will follow university guidelines. As of August 23<sup>rd</sup>, you are required to wear a face covering over your nose and mouth in the classroom and in UI buildings at all times Evaluate your own health before coming to class and stay home if you are experiencing known symptoms of COVID-19.* This policy will be reevaluated every three weeks. If you have any questions about the policy, please contact the Covid-19 Coordinator at [covid19questions@uidaho.edu](mailto:covid19questions@uidaho.edu). Failure to wear a face covering when required means you will be required to leave the classroom. If a disruption to the learning experience occurs due to repeated offence and/or egregious behavior, it will be referred to the Dean of Students Office for potential code violation.

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**Assignments**

Basic information:

1. **Weekly reading responses will be due every Friday at 5pm before the coming week. Prompts will be posted by Thursday morning.**
  - a. Reading responses are approximately 300 words in length and allow you to reflect on and synthesize what you read before coming to class. We will grade based on effort – if you respond thoroughly to each part of the prompt with a clear explanation of your answer, you will get 3 points. If you do not attempt to answer fully, you will not receive a point for that portion of the response.
2. **Most other assignments will be due at 5pm on Fridays**, or as specified on the syllabus/BbLearn.
3. Unless Dr. Wardropper or Madison have granted an extension ahead of time, late work will be marked down 10% per day.
4. Spelling and grammar checks are expected.
5. We (Dr. Wardropper and the TA) are both available to meet during office hours or by appointment to discuss any aspect of the course and assignments. Please get in touch.

Assignment	Due date	Points possible
<b>Participation (~30%) of your grade)</b>		
Attendance and active participation	Every class	1 point x 24 classes = 24
Weekly reading prompt responses	Every Friday before the coming week, at 5pm	3 points x 8 (lowest 2 of 10 dropped) = 24
		<b>48</b>
<b>Writing, Presenting and Planning (~40%)</b>		
(Assignment 1) Environmental planning news analysis presentation	Your day on sign-up	15
(Assignment 2) Reflection on Moscow Planning and Zoning Commission meeting	(Latest) 11/12	12
(Assignment 3) Land use and natural resources map of Latah County	10/1	12
(Assignment 4) Policy options for a natural resource issue a) Proposal b) Written report c) Presentation	a) 11/12 b,c) 12/6, beginning of class	a) Proposal: 3 b) Report (individual section (10) and group sections (10): 20 c) Presentation: 10 Total: 33
		<b>72</b>
<b>Exam (~30%)</b>		
Midterm		45
		<b>45</b>
<b>Extra Credit</b>		
Résumé workshop with Career Center	11/17	5
Planning and environment news analysis	(Latest) 12/10	3
<b>TOTAL</b>		<b>165</b>

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**Course schedule**

(Note: I will announce in class and update on BBLearn if there are significant changes)

<b>Week</b>	<b>Dates</b>	<b>Focus</b>	<b>Readings</b> (all available on BBLearn – additional readings subject to change)	<b>Due</b>
<b>1</b>	M 8/23	Introduction Discussion of Idaho population growth and planning		
	W 8/25	Rationales for public planning; <i>introduce Assignment 1</i>	- Daniels book. Ch. 2 (only Sec. 2.2, pp 54-58): “Economic reasons for environmental planning.” - Kennedy and Thomas (1995). “Managing natural resources as social value.” - Brooks (2002). Ch. 4: “Rationales for Public Planning.” In <u>Planning theory for practitioners</u> .	
	F 8/27			Wk2 Reading Response (RR); sign up for news presentation
<b>2</b>	M 8/30	Land use planning law; Federal and state roles in environmental policy and planning	- Daniels book. Ch. 2 (only up to section 2.2/pp.41-54): “Legal issues in environmental planning.” - Craig (2014). “Takings and sea level rise.	
	W 9/1	Property rights and the court		
	F 9/3			Wk3 RR
<b>3</b>	M 9/6	No class – Labor Day		
	W 9/8	Local comprehensive planning; zoning; subdivisions	- Daniels book. Ch. 1: “Taking stock of the environment and creating environmental plans.” - Prytherch (2017). “Where a subdivision is not a ‘subdivision.’”	
	F 9/10			Wk4 RR
<b>4</b>	M 9/13	News analysis; Setting goals, objectives, and policies; public input; <i>introduce Assignment 2</i>	- Innes (1996). “Planning through consensus building.” - Latah County Comprehensive Plan - City of Moscow Comprehensive Plan	
	W 9/15	News analysis; Guest speaker on Moscow Planning and Zoning		
	F 9/17			Wk5 RR
<b>5</b>	M 9/20	Policy and management tool framework; <i>introduce Assignment 3</i>	- Bengston et al. (2004). “Public policies for managing urban growth...” - Wardropper et al. (2015). “Fragmented water quality governance...”	

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	W 9/22	Library – ArcGIS online intro and Assignment 3 work	
			Wk6 RR
<b>6</b>	M 9/27	News analysis; Environmental justice and land use policies	- Solomon et al. (2019). “Systemic inequality...” - Tishman Center (2019) Environmental justice and land use report (only pp. 13-32).
	W 9/29	Workday for Assignments 2, 3, exam study	
	F 10/1		Assignment 3
<b>7</b>	M 10/4	Exam	
	W 10/6	No class	
	F 10/8		Wk8 RR
<b>8</b>	M 10/11	News analysis; Water supply; <i>introduce Assignment 4</i>	- Daniels book. Ch. 5: “Planning for a sustainable water supply.” - Awad et al. (2020). “Preferences for alternative water supplies.”
	W 10/13	News analysis; Guest speaker on water supply management in Moscow and the Palouse	
	F 10/15		Wk9 RR
<b>9</b>	M 10/18	News analysis; Water quality	- Daniels book. Ch. 6: “Planning for sustainable water quality” - Wardropper et al. (2018). “Innovation in outcomes-based water quality policy.”
	W 10/20	News analysis; Non-point source water pollution cont.	
	F 10/22		Wk10 RR
<b>10</b>	M 10/25	News analysis; Wildlife; <i>introduce Assignment 4</i>	- Daniels book. Ch. 10: “Planning for wildlife habitat.” - Randall (2020) “Sage grouse: A shared vision” - O’Connell (2021) “Fish and Game lengthens sage grouse season”
	W 10/27	News analysis; Guest speaker on wildlife collaboratives	
	F 10/29		Wk11 RR
<b>11</b>	M 11/1	News analysis; Open space	- Daniels book. Ch. 9: “Protecting the nation’s landscape treasures.” - Daniels book. Ch. 14: “Planning for sustainable working landscapes: Farmland and ranchland” - Owley and Rissman (2016). “Trends in private land conservation”

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	W 11/3	News analysis; Guest speaker on conservation easements	
	F 11/5		Wk 12 RR
<b>12</b>	M 11/8	News analysis; Natural hazards	- Daniels book. Ch. 13: "Planning for natural hazards and natural disasters." - CWPC WUI Planning report - Olick (2021) FEMA Flood insurance overhaul
	W 11/10	News analysis; Natural hazards cont.	
	F 11/12		Assignment 2 (latest); Assignment 4 Proposal
<b>13</b>	M 11/15	Group workday and meetings with Chloe	
	W 11/17	Extra credit: Resume workshop with Career Center	
<b>14</b>	11/22	<b>Thanksgiving break</b>	
<b>15</b>	M 11/29	Planning activity	
	W 12/1	Workday	
<b>16</b>	M 12/6	Presentations	Assignment 4 Report and Presentation
	W 12/8	(Presentations)	
<b>Finals</b>	12/13	No final exam	