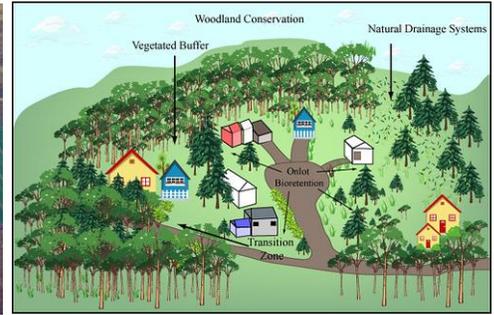


UNIVERSITY OF NORTH CAROLINA WILMINGTON



DEPARTMENT OF GEOGRAPHY AND GEOLOGY

## GGY 473 – REGIONAL AND ENVIRONMENTAL LAND USE PLANNING

**SPRING 2015, Mon. and Wed. 4 to 5:15PM, DL 125**

**Instructor: [Dr. Narcisa G. Pricope](#)**

**Email: [pricopen@uncw.edu](mailto:pricopen@uncw.edu)**

**Office hours: DL 104, Mon. and Wed. 12 to 2:30PM or by appointment**

### **COURSE DESCRIPTION AND MAIN OBJECTIVE**

This course focuses on the ever-increasingly complex linkages between human and natural systems. Our overarching goal will be to understand, theoretically and using practical examples, the process of creating sustainable communities, watersheds and ecosystems. Generally, environmental planning utilizes methodologies that are systematic, iterative, and transparent and relies on integrating a wide spectrum of contemporary environmental issues in order to achieve the intended sustainable land use outcomes. Because GGY473 is in essence an interdisciplinary course, we will be drawing from the fields of planning, geography, design, land use law, public policy, economics, natural science, and engineering, to mention but a few. A topical as well as regional approach is used to consider a variety of environments and land use types.

This course aims to equip students with a broad knowledgebase primarily focused on landscape components and processes. Students will develop the necessary land use analysis and management skills in order to help guide land use decision-making, stakeholders engagement processes, and minimize/mitigate conflict between natural and built systems in an effort to produce more sustainable land use patterns and plans. Specifically, students will select a region, assess the historical and present environmental and land use planning conditions, and conduct research on the projected or potential future use using the required texts, acquired land use plans, library materials, and other appropriate resources and methods, including stakeholder phone or in-person interviews.

### **SPECIFIC COURSE OBJECTIVES**

- \* Understand the history of land use allocation and general framework for environmental land use planning and management, especially the principles of environmental planning for sustainability;
- \* Examine basic land use planning techniques, principles and strategies in a variety of physical environments and understand the role of local, state, and federal government in planning issues and strategies;
- \* Demonstrate the ability to integrate principles of environmentally sensitive land use, design, development and decision making within the land use planning process;
- \* Develop an understanding of applying policies and programs to control land use impacts and to protect and restore environmental resources;
- \* Conduct research on national and regional planning issues and techniques and produce an environmental land use plan analysis for a specific region or community.

## COURSE MATERIALS

**Required textbook:** **Randolph, J.** 2011. *Environmental land use planning and management: Second Edition.* Island Press, Washington, DC. ISBN: 978-1597267304.

**Recommended applied GIS tools textbook:** **Carr, M. and Zwick, P.** 2007. *Smart Land-Use Analysis, the LUCIS Model, land use conflict identification strategy.* ESRI Press, Redlands CA. ISBN: 978-1-589481749.

**Recommended American Planning Association textbook:** *Environmental Planning Handbook: For Sustainable Communities and Regions,* Daniels and Daniels.

In an effort to further minimize student costs, additional texts are currently being reviewed and considered but will not be required for this class. In addition to the required texts, digital literature in the form of excerpts from other texts, professional documents, and journal articles will be posted on our Blackboard site on a weekly basis. This content will be posted at least 24 hours prior to the class period in which it will be discussed. It is the requirement of all students to have read this supplemental material fully and be able to critically the content and concepts of this material during class. Students are also responsible for integrating and calling upon this material in assignments, quizzes, exams and final term project.

## COURSE ORGANIZATION

This course will utilize a combination of lectures, discussions, outside readings, research and interaction with planning stakeholders in order to convey the broad spectrum of materials being covered.

1. **Short lectures** followed by class discussion that are based on the reading assignments for that day or will consist on **applied lab work** (exercises and assignments) using GIS tools and/or IDRISI to help you with your final project. You must come to class prepared to discuss the readings! Short quizzes testing your textbook reading comprehension (3 to 5 questions) will be routinely administered at the end of class.
2. **Field visit:** in the course of the semester, you are required to attend at least one land-use related public hearing or similar events that demonstrate how the land-use regulatory system works in practice. Events that would be appropriate include meetings of the Wilmington Planning Commission ([http://www.wilmingtonnc.gov/planning\\_development\\_and\\_transportation/boards\\_commissions/planning\\_commission](http://www.wilmingtonnc.gov/planning_development_and_transportation/boards_commissions/planning_commission)) or any of the New Hanover County Planning Board meetings (<http://planningdevelopment.nhcgov.com/>) or of other communities in the area. I encourage you to obtain an agenda or other notice for the events you attend to ensure that the discussion will be substantive. You are required to submit an analysis of how what you observed on either or both of your field visits confirms or belies themes discussed in class. The format should include a brief description of the event or events you attended, what was on the agenda, what, if anything, was decided (and on what grounds – try to be specific as to code section, etc.), and then your analysis relating back to the course. The analysis should be no more than five pages in length, double-spaced, one-inch margins, 12-point Times Roman font (sorry to be so specific, but format has been an issue in the past).
3. **Regional land use plan/final project:** Within the first 3 weeks of class, you will be asked to choose a region for your **final project** that you'll be researching until the end of the semester and that will culminate in a final project and presentation. Keep a record of information you collect from published articles and other sources (such as radio and TV, phone interviews with experts, notes from community and planning commission officials, etc.) on an **approved** regional environmental land use planning issue of interest to you. I strongly suggest that you select a region and then select a "typical" county within the region to concentrate on (I'll give you suggested regions in a more detailed assignment). Your written report must describe and analyze the problem based on your research and the required readings. Internet sources should be viewed with caution and must be well-documented

in your bibliography. No Wiki. Project maps will be required as part of the final written report. We will use GIS software several times during the semester to work on assembling project area maps.

## COURSE EVALUATION

The relative value of fulfilling course requirements will be apportioned as shown below. These are subject to change as the course schedule is finalized; students will be notified of any such changes.

	Grade Composition
Attendance, Preparedness, Field Visit	15%
Quizzes and Research Project Proposal	10%
Readings, Exercises & Assignments	20%
Exams (midterm and final)	30%
Final Project and Presentation	25%

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Your final grade will be calculated from your percentage of 100 possible points.

Scale: 100-94% = A; 93-90% = A-; 89-87% = B+; 86-84% = B; 83-80% = B-; 79-77% = C+; 76-74% = C; 73-70% = C-; 69-67% = D+; 66-64% = D; 63-60% = D-; Below 60% = F.

More specifically, grades earned in this class are assessed based on the following standards:

<b>A=Excellent (90-100)</b>	The work reflects significant depth of understanding of the material. The problems have been both fully developed and communicated exceedingly well in written, graphic, or other media. The process and product reflect considerable diligence. This means outstanding work.
<b>B=Good (80-89)</b>	Work shows an above-average depth of understanding. The problem solutions demonstrate an attention to detail and a consciousness of good work. This means above-average work.
<b>C=Fair (70-79)</b>	All the requirements of the assignments have been met and the problems have been solved adequately, but the solutions lack depth of understanding and development. The overall work demonstrates skills barely appropriate for this level. This means average work.
<b>D=Poor (60-69)</b>	The work is extremely weak and lacks full resolution of the stated problems. Work is overall weak. Skills appropriate to this level have not been demonstrated. This means poor work.
<b>F=Failed (0-59)</b>	The work is incomplete and/or poorly portrayed. Problem solutions lack understanding and skills appropriate for this level and exude a general lack of effort in fulfilling course requirements. This indicates unacceptable work.

## E-MAIL REQUIREMENT

Since I will be sending messages to you often about the course's progression and issues, all students taking this course **must** monitor their UNCW student email accounts. If you have your UNCW student account forwarded to another email service such as Gmail, it is your responsibility to ensure that the forwarding is working. Please check your email on a regular basis for important announcements.

## TENTATIVE COURSE SCHEDULE

This is an approximation only and I reserve the right to alter the sequence, duration, and content of each section accordingly in order to best address the needs of the class. Any alterations of sequencing, including assignment due dates, will be done with adequate notice to all class participants. As a web-enhanced class, it is the responsibility of the student to engage the course Blackboard site frequently for supplemental reading materials which will be covered in class, on quizzes and in exams.

Date 2015	Topic	Readings	Assignment
1-12	Introductions, Syllabus	Syllabus	
1-14	Values, Paradigms, Processes	Randolph, Ch 1,2,3	
1-19	No class - MLK	Keep reading: Randolph, Ch 1,2,3	
1-21	Land Use Planning for Env Management	Randolph, Ch 1,2,3	GIS applications: the LUCIS model intro
1-26	Environmental Hazards & Mitigation Part I	Randolph, Ch 13	GIS: the LUCIS model (ch. 3)
1-28	Environmental Hazards & Mitigation Part II	Randolph, Ch 13	GIS: the LUCIS model (ch. 3 due) <b>Term project proposal due</b>
2-2	Soils, Agriculture, Topo & Land Use Part I	Randolph, Ch 6	GIS: the LUCIS model (ch. 4)
2-4	Soils, Agriculture, Topo & Land Use Part II		GIS: the LUCIS model (ch. 4 due)
2-9	Water & Land Use: Stream Flow, Flooding, Runoff	Randolph, Ch 7	GIS: the LUCIS model (ch.7)
2-11	Stormwater Management & Watershed Restoration	Randolph, Ch 8	GIS: the LUCIS model (ch. 7 due)
2-16	Groundwater and Source Water Protection	Randolph, Ch 9	GIS: the LUCIS model (ch.8 )
2-18	Groundwater and Land Use		GIS: the LUCIS model (ch. 8 due)
2-23	Environmental data and geospatial analysis	Randolph, Ch 5	GIS: the LUCIS model (ch. 9)
2-25	Land use conflicts & Midterm Review		GIS: the LUCIS model (ch. 9 due)
3-2	<b>Mid-Term Exam</b>		GIS: the LUCIS model (ch. 10)
3-4	Landscape Ecology, Urban Forestry & Wetlands	Randolph, Ch 10	GIS: the LUCIS model (ch. 10 due)
3-9	No Class – Spring Break		
3-11	No Class – Spring Break		
3-16	Wildlife Habitats and Urban Biodiversity	Randolph, Ch 11	Begin GIS work on your project
3-18	Ecosystem and Watershed Management	Randolph Chp, 19	Project GIS work
3-23	Land Conservation for Sustainability	Randolph, Ch 15	Project GIS work
3-25	Design with Nature	Randolph, Ch 16	Project GIS work

3-30	Conservation Design & Low Impact Development		Project GIS work
4-1	Community Smart Growth & Management	Randolph, Ch 17	Project GIS work
4-6	Integration Methods & Synthesis Metrics	Randolph, Ch 14	IDRISI land use intensity modeling
4-8	Regional, State, and Federal Management of Growth	Randolph, Ch 18	IDRISI land use intensity modeling
4-13	Collaborative Environmental Planning	Randolph, Ch 4	IDRISI land use intensity modeling
4-15	Environmental Data and Geospatial Analysis	Randolph, Ch 5 revisit	Project GIS work
4-20	Spatial Methods and Env Land Use Planning		Project GIS work
4-22	Presentations		
4-27	Presentations		
4-29	Final exam review and class wrap-up	Presentations Due	
5-4-2015	<b>Final Exam: 7-10PM in DL 125</b>		

### THE UNIVERSITY LEARNING CENTER

Location: Westside Hall, first floor, Phone: 910.962.7857, website: <http://uncw.edu/ulc/about/>

The University Learning Center's (ULC) mission is to help students become successful, independent learners. Tutoring at the ULC is NOT remediation: the ULC offers a different type of learning opportunity for those students who want to increase the quality of their education. ULC services are free to all UNCW students.

### ACADEMIC HONOR CODE

UNCW "is committed to the proposition that the pursuit of truth requires the presence of honesty among all involved. It is therefore this institution's stated policy that no form of dishonesty among its faculty or students will be tolerated. Although all members of the university community are encouraged to report occurrences of dishonesty, honesty is principally the responsibility of each individual.

### CAMPUS RESPECT COMPACT

UNCW has recently instituted a Respect Compact to affirm our commitment to a civil community, characterized by mutual respect. That Compact may be accessed at:

<http://www.uncw.edu/stuaff/pdc/documents/SeahawkRespectCompact.pdf>. Further information about the respect Compact is available from the Office of Institutional Diversity and Inclusion.

### STUDENTS WITH DISABILITIES

Students with diagnosed disabilities should contact the Office of Disability Services (962-7555). Please give me a copy of the letter you receive from Office of Disability Services detailing class accommodations you may need. If you require accommodation for test taking please make sure I have the referral letter no less than three days before the test.

### STATEMENT REGARDING VIOLENCE AND HARASSMENT

UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962-2273. Resources for individuals concerned with a violent or harassing situation can be located at

<http://www.uncw.edu/wsrc/crisis.html>

