Instructor Information

- Professor Atul Pokharel
- Email: pokharel@nyu.edu
- Office hours: By appointment

What are the possibilities and limits that communities, broadly conceived, encounter for achieving environmental justice at the intersection of race, class, gender and caste? This course develops a framework for understanding key issues in Environmental Planning and Activism from the perspective of communities, collective action and fairness. Students will also be encouraged to begin developing their own philosophical orientation and toolkit for practice. It weaves together three themes. The first, Environmental Justice, consists of four key debates in the field: fairness of process and outcome; scarcity, renewability and growth; utilitarian ethics and the alternatives; scientific expertise and indigenous knowledge. The second theme, Institutions, consists of an analysis of the institutions of state, market, community and their combinations for addressing environmental problems. The third theme, Tools, focuses on how to use techniques and strategies of Environmental Planning to address environmental problems. In addition, we will use simulated, role playing exercises to reflect on implementation. While emphasizing the tools of environmental planning, the class will also touch topics such as sustainability, resilience, the local and global commons, environmental impact assessments, urban air quality, climate change adaptation, deep ecology, social ecology and feminist environmental ethics.

Learning Objectives
At the conclusion of the class, students will be able to:

1. Explain four key debates in the field of environmental planning
2. Articulate their positions with respect to these debates
3. Identify state, market, community and hybrid institutions in practice
4. Understand common techniques and strategies for addressing environmental problems
5. Recognize ways to engage with current and emerging environmental issues

Prerequisites
URPL-GP 2660 : History and Theory of Planning
CORE-GP 1011 : Statistical Methods for Public, Nonprofit and Health Management
Assignments
There will be periodic assignments and a final essay on a topic of the student’s choice. Students will also be expected to participate in in-class role playing simulations. Instructions for all assignments will be provided.
Course Requirements
This course has four requirements.

1. Class Participation: The course depends on active and ongoing participation by all class participants. There are three aspects of participation. First, class participants are expected to read and discuss the readings on a weekly basis. That means coming prepared to engage the class, with questions and/or comments with respect to the reading. You will be expected to have completed all the required readings before class to the point where you can be called on to critique or discuss any reading. Second, there will be occasional classroom exercises and simulations. Your engaged participation in all of them all go into your participation grade. Please remember that you will be assigned to a group in each simulation and you will be given a critical role in it. You will also have your own unique preparatory materials. If you miss class on a day of the simulation, your group will not be able to complete it. Finally, you will be asked to present and discuss at least one academic paper (depending on enrollment) in class during the semester. Instructions will be provided in class.

2. Assignments: You will be asked to periodically complete homework assignments on the topics taught in lecture. This includes writing short reflection papers on the readings and on the simulations, as well as short take home assignments.

3. Final Project: Instructions will be handed out in class.

Grading
50% Assignments
30% Final Project
20% Class Participation

Grading is not curved. This course will abide by the Wagner School’s general policy guidelines on incomplete grades, academic honesty, and plagiarism. It is the student’s responsibility to become familiar with these policies. All students are expected to pursue and meet the highest standards of academic excellence and integrity. Please familiarize yourself with the following guidelines:
Incomplete Grades: http://wagner.nyu.edu/students/policies/incompletes
Academic Honesty: http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html

Late Policy
Extensions will be granted only in case of emergency. This is out of respect to those who abide by deadlines, despite equally hectic schedules. Assignments will not be accepted after the due date. However, you will get a total of three (3) late days to use on assignments throughout the semester. They cannot be used on the final project.

Textbooks
These books will be available at the university library and bookstore. Consider purchasing them.

Optional Reference Books
We will refer to these books at times, but there is no need to consider purchasing them.

Role Playing Simulations
There will be two environmental negotiation simulations in the class that will cover topics such as climate change adaptation, the siting of environmentally harmful waste and the incorporation of scientific knowledge into environmental plans.

Sequence of Topics by Date

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>January 29</td>
<td>Introduction: What is Environmental Planning?</td>
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<tr>
<td>2</td>
<td>February 5</td>
<td>Environmental Planning Fundamentals: Soils</td>
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<tr>
<td>3</td>
<td>February 12</td>
<td>The more the better? Scarcity, renewability and growth</td>
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<td>4</td>
<td>February 19</td>
<td>Environmental Planning Fundamentals: Water</td>
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<td>5</td>
<td>February 26</td>
<td>What is ethical? Utilitarianism and its critics</td>
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<td>6</td>
<td>March 4</td>
<td>Stormwater, Groundwater, Watersheds, Source Water</td>
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<td>7</td>
<td>March 11</td>
<td>Environmental Justice and Knowledge: What is fair? What is right?</td>
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<td>8</td>
<td>March 25</td>
<td>Urban Ecology, Forestry and Biodiversity; Wildlife Habitats</td>
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<td>9</td>
<td>April 1</td>
<td>Institutions: Communities, states and markets</td>
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<td>10</td>
<td>April 8</td>
<td>Climate Change, Air Quality, and Natural Hazard Mitigation</td>
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<td>11</td>
<td>April 15</td>
<td>Simulation 1</td>
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<td>12</td>
<td>April 22</td>
<td>Integrated Methods</td>
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<tr>
<td>13</td>
<td>April 29</td>
<td>Simulation 2</td>
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<td>14</td>
<td>May 6</td>
<td>Wrap Up: Where do we go from here?</td>
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Sequence of Assignments by Date

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Assigned Date</th>
<th>Due Date</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Problem Set 1</td>
<td>1/29/20</td>
<td>2/12/20</td>
<td>10</td>
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<td>Problem Set 2</td>
<td>2/12/20</td>
<td>2/26/20</td>
<td>10</td>
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<tr>
<td>Problem Set 3</td>
<td>2/26/20</td>
<td>3/11/20</td>
<td>10</td>
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<td>Problem Set 4</td>
<td>3/11/20</td>
<td>4/1/20</td>
<td>10</td>
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<tr>
<td>Problem Set 5</td>
<td>4/1/20</td>
<td>4/22/20</td>
<td>10</td>
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<tr>
<td>Final Project</td>
<td>3/11/20</td>
<td>5/6/20</td>
<td>30</td>
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Schedule of Topics and Selected Readings

January 29  Introduction: What is Environmental Planning?
References:
   1. Randolph, Chapter 1

February 5  Environmental Planning Fundamentals: Soils
Article summaries due before class
Required readings:
   1. Randolph, Ch. 6 “Soils, Agriculture and Land Use”

February 12  The more the better? Scarcity, renewability and growth
- Problem Set 1 Due in class
- Article Presentation
Required readings:

Further Reading:


February 19  Environmental Planning Fundamentals: Water
Article summaries due before class
Required readings:
   1. Randolph, Ch. 7. “Water and Land Use”. (Study Appendix 7A carefully)

February 26  What is ethical? Utilitarianism and its critics
- Problem Set 2 Due in class
- Article Presentation

Required readings:
2. Randolph Ch.2. “Environmental Planning for Sustainability.” p. 33-41. Rest Optional

Further Reading:
4. Susskind, p 120-159. Pay attention to the video on page 159.

March 4  Stormwater, Groundwater, Watersheds, Source Water
Article summaries due before class
Required readings:
1. Randolph, Ch. 8 and 9 “Stormwater Management and Watershed Restoration” and “Groundwater and Source Protection”. Also read pages 674-693

March 11  Environmental Justice and Knowledge: What is fair? What is right?
- Problem Set 3 Due in class
- Article Presentation

Required readings:

Further Reading
1. Randolph Ch.4 “Collaborative Environmental Planning and Learning for Sustainability”
2. Randolph, Chapter 3, Pages 54-59. (Remaining pages optional.)
3. Susskind, pages 142-158 (Read page 158 first)
4. Susskind, Page 10-46. (Read page 46 first)

March 18  No Class – Spring Break

March 25  Urban Ecology, Forestry and Biodiversity; Wildlife Habitats
Article summaries due before class
Required readings:
1. Randolph, Ch. 10 and 11 “Landscape and Urban Ecology” and “Wildlife Habitats and Urban Biodiversity”. Also read pages 665-674

April 1  Institutions: Communities, states and markets
- Problem Set 4 Due in class
- Article Presentation
Required readings:

Further Reading
1. Randolph, Ch. 16 and 17 and Pages 649-665
2. Randolph, Pages 69-77.
4. Re-read Randolph, p. 6-9; Study columns 5-7 of Table 1.1 (p.19)
5. Randolph, Ch. 15.

**April 8**  
Climate Change, Air Quality, and Natural Hazard Mitigation  
Required readings:  
1. Randolph, Ch 12 and 13.

Further Reading:  

**April 15**  
Simulation 1: Case prep materials.  
Article summaries due before class

**April 22**  
Integrated Methods  
- Problem Set 5 Due in class  
- Article Presentation  
Required readings:  
1. Randolph, Ch. 14

**April 29**  
Simulation 2: Case prep materials.

**May 6**  
Final Lecture: Where do we go from here?  
Final project due in class