

	<h2 style="margin: 0;">Environmental Planning</h2> <h3 style="margin: 0;">Geography 435/535</h3> <h3 style="margin: 0;">Spring 2022</h3>
Course location:	Breland Hall 185 (this may change – stay tuned)
Class meeting time:	T/Th – 3-4:15 pm
Instructor:	Dr. Christopher Brown
Office/Office phone:	Breland Hall, Room 149, 575-646-1892
EMAIL:	brownchr@nmsu.edu
Office hours:	<p>Dr. Brown (BD 149) – Tuesday/Thursday, 12-1pm</p> <p>Tuesday/Thursday, 4:30-5:30pm, & by appt.</p> <p>TA = Hardt Bergman (BD 140 and in Zoom), Tuesdays, from 2-5 pm, hybrid. Zoom link will be in Canvas.</p>

NMSU COVID-19 policy - per the 8.10.21 memo from Ruth A. Johnston, Vice Chancellor, "Students will be expected to wear a mask at all times while indoors, regardless of vaccination status. Students will also be required to agree to the updated Crimson Commitment at the start of the semester (which loads as you login to Looking Glass), so this expectation should be clear to all students." Current policy is that all students attending F2F classes are either vaccinated or provide negative COVID test results on a weekly basis via the [VaxTrax](#) site. I also ask that you view the [Crimson Commitment video](#), read the [COVID-19 Expectations and the Crimson Commitment document](#), and abide by the commitment. If you are not willing to get vaccinated or submit weekly negative COVID test results, and comply with this commitment, please register for a class that does not meet F2F. We're all in this together, let's stay safe!

Reading materials: Owing to the changing nature and breadth of environmental planning, we are not using a traditional textbook. Select readings are posted to Canvas, and you will do a literature review in an area of interest and share articles and book chapters that you read.

Course description and learning objectives – This course is a graduate level class that introduces you to the broad field of environmental planning, then zeroes in on several very current topical areas of interest that you will explore via the literature review noted above. The class has several learning outcomes, as noted below. At the end of class, you will be able to:

- Describe the basic elements of traditional urban planning and articulate how traditional tools are used,
- Unpack the many layers of sustainable development and link this to the emerging practices of environmental planning,
- Explore current planning issues and how environmental planning ideas can inform them,
- Through focused library research, explore and discuss current environmental planning issues that are of interest to **YOU**,

- Through both written article reviews and a presentation you make to the class, **critically review** research articles you discovered in your literature review, and
- Working in teams, conduct a focused research project that explores an environmental planning scenario.

Course format - The class is designed in a combination of content sharing, discussion, and seminar format, that also includes the research project noted above. Content sharing and related presentations will cover the basics of traditional urban planning and link this to sustainable development and environmental planning. We then work through relevant readings on a series of current planning challenges, which support seminar type discussions. Through the literature review exercise noted above, you will “adopt a topic” to research, then share the results of your research with the class.

Web Support for this class - This class is offered as a "Web-supported" class, which means that we meet "live and in color" as in a traditional class, but course notes, relevant literature, assignments, and other helpful material will be provided on the Web via Canvas (learn.nmsu.edu). Aside from this syllabus, a course schedule, and some miscellaneous materials I provide the first day in class (all of which are also available in Canvas), most other materials and assignments are provided to you via Canvas. **NOTE** - NMSU policy may mandate that we pivot to 100% online delivery as the Omicron variant surge continues. I REALLY hope we do not need to do this, but if we do, I am ready to move our class meetings to Zoom sessions.

NOTE: Although I **DO** use the “Announcements” tool in Canvas to post news blasts to you all, I take email at my campus email address, brownchr@nmsu.edu. Please use my NMSU email address if you want to contact me. **Also, if you take your mail at a non-NMSU email address, NMSU policy requires that email sent to your NMSU email address is forwarded to this off-campus address. Given the fluidity of our COVID-19 challenges and situation, it is critical that you receive and check your email regularly.**

Roses and Thorns evaluations on readings - As an incentive for you to do the reading for each module and be prepared for our discussions and Team Exercises, I am borrowing this exercise from The Teaching Academy and Dr. Buenemann. The goal of this exercise is for you to identify points in the readings that are especially well stated and useful (Roses) and those that are unclear, not well stated, or you “just don’t buy” (Thorns), and share your read of these with me in a short write-up you will submit in Canvas each week. These will also guide our discussions in each class - each of us will review our Roses and Thorns for articles that we read in class. Details are provided in a separate document.

Exams - Two hourly exams will be given throughout the term, which will focus on the readings we are doing in class, our discussions, and critical review of the topics being explored. These exams will be essay in nature and will ask that you review the basics of the concepts we explore in class, then apply these concepts to real world riddles to generate some insight into solving the riddles.

Library Lunge - As a means of getting familiar with a broader scope of readings and digging into **YOUR** topic in greater depth, you will do some focused library work to find, read in detail, critically review, and write-up **three** peer-reviewed research articles or book chapters that explore a facet of environmental planning **of your choice**. These assignments and due dates are posted in the course schedule and

separate postings on Canvas, giving you adequate advance notice as to what is expected in these write-ups and when they are due. These write-ups will include a summary of the research conducted, a critical review, and discussion of how this reading informs your ideas on research. You will need to include a copy of the article being reviewed (or a URL where the article is available), and each write-up should be 3-4 pages in length, computer generated, double spaced, and written clearly and concisely in a form suitable for publication. The format of these is similar to that employed in research notes found in research journals, with an emphasis on critical analysis and synthesis. **NOTE** - in past discussions with former students from classes that deployed the “Library Lunge” that have found "work in the field," students noted these reviews were "the thing that taught me the most about topics I wanted to explore." Additional details of the Article Reviews and a rubric are provided in separate documents. Please note these reviews will be turned in the “Assignments Tool” in Canvas. Additional details of the Library Lunge are provided in The Library Lunge document.

Annotated Bibliography - The final result of The Lunge is an annotated bibliography in which you provide detail on 15 articles you will read in your specific area of interest, and my hope is that this topic is related to a student’s thesis or dissertation topic. This annotated bibliography should cover at least 15 pieces of literature in reasonable detail and could serve as the foundation of the methods section of a thesis or dissertation literature review – wouldn’t this be helpful?! Additional details of the Annotated Bibliography are provided in The Library Lunge document.

Student lead presentations– In addition to doing the written reviews discussed above, students will also "walk us through" an article or book chapter they have reviewed, concisely summarizing the article, providing a critical evaluation, and posing some discussion questions to explore with the class. Student presentations will be evaluated in a general manner as to how well these points are covered, forming part of the class participation grade for the class.

Group Project – Working in a team environment, you all will do a project in which you outline a real-world planning challenge, explore the literature in areas that can help inform your understanding of the challenge, and work up a blueprint by which the challenge can be met. When I took a similar class in my graduate program, I developed *Hacienda del Sol*, a planned unit development in which I deployed passive solar design, photo-voltaic generation of electricity, and solar easements to meet cooling and electricity needs of my development. I just wish this was “the real deal” and my ideas became a reality! More detail will be provided in a separate document posted to Canvas.

Grading and evaluation ~ Exams will cover key concepts from Roses and Thorns, article reviews, and discussions. All written assignments **must** be word-processed or similarly computer-generated and **handed in on time!** If you are turning work in late with a valid excuse, written documentation of any relevant excuse must be attached to the work when you turn it in. Work turned in late without a valid excuse will lose 10% of the points earned on the assignment.

NOTE - NMSU has moved to a differential grading system, whereby +/- grades earn more or less GPA points than a straight grade of A/B/C/D earned in the past. I deploy this grading model in my classes. The following link provides detail on how this grading system generates the GPA points students receive for letter grades awarded:

- <https://catalogs.nmsu.edu/nmsu/regulations-policies/#newitemtext>

Final grades are based on a “90/80/70/60” classification of the percentage of total possible points earned by the student during the semester. The weights that each type of exercise will earn towards the final grade in the course are provided below:

Individual exercises	
Library Lunge – article reviews (n=3) and annotated bibliography	25%
Hourly exams (n=2)	20%
Attendance, class participation, and article presentations	10%
Roses and Thorns evaluations of readings	15%
Team exercises	
Team Project	20%
Team Exercise Write-ups	10%

NOTE ON WITHDRAWALS AND INCOMPLETES - Withdrawals from this course are your responsibility, and **I will not withdraw students from this class under any circumstances.** If you "want out of here like the place is on fire," you must drop the class; if you are still on the course roll at the end of the class, your final grade will be based on work completed. Incomplete grades will not be given except in the case of serious illness, bereavement, or personal crises. Documentation will be required in these limited cases, and granting of incomplete grades is solely at my discretion.

Academic Integrity - As stated in the NMSU Undergraduate Catalog, "Students at NMSU are expected to observe and maintain the highest academic, ethical, and professional standards of conduct." I expect all individual work submitted in this class to represent your own individual efforts, and any student found guilty of cheating or plagiarism will be subject to the strictest disciplinary action, including issuance of a failing grade for the class. NMSU has purchased "[Turnitin](#)," a plagiarism detection tool, and I will deploy this on all written exercises. As stated by the NMSU Student Code of Conduct, plagiarism is defined as follows:

“Plagiarism is the use of another person’s work without acknowledgment, making it appear to be one’s own. Any ideas, words, pictures, or other source must be acknowledged in a citation that gives credit to the source. The prohibition of plagiarism applies irrespective of the origin of the material, including the Internet, another person’s work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct.” ([NMSU Student Code of Conduct 2018](#)). Please note – direct quotes must be set within quotation marks, with page(s) # noted; direct quotes should also be **very** limited in number.

If you have any questions or concerns regarding the honesty or integrity of work being done by you or a classmate, please contact me. Further information concerning the University's Code of Conduct can be found at the URL noted above. Further information on plagiarism can be found at the [NMSU Library Website](#).

Expectations and responsibilities – I see university teaching as a contract between you and me; I believe you are at university because you wish to learn and gain knowledge. Think of me as your tour guide; I

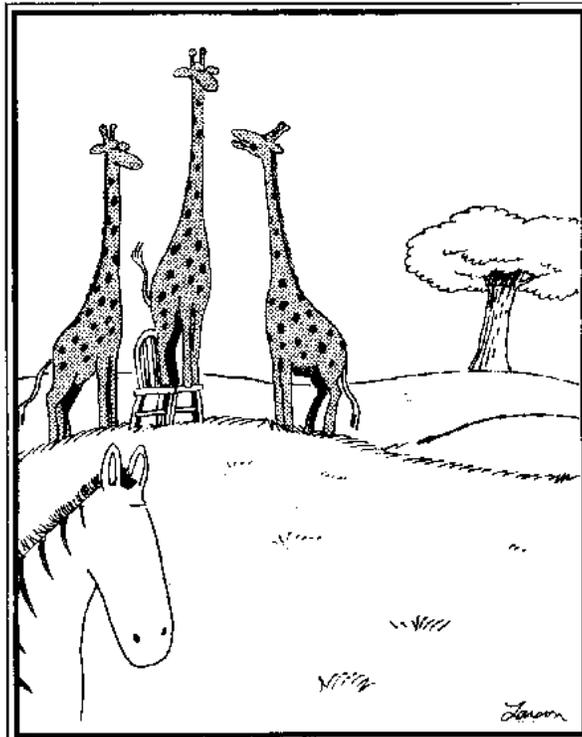
provide opportunities for you to learn; the rest is up to you. I will treat you with respect and ask you to show the same respect to me and your peers. I am particularly keen we enhance our acceptance of diversity, especially concerning, but not limited to, gender, gender orientation, and ethnicity. Given the manner by which the built environment provides both opportunities and barriers to social and economic development, we will focus on racial, social, and environmental justice issues in class. I agree to prepare clear and well-structured materials; to work hard at presenting material and helping you to master the material; to be accessible for you to get assistance and feedback; and to evaluate your work fairly and rigorously. In exchange, I ask you to attend our class sessions, do the required work, be engaged, and participate in class activities. “You paid your money - enjoy the **WHOLE** show!”

Students with disabilities and discrimination issues - I subscribe to and fully support university policy on students with disabilities and special needs in meeting class requirements. Students with physical, psychological, or learning disabilities are encouraged to contact the office of [Disability Access Services](#) (DAS) concerning issues related to the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973. If you have a documented disability and anticipate needing accommodations in this course, please meet with me soon. For more information about the programs and services available, including academic accommodations for students with disabilities, contact the office of DAS, at 646-6840, das@nmsu.edu, or at das.nmsu.edu/. Also, if you have a medical condition which may affect your ability to exit safely from class in an emergency or which may cause an emergency during class, please advise me of this at the earliest opportunity. All information shared with me in this area will be treated confidentially.

Supporting a safe learning environment - NMSU policy prohibits discrimination on the basis of age, ancestry, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, gender, spousal affiliation, and protected veteran’s status. Furthermore, Title IX of the Civil Rights Act of 1964 prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. I fully support and abide by these policies to support a work and study environment free of harassment and discrimination. Laura Castille, Director of NMSU’s Office of Institutional Equity, can be contacted at 575-646-2446, or castille@nmsu.edu, with any questions you may have about NMSU’s Non-Discrimination Policy or concerns you have related to discrimination or harassment.

Policy on attendance and due-dates for assignments ~ Timely attendance in class is required and forms a portion of your grade. Failure to meet course requirements due to illness or other legitimate reasons will require documentation for alternate arrangements to be made or to turn work in late without a penalty. Also, please contact me in advance if you are going to miss a given class session. If you have a scheduling conflict or personal situation that will cause you to arrive late to class or leave early on a regular basis, please show the courtesy to advise me ahead of time.

Seeking help and access to faculty ~ If you feel that you are having difficulty keeping up with class assignments or in understanding the material we are covering, **please see me as soon as possible!** I want students to do well in this class, and I am willing to work with you as needed to make this a successful class that will support your studies and thesis or dissertation research. Please note the office hours posted at the beginning of the syllabus. If you cannot make it to my office during these hours, please contact me via phone or EMAIL to make an appointment. I hope you all find the things we will learn to be of interest and of use to you in your studies at NMSU.



"No lions anywhere? ... Let me have the chair."

