

**CSUS 320**  
**Environmental Planning and Management**

Spring Semester 2022: Natural Resources Bldg Room 152 (**Initial start is On-Line**)  
Mon. and Wed. 10:20 – 11:40 AM  
3.0 credit hours

**Instructor:** John Paskus  
**Office:** 311A Natural Resources Bldg.  
**Phone:** NA  
**Email:** [paskusjr@msu.edu](mailto:paskusjr@msu.edu)

**Office Hours**

Office hours will be by appointment during normal business hours. Please feel free send me an email and set up a meeting time to discuss any questions you may have about the course, course content, readings, projects, natural resource career paths, or really anything related to natural resource management.

**Communications**

My goal is to reply to all emails within 24 hours during normal weekly business hours. However, there may be times due to extenuating circumstances when I am unable to meet that expectation.

**MSU Catalog Description**

Concepts, principles and objectives of environmental planning and management. Demand, supply and impacts of natural resources use. Suitability assessment for sustainable development and community/land use planning.

**Introduction/Overview**

As the title implies, this course will introduce students to and deeply explore key concepts of environmental planning and management to provide foundations for understanding, pursuing the practical objectives of, and attain a meaningful understanding of the requirements of employment in the field of environmental, watershed, community and land use planning and management.

The course is also informed by and built upon foundational concepts of sustainability. Sustainability is generally understood to require integration of theory and methods from a number of different scientific and social science disciplines. The approach used in this course suggests numerous fundamental paradigms that guide sustainability in resource and community planning and environmental management today. One is grounded in the debate over limits to economic growth and the indefinite expansion of resource utilization implied by global economic development and increasing human population. Another in both social and environmental scientists' growing understanding of the fragility and vulnerability of the socio-technical and ecological systems on which human beings depend. A third is an overriding guiding principle of social and environmental justice in meaningful community-led planning and environmental management practices. These paradigms are not unrelated.

**Purpose of Course**

The purpose of this course is to prepare students to better understand and solve environmental problems and identify conservation and restoration opportunities at multiple scales and frameworks (site, watersheds, landscapes, etc.).

## Learning Objectives

**Students who complete this course will be able to:**

1. Identify the essential components and principles of environmental planning, management and sustainable community development.
2. Identify and apply a cross-disciplinary and multifaceted approach to understanding sustainability.
3. Develop and apply critical thinking and analysis skills to evaluate the credibility of sustainability policy positions and scientific arguments.
4. Improve decision-making capabilities within the context of sustainability.
5. Use information technologies in their formal and informal learning.
6. Consider the importance of the legal and regulatory framework in undertaking environmental planning and successfully implementing environmental management projects/programs.
7. Apply systems thinking approaches in environmental planning and management.

These course outcomes support the Department of Community Sustainability undergraduate program competencies of critical thinking, systems thinking, and ethics. Successful completion of this course provides students with the background needed to frame complex problems and address them systemically in order to successfully complete additional courses in the major. Students can learn more about the Department of Community Sustainability undergraduate program competencies at [http://www.csus.msu.edu/undergraduate/sustainability\\_core](http://www.csus.msu.edu/undergraduate/sustainability_core).

In addition, this course supports Michigan State University's Undergraduate Learning Goals of analytical thinking and integrated reasoning. More information about MSU's Undergraduate Learning Goals is available at <http://learninggoals.undergrad.msu.edu/>.

## Prerequisites

Completion of the Tier I Writing Requirement

**Strongly Recommended:** CSUS 200 AND one ISB course AND one environmental science course

## Online Course Methods

Due to the Covid-19 situation, this course will initially be taught online. It will be delivered online through the course management system and you will need your MSU NetID to login to the course from the D2L homepage (<http://d2l.msu.edu>). In D2L, you will access online lessons, course materials, and additional resources.

This course will be synchronous, and all lectures will be delivered live via Zoom meetings. Zoom meetings will consist of powerpoints, discussions, breakout groups, and student presentations. Zoom Meetings will continue until MSU determines it safe to meet in classrooms.

## Zoom Meeting Information

We will hold Zoom meetings at the scheduled class time (10:20 – 11:40 am on MW) for the course lecture, group work, and Q&A. Here is the Meeting Information for the course:

**Zoom Link:**

<https://msu.zoom.us/j/94600165508?pwd=NzVtM2V5MGNPQ2ZJUW0wNUFTeUNvQT09>

**Meeting ID:** 946 0016 5508

**Passcode:** Humans

One tap mobile

+13126266799,,94600165508# US (Chicago)

+16468769923,,94600165508# US (New York)

**Zoom Technical Assistance**

- Visit the Zoom support site at <https://support.zoom.us/hc/en-us>

**D2L Technical Assistance**

If you need technical assistance at any time during the course or to report a problem you can:

- Visit the MSU Help site at <http://help.msu.edu>
- Visit the Desire2Learn Help Site at <http://help.d2l.msu.edu>
- Call the MSU IT Service Desk at (517)432-6200, (844)678-6200, or e-mail at [ithelp@msu.edu](mailto:ithelp@msu.edu)

**MSU Academic Support Services**

- Writing Center: <https://writing.msu.edu/>
- Math Learning Center: <https://math.msu.edu/mlc/>
- Neighborhood Engagement Center: <https://nssc.msu.edu/>
- MSU Libraries: <https://lib.msu.edu/>

**Complete Assignments**

Assignments for this course will be submitted electronically through **D2L** unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect your grade.

**Text:**

Environmental Planning and Management Second Edition. John Randolph, 2011.

The Living Landscape: an Ecological Approach to Landscape Planning, Second Edition, Frederick Steiner, 2008.

Course syllabus, lectures and supporting materials (videos and articles) will be posted weekly on the CSUS 320 Desire to Learn (D2L) site (<https://d2l.msu.edu>).

**Exams**

There will be two examinations; a Mid-term and a Final. They will contain a variety of essay, multiple choice, true/false and matching questions. They are listed in the class schedule. Each will cover lectures, readings, videos, and class discussions. The Final Exam will only cover material from the second half of the course.

## Grading

<u>Assignments</u>	<u>Points</u>
Mid-term Exam/ Exam # 1	100
Weekly Discussion Thread	60
Local Discovery Assignments	100
<u>Final Exam/ Exam #2</u>	<u>100</u>
Total Points	360

## Grading Scale

<b><i>Grade Point</i></b>	<b><i>Percentage</i></b>	<b><i>Performance</i></b>
4.0	≥90.0%	Excellent Work
3.5	85% - 89.95%	Very Good Work
3.0	80% - 84.95%	Good Work
2.5	75% - 79.95%	Mostly Good Work
2.0	70% - 74.95%	Average work
1.5	65% - 69.95%	Below average work
1.0	60% - 64.95%	Poor work
0.0	< 60%	Failing

### Local Discovery Assignments:

There will be 5 writing assignments throughout the semester designed to connect the course content with the community you spent the majority of your life in. The writing guidelines are posted on D2L. In some cases there will be forms to fill out to help you with organization and gathering the appropriate data and information. The topics and both assigned and due dates are listed below.

<u>Key Topic</u>	<u>Assigned Date</u>	<u>Due Date</u>
# 1 Environmental Values	1/12	1/28
# 2 Community Master Plan	1/31	2/11
# 3 Land Protection Tools	2/14	2/25
# 4 Watershed Plan	3/21	4/8
# 5 Landscape Conservation Plan	4/18	4/27

## Course Schedule SS 2021

Date	Topic	Reading Materials
	<b>Overview of Course, and Environmental Planning &amp; Management</b>	
1/10	Introductions, Review of Course and Syllabus	
	<b>Introduction to Environmental Planning and Management</b>	
1/12	Environmental Planning and Management – what is it, key issues, main components, influences, and different points of view.	Randolph 2011, chapter 1
1/19	<i>Different paradigms, interdisciplinary considerations, and the various roles of the planner regarding Environmental Planning and Management.</i>	Randolph 2011, chapter 2; Steiner 2000 chapter 1
	<b>Legal Foundations of Governmental Regulation</b>	
1/24	<i>Historical foundations of Property rights, Eminent domain, and Regulatory authority in the U.S.</i>	Daniels and Daniels 2003, chapter 2
1/26	<i>Overview of Land Use Laws, and an Introduction to Land Use Planning and Zoning in the U.S.</i>	
	<b>Community Planning and Zoning</b>	
1/31	<i>Basics of Land Use Planning &amp; Zoning (Part 1); Roles and responsibilities; Master Plans; planning process; and integrating Natural Resources into the Master Plan.</i>	Steiner 2000, chapter 10
2/2	<i>Basics of Land Use Planning &amp; Zoning (Part 2). Zoning ordinance and map; Development regulations; community decision-making; zoning board of appeals and variances.</i>	
	<b>Development Trends, Patterns, and Tools</b>	
2/7	<i>Development Patterns in MI over the past 50 years; Overview of Urban Sprawl (impacts and drivers); Review of Michigan’s Land Division Act (1967; 1997).</i>	
2/9	<i>An Overview of Michigan’s Site Condominium and Subdivision Control Acts; And Conservation Tools such as Conservation Design, Purchase of Development Rights, Transfer of Development Rights, and Conservation Easements.</i>	Conservation zoning/design, MSU Extension summary
	<b>Tools for Natural Resource Protection</b>	
2/14	<i>Overview of State and Federal regulations that protect a variety of natural resources.</i>	Randolph 2011, Chapter 7
2/16	<i>Overview of regulatory and non-regulatory tools available to local communities in Michigan; case study of Singapore Dunes proposed development (located in Saugatuck at the mouth of the Kalamazoo River).</i>	<a href="http://www.michiganradio.org/term/singapore-dunes-llc">http://www.michiganradio.org/term/singapore-dunes-llc</a>
	<b>Planning for Community Infrastructure</b>	
2/21	<i>Community Infrastructure Planning and Investment. An overview of community infrastructure planning, impacts, and cost of community services.</i>	COCS Analysis CT

2/23	<i>Case study: Flint Water Crisis, Genesee County, Michigan. Short award-winning documentary: Here's to Flint; Infrastructure issues and proposed solutions (case studies: Breuner Marsh, CA, and Tollgate Wetlands, Lansing, MI).</i>	Novotny, Vladimir, et al. 2010.
<b>2/28</b>	<b>Prep for Mid-term Exam</b>	
<b>3/2</b>	<b>Mid-term Exam</b>	
<b>3/7-11</b>	<b>Spring Break</b>	
	<b>Watershed Management and Planning</b>	
3/14	Introduction to water and watersheds. Six key steps of a watershed management plan. <i>Case study: Upper and Lower Herring Lakes Protection Plan 2015 -2016, Benzie County, MI.</i>	Randolph 2011, chapter 10
3/16	Six key steps of a watershed management plan continued. <i>Case study Upper and Lower Herring Lakes Protection Plan 2015 -2016, Benzie County, MI.</i>	Marsh 1998, chapter 9
	<b>Overview of the Great Lakes Region</b>	
3/21	<i>Overview of the history, natural resources, and biological diversity as well as issues such as invasive species, ownership and development patterns, legacy pollution, and exploitation associated with the Great Lakes Region.</i>	Select articles TBD
3/23	<i>Great Lakes threats and degradation continued; Discuss ongoing efforts to protect Michigan's natural resources.</i>	Select articles TBD
	<b>Wetland Management and Protection</b>	
3/28	<i>What is a Wetland Anyway? Ways to Identify Wetlands; Different types of wetlands; Sources of wetland data; and different values of wetlands.</i>	Daniels and Daniels, chapter 10
3/30	<i>Key Wetland Stressors; Tools for Protecting Wetlands; Case Study: Wetland Mitigation Banking</i>	MSUE Research Report 572.
<b>4/4</b>	<b>No Class - Instructor attending Conference</b>	
<b>4/6</b>	<b>No Class - Instructor attending Conference</b>	
	<b>Energy and the Environment</b>	
4/11	<i>An overview of the sources of, demands for, and impacts of energy development on the environment in the US and Michigan.</i>	Daniels and Daniels 2003, chapter 17.
4/13	<i>impacts of energy development continued, as well as planning, policy, zoning and regulatory solutions to minimize those impacts. Case studies: Kalamazoo River oil spill and Pipeline 5 in the Straits of Mackinac.</i>	TBD
	<b>Landscape Scale Conservation Planning</b>	
4/18	<i>What exactly is a Landscape? What is Conservation Planning? Holistic approaches to managing ecologically defined landscapes. Explore key concepts such as scale, natural processes, and adaptive management. Examples of Past Regional Scale Conservation Plans from around the US.</i>	Steiner 2000, chapter 7
4/20	<i>Key Elements of Conservation Planning; Current Methodologies and Case Studies.</i>	TBD

4/25	<i>Four different methodologies of large scale conservation planning: 1) Habitat Conservation Planning (USFWS); 2) Green Infrastructure Planning; 3) Green-Printing (TPL); and 4) Open Standards for the Practice of Conservation.</i>	
<b>4/27</b>	<b>Last Day of Class - Review for Final Exam</b>	
<b>5/5</b>	<b>Final Exam – 5/5, 7:45 – 9:45 AM</b>	

### **Important Dates:**

- 1/10 First day of class
- 1/17 MLK Day - No Class
- 3/2 Mid-term Exam
- 4/27 Last day of class
- 5/5 Final Exam 7:45 – 9:45 AM

### **Important MSU Policies/Resources**

#### **Bereavement Policy**

Michigan State University is committed to ensuring that the bereavement process of a student who loses a family member during a semester does not put the student at an academic disadvantage in their classes. If you require a grief absence, you should complete the “Grief Absence Request” web form (<https://www.reg.msu.edu/sitemap.aspx?Group=7>) no later than one week after knowledge of the circumstance. I will work with you to make appropriate accommodations so that you are not penalized due to a verified grief absence.

#### **Diversity Equity and Inclusiveness**

Diversity, Equity and Inclusion are important, interdependent components of everyday life in the College of Agriculture and Natural Resources (CANR) and are critical to our pursuit of academic excellence. Our aim is to foster a culture where every member of CANR feels valued, supported and inspired to achieve individual and common goals with an uncommon will. This includes providing opportunity and access for all people across differences of race, age, color, ethnicity, gender, sexual orientation, gender identity, gender expression, religion, national origin, migratory status, disability / abilities, political affiliation, veteran status and socioeconomic background. (See the full CANR statement: <https://www.canr.msu.edu/news/canr-statement-on-diversity-equity-and-inclusion>)

#### **Inform Your Instructor of Any Accommodations Needed**

From the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](http://rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

#### **Resource Center for Persons with Disabilities (RCPD)**

To make an appointment with a specialist, contact: (517) 353-9642 or TTY: (517) 355-1293  
 Web site for RCPD: <http://MYProfile.rcpd.msu.edu>

## **Participation and Engagement**

During all classes, the instructor expects students to be fully engaged and prepared to discuss reading assignments. Students are encouraged to ask questions of the instructor, guest speakers, and their peers.

Active participation includes, but is not limited to, the following behaviors:

1. Asking and answering questions of the instructor, peers, or guest speakers
2. Bringing forth new ideas, information, or perspectives to academic conversations
3. Discussing your readings and reflections with instructor and peers
4. Meeting with the instructors to discuss your interests, assignments, or project
5. Questioning information presented and discussed
6. Participating in small group discussions and activities
7. Assuming responsibility for personal behavior and learning

While working on group projects, students should be mindful of other students in their group; therefore, it is important for all participants to exercise:

- Respect for themselves and each other
- Openness and a positive attitude toward new ideas and other's ideas
- Flexibility and tolerance of ambiguity
- Good communications amongst themselves

## **Netiquette**

Please review the Michigan State University document located via the link below regarding appropriate behavior and expectations while learning in an online classroom.

<https://systemexchange.msu.edu/upload/Netiquette%20Internet%20Guidelines.pdf>

## **Sexual Misconduct**

MSU is committed to fostering a safe, productive learning environment. Title IX and MSU's policy prohibits discrimination on the basis of sex. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking — is also prohibited at our school.

MSU encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our school can respond appropriately. If you wish to speak confidentially about an incident of sexual misconduct, want more information about filing a report, or

have questions about school policies and procedures, please contact our Title IX Coordinator, which can be found on our school's website.

Our school is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible.

As a teacher, **I am required to report incidents** of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. <https://civilrights.msu.edu/>.

## **Accommodations for Students with Disabilities**

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by



contacting the Resource Center for Persons with Disabilities at 517 -884-RCPD or on the web at [rcpd.msu.edu](http://rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to an instructor during the second week of class and/or two weeks prior to the accommodation date (i.e., test, project, etc.). Requests received after this date may not be honored.

### **Mental Health**

College students often experience issues that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus, and most are free of charge.

- Drop by Counseling & Psychiatric Services (CAPS) main location (3rd floor of Olin Health Center) for a same-day mental health screening.
- Visit <https://caps.msu.edu> for online health assessments, hours, and additional CAPS services.
- Call CAPS at (517) 355-8270 any time, day or night.
- 24-Hour MSU Sexual Assault Crisis Line (517) 372-6666 or visit <https://centerforsurvivors.msu.edu/>

### **Spartan Code of Honor Pledge**

*“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor in ownership is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”*

### **Academic Integrity**

[Article 2.III.B.2](#) of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the Department of Sustainability adheres to the policies on academic honesty specified in General Student Regulation 1.0, [Protection of Scholarship and Grades](#); the all-University Policy on [Integrity of Scholarship and Grades](#); and [Ordinance 17.00](#), Examinations. Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Instances of plagiarism constitute academic dishonesty and will result in a grade of zero for the assignment in which plagiarism occurs. See <https://www.msu.edu/unit/ombud/academic-integrity/plagiarism-policy.html> for a definition and discussion of plagiarism.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.