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. In the first part, *Environmental Justice*, we will examine 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. In the second part, *Institutions*, we will examine the institutions of state, market, community and their combinations for addressing environmental problems. These comprise the first half of the course. In the second half of the course, *Tools*, we will learn 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, feminist environmental ethics, and digital activism.

**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, a midterm essay as well as 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 three requirements.

1. Class Participation: The course depends on active and ongoing participation by all class participants. 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. There will also 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.

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. Midterm and Final Papers: Instructions will be handed out in class.

Grading
20% Assignments
30% Midterm Paper
30% Final Paper
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 have abided by deadlines, despite equally hectic schedules. Papers handed in late without extensions will be penalized one-third of a grade per day.

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
[Case details will be hidden in the final syllabus. They are included here for review only.]


Schedule of Topics and Selected Readings

Part I: Environmental Justice
In this first part, we examine different approaches to environmental justice by asking of them: what is better, ethical, fair and right?

January 23 The more the better? Scarcity, renewability and growth
Representative readings:

January 30 What is ethical? Utilitarianism and its critics
Representative readings:

February 6 What is fair? Processes, outcomes and practical justice
Representative readings:

February 13  Simulation 1 (Long River) : Making a scientifically sound decision.  Representative readings: Case prep materials.

February 20  What is right? Expert and Indigenous Knowledge  Representative readings:
1. Randolph Ch.11 and 12: "Environmental Geospatial Data and Geographic Information Systems," and "Soils, Topography and Land Use."

Part II: Institutions  
In this part, we examine three key types of institutions for environmental planning and the relationships between them: communities, market and state.

February 27  Communities and the commons  Representative readings:

March 6  State and market institutions  Representative readings:

March 13  No Class – Spring Break
Part III: Tools
In this part, which takes up the second half of the course, we learn the key tools that planners have at their disposal when planning for the environment at various scales, with different ideas of environmental justice, and in various institutional roles.

March 20 The tools of Land use planning
Representative readings:

March 27 Methods of public collaboration and sustainable design
Representative readings:

April 3 Simulation 2 (Flooding) : Negotiating the Effects of Climate Change Adaptation
Representative readings: Case prep materials.

April 10 Tools for managing growth and the ecosystem
Representative readings:

April 17 Planning for stormwater management, runoff pollution and groundwater
Representative readings:

April 24 Simulation 3 (Dirty Stuff II): Regulating Harmful Industrial Waste
Representative readings: Case prep materials.

May 1 Wrapping Up: Landscape Ecology and techniques for Integrated Assessment

Representative readings: