

Environmental Impact Analysis (EnvS/UrbP 185) – Fall 2007

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Office Hours:

Wednesdays: 9:30-12:30;
WSQ 118b

Class Meets:

3-unit lecture: Mondays 1:30-4:15 p.m.
Health Building 405

1-unit Service Activity: 2 hours weekly
(independent)

Course Description and Objectives:

Environmental Impact Assessment (EIA) laws are among the most powerful tools currently available to identify and influence the environmental effects of human activities. These laws are soundly praised and roundly criticized by city councils, developers, and environmental advocates alike, but the majority of the public is simply unaware of the power these laws can give to the average citizen.

This course will teach you the basis for understanding, using and analyzing the **California Environmental Quality Act (CEQA)**, one of the first and most influential environmental impact laws on the books. We will also become familiar with the federal impact assessment law, **National Environmental Policy Act (NEPA)**, and we will survey the state of **international** environmental impact assessment.

Through a combination of lecture, field and project work, we will learn to conduct introductory assessments of the impacts of real projects on our air, water, traffic and wildlife.

In addition, this course incorporates community service. In the activity portion of the course, we will link the project work we do with the needs of the local community.

Impact assessment requires careful study of information from multiple disciplines, and it covers many environmental resources. Analyzing and producing environmental assessment documents requires significant group work, perseverance, creativity and a lot of work. Remember this is a four-unit course! Buckle your seatbelts (put on your bike helmets) for a challenging, but exhilarating, ride.

Prerequisites: 001 and 124, or graduate standing.

Required Text: Bass, R.E., A.I. Herson and K. Bogdan. 1999. *CEQA Deskbook, second edition*. Solano Press Books, Point Arena, CA. (w/2001 Supplement)

You support public transit,
want to save open space,
clean up the air and water,
promote clean energy,
reduce waste, and
protect rare species?

COURSE OUTLINE

| CLASS DATE | TOPIC | READINGS—COMPLETED | ASSIGNMENTS | ACTIVITY |
|--|---|--|---|---|
| 27 August | Introduction to <ul style="list-style-type: none"> • Each other • Impact Assessment; • Agencies, Decisions | | <ul style="list-style-type: none"> • Notice of Exemption | <ul style="list-style-type: none"> • Meeting Plan |
| 3 September (Sept. 5: last day to drop course) | Labor day, no school | | | |
| 10 September (Sept. 12: last day to add late) | Intro to CEQA: Overview and Exemptions Resource Area: <ul style="list-style-type: none"> • LAND USE/PLANNING | http://www.ceqanet.ca.gov/QueryForm.asp? http://ceres.ca.gov/ceqa/index.html B, H & B: Ch 1, Ch. 2 (to p.35) Skim appendices 1, 2 http://www.sanjoseca.gov/planning/eir/eir.asp | Due: <ul style="list-style-type: none"> • Meeting Plan • Notice of Exemption | Public Meeting Start Journal |
| 17 September | Initial Study: Individual and Cumulative Impacts; Thresholds of Significance | Ch. 2 (35-45), Ch 5 (91-102); Appendix 10 (p.393) http://www.sanjoseca.gov/planning/eir/Nd2/pdc07-024/PDC07-024is.pdf | | Public Meeting |
| 24 September | Mitigated Negative Declaration; Mitigations and Monitoring Plans <ul style="list-style-type: none"> • POPULATION/HOUSING • SERVICES | Ch. 2 (45-52), Ch. 4 (74-82), p.103, Appendix 8, Appendix 11 http://www.sanjoseca.gov/planning/eir/Nd2/pdc06-060/pdc06-060MND.pdf | Assignment: <ul style="list-style-type: none"> • Initial Study and Mitigated Neg Dec | Public Meeting |
| 1 October | Field Trip 1 | | | Public Meeting |
| 8 October | <ul style="list-style-type: none"> • BIOTICS • AGRICULTURE • Course evaluation 1 | Ch. 5 (pp. 103-104, 112-121); Appendices 4, 6, 7 | Due: Hand in Journal – 5 meetings | Public Meeting |
| 15 October | Public Comments/ public review <ul style="list-style-type: none"> • ARCHAEOLOGICAL RESOURCES • HISTORIC RESOURCES | | Due: Draft Initial study (20% of grade) (5-6 copies) | Identify Service Learning Site |

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|---|---|---|--|--------------------------------|
| 22 October | <p>Envir. Impact Reports (EIRs) and Drafting Process</p> <ul style="list-style-type: none"> • WATER • GEOLOGY | | <p>Due: Service Learning Site?</p> <ul style="list-style-type: none"> • Peer Comment Letters | <p>Service Learning – 2 hr</p> |
| 30 October | <p>Envir. Impact Statements (EISs); Integrating with NEPA</p> <ul style="list-style-type: none"> • HAZARDS | <p>Ch. 4 (69-74, 89), Ch.5 (91-93;107-112) Ch. 6; Appendix 9 Http://ceq.eh.doe.gov/nepa/nepanet.htm</p> | <ul style="list-style-type: none"> • Final IS/MND • Presentations | <p>Service Learning – 2 hr</p> |
| 5 November | <ul style="list-style-type: none"> • TRAFFIC • AIR • NOISE | | <p>Assignment: Group EIR</p> | <p>Service Learning – 2 hr</p> |
| 12 November | <p>Veteran' s Day – no class</p> | | | <p>Service Learning – 2 hr</p> |
| 19 November | <ul style="list-style-type: none"> • ENVIRONMENTAL JUSTICE • GROWTH-INDUCING IMPACTS • ENERGY | <p>Http://www.epa.gov/compliance/environmentaljustice/index.html</p> | <p>Due:</p> <ul style="list-style-type: none"> • Individual alternatives • Contract (group) | <p>Service Learning – 2 hr</p> |
| 26 November | <ul style="list-style-type: none"> • Group Work <p>Curriculum catch up Course Evaluation 2</p> | | <p>Due:</p> <ul style="list-style-type: none"> • Journal – 8 hours service • Full Indiv. Section | <p>Serv. Lrng– 2 hr</p> |
| 3 December | <p>Litigating CEQA and NEPA Tiering Final Course Evaluation</p> | <p>Ch. 7; Ch. 3; Appendix 5 Appendix 2J(p.326);</p> | <p>Due: Comment letters</p> | <p>Service Learning – 2 hr</p> |
| 10 December | <p>Critique of CEQA and NEPA International EIA Group work</p> | <p>Ch. 8</p> | <p>Due:</p> <ul style="list-style-type: none"> • Journal – 8 hours service • Revised EIR Contract | <p>Service Learning – 2 hr</p> |
| <p>Final Exam Time December 17, 12:15-2:30 p.m.</p> | <p>Final Presentations</p> | | <ul style="list-style-type: none"> • Group Final EIR section, • Presentation | |

Class Expectations:

1. **Originality and honesty:** It is appropriate to cite others' work extensively, with attribution. *It is never appropriate to use other authors' language or ideas, from the web or from written documents, as though they were your own. If you have any questions about appropriate citation, please talk to me personally or write me a note.* Misuse of written material can result in course failure.
2. **Safe Classroom:** We are all learning together here. Questions and comments are welcome. Mutual respect and cooperation are fundamental.
3. **Students with disabilities:** If you need course adaptations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please see me during office hours or make an appointment.
4. **Withdrawal policy:** Before February 5th, you may drop a class without penalty. After that date, you must withdraw from the course. This can only be done through Counseling Services in the Administration Building, and only for serious and compelling reasons. Your instructor is not authorized to drop you after the drop date.
5. **Readings:** Please expect to attend all lecture/discussions and complete all readings *before* the class period.
6. **Group work:** Group points add up to 11% of your final grade. Group work is hard, and requires excellent follow through. Please try to know your limits and *don't overcommit*.
7. **Field Trips:** One mandatory field trip will meet off campus during class time. PLEASE PUT IT IN YOUR CALENDAR TODAY.
8. **Questions:** At the end of most lectures, I will ask three questions about the course. These questions will help determine whether I have conveyed the information adequately in lecture, whether you are keeping up with and understanding reading assignments, and they will provide for direct feedback about what you are learning through your group's lab/service assignment. They will count for participation, but will not be formally graded.
9. **Draft documents:** As in real impact assessment, the drafting process and public presentation are taken very seriously. **First draft documents are worth more than double final drafts.**
10. **Extra Credit:** There may periodically be opportunities to obtain extra credit for activities relevant to the subject. Such opportunities include analysis of newspaper stories, extra attendance at public hearings, and comments on EIRs. I will decide how many points any extra credit effort will be awarded on a case-by-case basis.

11. Grading will be based on the following criteria:

TOTAL %

◆ Lab Section

Meeting Plan = 2
 Journals (1-3) = 12

= 14%

◆ Notice of Exemption assignment

= 1%

◆ Initial Study/Neg Dec

Draft IS = 20***
 Peer comment letters = 4
 Final IS/ND = 6
 Presentation = 5

= 35%

◆ EIR Sections

Individual Alternative = 5
 Comment Letter = 4
 Contract (Group) = 4
 Individual Draft = 15***
 Final Draft (Group) = 6
 Revised contract (Group) = 1
 Presentation = 5

= 40%

◆ Participation

= 10%

= 100 %

| <u>If you earn</u> | <u>You will receive</u> |
|--------------------|-------------------------|
| 90 – 100 % | A-, A (93.3 – 96.6), A+ |
| 80 – 89.9 | B-, B, B+ |
| 70 – 79.9 | C-, C, C+ |
| 50 – 69.9 | D-, D (56.7 – 63.2), D+ |
| < 50 | F |

ADDITIONAL RESOURCES

Environmental Impact Assessment Review available through

<http://www.sjlibrary.org/research/ejournals/> (use King library password off campus)

Environmental Resource Center (ERC), 115 Washington Square Hall, is a good source for some Local Plans and Impact documents.

King Library: reference and California rooms have impact assessment documents

Useful Web Sites (you will find more daily)

CEQA: These are the most valuable sites for environmental impact assessment in California. They link you to regulations, resource assessment protocols, and current EIRs. They are frequently updated and include LOTS of great information including an interactive flow chart for the EIA Process

Governor's Office of Planning and Research –
 CEQANET – www.ceqanet.ca.gov

California Environmental Resource Evaluation System:
 CERES <http://ceres.ca.gov/planning>
 and <http://ceres.ca.gov/ceqa/index.html>

EIRs

Santa Clara County

<http://www.sccgov.org/portal/site/planning/menuitem.244564f66e6d425580b558bb35cda429?path=%2Fv7%2FPlanning%2C%20Office%20of%20%28DEP%29%2FProperty%20Info%20%26%20Development%2FEnvironmental%20Protection%2FEnvironmental%20Documents>

City of San Jose

<http://www.sanjoseca.gov/planning/eir/eir.asp>

State Lands Commission (SLC)

<http://www.slc.ca.gov/Reports/Reports.htm>

Berkeley Digital Labs (Search for Type EIR)

<http://elib.cs.berkeley.edu/docs/query.shtml>

US Federal

NEPA

Council on Environmental Quality (CEQ) – Great general info and statutes

<http://ceq.eh.doe.gov/nepa/nepanet.htm>

A few full text EISs (and combined docs)

Federal EPA <http://www.epa.gov/compliance/nepa/index.html>

Local Plans

City of Santa Clara

General Plan : http://www.ci.santa-clara.ca.us/community/au_gen_plan_index.html

Zoning Code: http://nt5.scbbs.com/cgi-bin/om_isapi.dll?clientID=289854&depth=2&infobase=santaclara.nfo&softpage=PL_tocframe

City of San Jose

General Plan:

http://www.sanjoseca.gov/planning/gp/2020_text/GP_2020_01_Cover_TOC_July_2005.htm

Zoning Code: <http://www.sanjoseca.gov/planning/zoning/>

Municipal Codes (including zoning)

Cities of Santa Cruz, Palo Alto and Pacific Grove <http://www.procode.com/scmc.html>

Many other CA cities <http://www.bpcnet.com/codes.htm#CA>

Association of Bay Area Governments (ABAG) <http://www.abag.ca.gov/>

Association of Monterey Bay Area Governments (AMBAG) www.ambag.org/about.html