SAN JOSÉ STATE UNIVERSITY
URBAN AND REGIONAL PLANNING DEPARTMENT
URBP 240/142: ENVIRONMENTAL PLANNING
FALL 2017

Instructor: Greta K. Brownlow, PhD
Office location: WSQ 218
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Email: Greta.brownlow@sjsu.edu
Office hours: Mondays by appointment
Class days/time: Mondays 4:30-7pm
Classroom: SH 444
Class website: Canvas
Prerequisites: URBP 240: None. URBP/ENVS 142: Upper division standing or instructor consent
Units: 4

Course Catalog Description
URBP 142: Environmental sustainability and its application to local planning. Review of regulatory
tools and legislation that underlie most environmental planning and current environmental planning
topics.

URBP 240: Examination of the fundamental concepts and issues related to urban environment that
planners face. Focus on land use and open space planning, planning and use of urban resources,
interactions of urban residents and the physical environment, and the role of government in
formulating appropriate policies and strategies.

Course Description and Course Learning Objectives
This course is intended to provide an opportunity for students to understand the origins,
applications, and policy implications of environmental planning in the U.S., with an emphasis on
California. Because much planning with respect to the environment takes place through the process
of assessing and mitigating environmental impacts resulting from various private and government
actions, this course focuses also on compliance with environmental statutes and associated
regulatory processes. This includes the California Environmental Quality Act (CEQA) at the state
level, and the National Environmental Policy Act (NEPA) at the national level. Students will learn
about the philosophical underpinnings and practical application of the process of environmental
impact assessment, including its interplay with resource regulation, land use planning, and public
decision-making. As an important but often contested element of land development, stakeholder
participation in environmental planning and compliance (in particular the method by and extent to
which it is undertaken) is a particular area of focus in this course.

The course will cover a broad range of topics including:

- History, Theory, Practice, and Regulation of Environmental Planning and Environmental
  Impact Assessment
- Land Use Planning and the Environment
- Impact Analysis (NEPA & CEQA)
- Public Participation
- Climate Change and Sustainable Development
- Critical Review and Litigation of Impact Assessments
- Federal and State Resource Regulation

Upon successful completion of this course, students will be able to:

1) Identify the underlying factors and historical milestones that have led to the current
   approach to environmental planning in the U.S., and particularly in California;
2) Identify the key steps involved in the environmental assessment/review process, and
   understand how environmental impact assessment relates to other environmental regulatory
   mechanisms;
3) Understand how legal case law influences environmental planning and compliance;
4) Understand the broader political and ethical implications of how environmental compliance
   is undertaken;
5) Interpret findings presented in environmental impact assessments conducted for a current
   planning project and assess the environmental, political, and policy implications of such
   findings;
6) Gain exposure to current environmental planning challenges and opportunities; and
7) Effectively participate in local environmental planning processes.

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components: 1(a, c, e), 2(a, c, d, e), 3(b, c, d, e).

1. General planning knowledge: The comprehension, representation, and use of ideas and
   information in the planning field, including appropriate perspectives from history, social
   science, and the design professions.
   a) Purpose and Meaning of Planning: appreciation of why planning is undertaken by
      communities, cities, regions, and nations, and the impact planning is expected to have.
   c) Planning Law: appreciation of the legal and institutional contexts within which planning
      occurs.
e) The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.

2. Planning skills: The use and application of knowledge to perform specific tasks required in the practice of planning.
   a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
   c) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.

3. Values and ethics: Values inform ethical and normative principles used to guide planning in a democratic society. The program shall appropriately incorporate issues of diversity and social justice into all required courses of the curriculum, including:
   b) Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.
   c) Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.
   d) Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change.
   e) Social Justice: appreciation of equity concerns in planning.

A complete list of the PAB Knowledge Components can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html.

**Required Course Texts**

All required course readings are listed in the course schedule below, and will be provided electronically via Canvas.

**Course Requirements and Assignments**

Your grade for the course will be based on the following assignments and other activities:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date(s)</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Topic Policy Brief Assignment</td>
<td>10/16</td>
<td>20%</td>
<td>1, 2, and 4</td>
</tr>
<tr>
<td>Reading Summaries</td>
<td>weekly</td>
<td>20%</td>
<td>1, 2, 3, 6 &amp; 7</td>
</tr>
<tr>
<td>CEQA Case Summary Assignment</td>
<td>10/30</td>
<td>20%</td>
<td>1 &amp; 3</td>
</tr>
<tr>
<td>Public Hearing Assignment</td>
<td>11/20</td>
<td>15%</td>
<td>2, 4, 6 &amp; 7</td>
</tr>
<tr>
<td>Current Planning Assignment (Engagement Activity)</td>
<td>12/11</td>
<td>25%</td>
<td>4, 5, 6 &amp; 7</td>
</tr>
</tbody>
</table>
Class Participation:

There is no grade for participation in this course. Rather, attendance and participation are expectations grounded in the notion that each student will gain more by attending class in-person and engaging in discussion with others who bring diverse perspectives and experience to a given course topic than s/he could gain by simply doing the readings and completing the assignments. Class will include discussion and activities, intended to enhance individual student learning and make for a more productive learning environment for all students. Additionally, students will be expected to peruse weekly newspapers/websites/blogs weekly in search of pertinent environmental news topics, and each student will be responsible for presenting one piece of environmental news during the course of the semester. News items should be posted to Canvas so that other students may view and comment on them. Presentations are intended to be brief and informal; no PowerPoint presentations or other visuals are required.

To the extent feasible, students should notify the instructor ahead of time if they will be unable to participate in a given class meeting. In particular, students should make a concerted effort to attend class when a guest lecture is scheduled. Class visitors are busy professionals who are taking time out of their schedules to share their knowledge with you, and their time and effort should be respected.

Current Topic Policy Brief:

For this assignment, students will choose a public policy issue or problem with clear local, state, and/or national environmental implications, and prepare a policy brief that would convince decision makers to follow a specific strategy for addressing this threat to the environment. This could be a natural resource focused issue, such as forest management and conservation, or one that is more public health focused, such as air quality in low-income communities. Students will be provided with detailed guidance as to the purpose and suggested structure of this assignment.

Readings Responses:

Students will also be held accountable for their ability to engage knowledgeably and thoughtfully around assigned readings. Specific readings will be identified on a week-by-week basis. Readings should be completed by the class date where they are listed. Readings will be included in the textbook and in the Course Reader. Resources also may be may also be made available in class or via Canvas, where students are encouraged to share resources and insights with one another.

For each reading assigned on the course syllabus, students will prepare and submit a one- to two-paragraph response to a prompt posted on Canvas. Responses should be posted to Canvas by 5pm Sunday night.

CEQA Case Summary Assignment:

This assignment requires students to read, interpret, and summarize a court decision of importance within the context of environmental planning and compliance. This assignment is intended to provide students with an understanding of the evolution of environmental compliance as well as the significance of case law in the practice of environmental planning. Students will be provided with a list of cases to choose from, each of which is in some way precedent setting.
Public Hearing Assignment:
This assignment is intended as an opportunity for students to see public decision-making in action. Students will be required to attend a public meeting or hearing at which a planning approval or other related action, such as certification of an environmental (CEQA/NEPA) document, would occur. Students will prepare one-page written summary and report back to the class on the project, issues under discussion or dispute, and the implications of any actions taken at the meeting/hearing. Students should plan ahead for this assignment so as to be able to attend a meeting that is both convenient and timely (i.e., it occurs before the assignment is due).

Current Planning Assignment (Engagement Unit Activity):
The Current Planning project entails investigating, documenting, and making a recommendation on a Bay Area project for which environmental documentation (i.e., an EIR and associated technical reports) has been completed. The project could be proposed with approval pending, approved pending construction, currently under construction, or recently completed. Students will be provided examples of some major Bay Area development projects from which they may choose; students are also encouraged to choose a different project of interest. Students will visit and document the project site, research project history (including public opinion) through online research and by interviewing city staff and/or members of the public, review and summarize environmental documentation completed for the project (e.g., CEQA/NEPA documents and supporting background studies), and present their findings and recommendations on the project in the form of a staff report, and in a presentation to the class. Students may team up for this assignment, or complete it on their own.

As a supplement to this project, graduate students will be required to prepare a paper discussing how the documented project fits into the local, regional, and state planning context. Students will focus this paper on a key issues related to the group project and elaborate on the importance of this key issue both for the project in its local context and for the region/state/nation as a whole. For example, if a key issue for a particular project is water supply, the supplemental graduate assignment could focus on the difficulty of securing water sources for new development projects within the context of a statewide drought and associated water conservation requirements.

Additional direction and grading criteria for each of these assignments will be provided in class and on Canvas.

Final Examination or Evaluation
There is no final exam for this course. We will meet during the assigned final examination time, however, to hear student presentations on final projects (Current Planning Assignments). Attendance at this meeting is mandatory.

Grading Information
I will calculate the final letter grade for the course by weighting the grade for each assignment according to the percentages in the table above. To do this, I first convert the letter grade for each assignment to a number using a 4-point scale (A = 4.0, A- = 3.67, B+ = 3.33, B = 3, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D = 1, and F = 0). I then use these numbers and the weights for each assignment to calculate a final, numerical grade for the course based on a 4-point scale. That number is converted back to a letter grade (A = 3.85+, A- = 3.50 – 3.84, B+ = 3.17 – 3.49, B = 2.85 – 3.16, B- = 2.50 – 2.84, C+ = 2.17 – 2.49, C = 1.85 – 2.16, C- = 1.50 – 1.84, D+ = 1.17 – 1.40, D = 0.85 – 1.16, F = 0 – 0.84).

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**Other Grading and Assignment Issues**

Assignments should be posted to Canvas by 4pm on the date specified in the course outline below (unless otherwise specified due to shifts in course organization). Grades for late assignments will be deducted by 10% for each day they are late. Unless specific arrangements are made with the instructor, late assignments will not be accepted beyond one week of their due date. No late assignments will be accepted after 12/4.

As noted below, additional handouts will be distributed throughout the quarter to provide a more detailed overview of each assignment and associated grading criteria.

**Course Workload**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Because this is a four-unit class, you can expect to spend a minimum of nine hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments may require additional work for the course. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. For this class, you will have to undertake additional activities outside the class hours such as [add detail for your class]. Details on how to complete these activities will be provided [add explanation for your class: i.e., in this syllabus or on handouts distributed in class later in the semester].

**Classroom Protocol**

Please make an honest effort to come to class each week and to arrive on time. Participation is an important part of the course, and if you are not in class, you cannot participate. If you must arrive late, please ask one of your classmates to catch you up on what we are doing. We will have at least one break per class period. Timing of the break will depend on the flow of lectures and scheduled guest presentations. Eating is permitted in class if it is done discretely. Please note that engaging in extra-curricular activities (such as web surfing, Facebooking, texting, and tweeting) is not permitted during the class periods (except during breaks). Refraining from “multi-tasking” during class is a sign of mutual respect – both student-to-instructor and student-to-student.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

**Plagiarism and Citing Sources Properly**

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.
Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.

If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:

- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- Examples of plagiarism at www.indiana.edu/~istd/examples.html
- Plagiarism quiz at www.indiana.edu/~istd/test.html

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

Citation style

All instructors in the URBP department are encouraged to have students follow the citation formatting guidelines in Turabian’s A Manual for Writers of Research Papers. By using a consistent style across classes, we make it easier for students to learn and apply proper formatting. You may choose to require a different style if you prefer, though.

Whatever style you ask students to use, however, should be described in this section of the syllabus.

If you choose to have students follow Turabian style, you can include the paragraph below, modifying it as explained in the next “comment.”

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian’s A Manual for Writers of Research Papers, Theses, and Dissertations, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian’s book describes two systems for referencing materials: (1) “notes” (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. In this class, students can use either of these styles, as long as the chosen style is used consistently throughout a given document.
Library Liaison
The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Toby Matoush. If you have questions, you can contact her at toby.matoush@sjsu.edu or 408-808-2096.
## COURSE NUMBER AND TITLE
### FALL 2017
### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments &amp; Activities</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Daniels Chapter 1</td>
<td></td>
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<tr>
<td>2</td>
<td>9/4</td>
<td>Labor Day</td>
<td>NO CLASS</td>
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<td></td>
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<td>Liam Dillon, “California lawmakers have tried for 50 years to fix the state's housing crisis. Here's why they've failed,” LA Times, June 29, 2017.</td>
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<td></td>
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<td>Liam Dillon, “A key reform of California’s environmental law hasn’t kept its promises,” LA</td>
<td>Case Study: San Jose Residential</td>
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<tr>
<td>Page</td>
<td>Date</td>
<td>Exercise</td>
<td>Description</td>
<td>CEQA Case Summary Handout</td>
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<td>Jennifer Hernandez, David Friedman, and Stephanie De Herrera, “In the Name of the Environment: Litigation Abuse Under CEQA,” Holland and Knight, August 2015.</td>
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<td></td>
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<td>Office of the Attorney General – Environmental Justice, “Environmental Justice at the Local and</td>
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<td>Week</td>
<td>Date</td>
<td>Assignment</td>
<td>Reading Material</td>
<td>Notes</td>
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<tr>
<td>8</td>
<td>10/16</td>
<td>Solid Waste</td>
<td>Daniels Chapter 7</td>
<td>Landfill Case Study Policy Brief Due</td>
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<tr>
<td></td>
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<td>Review Case Study Materials (provided on Canvas)</td>
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<td>Additional info related to the State Water Project available at: <a href="http://www.water.ca.gov/swp/index.cfm">http://www.water.ca.gov/swp/index.cfm</a></td>
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<td>10</td>
<td>10/30</td>
<td>Habitat Conservation Planning</td>
<td>Daniels, Chapter 19</td>
<td>CEQA Case Summary Due</td>
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<td>(Guest Speaker)</td>
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<td>11</td>
<td>11/6</td>
<td>Transportation Planning</td>
<td>Daniels, Chapters 4 and 18</td>
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<td></td>
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<td>(Guest Speaker)</td>
<td>Governor's Office of Planning and Research (OPR), Revised Proposal on Updates to the CEQA Guidelines on Evaluating Transportation Impacts under CEQA.</td>
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<tr>
<td>12</td>
<td>11/13</td>
<td>Renewable Energy</td>
<td>Daniels, Chapter 17</td>
<td>CEQA Hearing Assignment Due</td>
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<td>(Guest Speaker)</td>
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<td>14</td>
<td>11/27</td>
<td>Trail Planning</td>
<td>Daniels, Chapter 9</td>
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<td>(Guest Speaker)</td>
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<td>15</td>
<td>12/4</td>
<td>Final Project Work Session</td>
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<tr>
<td>16</td>
<td>12/11</td>
<td>Presentations</td>
<td>Student Presentations on Final Project</td>
<td>Final Paper Due</td>
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<tr>
<td>17</td>
<td>12/15</td>
<td>FINAL EXAM: 5:15-7:30pm</td>
<td>Student presentations on Final Project continued</td>
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</table>
*Please note that this is a tentative class schedule; topics may change or be rearranged based on class interests, guest lecturer availability, and the need to spend additional time on certain topics*