Instructor: Kirsten Struve
Office location: WSQ 2 18
Telephone: 650-814-0961
Email: Kirsten.Struve@sjsu.edu
Office hours: Wednesdays, from 3:00 pm to 4:00 pm

Class days/time: Wednesdays from 4:30 pm to 7:00 pm
Classroom: HGH 122
Class website: On SJSU Canvas website
Prerequisites: None
Units: 4

Course Catalog Description
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
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. e) Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities.

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**

Textbooks are available at the San Jose State University Spartan Bookstore, 1125 N 7th St, San Jose or via Amazon, Barnes & Noble, or another online bookseller.


Articles and Monographs

Articles can be retrieved in electronic form from the Dr. Martin Luther King, Jr. Library at San Jose State University by following this link: http://library.sjsu.edu/electronic-journals-index/electronic-journals-index (Links to an external site.). All articles will also be uploaded to 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 and Graded Activities</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Viewing Notes, summarizing and reflecting upon what you have read and viewed for class; 2 pages in length each</td>
<td>20%</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>Notes on an Environmental Impact Report Public Hearing, 3 to 4 pages in length</td>
<td>10%</td>
<td>2, 4,5,6,7</td>
</tr>
<tr>
<td>Participation in a Group Project: Preparation of a Paper (10%), 20 to 25 pages in length and a PowerPoint Presentation (10%), 10 to 12 slides in length on Evaluation of an Environmental Impact Report</td>
<td>20%</td>
<td>2,4,5,6,7</td>
</tr>
<tr>
<td>Term Paper: Policy Brief on a topic pertaining to the course; 5 to 7 pages in length</td>
<td>25%</td>
<td>1,2,3,4,5,6 (depending on topic)</td>
</tr>
<tr>
<td>Final Examination on all material covered in the course (essay questions).</td>
<td>25%</td>
<td>1,2,3,4,5,6</td>
</tr>
</tbody>
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*Reading and Viewing Notes* are expected to be concise, thus no more than two pages in length. Students should summarize the highlights of the readings and viewing and add their own reflections.

The *Student Group Paper on Evaluation an Environmental Impact Report* should be between twenty and twenty-five pages in length. The *PowerPoint Presentation on Evaluation of an Environmental Impact Report* should be ten to twelve PowerPoint slides in length. Students will be evaluated based on their individual contributions (one-half of grade) to both the Paper and the PowerPoint Presentation, as well as the overall performance (one-half of grade) of the group.

The *Memo of Highlights and Reflections on an Environmental Impact Report Public Hearing* should be three to four pages in length. Students should select and attend the Public
Hearing and then write up notes and reflections based on that experience.

The *Term Paper* should be between 5 and 7 pages in length. Students must choose a topic pertinent to the course as detailed in the assignment.

All assignments should be submitted to the class site on SJSU Canvas in electronic form either as Word or pdf files (or as a PowerPoint file in the case of the Student Group Presentation). Additional details on each assignment will be posted on the course website and discussed in class.

**Final Examination or Evaluation**

The *Final Examination* will be comprehensive, covering all the course material. The format will be a series of short answer questions and essay questions. Students must upload their completed Final Examination to the course Canvas site no later than 7:00 pm on Wednesday, May 15th.

**Calculation of Final Course Letter Grade**

Each assignment will be graded on a point scale. Each point equals one percent of the final course grade. For example, the Final Examination represents up to 25.0% or 25.0 points of the total of a possible 100.0% or 100.0 points for all the assignments in the course.

The following point ranges will correspond to letter grades:

- 100 points = A+
- 95 to 99.9 points = A
- 92 – 94.9 points = A-
- 89 – 91.9 points = B+
- 84 – 88.9 points = B
- 81 – 83.9 points = B-
- 78 – 80.9 points = C+
- 73 – 77.9 points = C
- 70 – 72.9 points = C-
- 67 – 69.9 points = D+
- 62 – 66.9 points = D
- 59 – 61.9 points = D-
- 58.9 and below = F

**Other Grading and Assignment Issues**

Assignments may be uploaded to the URBP 240 class site on Canvas at any time before the
time and date due. Late submission will not be accepted without a compelling and documented reason such as an illness or family emergency.

**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 your courses. For this class, you will have to undertake additional activities outside the class hours such as reading, writing, research, viewing video clips, and attending a public hearing. Details on how to complete these activities are provided in this syllabus and/or on materials uploaded to Canvas during the semester.

**Classroom Protocol**

Students are expected to arrive in class by the appointed time. No cell phone use will be allowed during class sessions. Should a student need to use the phone, he or she should go out into the hallway or outside of the classroom building to do so. Students are expected to treat others courteously and to conduct themselves in a manner that reflects well on them and on the San Jose State University community. As a courtesy and to ensure efficient use of classroom time, students are asked not to use their laptop or tablet computers during class for any purpose not related to the course. Safety is a top priority. Everyone is asked to do their part to foster a classroom environment in which all students can participate in a safe and productive manner.

**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 to 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 and proper paraphrasing and quotation. See in particular the following pages:

- Overview of plagiarism at [www.indiana.edu/~istd/overview.html](http://www.indiana.edu/~istd/overview.html)
- Examples of plagiarism at [www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- Plagiarism quiz at [www.indiana.edu/~istd/test.html](http://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.

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 may use either system.

### 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 408-808-20
NOTE: ANY CHANGES WILL BE DISCUSSED IN CLASS AND NOTED ON THE CLASS CANVAS SITE WITH AS MUCH NOTICE AS POSSIBLE

Date: January 30, 2019

Topic: Introductions; Course Overview; Discuss The Nature of Cities

Reading: None

Assignments Due: View at home and discuss in class the documentary film, The Nature of Cities

Date: February 6, 2019

Topic: Cities and the Environment


Assignments Due: Reading and Viewing Notes #1 due to be uploaded to Canvas by 4:30 pm on Wednesday, February 6, 2019

Date: February 13, 2019

Topic: The Environmental Planning Process; CEQA and NEPA; the Basis of Environmental Planning;

Reading: Daniels (2014) The Environmental Planning Handbook, Chapters 1 and 2

Assignments Due: None.

Date: February 20, 2019 – Missed Class

Topic: The Basis for Environmental Planning

Reading: Daniels (2014) The Environmental Planning Handbook, Chapter

Assignments Due: Reading and Viewing Notes #2 due to be uploaded to Canvas by 4:30 pm on Wednesday, February 20, 2019 – moved to March 13

Date: February 27, 2019 – New Instructure introduction

Topic: Environmental Planning and Public Health; Public and Stakeholder Engagement

Reading: Daniels (2014) The Environmental Planning Handbook, Chapter 3; Newman & Jennings (2008), Cities as Sustainable Ecosystems, Chapter 8, 9, 9 and 10.

Assignments Due: None

Date: March 6, 2019
**Topic:** The Basis for Environmental Planning and Regulation, Public Health, Stakeholder Engagement, and Climate Change

**Reading:** Daniels (2014) *The Environmental Impact of Cities*, Chapter 4; Hill (2016), *Climate change: Implications for the assumptions, goals, and methods of urban environmental planning*

**Assignments Due:** Reading and Viewing Notes #3 due to be uploaded to Canvas by 4:30 pm on Wednesday, March 6, 2019 – moved to March 13

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**Date:** March 13, 2019

**Topic:** Making Greener Cities; Planning for Working Landscapes (Agriculture, Forest, Green Infrastructure)


**Assignments Due:** Notes on an Environmental Impact Report Public Hearing due to be uploaded to Canvas by 4:30 pm on Wednesday, March 13, 2019 – moved to April 17

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**Date:** March 20, 2019

**Topic:** Guest Speaker: Transportation Planning and Planning for Energy

**Reading:** Daniels (2014) *The Environmental Planning Handbook*, Chapters 17 and 18

**Assignments Due:** Reading and Viewing Notes #4 due to be uploaded to Canvas by 4:30 pm on Wednesday, March 20, 2019

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**Date:** March 27, 2019

**Topic:** Guest Speaker: Transportation and lecture Planning for Air Quality and Greenfields


**Assignments Due:** None

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**Date:** April 3, 2019

**No Class – Spring Recess**

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**Date:** April 10, 2019

**Topic:** Guest Speaker: CEQA and lecture: Planning for Solid and Hazardous Waste

**Reading:** Daniels (2014) *The Environmental Planning Handbook*, Chapters 4, 5 and 6

**Assignments Due:** Reading and Viewing Notes #5 due to be uploaded to Canvas by 4:30 pm on Wednesday, April 10, 2019

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**Date:** April 17, 2019

**Topic:** Planning for Water Supply and Water Quality

**Reading:** Daniels (2014) *The Environmental Planning Handbook*, Chapters 9 and 10
Assignments Due: Student Term Paper due to be uploaded to Canvas by 4:30 pm on Wednesday, April 17, 2019

Date: April 24, 2019

Topic: Planning for Natural Areas and Wetlands

Reading: Daniels (2014) *The Environmental Planning Handbook*, Chapters 11 and 12

Assignments Due: Reading and Viewing Notes #6 due to be uploaded to Canvas by 4:30 pm on Wednesday, April 24, 2019

Date: May 1, 2019

Topic: Planning for Natural Hazards and Natural Disasters and Coastal Zones

Reading: Daniels (2014) *The Environmental Planning Handbook*, Chapters 8 and 13

Assignments Due: Reading and Viewing Notes #7 due to be uploaded to Canvas by 4:30 pm on Wednesday, May 1, 2019

Date: May 8, 2019

Topic: Student Group Presentation on Environmental Impact Reports

Reading: None

Assignments Due: Student Group PowerPoint Presentations and Papers on Evaluation of an Environmental Impact Report due to be uploaded to Canvas by 4:30 pm on May 8, 2019.

Date: May 15, 2019

FINAL EXAM Answers due to be uploaded to Canvas by 4:30 pm on Wednesday, May 15, 2019