Instructor: Jasneet Sharma
Office location: WSQ 218
Email: jasneet.sharma@sjsu.edu (email is my preferred method of communication)
Office hours: Fridays, 10:00 -11:00 am and by appointment
Class days/time: Monday, 4:30 pm – 7:00 pm
Classroom: CL 243
Class website: https://groups.google.com/a/sjsu.edu/forum/#!forum/envplan2013-
group
Prerequisites: Upper division standing or instructor consent (for ENVS/URBP 142 only).
Units: 4

Course Catalog Description
[URBP 142/ENVS 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. Course may be repeated for credit when topic changes. Prerequisite: Upper division standing or instructor consent.

[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 designed as an overview of environmental planning and introduces students to the multitude of topics associated with this field, especially sustainable development. By the end of the semester, students will be familiar with the major environmental challenges facing planners, as well as some of the tools used to address these challenges and grow sustainably. Major topics that we will cover during the semester include: fundamentals of environmental planning and environmental policymaking in the U.S.; environmental economics and laws (NEPA & CEQA); environmental justice, equity and collaborative planning; environmental psychology and behaviors; planning for
contemporary environmental challenges (solid and hazardous waste; water quality, supply and wastewater management; air quality; climate change (AB 32 and SB375); natural disasters and hazard mitigation; renewable and non-renewable energy); growth management and sustainability (smart growth, new urbanism, ecological footprints); environmental preservation and conservation techniques and green infrastructure and development.

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

1. Identify the underlying factors that shaped the environmental planning and policymaking movement in the U.S.; list the current environmental challenges and identify the character and nature of these challenges.

2. Identify the key steps involved in the environmental assessment/review process under both NEPA and CEQA regulations, compare and contrast the basic regulatory processes in NEPA and CEQA and conduct a preliminary assessment of the potential environmental impacts associated with a project.

3. Identify the major environmental planning-related issues associated with specific environmental topics such as: environmental justice; air quality; water quality and wastewater management; climate change; disaster planning; energy planning; the built and natural environment; conservation development, low impact and green development.

4. Describe, analyze and evaluate policies and programs (regulatory and market-based) used by planners to address environmental challenges and promote sustainable development.

5. Prepare an analysis of an environmental planning related problem and formulate policy or program recommendations for the client.

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(c, d, e). A complete list of the PAB Knowledge Components can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html.

Required Course Readings
This course will rely on current articles (peer-reviewed and professional) and reports in order to provide students with the most up-to-date information on a topic. All weekly readings will be in digital format and will be available for download from the course website (https://groups.google.com/a/sjsu.edu/forum/#!forum/envplan2013-group).

Course Format, Assignments and Grading Policy
Course format will be a seminar. There will only be a few lectures by the instructor. Students will be required to lead, participate and contribute to the in-class discussion and learning process. The instructor's role is to moderate when necessary, to prompt discussion, to referee, or to provide some context for the topic.
Your grade for the course will be based on the following assignments and other graded 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>Assignment 1: Student led discussion &amp; presentation</td>
<td>20%</td>
<td>1,2, &amp; 3</td>
</tr>
<tr>
<td>Assignment 2: ‘You choose’ memos</td>
<td>30%</td>
<td>1,2,3 &amp; 4</td>
</tr>
<tr>
<td>Assignment 3: Final project</td>
<td>40%</td>
<td>5</td>
</tr>
<tr>
<td>3a. Project Proposal</td>
<td>(5%)</td>
<td></td>
</tr>
<tr>
<td>3b. Project Analysis Report (Engagement Unit Activity)</td>
<td>(15%)</td>
<td></td>
</tr>
<tr>
<td>3c. Project Presentation (Engagement Unit Activity)</td>
<td>(10%)</td>
<td></td>
</tr>
<tr>
<td>3d. Project Handout</td>
<td>(10%)</td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

**Assignment 1: Student led presentation and discussion**

Every week, students in groups of two (for undergraduates) and individually or in groups of two (for graduate students) will be required to give a presentation based on the readings, lead the discussion and facilitate the seminar on the topic of the week for the first half of the class. Other students in the class will provide feedback on the facilitator(s) performance. The instructor will use this feedback to assign a grade that will represent 20 percent of the final grade.

The presentation and discussion questions should address the following:

1. The main concept, issue or problem being described,
2. Data related to the problem, the inferences made from the data and the legitimacy of those inferences,
3. The solutions suggested and methods used to address the issue,
4. Limitations or advantages of the methods and implications or consequences of the solutions,
5. Alternative analysis or approaches for resolving the issue, and
6. Additional insights or thoughts.

For the purpose of leading and facilitating the discussion, students should generate open-ended question that foster critical thinking and encourage an in-depth examination of the key concepts and issues. You can incorporate real life examples of the application or implementation of the concepts from the readings at the state, regional or local level into the presentation and discussion to help students make the connections from policy to local implementation. You are encouraged to experiment with different presentation media and visual aids to create an engaging learning environment.

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1 “Critical Thinking Questions You Can Ask About Anything | Resources | Center for Faculty Development at Union University.” 2013. Accessed August 6. [http://www.uu.edu/centers/faculty/resources/article.cfm?ArticleID=266](http://www.uu.edu/centers/faculty/resources/article.cfm?ArticleID=266)
environment such as powerpoint presentations, video and audio recordings, posters, etc.

**Assignment 2: ‘You choose’ memos**

Students will be provided with a list of six (5) short assignments to choose from. Over the course of the semester, graduate students must choose and complete three (3) out of these five (5) assignments and undergraduate students enrolled in this course must complete two (2) out of the five (5). The ‘you choose’ assignment will constitute 30 percent of the total grade.

For the purpose of the memos, imagine you are the environmental planner for your hometown. There is a community meeting every two weeks attended by people with varying levels of expertise and knowledge of environmental planning issues. The purpose of this meeting is to inform the community and elected officials of some of the critical environmental issues facing your community and present some policy recommendations or actions the city should consider to address the problem. To achieve this, you could either present the information in a 500-word memo or a five-minute video or audio recording. Keep in mind that the audience is already exhausted and has a very short attention span as they also have to listen to similar presentations from representatives from all the different city departments. So, they will appreciate your brevity and clarity of thought.

The memo, video or audio recording should:

1. Present a synthesis of the main areas of concerns,
2. Identify at least one (1) issue which in your opinion are the most critical and urgent for the community to address
3. Give reasons why those issues are important and
4. Recommend at least one (1) approach or solution to address the identified issue.

The schedule for the ‘you choose’ assignment will be as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Week #</th>
<th>Readings</th>
<th>Due-date &amp; time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3 &amp; 4</td>
<td>Environmental History and Environmental Justice</td>
<td>Sep 23 @ 4:00 pm</td>
</tr>
<tr>
<td>2.</td>
<td>5 &amp; 6</td>
<td>Environmental economics and Environmental regulations</td>
<td>Oct 7 @ 4:00 pm</td>
</tr>
<tr>
<td>3.</td>
<td>7 &amp; 8</td>
<td>Solid and hazardous waste; Water quality and supply</td>
<td>Oct 21 @ 4:00 pm</td>
</tr>
<tr>
<td>4.</td>
<td>9 &amp; 10</td>
<td>Air quality and pollution and Climate Change</td>
<td>Nov 4 @ 4:00 pm</td>
</tr>
<tr>
<td>5.</td>
<td>13 &amp; 14</td>
<td>Disaster Planning and Planning for Energy</td>
<td>Dec 2 @ 4:00 pm</td>
</tr>
</tbody>
</table>

**Assignment 3: Final Project and Presentation**

Students will work in small groups of 2-3 students on an environmental planning topic of the students' choice to apply planning techniques discussed in this course to real world environmental problems. The project should explore relevant planning and sustainable development issues from the San Jose/Bay Area region, evaluate/analyze a problem, explain the environmental planning strategy applied and propose recommendations to address the problem. This final project will constitute 40 percent of the final grade. Below is a brief description of each stage in the final project, with due dates and grade percentages.

San José State University

Urban and Regional Planning Department
1) A one-page project proposal (5% of final grade) – due September 30th, 2013.

2) Engagement Unit Activities (25% of final grade) - This engagement unit part of the course will require students to observe planning related activities, undertake a planning process or analyze planning related data (interviews, field observations and surveys, data collection, etc.) The engagement unit will consist of a project analysis report and project presentation.
   a. Project Analysis Report (15% of final grade) – due November 25, 2013
      i. This report at a minimum must address the following: provide information regarding the type of data/materials needed to examine the problem, the data sources and data gathering methods used, a synthesis of the analysis performed and a summary of the results.
   b. Final Project presentation (10% of final grade) – due December 16, 2013.
      i. Students will also have to present what they learned/accomplished in reference to the subject matter, their findings and recommendations in class via a 10-minute powerpoint presentation

3) 2-page Project Handout (10% of final grade) – due December 16, 2013.
   i. A synthesis of the analysis, findings and recommendations from the engagement unit project will need to be in the form of a 2-page handout or fact sheet. This handout will serve as a summary of the final project and should include key information about the project, findings, recommendations, etc. The layout and format used should aim to affectively communicate the problem and solutions to a layperson within a couple of minutes.

Additional details will be provided in class during the semester.

Class Participation

The overall class participation grade will be based on the student’s contribution to the in-class discussion. Student participation in class discussions is a vital component of this course. Students should make every attempt to attend all classes and actively participate in discussions. If a student misses a significant number of lectures or does not actively participate (in a substantial and thoughtful manner) in discussions related to the course readings or lecture topic, this will impact the final course grade.

Calculation of Final Course Letter Grade

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).
Other Grading and Assignment Issues

Late assignments (those turned in after 4:00 p.m. on the due date) will not be accepted for full credit. A 10% grade reduction will be applied for assignments turned in up to 24 hours late. After the first 24 hours, each 24-hour period that follows will result in an additional 10% grade reduction.

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, preparation, studying or course related activities. 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 that will involve research, stakeholder interviews, field surveys, data collection and analysis, etc. for the final report. Details for these activities will be provided in class during the semester.

Academic Integrity Statement, Plagiarism, and Citing Sources Properly

SJSU’s Policy on Academic Integrity states: “Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development” (Academic Senate Policy S07-2). The policy on academic integrity can be found at [http://www.sjsu.edu/senate/S07-2.htm](http://www.sjsu.edu/senate/S07-2.htm).

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

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*, 7th edition (University of Chicago Press, 2007, ISBN-10: 0-226-82336-9). 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. Students may use any of the two styles, as long as they use one consistently throughout an assignment. Grading on assignments will include a component for proper citation formatting.

Accommodation for Disabilities

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

You can find information about the services SJSU offers to accommodate students with disabilities at the Disability Resource Center website at www.drc.sjsu.edu.

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 408-928-2096.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter.
**Classroom Protocol**

Typically, the 2.5 hour class session will be split between lecture/student led presentation and in-class discussion and group activity and/or guest speaker. Student participation and group discussion are a vital component of this course and students are expected to come to class ready and prepared to participate as well as listen (in a substantial and thoughtful manner). Counter-view points are welcome as long as they are presented respectfully and in relation to the course readings. If a student misses lectures, consistently arrives late, does not actively participate or help to build the collective discussion, this will impact the final course grade.

Out of courtesy all cell phones and any other electronic devices should be put away, tuned off or on silent and the instructor will ask that any laptops and/or electronic tablets be turned off if they are a distraction to the class and/or used beyond note-taking purposes (unless another use is specifically called for by the instructor). All students are expected to behave at all times in a respectful and culturally sensitive manner to other students, guests and instructors.

**Disclaimer**

This syllabus is intended as a class guide and is designed to be as accurate as possible. It is possible, however, that this syllabus may change during the semester as class needs change. Any change will be discussed in class with as much notice as possible. Since our course only meets once per week, email will be used as the primary form of communication (through Google Groups). Please make sure that you are checking the site regularly (or even better, have announcements sent directly to your email when you register for the site). If you have difficulty with mail, or limited access, please let me know so that we can arrange an alternate means of communication.
URBP & PADM 240: ENVIRONMENTAL PLANNING  
URBP & ENVS 142: INTRO TO ENVIRONMENTAL PLANNING  
FALL 2013

COURSE SCHEDULE

** Note: this course schedule is currently tentative. Coordinating the guest speakers may result in some weeks being shifted around a bit. While weekly topics may change, the due dates for assignments are likely to remain the same.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Introduction and Course Overview</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>August 26</td>
<td></td>
<td></td>
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<tr>
<td>Week 2:</td>
<td>No Class (Labor Day)</td>
<td></td>
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<tr>
<td>September 2</td>
<td></td>
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<tr>
<td>September 9</td>
<td></td>
<td>“Our Built and Natural Environments.” Accessed August 6, 2013.</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.epa.gov/smartgrowth/pdf/b-and-n/b-and-n-EPA-231K13001.pdf">http://www.epa.gov/smartgrowth/pdf/b-and-n/b-and-n-EPA-231K13001.pdf</a> [Read Ch 1, 2 &amp; 3.1, pp 1-43].</td>
<td></td>
</tr>
</tbody>
</table>
Week 5: September 23 | Environmental policy, economics, market principles and tragedy of commons.
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‘You choose’ memo #1

Week 6: September 30 | Environmental tools and regulations; NEPA; CEQA.
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Guest Speaker: Tina Garg, Environmental Planner, URS Corporation.


“Former Ventura City Manager Rick Cole Examines One-page Project Proposals


Amur, Tayfun. "Fighting CEQA With CEQA." Planning 73, no. 3 (March 2007): 30-32.

### Week 7: October 7

**Solid and Hazardous Waste; Land Contamination; Brownfields Development**


http://www.epa.gov/smartgrowth/built.htm. [Read Ch 3.2, pp 44-45].


### Week 8: October 14

**Water quality and supply; Stormwater Management; Wastewater management;**

http://www.epa.gov/smartgrowth/built.htm. [Read Ch 3.3, pp 46-57].

Green Infrastructu

http://www.spur.org/publications/library/article/futu re-water.


Week 9: October 21
Air quality and pollution; Urban heat island effect; The Clean Air Act


Guest Speaker: Abby Young, Principal Environmental Planner, Bay Area Air Quality Management District


### Week 10: October 28

#### Planning for Climate Change; State and regional laws (AB 32, SB 375), policies and market-based programs.

- **Guest Speaker:** TBD

  - “Our Built and Natural Environments.” Accessed August 6, 2013. [http://www.epa.gov/smartgrowth/built.htm](http://www.epa.gov/smartgrowth/built.htm) [Read Ch 3.6, pp 65-70].

#### Reading Assignment

- [Read Ch 3.6, pp 65-70](#).

### Week 11: November 4

#### Collaborative environmental planning; Environmental psychology and behaviors.


  - “One Bay Area.” Accessed August 6, 2013. [http://onebayarea.org/](http://onebayarea.org/). [Review website, identify and examine the various collaborative planning and public participatory techniques used by the agency during the development of the Bay Area regional plan].

### Week 12: November 11

- No Class (Veteran’s Day)

### Week 13: November 18

#### Planning for natural disaster and hazard


- ‘You choose’ memo #4

|----------|---------------------------------------------------------------|-------------------------|

<table>
<thead>
<tr>
<th>Week 15:</th>
<th>Selected Environmental</th>
<th>‘You choose’ memo #5</th>
</tr>
</thead>
</table>

Guest Speaker: TBD

Week 16: December 9
Environmental Preservation: Land Preservation; Conservation; Development; Urban Agriculture


Week 17: December 16
Final Project and Presentations

Please note: For finals week, the class meeting is at a different time.

*Final exam period 5:15 pm– 7:30pm.