

**SAN JOSE STATE UNIVERSITY: DEPARTMENT OF URBAN & REGIONAL
PLANNING**

**ENVS & URBP 142 INTRO to ENVIRONMENTAL PLANNING
URBP 240 & PADM 240 ENVIRONMENTAL PLANNING
FALL 2011**

Instructor:	Matt Krupp
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Office hours:	Thursdays, 2:30 to 3:30 pm at On Fourth: A Novel Care or by appointment
Class days/time:	Thursdays, 4-6:45 p.m.
Classroom:	Clark Hall (CL) 125
Prerequisites:	Upper-division standing or instructor consent (for ENVS/URBP 142 only)
Course Website	http://groups.google.com/group/envplan240fall2011

Course Catalog Description:

[ENVS 142/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. 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 Student Learning Objectives:

This course is designed as an overview of environmental planning and introduces students to the myriad of topics associated with this diverse field. 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. Major topics that we will cover during the semester include: foundations of environmental planning and environmental policymaking in the U.S.; water management planning; stormwater management planning; community environmental planning; NEPA and CEQA; wastewater management planning; public health and planning, including transportation/walkability and food planning; green building; restoration ecology; and climate change, AB 32 and SB 375.

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components:

4.2.1. An understanding of human settlement as it relates to planning based on knowledge of the relevant concepts and theories from: (b) the environmental sciences (biology, ecology, environmental studies) including knowledge about ecological and physical systems in relation to human activity at different geographic scales.

4.2.2. An understanding of historical and contemporary planning practice, policy and processes based on knowledge of the relevant concepts and theories pertaining to: (h) the laws and policies relating to environmental planning and the principles and scientific support for assessing the capacity of natural and built resources.

4.2.4. Understand the different values and ethical standards affecting the practice of planning, demonstrating knowledge for: (c) comparing and respecting the complex social, historical and ecological legacies that accompanies urban settlement across the globe including the values of social equity, cultural and historical preservation and environmental conservation and sustainability.

4.2.5 Specialization(s) (Optional): A program may require that its students develop knowledge of the relevant concepts and theories of at least one area of specialized knowledge of a particular subject or set of issues to gain sufficient depth to a basic level of expertise in their work, typically but not limited to housing, land use, economic development, urban design, comparative international urban development, environmental planning and management, transportation or urban design.

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

Required Course Readings:

Daniels, Tom, and Katherine Daniels. 2003. *The Environmental Planning Handbook for Sustainable Communities and Regions*. Chicago: Planners Press American Planning Association. ISBN-10: 188482966X

Bullard, Robert, ed. 2005. *The Quest for Environmental Justice*. San Francisco: Sierra Club Press. ISBN-10: 1578051207

Books are available at the Campus Bookstore or from on-line booksellers like Amazon.com or Powells.com

Articles and other resources available for download from the course website
<http://groups.google.com/group/envplan240fall2011>

Course Assignments and Grading Policy:

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

Assignment Title	Percent of Total Grade
Community Planning (Safe & Green Halloween – Oct 28)	20%
Pre Debate Memos (Nov 17)	15%
Class Debate	15%
Class Participation (includes one-page topic discussions)	25%
Final Exam (Dec 15)	25%

Each student will be given a detailed handout that discusses the assignment weeks prior to the assignment due date. 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. The class participation grade will be based on the student's contribution to the in-class discussion as well as the student's ability to lead the class in the one-page topic discussion. For the one-page topic discussion the student will identify an article (from a newspaper, magazine, and/or academic journal) that addresses a concept from the reading. The student will be asked to lead the class in a discussion on the topic.

Other grading/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. If life begins to overtake you such that you expect you will not be able to complete an assignment on time and you let me know well before the due date, it may be possible for us to make alternative arrangements that will reduce the grade penalty for lateness.

Google Groups

This class has its own Google Group <http://groups.google.com/group/envplan240fall2011> Each student will be able to have membership in the Google Group and this will be a place for us to share documents, view course-related materials, and participate in discussions about planning- related topics and course readings. Our Google Group is a private group and the information we post and discuss will only be available to group members. To send an e-mail to all group members (including myself) use the following e-mail address: envplan240fall2011@googlegroups.com.

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>.

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 examples of plagiarism that you should be careful to avoid:

- If you use a sentence (or even a part of a sentence) that someone else wrote and don't identify the language as a quote by putting the text in quote marks and referencing the source, you have plagiarized.
- If you paraphrase somebody else's theory or idea and don't reference the source, you have committed plagiarism.
- If you use a picture or table from a webpage or book and don't reference the source, you have committed plagiarism.
- If your work incorporates data someone else has collected and you don't reference the source, you have committed plagiarism.

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 <http://www.indiana.edu/~istd/overview.html>
- Examples of plagiarism at <http://www.indiana.edu/~istd/examples.html>
- Plagiarism quiz at <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

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: 0-22682336-9). 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" (either footnotes or endnotes are acceptable), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. Students who are unfamiliar with this citation system are strongly encouraged to visit me during office hours with any questions. Please pick one of the two systems using that system throughout the paper. Grading on assignments will include a component for proper citation formatting and I would much rather catch errors in advance than deduct points on assignments.

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.

As much as possible, instructional materials used in this course are available in an accessible format. Handouts and lecture notes will be available for download from the Google Groups website. If any student requires instructional materials in a different format, please contact me. We will likely be taking a small number of field trips. If you are unable to participate, please see me so that we can arrange an alternate experience for you so that you can learn the same information through another means (e.g. readings, videos, etc.).

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 changes will be discussed in class with as much notice as possible. Since our course only meets once per week, e-mail 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 e-mail when you register for the site). If you have difficulty with e-mail, or limited access, please let me know so that we can arrange an alternative means of communication.

**URBP 240: Environmental Planning
FALL 2011
TENTATIVE COURSE SCHEDULE**

Date/Week	Topic/Readings/Assignment Deadlines
August 25 Week 1	Topics: Introductions; Course Overview; Introduction to Environmental Planning
September 1 Week 2	<p>Topic: Environmental Planning Process</p> <p><i>Readings:</i> 1. <i>Environmental Planning Handbook</i>, Introduction and Part 1 (p. 1 – 63)</p> <p>2. Bullard, Robert. 2005. "Introduction" and "Environmental Justice in the Twenty-first Century." In <i>The Quest for Environmental Justice</i>, ed. Robert Bullard, 1-42. San Francisco: Sierra Club Books.</p> <p><i>Assignment:</i> One-page topic discussion</p>
September 8 Week 3	<p>Topic: Water Supply and Water Quality</p> <p><i>Readings:</i> 1. <i>Environmental Planning Handbook</i>, Part 2 (p. 65 – 124)</p> <p>2. Pomar, Olga. 2005. "Toxic Racism on a New Jersey Waterfront." In <i>The Quest for Environmental Justice</i>, ed. Robert Bullard, 125-142. San Francisco: Sierra Club Books.</p> <p><i>Assignment:</i> One-page topic discussion</p>
September 15 Week 4	<p>Topic: Air Quality</p> <p><i>Readings:</i> 1. <i>Environmental Planning Handbook</i>, Part 2 continued (p. 125 – 149)</p> <p>2. Pastor Jr., Manuel, James L. Sadd, and Rachel Morello-Frosch. 2005. "Environmental Equity in Metropolitan Los Angeles." In <i>The Quest for Environmental Justice</i>, ed. Robert Bullard, 108-124. San Francisco: Sierra Club Books.</p> <p><i>Assignment:</i> One-page topic discussion</p>
September 22 Week 5	<p>Topic: Solid Waste and Toxic Waste</p> <p><i>Readings:</i> 1. <i>Environmental Planning Handbook</i>, Part 2 continued (p. 151 – 182)</p> <p>2. Bullard, Robert. 2005. "Neighborhoods Zoned for Garbage." In <i>The Quest for Environmental Justice</i>, ed. Robert Bullard, 43-61. San Francisco: Sierra Club Books.</p> <p><i>Assignment:</i> One-page topic discussion</p>

<p>September 29 Week 6</p> <p>NO CLASS</p>	<p>***No Class***</p> <p><i>Work in your groups on Safe and Green Halloween Booth and Activity</i></p>
<p>October 6 Week 7</p>	<p>Topic: Natural Landscapes and Wildlife Habitat</p> <p><i>Readings: Environmental Planning Handbook, Part 3 (p. 183 – 228)</i></p> <p><i>Assignments: None (Work on Fair booth and activity)</i></p>
<p>October 13 Week 8</p>	<p>Topic: Wetlands and Coastal Zone Planning</p> <p><i>Readings: Environmental Planning Handbook, Part 3 continued (p. 229 – 256)</i></p> <p><i>Assignments: Booth and Activity - concept plans and learning objectives due</i></p>
<p>October 20 Week 9</p>	<p>Preparation for the Safe and Green Halloween Fair</p>
<p>October 21 Friday</p>	<p>***Safe and Green Halloween Fair***</p> <p>Martin Park, San Jose</p>
<p>October 27 Week 10</p>	<p>Topic: Disaster Planning</p> <p><i>Readings: Environmental Planning Handbook, Part 3 continued (p. 257 – 275)</i></p> <p><i>Assignments: One-page topic discussion</i></p> <p>Select Debate Topic</p>
<p>November 3 Week 11</p>	<p>Topic: Transportation and Energy</p> <p><i>Readings: Environmental Planning Handbook, Part 5 (p. 333 – 372)</i></p> <p><i>Assignments: After Action Report on the Safe and Green Halloween Fair</i></p>
<p>November 10 Week 12</p>	<p>Topic: Getting it all on paper – CEQA and NEPA Putting it all together</p> <p><i>Readings: Any EIR you can find online or at the library</i></p> <p><i>Assignments: One-page summary of the key environmental issues addressed by the EIR</i></p>

<p>November 17 Week 13</p>	<p>Topic: Sustainable Development</p> <p><i>Readings:</i> 1. <i>Environmental Planning Handbook</i>, Part 5 and 6 (p. 373 – 450)</p> <p>2. Pena, Devon G. 2005. "Tierra y Vida: Chicano Environmental Justice Struggles in the Southwest." In <i>The Quest for Environmental Justice</i>, ed. Robert Bullard, 188-206. San Francisco: Sierra Club Books.</p> <p><i>Audio:</i> Listen to the Arcade Fire album, "The Suburbs" (preferably in a car)</p> <p><i>Assignments:</i> Pre Debate memos due</p>
<p>November 24 Week 14</p> <p>NO CLASS</p>	<p>NO CLASS – HAPPY THANKSGIVING</p>
<p>December 1 Week 15</p>	<p>Class Debate – Day 1</p>
<p>December 8 Week 16</p>	<p>Class Debate – Day 2</p>
<p>December 15 Week 17</p> <p>FINAL EXAM CLASS MEETS FROM 5:15 TO 7:30 PM</p>	<p>FINAL EXAM – STUDY UP!</p>