Instructor: Greta K. Brownlow, PhD
Office location: WSQ 218
Telephone: 510-206-3603 (email preferred)
Email: greta.brownlow@sjtu.edu/greta.brownlow@gmail.com
Office hours: Tuesday 3:00-4:00 pm
Class days/time: Tuesday 4:30-7:00 pm
Classroom: DMH 354
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 in large part 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 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 under both CEQA and NEPA, and understand how environmental impact assessment relates to other regulatory mechanisms related to environmental planning;
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:
   a) 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.htm.

**Required Course Texts**

Albert Herson and Gary Lucks, *California Environmental Law and Policy* (Point Arena: Solano Press Books, 2008). [Available at Bookstore, on Amazon, (plenty of inexpensive, used copies should be available), or from Solano Press]

Unless otherwise noted, all additional course readings listed in the Course Schedule below will be included in the Course Reader available from Maple Press, 481 E San Carlos St, (408) 297-1000.

Materials may also be provided on Canvas or in class.

**Course Assignments and Grading Policy**

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 Undergraduate</th>
<th>Percent of Course Grade Graduate</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>10%</td>
<td>1-7</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
<td>20%</td>
<td>1, 2, and 4</td>
</tr>
<tr>
<td>Reading Summaries</td>
<td>15%</td>
<td>15%</td>
<td>1, 2, 3, 6 &amp; 7</td>
</tr>
<tr>
<td>Public Hearing Assignment</td>
<td>10%</td>
<td>10%</td>
<td>2, 4, 6 &amp; 7</td>
</tr>
</tbody>
</table>
Class Participation:

The class participation grade will be based primarily on the student’s contribution to in-class discussion regarding instructor and student presentations. There will also be planning-related exercises in class for which students will be evaluated on their level of engagement and ability to contribute to related in-class discussions. Additionally, students will be expected to peruse weekly newspapers/websites/blogs weekly in search of pertinent environmental news topics. Each student will be responsible for presenting one piece of environmental news during the course of the semester, and for posting the shared news piece to Canvas so other students may view and comment on it. 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.

Readings Responses:

Students will also be held accountable for their ability to engage knowledgably 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 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 11:59pm Monday night.

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 a brief 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).

CEQA Case Law 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.

**Current Planning Assignment (Engagement Unit Activity):**

The Current Planning project entails investigating and documenting a Bay Area project that has been approved and is currently pending, is under construction, or has recently been completed. Environmental documentation for the project must already have been completed. Students will be provided examples of (and information regarding) some ongoing major development projects from which they may choose, or with instructor approval, students may 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 documents and supporting background studies), and present their findings to the class. Research and technical summaries, as well as student insight into project findings, will be presented in a final report to be submitted at the end of the semester.

As a supplement to this project, graduate students will be required to prepare a paper discussing how the project they documented fits into the local, regional, and state planning context. Students will focus this paper on a key issue 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.

**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 – 2.84, 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**

Assignments will be due in class 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. Assignments should be submitted to the instructor via Canvas.

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].

Academic Integrity Statement, Plagiarism, and Citing Sources Properly
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

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*, 8th edition (University of Chicago Press, 2013, ISBN 978-0226816388). 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.

**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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

You can find information about the services SJSU offers to accommodate students with disabilities at the Accessible Education Center website at www.sjsu.edu/aec.

**Accommodation to Students’ Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

**Consent for Recording of Class and Public Sharing of Instructor Material**

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes.

San José State University

Urban and Regional Planning Department
only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Permission should also be obtained from any guest speaker or student presenting to the class.

**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.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. The SJSU Writing Center is located in Room 126 in Clark Hall.

**SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

**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, Faceooking, 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.
# URBP 240/142: Environmental Planning
## Fall 2015
### Course Schedule*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments &amp; Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25</td>
<td>NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/1</td>
<td>Introduction: What is Environmental Planning?</td>
<td>Daniels, “A Trail Across Time: American Environmental Planning from City Beautiful to Sustainability,” Journal of the American Planning Association</td>
<td>Sign up for Environmental News Presentation</td>
</tr>
<tr>
<td>9/22</td>
<td>The Environmental Consequences of Land Use Planning: What is a “Project”?</td>
<td>Herson Chapter 3</td>
<td>Hand out Current Planning Assignment/ Form Teams</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/6</td>
<td>CEQA Processes and Documentation: The Foundations of Environmental Analysis (Guest Lecturer)</td>
<td>Herson, Chapter 2</td>
</tr>
<tr>
<td>10/20</td>
<td>Resource Analysis: Solid Waste</td>
<td>Herson, Chapter 9</td>
</tr>
<tr>
<td>11/3</td>
<td>Smart Growth, New Urbanism, and Trends in Sustainable Planning</td>
<td>Herson, pp 68-69</td>
</tr>
</tbody>
</table>
Lawrence D. Frank, Sarah Kavage, and Bruce Appleyard, AICP, “The Urban Form and Climate Change Gamble,” Planning, August/September 2007.


http://onebayarea.org (browse)

11/10  Environmental Justice and Community Health (Guest Lecture)

11/17  Resource Analysis: Renewable Energy & EIA (Guest Lecturer)
       Readings to be distributed

11/24  Discuss public hearings
       In-class time for Local Planning Project Team meetings

12/1   Resource Analysis: Trail Planning (Guest Lecture)
       Readings to be distributed

12/8   Presentations
       Student Presentations on Final Project

12/15  FINAL EXAM: 5:15-7:30pm
       Student presentations on Final Project continued

*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