

Department of Environmental Studies
ENVS 190 Advanced Environmental Impact Analysis
Fall 2015

Instructor: Ada Edith Márquez

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Office Hours: Wednesday's by appointment after 3 pm and Friday's 12:30-3:30 pm; advanced notice will be given if office hours must be adjusted for field trips.

Class Days/Time: **Lecture:** Fr 12:30PM-3:15PM
Clark Building 205
Lab: 2 hours/week

Prerequisites: ENVS 124 Intro. To Environmental Law; ENVS 185 Environmental Impact Analysis

Course Description

Advanced work in the field of environmental impact assessment. Analysis of EIA documents for regulatory adequacy, consistency with local planning documents and technical accuracy.

Purpose of the Course

The advanced course in environmental impact assessment is designed to allow a small group of highly motivated students to probe more deeply into the impact assessment topics covered in ENVS 185: biotics, air quality, hydrology, transportation, archaeology, etc. Building upon this knowledge of (physical) environmental impacts, we will continue with an interdisciplinary approach. This course will examine the connections between environmental impacts, socio-economic status (SES), human health, and environmental inequities.

Students will expand their analytical skills using a variety of state and federal laws with the most current databases for natural resource protection; create effective mitigation measures to increase biodiversity within urban environments, and open space for human health. Furthermore, we will align our course purpose to apply EXECUTIVE ORDER S-04-10 in the preparation for local, federal or international work:

to improve air and water quality, protect natural resources and agricultural lands, increase the availability of affordable housing, improve infrastructure systems, promote public health, encourage sustainable land use planning, and meet the state's climate change goals. (oag.ca.gov/environment/communities/policies)

The ENVS 190 course uses both a very individualized, project-oriented approach and teamwork. Students are expected to increase their expertise in impact assessment through research, analysis, writing, and presentation of individual topics, in support of the current introduction to Environmental Impact Assessment class. The course will include field visits to the class project site, presentations, discussion of group readings selected by students and a team report, among other activities.

Department Learning Outcomes and Goals

This course will help you achieve these Departmental Learning Objectives, which are competencies we expect all our graduates to have upon completion:

Department LO 3: Content Environmental Literacy: Students will develop proficiency in the interdisciplinary sustainability principles that are the foundation of environmental studies; they will know the key environmental challenges facing the planet, know relevant interdisciplinary information about these challenges, and be able to develop/identify feasible solutions

Students develop expertise in identifying complex environmental issues, find accurate natural science and social science information on all key aspects of those issues and are able to develop feasible, sustainable solutions using central principles of sustainability

Department LO 4: Students are able to productively conduct group/team work to deliver professional quality presentations and reports. Build local environmental sustainability and democratic participation through community service

Course Content Learning Outcomes and Goals

Learning Objective 3 (LO 3). Students will expand their training in environmental impact assessment to prepare for local (CEQA), federal (NEPA) or international work: critique of existing environmental impact assessments (EIAs), methodologies for health impact assessments (HIA), analytical tools, and appropriate applications at various government levels.

Learning Objective 4 (LO 4). Students will complete a professional EIA/HIA for a specific community in San Jose, CA.

The following Assessment Measures will be used to evaluate students' progress toward the Course Content Learning Objectives:

1. Students will be given a complex project in which they work in a team to complete the goals of the project using the most current scientific peer-reviewed literature, grey literature produced by practitioners in the field, applying EIA practices and government standards, and environmental thresholds. (LO 3)
2. Students will demonstrate skills in analysis, report writing and presentation in word processing, spreadsheet, and presentation software, as well as an ability to locate and interpret data from a variety of database sources to create maps and other important information. Through existing EIA and HIA resources, tools, and publications, students will prepare an EIA/ HIA report. (LO 4)

3. Students will undertake community service projects or participate in events, either on- or off-campus, that contribute to democratic institutions and promotes sustainability, and allow them to apply knowledge gained in their academic program. (LO 4)

Required/Suggested Textbook (The textbook is available at the MLK Library.)

*California Environmental Quality Act (CEQA). (2012). *Statute and Guidelines*. Association of Environmental Professionals. (textbook from ENV 185)*

Herson, A., & Lucks, A.L. (2008). *CA Environmental Law and Policy: A Practical Guide*. Point Arena, CA: Solano Press.

- ❖ Please download **for free** the following: *Curtin's California Land Use and Planning Law (2015) Supplement*. We will use the chapter on CEQA's recent court cases for discussion on current EIRs. <http://www.solano.com/>

Required Readings

- ❖ Please see course schedule.

Other Sources

California Association of Environmental Professionals (AEP Climate Change Committee)

<https://www.califaep.org/about-aep/climate-change-committee>

(CAPCOA) Association of Air Pollution Control Officers representing: all thirty-five local air quality agencies throughout California.

<http://www.capcoa.org/>

RECOMMENDED: *The California Environmental Quality Act in Action: Fifteen Years of Reported Appellate and Supreme Court Decisions from 1997-2013* (2014)

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2527665

NEPA OVERVIEW & ANALYSIS (2010) Environmental Law

Workshop Loyola Law School/Sierra Club Angeles Chapter http://www.mauraw.com/files/nepa_ppt_final_3_27_2010.pdf

NEPA and CEQA: Integrating Federal and State Environmental Reviews Handbook (2014)

www.opr.ca.gov/docs/NEPA_CEQA_Handbook_Feb2014.pdf

The Planner's Guide to Specific Plans (2001) http://opr.ca.gov/docs/specific_plans.pdf

Strategies for Sustainable Communities: A Guidebook Based on California Community Types (2010)

<http://opr.ca.gov/docs/StrategiesforSustainableCommunities.pdf>

University Policies

Avoiding Plagiarism. You must convey the information from the sources you use *totally in your own words*. This is paraphrasing. Be sure to always cite the source of your paraphrased information using in-text citations. If your paraphrase is close to the exact words used by another author or if, in fact, you use the exact words of an author without citing that author, then you are plagiarizing. Plagiarizing is a form of stealing and is a punishable offense at San Jose State University. Read the San Jose State University policy on plagiarism on line or in your catalog. Changing one or a few words from another author is not paraphrasing; it is plagiarizing. Rephrase language that is close to another author's words. If you use an author's exact words you must **quote** those words and then cite the author.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act: 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

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](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/provost/Academic_Calendars/) web page at http://www.sjsu.edu/provost/Academic_Calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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.

Withdrawal policy: Before September 1st, you may drop a class without penalty. After that date, if you must withdraw from the course, this can only be done through Counseling Services and only for serious and compelling reasons. Your instructor is not authorized to drop you after the drop date.

Policy S12-3

“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.” {“a minimum of 2 hours of student effort outside of class per credit hour (defined as 50 minutes) per week is now a requirement”} <http://www.sjsu.edu/senate/docs/S12-3.pdf>

Policy S12-7

“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 only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

S12-7

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Class Expectations:

1. **Originality and honesty:** It is appropriate to cite others' work extensively, with attribution. *It is never appropriate to use other authors' language or ideas, from the web or from written documents, as though they were your own. If you have any questions about appropriate citation, please talk to me personally or write me a note.* Misuse of written material can result in course failure.
2. **Readings:** Please expect to attend all lecture/discussions and complete all readings *before* the class period. Students are expected to **actively participate** in learning. Attend each class, as the lectures will contain material that is not in your book. In addition, part of your grade is based on **in-class activities**. In-class assignments cannot be made up.
3. **Late Assignment Policy:** All assignments are due at the **beginning of class** on the deadline date. Late assignments will be considered **ONLY** for legitimate circumstances, when arranged in advance, or with a doctor's memo.
4. **Lab:** The lab requirement will consist of various service-learning activities: fieldtrips, community workshops, government meetings, field work of data collection, and other related work to the project. All students must complete about 2 hours per week of service-learning.
5. **Safe Classroom:** We are all learning together here. Questions and comments are welcome. Please use office hours for questions about grades. In addition, mutual respect and cooperation are fundamental. Inappropriate behavior or disrespect towards other students and the instructor will not be tolerated and expulsion from the class can occur after the first warning. **Cell phones and laptops are not allowed during class time for personal use. Students must notify the instructor for in class accommodations.**

Citation Required:

APA Style Lite for College Papers © Copyright 2010 by Dr Abel Scribe PhD.

Periodical Format

Author, F. M., Coauthor, F. M., & Collaborator, F. M. (Date). Title of the article in sentence caps without quotation marks [Notation]. *Name of the Journal, Newspaper, or Other Periodical in Heading Caps and Italics*, Volume in Italics (issue number), [pp.] page numbers. doi:12.3456/abcd.123.45.6789

Barry, J. M. (2004). The site of origin of the 1918 influenza pandemic and its public health implications [Commentary]. *Journal of Translational Medicine*, 2(3), 1-4. Retrieved January 15, 2005 from <http://www.translational-medicine.com/>

Weber, W., Vander Stoep, A., McCarty, R. L., Weiss, N. S., Biederman, J., & McClellan, J. (2008). *Hypericum perforatum* (St. John's Wort) for attention-deficit/hyperactivity disorder in children and adolescents. *JAMA*, 299, 2633-2641. doi:10.1001/jama.299.22.2633

Book Format

Author, F. M., & Coauthor, F. M. (Date). *Title of the book or report in sentence caps and italics* (Xth ed.). Place of publication, State: Publisher.

Beers, M. H., & Berkow, R. (Eds). (1999). *The Merck manual of diagnosis and therapy* (17th ed.). Retrieved from

Assignments and Grading Policy

Grading will be based on the following (Total 100 points):

- ◆ **Field trips, Government and Community Meetings (10 points)*:** Students are expected to participate and attend project field trips for environmental assessments, government/staff meetings, and community workshops/community meetings. Students will have the opportunity to interact professionally with experts and community leaders.
- ◆ **Summary of Volunteer Project sites for Community Service (5 points)** According to our Department's goals, *students will undertake community service projects or participate in events, either on- or off-campus that contribute to democratic institutions and promote sustainability.* Each student must complete the service-learning component to pass this course. The instructor will evaluate the quality of participation and contribution to the overall community service project.
- ◆ **Class participation and selection of an EIA: (15 points):** Students will complete the required readings, provide summary notes, and participate in class discussions. Each student will submit a comment letter and discuss the analyses of an EIA document for regulatory adequacy, consistency with local planning documents and technical accuracy.
- ◆ **EIA/HIA Deliverable and presentation (40 points):** Each student will be responsible for an individual contribution towards the teams' report. The EIA/HIA report will have numerous project steps and deliverables (assignments).
- ◆ **Guest Lecture in ENVS 185 (15 points):** Students will practice in class and the actual lecture will be given in ENVS 185 sections.
- ◆ **Assistance with intro class presentations/EIR project (15 points)**

ENVS 190 Advanced EIA Fall 2015

Course Schedule is subject to changes with fair notice. In addition, guest speakers will be invited to class and we will take numerous field trips.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 21	Introductions and ENVS 190 Syllabus/ <ul style="list-style-type: none">□ Provide Herson & Lucks (H & L) Ch. 1 Intro and Ch.2 CEQA (same as ENVS 185 book)
2	Aug. 28	<ul style="list-style-type: none">□ Introduction to HIA Screening and provide HIA example□ Overview of Project and Discussion/EIA/HIA Deliverable/<ul style="list-style-type: none">□ <i>Deliverable: *Submit a project's EIA to critique (title only)</i>□ (H & L) Ch. 3 Local Land Use Planning and Regulation & Ch. 4 State and Regional Land Use Controls□ Bhatia R. 2007. Protecting health with environmental impact assessment: A case study of San Francisco land use decision-making. <i>American Journal of Public Health.</i> 97:406-413.

Week	Date	Topics, Readings, Assignments, Deadlines
3	Sept. 4	<ul style="list-style-type: none"> <input type="checkbox"/> HIA Scoping <input type="checkbox"/> Climate Change Conference (Updates 2015) organized by OPR <input type="checkbox"/> Discuss Project Site Impact Assessment Information/Project Description <input type="checkbox"/> (H & L) Ch. 5 Air Quality <input type="checkbox"/> (White Paper) <i>AEP Beyond 2020: The Challenge of GHG Reduction Planning by Local Governments in CA</i> (March 15, 2015) <input type="checkbox"/> Bhatia R. <i>Health Impact Assessment: A Guide for Practice</i>. Oakland, CA: Human Impact Partners, 2011. (p.36-55)
4	Sept. 11	<ul style="list-style-type: none"> <input type="checkbox"/> HIA (Assessment= EIA with HIA Analyses) <input type="checkbox"/> *Deliverable: Discussion and Critique/Comment letter of a current EIA* <input type="checkbox"/> (White Paper) Association of Environmental Professional (AEP): Climate Change Committee's <i>The CA Supplement to the United States Community Wide Greenhouse Gas (GHG) Emissions Protocol (2013)</i> <input type="checkbox"/> (White Paper) (CAPCOA) <i>CEQA & Climate Change Evaluating and Addressing Greenhouse Gas Emissions from Projects Subject to the California Environmental Quality Act January 2008</i>
5	Sept. 18	<ul style="list-style-type: none"> <input type="checkbox"/> ENVS 190 Fieldtrip <input type="checkbox"/> (White Paper) (CAPCOA) <i>Quantifying Greenhouse Gas Mitigation Measures A Resource for Local Government to Assess Emission Reductions from Greenhouse Gas Mitigation Measures August, 2010</i>
6	Sept. 25	<ul style="list-style-type: none"> <input type="checkbox"/> HIA Recommendations (Mitigations) <input type="checkbox"/> Discussion and Practice ENVS 185 Presentations <input type="checkbox"/> (H & L) Ch. 9 Solid Wastes & 10 Water Quality <input type="checkbox"/> <i>Health Risk Assessments for Proposed Land-Use Projects (CAPCOA Guidance Document, 2009)</i>
7	Oct. 2	<ul style="list-style-type: none"> <input type="checkbox"/> HIA Reporting (Communication of findings) <input type="checkbox"/> Deliverable: ENVS 185 Guest Lecture <input type="checkbox"/> (H & L) Ch. 13 Water Resources
8	Oct. 9	<ul style="list-style-type: none"> <input type="checkbox"/> HIA Evaluation & Monitoring <input type="checkbox"/> Deliverable: ENVS 185 Guest Lecture <input type="checkbox"/> (H & L) Ch. 14 Fish and Wildlife
9	Oct. 16	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum catch - up <input type="checkbox"/> Evaluating California local land use plans environmental impact reports. <i>Environmental Impact Assessment Review, Volume 29, Issue 2, February 2009, Pages 96-106</i> <input type="checkbox"/> (H & L) Ch. 6 Noise & 7 Hazardous Materials and Toxic Substances
10	Oct. 23	<ul style="list-style-type: none"> <input type="checkbox"/> (H & L) Ch. 18 Permitting Guide <input type="checkbox"/> The influence of incomplete or unavailable information on environmental impact assessment in the USA. <i>Environmental Impact Assessment Review, Volume 26, Issue 5, July 2006, Pages 448-467</i>
11	Oct. 30	ENVS 190 Teamwork EIA/HIA Deliverable and assistance

Week	Date	Topics, Readings, Assignments, Deadlines
		<input type="checkbox"/> Health and impact assessment: Are we seeing closer integration? <i>Environmental Impact Assessment Review</i> 31 (2011) 404–41
12	Nov. 6	ENVS 190 Teamwork EIA/HIA Deliverable and assistance
13	Nov. 13	ENVS 190 Presentation Practice and assistance
14	Nov. 20	ENVS 190 EIA/HIA teamwork /discussion
15	Dec. 4	ENVS 190 Presentation
Final Exam		Deliverable: EIA/HIA