

SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF URBAN AND REGIONAL PLANNING
URBP 240

SPRING 2020

Course and Contact Information

Instructor(s):	Greta Brownlow
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Telephone:	510-206-3603 (for urgent matters only)
Class Days/Time:	Monday 7:30-10
Zoom Link:	Online
Office Hours:	Mondays 12-1 via Zoom

Course Catalog Description

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 Format

This course will be held entirely online. The Canvas platform will provide access to course materials and will function as a repository for assignment submittals. Students should expect to participate in weekly online class meetings via Zoom.

Course Description

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 also 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 Planning and 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
- Environmental Justice

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.

Course Learning Outcomes (CLO)

This course partially covers the following Planning Accreditation Board Knowledge (PAB) 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 Readings

All required course readings are listed in the course schedule below, and will be provided electronically via Canvas.

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.

Course Requirements and Assignments

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. 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.

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

Assignments	Due Date(s)	Percent of Course Grade	Course Learning Objectives Covered
Reading Summaries	weekly	15%	1, 2, 3, 6 & 7
COVID and the Environment Assignment	9/28	20%	2, 4, 6 & 7
Current Topic Policy Brief Assignment	10/12	20%	1, 2, and 4
CEQA Case Summary Assignment	11/16	20%	1 & 3
Environmental Assessment Assignment (Engagement Activity)	12/7	25%	4, 5, 6 & 7

Class Participation:

There is no grade for participation in this course. Rather, attendance and participation are expectations grounded in the notion that each student will gain more by attending virtual class sessions and engaging in discussion with others who bring diverse perspectives and experience to a given course topic than they could gain by simply doing the readings and completing the assignments. Class meetings and online interactions will include discussion and activities, intended to enhance individual student learning and make for a more productive learning environment for all students. Additionally, students will be expected to peruse weekly newspapers/websites/blogs weekly in search of pertinent environmental news topics, and each student will be responsible for presenting one piece of

environmental news during the course of the semester. These will not be formal presentations, but rather a casual sharing of information. News items should be posted to Canvas so that other students may view and comment on them.

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. Our guests 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 knowledgeably 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 brief response to a prompt posted on Canvas. Responses should be posted to Canvas by noon on Mondays.

COVID and the Environment:

This assignment will provide an opportunity for students to explore an environmental issue that has been laid bare by the pandemic. Students will identify an environmental issue that has been exposed or highlighted by the pandemic, describe the parameters of the issue – including who it affects – and advocate in a short essay format for a post-COVID path that could address this issue.

Current Topic Policy Brief:

For this assignment, students will choose a public policy issue or problem with clear local, state, and/or national environmental implications, and prepare a policy brief that would convince decision makers to follow a specific strategy for addressing this threat to the environment. This could be a natural resource focused issue, such as forest management and conservation, or one that is more public health focused, such as air quality in low-income communities. Students will be provided with detailed guidance as to the purpose and suggested structure of this assignment.

CEQA Case Summary 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.

Environmental Assessment Assignment (Engagement Unit Activity):

The Environmental Assessment assignment entails investigating, documenting, and making a recommendation on a Bay Area project for which environmental documentation (i.e., an Environmental Impact Report and associated technical reports) has been completed. The project could be proposed with approval pending, approved pending construction, currently under construction, or recently completed. Students may choose from examples to be provided of some major Bay Area development/infrastructure projects from which they may choose, or also choose a different project of interest. Students will visit and document the project site (as feasible), research project history and stakeholder concerns, and review and summarize environmental documentation completed for the project (e.g., CEQA/NEPA documents and supporting background studies) in order to analyze how stakeholder concerns regarding the project's environmental effects identified during the planning and environmental review process have been addressed. Students will also demonstrate how the issues highlighted by documented project relate to larger concerns and issues within the local, regional, and state planning context. For example, if a key issue

for a particular project is water supply, the difficulty of securing water sources for new development projects within the context of a statewide drought and associated water conservation requirements could be discussed.

Project information will be collected through online research, document review, and interviews city staff and/or members of the public. Findings and recommendations should be presented in the form of a staff report and online presentation. Students may team up for this assignment, or complete it on their own.

Additional direction and grading criteria for each of these assignments will be provided in class and on Canvas.

Final Examination or Evaluation

There is no final exam for this course. We will meet during the assigned final examination time, however, to hear student presentations on final projects (Environmental Assessment Assignment). Attendance at this meeting is mandatory. See date in course schedule below.

Grading Information

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).

Assignment Submittal

Assignments should be posted to Canvas by 4pm 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. No late assignments will be after the final class meeting.**

As noted below, additional handouts will be distributed throughout the quarter to provide a more detailed overview of each assignment and associated grading criteria.

“Classroom” Protocol (Including Zoom Etiquette)

While there will be no in-person meetings for this course, participation in online sessions and Canvas based discussions will be important. Please make an honest effort to participate in all sessions and activities. Virtual class meetings will include lectures, guest presentations, online activities, and breakout sessions. Learning opportunities will be optimized when everyone participates. Please use common sense and courtesy by joining on time, limited background noise and interactions during meetings, and being open to the opportunities and challenges associated with operating in a virtual environment.

Live sessions will be held on Zoom. To maximize the interactive space on this platform, please plan to join meetings with your camera on. If this presents an issue for you for any reason, please inform me via email. To provide an opportunity for students who must miss a class to benefit from the live presentation and discussion, I will plan to record our Zoom meetings. This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please contact me about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created for this course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

When participating in online meetings, please observe the following Zoom etiquette:

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

For technical support, please use the following contact:

Technical Support for Canvas Email: ecampus@sjsu.edu Phone: (408) 924-2337
<https://www.sjsu.edu/ecampus/support/>

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

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 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

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. You may choose to require a different style if you prefer, though. Whatever style you ask students to use, however, should be described in this section of the syllabus.

If you choose to have students follow Turabian style, you can include the paragraph below, modifying it as explained in the next "comment."

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 can use either of these styles, as long as the chosen style is used consistently throughout a given document.

URBP 240, Environmental Planning, Course Schedule

Course Schedule

Week	Date	Topic	Reading	Assignments & Activities
1	8/24	Introduction: What is Environmental Planning?	Daniels, "A Trail Across Time: American Environmental Planning from City Beautiful to Sustainability," Journal of the American Planning Association Daniels, <i>Environmental Planning Handbook</i> , Routledge: 2017, Chapter 1	
Planning for Environmental Considerations				
2	8/31	COVID and the Environment	Manjoo, <i>I've Seen a Future Without Cars, and It's Amazing</i> , New York Times, 7/12/20 https://www.nytimes.com/2020/07/09/opinion/sunday/ban-cars-manhattan-cities.html Manuel A. Zambrano-Monserrate, et al, "Indirect Effects of Covid-19 on the Environment," Science of the Total Environment 2020. Beth Gardiner, "Why COVID Will End Up Hurting the Environment," National Geographic, June 18, 2020 https://www.nationalgeographic.com/science/2020/06/why-covid-19-will-end-up-harming-the-environment/ Gaia Vince, "After the Covid-19 crisis, will we end up with a greener world?" The Guardian, July 17, 2020 https://www.theguardian.com/environment/2020/may/17/after-the-covid-19-crisis-will-we-get-a-greener-world	Overview of Assignments
3	9/7	Labor Day	NO CLASS	
4	9/14	Transportation and Land Use Planning (Guest Speaker: Franziska Church, Fehr & Peers)	Daniels Chapter 18, Transportation Planning and the Environment Governor's Office of Planning and Research (OPR), Technical Advisory on Evaluating Transportation Impacts under CEQA, December 2018 Lawrence D. Frank, et al, <i>The Urban Form and Climate Change Gamble</i> . Planning,	

5	9/21	Trail Planning (Guest Speaker: Laura Thompson, ABAG/MTC)	Daniels, Chapter 9	
6	9/28	Habitat Conservation Planning	Stanford HCP Chapter 1 Skim other chapters: https://hcp.stanford.edu/documents.html Cylinder, et al, Understanding the Habitat Conservation Planning Process in California, Institute for Local Self Government, 2004 Habitat Conservation Planning in San Diego, California: Lessons Learned After Five Years of Implementation, Cambridge University Press: 31 October 2005	COVID Assignment Due
7	10/5	Water Resources (Guest Speaker: Jean Eisberg, Lexington Planning)	Ingram, <i>The West Without Water</i> , University of California Press: 2013, Chapter 1. Public Policy Institute of California, Providing Safe Drinking Water, November 2018. California Natural Resources Agency, et al, Fact Sheet on Water Resource Resilience Portfolio Initiative, April 2019. SPUR, Future-Proof Water: Where the Bay Area Gets Its Water in the 21 st Century, March 2013. Basic info on the California Water System: https://water.ca.gov/Water-Basics/The- California-Water-System	
Environmental Impact Assessment				
8	10/12	Foundations of U.S. Environmental Law & Policy	Ronald E. Bass et al, <i>The NEPA Book</i> , Solano Press Books Chapter 1. http://thehill.com/policy/energy- environment/337863-court-dakota-access- pipeline-needs-further-environmental-review https://www.theatlantic.com/science/archive/2 017/06/oil-is-flowing-through-the-dakota- access-pipeline/529707/ http://earthjustice.org/features/faq-standing- rock-litigation	Policy Brief Due

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| 9 | 10/19 | The Environmental Consequences of Land Use Planning: What is a "Project"? | <p>Governor's Office of Planning and Research, <i>California Planning Guide: An Introduction to Planning in California</i>, December 2005.</p> <p>Liam Dillon, "California lawmakers have tried for 50 years to fix the state's housing crisis. Here's why they've failed," LA Times, June 29, 2017.</p> <p>Herson, Chapter 3, Local Land Use Planning and Regulation.</p> |
| 10 | 10/26 | California Environmental Law: Overview of the Compliance Process | <p>Terry Rivasplata and Greta Brownlow, <i>Practical CEQA</i>, Solano Press Books, 2020 (Forthcoming), Chapters 1 & 3</p> <p>Liam Dillon, "A key reform of California's environmental law hasn't kept its promises." LA Times, January 24, 2017</p> |
| 11 | 11/2 | CEQA Case Law | <p>Ronald E. Bass, Kenneth M. Bogdan, Terry Rivasplata, <i>CEQA Deskbook</i>, Solano Press Books, 2012, Chapter 10</p> <p>Jennifer Hernandez, David Friedman, and Stephanie De Herrera, "In the Name of the Environment: Litigation Abuse Under CEQA," Holland and Knight, August 2015. (<i>subsequent follow-up on infill housing and CEQA lawsuits also posted</i>)</p> <p>Jennifer Hernandez, "CEQA: California Dreamin' or California Nightmare," foxandhoundsdaily.com, April 27, 2015. (http://www.foxandhoundsdaily.com/2015/04/ceqa-california-dreamin-or-california-nightmare/)</p> <p>Josh Stephens, "CEQA: The Cause of All Problems in California," California Planning and Development Report, March 23, 2015. (https://www.cp-dr.com/node/)</p> <p>Arthur Coons, Standing Against Environmental Injustice: Some Thoughts On Facing The Need For CEQA Litigation Reform https://www.ceqadevelopments.com/2017/07/18/2699/</p> |
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Environmental Justice & Civic Engagement

12	11/9	Intro to Environmental Justice (Guest Speaker: Bradley Angel, Greenaction)	Robert D. Bullard and Glenn S. Johnson, "Environmental Justice: Grassroots Activism and Its Impact on Public Policy Decision Making," <i>Journal of Social Issues, Vol. 56, No. 3, 2000, pp. 555-578.</i> Office of the Attorney General – Environmental Justice, "Environmental Justice at the Local and Regional Level: Legal Background," May 8, 2012.	
13	11/16	Environmental Justice and Impact Assessment	Ramo, Allen, "Environmental Justice as an Essential Tool in Environmental Review Statutes – a New Look at Federal Policies and Civil Rights Protections and California's Recent Initiatives" Golden Gate University School of Law Digital Commons, 2013. Federal Interagency Working Group on Environmental Justice and NEPA Committee, <i>Community Guide to Environmental Justice & NEPA Methods</i> , March 2019.	CEQA Case Summary Due
14	11/23	No Class Meeting	THANKSGIVING WEEK Work on Environmental Assessment Assignments	
15	11/30	Public Process & Community Engagement	John Randolph, "Collaborative Environmental Management and Public Participation," in <i>Environmental Land Use Planning and Management</i> , (Washington D.C: Island Press, 2011), Chapter 4. Matthew J. Kiefer, "Social Functions of NIMBYism," <i>Planetizen</i> , August 25, 2008, originally appeared in Harvard Design Magazine, Spring/Summer 2008. http://www.planetizen.com/node/34505 Benjamin Richardson and Jona Razzaque, "Public Participation in Environmental Decision-Making," <i>Environmental Law for Sustainability (June 2006):165-194.</i> *(Read 165-170). Checkoway, "The Politics of Public Hearings," <i>The Journal of Applied Behavioral Science</i> 10 1981; vol. 17, 4: pp. 566-582.	
16	12/7	Presentations	Student Presentations on Final Project	Final Paper Due
	12/14	FINAL EXAM	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

