

San José State University
School of Social Sciences, Department of Environmental Studies
ENVS 185 Environmental Impact Assessment (EIA), Section 01, Fall 2021

Course and Contact Information

Instructor:	Ada E. Márquez
Office Location:	On-line
Telephone Main Office:	(408) 924-5450
Email:	ada.marquez@sjsu.edu
Office Hours:	Zoom: Thursdays 6:00 p.m. to 7:15 p.m.
Class Days/Time:	Tuesday and Wednesday from 4:00 p.m. to 5:15 p.m.
Classroom:	Dudley Moorhead Hall Room 162 (Resilient Online if needed, Zoom-Synchronous)

Course Description

Environmental Impact Assessment (EIA) laws are among the most powerful tools currently available to identify and influence the environmental effects of human activities. These laws are soundly praised and roundly criticized by city councils, developers, and environmental advocates alike, but the majority of the public is simply unaware of the power these laws can give to the average citizen.

This course will teach you the basis for understanding, using and analyzing the **California Environmental Quality Act (CEQA)**, one of the first and most influential environmental impact laws on the books. We will also become familiar with the federal impact assessment law, **National Environmental Policy Act (NEPA)**. Although CEQA only requires the analysis of physical impacts of a project, environmental justice and social equity are integral to include for the health of society and future generations.

Through a combination of lecture, field and project work, we will learn to conduct introductory assessments of the impacts of real projects on our air, water, traffic and wildlife.

Impact assessment requires careful study of information from multiple disciplines, and it covers many environmental resources. Analyzing and producing environmental assessment documents requires significant group work, perseverance, creativity and a lot of work. Remember this is a four-unit course! Buckle your seatbelts (put on your bike helmets) for a challenging, but exhilarating, ride.

Grading: Letter Graded

Course Format: Classes will be in-person with materials posted on Canvas. If SJSU requires courses to move fully on-line, then the following applies for course resiliency.

Resilient Ready (if needed), Technology Intensive, Online, Synchronous Course

In case of an emergency, we will move the course to an online synchronous format with lectures and break out rooms twice per week per schedule. Students must have reliable internet connectivity and technology such as a computer to access the Zoom lectures, in class activities, discussions, and Canvas. Zoom lectures will not require students to have a camera, but it is highly encouraged to strengthen our community. Office hours with the instructor will be virtual via Zoom.

Students can borrow laptops, iPads, and other technology at no charge from SJSU [Student Computing Services | Dr. Martin Luther King Jr. Library \(sjsu.edu\)](#). For student study and workspace with wifi and outlets, SJSU has numerous locations on campus [Student Study and Workspace Resources | Learn Anywhere \(sjsu.edu\)](#).

Students need the following:

- Internet connectivity or Wi-Fi, and technology such as a computer/laptop to access Zoom and Canvas

- Ensure your device meets Zoom system requirements [System requirements for Windows, macOS, and Linux – Zoom Help Center](#)
- Access to Canvas Learning Management system which is located at <https://sjsu.instructure.com/>
 - [Canvas Student Resources | eCampus \(sjsu.edu\)](#)
- Free access to software [Software Installation Instructions | Information Technology \(sjsu.edu\)](#)
 - Please have Adobe software installed [Adobe Creative Cloud for Students | eCampus \(sjsu.edu\)](#)
 - Microsoft Office Suite and/or the Google Apps "G-Suite" (Google Docs, Sheets, etc.). Visit [Microsoft Office 365 Portal](#). You can access the Office 365 Portal with your SJSU email address and SJSUOne password

Other student technology resources:

- [Associated Students Print & Technology Center](#) at as.sjsu.edu/asptc/index.jsp on the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](#) at the MLK Library at library.sjsu.edu/services/services (Fourth floor)
- [Student Computing Services](#) at library.sjsu.edu/student-computing-services/student-computing-services-center

Course Learning Outcomes

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

Department LO 1 - Content Environmental Literacy: Students are able to write a logical analytical paper using good writing style and construction supported by appropriate research.

Department LO 3A - 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.

Department LO 3B- Students will be able to include environmental justice in the field of CEQA to provide solutions and assist to eliminate institutional, systemic, and other forms of racism and injustices.

Department LO 4A- Students are able to productively conduct teamwork to deliver professional quality presentations and reports.

Upon successful completion of this course, students will be able to submit the following deliverables:

LO 1 and LO 3: Complete a preliminary environmental impact analysis, an Initial Study, under the California Environmental Quality Act (CEQA).

LO 3: Students will demonstrate skills and knowledge of applying environmental impact analyses to address the physical, social, and health impacts in disadvantaged communities.

LO 4A: Students will complete a team report and presentation that satisfies the substantive and procedural requirements per CEQA.

Texts and Readings

Required

FREE: California Environmental Quality Act (CEQA). (2021). *Statute and Guidelines. Association of Environmental Professionals*. (AEP) Provided FREE at https://califaep.org/statute_and_guidelines.php

Optional

Herson, A., & Lucks, A.L. (2017). *CA Environmental Law and Policy: A Practical Guide*. Point Arena, CA: Solano Press. {H &L}.

You can download the kindle App free for PC, iPad, etc, and purchase the Ebook for \$65.00.

<https://solano.com/pages/e-books>

Rivasplata, T., G. Brownlow. (2020). *Practical CEQA: A Stepwise Guide to California Environmental Quality Act Compliance*. Solano Press Books, Point Arena, CA. <https://solano.com/collections/featured-titles/products/practical-ceqa-a-stepwise-guide-to-california-environmental-quality-act-compliance>

This book is available on Kindle for \$40.00.

On Canvas, other resources will be available to use for class deliverables.

Other Sources

Governor's Office of Planning and Research (OPR) <http://opr.ca.gov/>
Association of Environmental Professionals <https://www.califaep.org/>
CEQA Portal (Topic Papers and Case Law Database) <https://ceqaportal.org/>
Berkeley Law Resources: <https://www.law.berkeley.edu/library/>
Golden Gate University Environmental Law Journal: http://digitalcommons.law.ggu.edu/gguelj/all_issues.html
American Planning Association California Chapter <https://www.apacalifornia.org/>
National Environmental Policy Act (NEPA) <https://ceq.doe.gov/>
US EPA NEPA process <https://www.epa.gov/nepa>

Citation Required

Formal papers are required to use the general APA Guidelines. [General Format // Purdue Writing Lab](#)
Additional instructions provided via Canvas.

Course Requirements and Assignments

1. Credit-hours statement: [University Policy S16-9](#),

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

2. 3-unit lecture: Through a combination of lecture, field and project work, we will learn to conduct introductory assessments of the impacts of real land-use development projects on a variety of resource areas such as, air, water, traffic, and wildlife.

1-unit Lab Activity: The lab activity will enhance and strengthen environmental impact analysis skills. Students will also have opportunities for field work. With advance notice, I will announce dates/times for burrowing owl habitat enhancement projects in Alviso. ENVS 185 requires an additional two (2) hours per week outside of class time for lab activity (1 unit).

3. 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. Please do not email or call planners to help you with your assignments/deliverables. If you need help or have any questions, contact the instructor. The purpose of this course is to develop numerous professional skills and independence. [University Academic Integrity Policy F15-7 \[pdf\]](#) [Student Conduct and Ethical Development](#)

4. Readings: Please expect to attend all lecture/discussions and complete all readings *before* the class period. Completing the assigned readings will significantly improve your understanding of CEQA and other environmental laws. ENVS 185 is a fast-paced course and lecture time cannot cover everything.

5. **Deliverables (writing assignments) and participation:** During lectures, I will ask questions about the course materials. These questions will help determine whether I have conveyed the information adequately in lecture, whether you are keeping up with and understanding reading assignments, and they will provide for direct feedback about what you are learning through your group's lab/service assignment. In addition, we will complete in-class writing analysis assignments to strengthen your EIA skills. Be aware that we will also complete group work during our class. In-class assignments cannot be made up unless you are ill or have other emergencies. However, if you do not feel well, please stay home and meet with me during office hours.
6. **Draft documents:** As in real impact assessment, the drafting process and public presentation are taken very seriously. **First draft documents are worth more than final drafts.**
7. **Late Deliverables Policy:** Everyone is experiencing challenges and to provide adequate feedback to all students, I do not accept late assignments. Late assignments will be considered only for legitimate circumstances, when arranged in advance, or with a doctor's memo. If you have any concerns, please communicate with me as soon as possible.

ENVS 185 emulates the CEQA's process and timeline. Per CEQA's Statutes and Guidelines, all environmental documents are required for submittal within regulations' timeline. Therefore, the instructor must enforce the same stringent requirements of meeting deadlines. We are also practicing being professionals.

Deliverables

Grading will be based on the following criteria:	TOTAL %
Readings w/questions	= 10
Lab Activity w/questions	= 12
<i>Individual Project Draft Initial Study</i>	= 15
Final Initial Study	= 5
<i>*Team Initial Study (MND/EIR)</i>	= 30
Team Contract (5%)	
Individual Initial Study Draft (20%)	
Final Team Report	= 12
Final Team Presentation	= 6
Participation (Free-writes, etc.)	= 10
Course Total	= 100%

Grading Information

The course grade will be determined based on a total 1000 possible points. Accumulated points that fall within the grade scale below determine your semester grade.

Grade	Points	Percentage
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

Zoom Office Visits

We are experiencing ongoing changes with uncertainties, and communication with the instructor is important. Please do not wait for an insurmountable problem before considering an office visit. If you would like to discuss an issue, an assignment, or a personal problem, please speak to me.

University Policies

Materials created by the instructor for the course are copyrighted per policy S12-7.

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, deliverables, etc.) are copyrighted by the instructor regardless of format. 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.

Classroom Protocol

Inclusive Learning Community

We are here to learn and support each other. Please be respectful, mindful, patient, and compassionate with yourself, classmates, and instructors. Students are expected to be professionals and be punctual to in person (or on-line) class lectures. Questions and comments about lectures or class materials are welcome anytime. Please use my Zoom office hours for assistance or personal concerns. For other SJSU's policies pertaining to Students Expectations, Rights, and Responsibilities, please read University Policy [S16-15 \[pdf\]](#)

Use of Camera in Class (if we need to switch to online, virtual class)

Students are not required to have their camera on during the synchronous Zoom class, but I strongly encourage your appearance on-screen. Students have permission to use an appropriate virtual background and mute their microphone. I expect all students to participate during in-class lectures, the breakout room activities, and discussions. If you have any concerns, please notify me as soon as possible for accommodations.

If SJSU requires in-person classes to move to Zoom, then the following applies, too:

Recording of Zoom Classes

University Policy [S12-7 \[pdf\]](#) requires students to obtain instructor's permission to record the course. 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 speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Note: The instructor cannot guarantee that all classes will be recorded and available for review. Unforeseen circumstances due to inadequate internet connectivity or outages may hinder recording of all synchronous classes. **Students are not allowed to record without instructor permission**

Zoom Classroom 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 and learning spaces 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 or tv 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.

*Note that all federal, state, CSU system, and campus regulations on conduct including harassment and discrimination against other students or faculty apply to the online environment, just as in face-to-face instruction.

Additional Information

Dropping and Adding Classes

Students are responsible for understanding the policies and procedures about add/drop. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)). Information about the latest changes and news is available at the [Advising Hub](#).

Tuesday, Aug. 31, 2021: Last Day to Drop Classes without a "W" Grade

University Resources for Students

Accessible Education Center

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03 \[pdf\]](#) requires that students with disabilities requesting accommodations register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

Counseling and Psychological Services The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. To schedule an appointment or learn more information, visit the Counseling and Psychological Services website at sjsu.edu/counseling.

SJSU Cares Students experiencing challenges meeting their basic needs including, but not limited to, access to food, shelter, and a safe space are encouraged to contact [SJSU Cares](#). Students who feel that their class

performance may be affected by these challenges are encouraged to notify their professors, if comfortable doing so. Faculty members may be able to provide flexibility within the course for students working with a case manager.

Land Acknowledgement

San José State University and Surrounding Region
Thámien Ancestral Muwekma Ohlone Territory

The San José State University community recognizes that the present-day Muwekma Ohlone Tribe, with an enrolled Bureau of Indian Affairs documented membership of over 550, is comprised of all of the known surviving American Indian lineages aboriginal to the San Francisco Bay region who trace their ancestry through the Missions Santa Clara, San José, and Dolores, during the advent of the Hispano-European empire into Alta California; and who are the successors and living members of the sovereign, historic, previously Federally Recognized Verona Band of Alameda County.

Furthermore, the San José State University community recognizes that the university is established within the Thámien Ohlone-speaking tribal ethnohistoric territory, which based upon the unratified federal treaties of 1851-1852, includes the unceded ancestral lands of the Muwekma Ohlone Tribe of the San Francisco Bay Area. Some of the enrolled Muwekma lineages are descended from direct ancestors from the Thámien Ohlone tribal territory whose ancestors had affiliation with Mission Santa Clara.

The San José State University community also recognizes the importance of this land to the indigenous Muwekma Ohlone people of this region, and consistent with our principles of community and diversity strives to be good stewards on behalf of the Muwekma Ohlone Tribe whose land we occupy.

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Course Schedule

This schedule is subject to change with fair notice which students will be notified via Canvas and in class. I will provide at least one week notice if I need to move the topics or readings. With the rapid changes of environmental and health events, flexibility and adaptability is important. For optional field trips, I will try my best to give at least two weeks' notice.

Course Schedule: Please check Canvas for a comprehensive list of CEQA resources and web links.

Week/ Module	Date	Topics	Readings	Lecture's Deliverables Questions on Canvas.	(1 unit) Activity Questions on Canvas
1	8/24 and 8/25	Introductions to each other and Discuss Syllabus			
2	8/31 and 9/1	CEQA Overview: What is the connection? Land Use, Planning, and CEQA NEW DELIVERABLE 8/31 Questions for <i>Understanding the Basics of Land Use and Planning: Guide to Local Planning</i> , (Institute for Local Government)	AEP 2021 CEQA Statute & Guidelines §15002 – 15006 CEQA Topic Papers (ceqaportal.org) , Click on Lead Agency, Responsible Agencies and Trustee Agencies (2020 Update)	Read: <i>Understanding the Basics of Land Use and Planning: Guide to Local Planning</i> , (Institute for Local Government) https://www.ca-ilg.org/document/guide-to-local-planning , then click on pdf https://www.ca-ilg.org/sites/main/files/file-attachments/2010_-_landuseplanning.pdf?1387495993	Governor's Office of Planning & Research (OPR) CEQA 202 Series: <i>What is a "project" under CEQA?</i> https://youtu.be/iNuDI5IEv9Q
3	9/7 and 9/8	Intro to CEQA: Overview and Exemptions	AEP 2021 CEQA Statute & Guidelines §15060 -15062 CEQA Topic Papers (ceqaportal.org) Project Description (2020 Update) CEQA Exemptions (2020 Update)	DUE 9/8 DELIVERABLE Canvas Questions for <i>Understanding the Basics of Land Use and Planning: Guide to Local Planning</i> , (Institute for Local Government)	Governor's Office of Planning & Research (OPR) CEQA 202 Series: Exemptions https://youtu.be/zVD5zjFcxc8

Week/ Module	Date	Topics	Readings	Lecture's Deliverables <i>Questions on Canvas.</i>	(1 unit) Activity <i>Questions on Canvas</i>
4	9/14 and 9/15	Preliminary Environmental Review: The Initial Study <i>Appendix G The Environmental Checklist</i> CEQA Land use and Planning NEW DELIVERABLE 9/14 Per CEQA Appendix G Environmental Checklist (Initial Study Deliverable)	AEP 2021 CEQA Statute & Guidelines §15063- 15065 Downtown West Mixed-Use Plan (Google Project) City of San Jose (sanjoseca.gov) Table of Contents  0 Summary of DEIR  1 Introduction of DEIR  2 Project Description of DEIR 3.09 Land Use  3.10 Noise and Vibration	CEQA Portal Topic Paper - Thresholds of Significance (00568752).DOCX Baseline and Environmental Setting Topic Paper 08-23-16 (ceqaportal.org)	Google Project webpage Watch City Staff's video on the project background and review process. Watch Google' s video on details of the proposed project.
5	9/21 and 9/22	CEQA Resource Area: Biological Resources FILD TRIP!! 9/21	Downtown West Mixed-Use Plan (Google Project) City of San Jose (sanjoseca.gov) READ 3.02 Biological Resources AEP 2021 CEQA Statute & Guidelines §15070-15075	DUE 9/22 DELIVERABLE Appendix G (Initial Study) Page 1 and Draft Project Description	Biogeographic Data Branch Tutorials and Training (ca.gov) CNDDDB Overview (Video - 32 min.)(opens in new tab): CNDDDB Maps and Data (ca.gov)
6	9/28 and 9/29	Air Quality Analysis per CEQA	Downtown West Mixed-Use Plan (Google Project) City of San Jose (sanjoseca.gov) 3.00 Environmental Setting Impacts and Mitigation Intro of DEIR  3.01 Air Quality	DUE 9/29 DELIVERABLE Per CEQA Appendix G Environmental Checklist: Initial Study	Air Quality Webinar link on Canvas

Week/ Module	Date	Topics	Readings	Lecture's Deliverables <i>Questions on Canvas.</i>	(1 unit) Activity <i>Questions on Canvas</i>
7	10/5 and 10/6	Mitigated Negative Declaration (MND)	CEQA Topic Papers (ceqaportal.org) Mitigation Measures General Plan Guidelines and Technical Advisories - Office of Planning and Research , Click on Chapter 8:Climate Change	Warehouse Projects: Best Practices and Mitigation Measures to Comply with the California Environmental Quality Act	General Plan Guidelines and Technical Advisories - Office of Planning and Research , Click on Appendix D:Noise Element Guidelines
8	10/12 and 10/13	Environmental Impact Reports (EIRs) (Process) and Drafting Contents of EIR Márquez return Initial Study comments 10/12 NEW DELIVERABLE TEAM Initial Study/MND/EIR (with instructions and due dates) TEAM CONTRACT Draft due by end of class	AEP 2021 CEQA Statute & Guidelines §15120-15132 CEQA Topic Papers (ceqaportal.org) Cumulative Impacts		General Plan Guidelines and Technical Advisories - Office of Planning and Research , Click on General Plan Mapping tool
9	10/19 and 10/20	Curriculum Review and Project Status FIELD TRIP	AEP 2021 CEQA Statute & Guidelines §15080-15097 CEQA Topic Papers (ceqaportal.org) Alternatives	DUE DELIVERABLE TEAM CONTRACT with signatures and project schedule in Excel	CEQA Appendix G: Environmental Impact Assessment
10	10/26 and 10/27	CEQA Resource Area: PART 1 Hazardous Materials and Toxic Substances	AEP 2021 CEQA Statute & Guidelines §15100-15112 Downtown West Mixed-Use Plan (Google Project) City of San Jose (sanjoseca.gov) 3.07 Hazardous Materials	DUE DELIVERABLE Due 10/26: First Draft (Individual sections only) Initial Study/MND/EIR	Research, Appendix G Environmental Checklist /Initial Study Web: *GeoTracker environmental data for regulated facilities in California (Interactive Map)

Week/ Module	Date	Topics	Readings	Lecture's Deliverables <i>Questions on Canvas.</i>	(1 unit) Activity <i>Questions on Canvas</i>
					* https://geotracker.waterboards.ca.gov/ https://calepa.ca.gov/sitecleanup/corteselist/
11	11/2 and 11/3	CEQA Resource Area: PART 2 Hazardous Materials and Toxic Substances	AEP 2021 CEQA Statute & Guidelines §15140-15153 Downtown West Mixed-Use Plan (Google Project) City of San Jose (sanjoseca.gov) 3.07 Hazardous Materials		CEQA Appendix G: Environmental Impact Assessment
12	11/9 and 11/10	Cultural/ Archaeological Resources per CEQA Márquez return Teams' Individual Initial Study comments	California Native American Heritage Commission (Laws, Local Ordinances & Codes) http://nahc.ca.gov/codes/ Downtown West Mixed-Use Plan (Google Project) City of San Jose (sanjoseca.gov) 3.03 Cultural Resources		General Plan Guidelines Data Mapping Tool - Office of Planning and Research (ca.gov)
13	11/16 and 11/17	CEQA and Environmental Justice	SB-1000 Land use: general plans: safety and environmental justice. http://www.opr.ca.gov/planning/general-plan/guidelines.html (Ch. 4 Required Elements in General Plans) SB 1000 - Environmental Justice in Local Land Use Planning State of California - Department of Justice - Office of the Attorney General	Defining Vulnerable Communities in the Context of Climate Adaptation (2018) Download the Guide https://www.opr.ca.gov/planning/icarp/vulnerable-communities.html	Office of Planning & Research <i>Updated Environmental Justice Guidance for General Plans</i> https://youtu.be/byKyyVNIM8A

Week/ Module	Date	Topics	Readings	Lecture's Deliverables Questions on Canvas.	(1 unit) Activity Questions on Canvas
14	11/23	CEQA Public Review and Comments New Deliverable Team Presentation Campus closed 11/24 to 11/26	General Plan Guidelines and Technical Advisories - Office of Planning and Research , Click on Community Engagement and Outreach		https://oehha.ca.gov/calenviroscreen/report/calenviroscreen-30 https://youtu.be/0313mys7S_g https://oehha.maps.arcgis.com/apps/MapSeries/index.html?appid=8dad35dcd2274285874e60871c404edc
15	11/30 and 12/1	Enforcing CEQA (litigation) Team Meetings	https://oag.ca.gov/environment/ceqa/planning then click Environmental Justice at the Local and Regional Level CEQA Portal Updates: First Half of 2021 Published CEQA Cases - California Association of Environmental Professionals (califaep.org) Read summary only Organizacion Comunidad de Aviso v. City of San Jose (Microsoft Corporation, et al., Real Parties in Interest) (Feb. 9, 2021) Cal.App.5th	10-2020-Virtual;-Ihrke-LAND-USE-AND-CEQA-LITIGATIO (cacities.org) Read: Granny Purps, Inc. v. County of Santa Cruz (Aug. 5, 2020) 53 Cal.App.5th 1	Review webpage for CEQA: Comment Letters State of California - Department of Justice - Office of the Attorney General
Final Exam	12/13	Team Initial Study/MND/EIR Team Presentations (recorded and shared with Márquez)			