

San José State University
Environmental Studies Department
ENVS 190- Advanced ENVIRONMENTAL IMPACT ANALYSIS (EIA) SPRING 2019

Course and Contact Information

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| Instructor: | David C. Ralston |
| Office Location: | Washington Square Hall 115 |
| Email: | Daoudral@gmail.com |
| Office Hours: | By appointment and before classes from 3:45pm - 4:30pm. |
| Class Days/Time: | Lecture: Monday 4:30 pm – 7:15 pm; Lab: 2 hours/week (independently) |
| Classroom: | Dudley Moorhead Hall Room 164 |
| Prerequisites: | Familiarity with CEQA and NEPA required; ENVS core, ENVS 185 or instructor consent |

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 from specific types of development, we will continue with an interdisciplinary approach examining the connections between cumulative pollution impacts, local climate /sustainability impacts, socio- economic status (SES), human health impacts, and environmental inequities.

Students will expand their analytical skills using a variety of regional, state and federal laws with the most current databases for natural resource protection; create effective mitigation measures such as to increase biodiversity within urban environments, and improved environmental conditions for human health. Furthermore, we will align our course purpose to apply with key State mandates such as EXECUTIVE ORDER S-04-10 (including Health in All Policies), SB 375, SB 535, AB 617, SB 1000 and SB 743 in the preparation for local, regional, state or federal 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, case study project-oriented approach and teamwork. Students are expected to increase their expertise in impact assessment through research, analysis, writing, and presentation of individual topics. The course will include field visits to class project sites, presentations, discussion of group readings selected by students and a team report, among other activities.

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.” ENVS 190 requires an additional two (2) hours per week outside of class time for activity.

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. For the Spring 2019, we will work with the City of San Jose. (LO 4)

Required Texts and Readings

Textbooks

Herson, A., & Lucks, A.L. (2008). *CA Environmental Law and Policy: A Practical Guide*. Point Arena, CA: Solano Press. {H &L}. This book is available in the course reserves at the SJSU's MLK Library. This book will be required to use for the environmental impact assessment documents. **This semester, we will continue to use the 2008 edition; however, students may also use the 2017 or 2018 edition.**

Bass, R.E., K. Bogdan, and T. Rivasplata. (2012). *CEQA Deskbook, Third edition*. Solano Press Books, Point Arena, CA. {B, B & R} Can be ordered on-line <http://solano.com/processxml.asp?tid=Q29&StyleSheet=title.xsl>

Journals

Environmental Impact Assessment Review. Published by Elsevier.

In addition, please go to this web page and down load the FREE CEQA Updates/Addendums pdf's for 2013, 2015, and 2016, 2017 for this book.

California Environmental Quality Act (CEQA). (2017). *Statute and Guidelines*. Association of Environmental Professionals. Provided Free via <https://www.califaep.org/policy/statute-and-guidelines>

Basic Environmental Law Resources

Association of Environmental Professionals <https://www.califaep.org/>

CEQA Portal (Topic Papers and Case Law Database) <https://ceqaportal.org/>

<https://www.law.berkeley.edu/library/dynamic/guide.php?id=47>

American Planning Association California Chapter <https://www.apacalifornia.org/>

SJSU's Electronic Journals Index, with your student ID login information, you have free access from off-campus:

<http://library.sjsu.edu/journal-titles/get-library-passwords>

[WestlawNext Campus Research](#)

[LexisNexis Academic](#)

(Free) Golden Gate University environmental law journal http://digitalcommons.law.ggu.edu/gguelj/all_issues.html

Other Readings and documents:

All other EIA materials will be on Canvas

Other Sources

California Association of Environmental Professionals (AEP Climate Change Committee)

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

(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

Infill Development www.opr.ca.gov/s_infilldevelopment.php

Recent Research on Climate Change: A bibliography with an emphasis on California <http://oehha.ca.gov/climate-change/document/recent-research-climate-change-bibliography-emphasis-california>

Human Health Impacts of Climate Change <http://oehha.ca.gov/climate-change/general-info/human-health-impacts-climate-change>

CEQA in the 21st Century: Environmental Quality, Economic Prosperity, and Sustainable Development in California (August 2016) <https://rosefdn.org/wp-content/uploads/2016/08/CEQA-in-the-21st-Century.pdf>

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>

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. Assignments/deliverables may be required to be submitted via Turnitin.com.
4. **Lab and Fieldtrips:** The lab requirement will consist of service-learning activities: fieldtrips, community workshops, government meetings, field work of data collection, and other related work to the project. To pass this course, all students must complete about 2 hours per week of service-learning. In addition, we may have field trips during class time and/or attend workshops/meetings. If you need transportation, please let me know: We should try our best to carpool.
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. Please no eating during class, unless you can share with everyone. Adequate break times will be provided during every class.

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 <http://www.merck.com/pubs/manual/>

Strunk, W., Jr., & White, E. B. (1979). *The elements of style* (3rd ed.). New York: MacMillan

Assignments and Grading Policy

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

- ◆ **Participation: field trips, guest lecturers, group-work sessions, community/public planning meetings (15%):** Students are expected to participate and attend project field trips or site visits for environmental assessments, government/staff meetings, and community workshops/community meetings. Students will have the opportunity to interact professionally with experts and community leaders. The instructor will evaluate the quality of participation and contribution to the overall project. (LO4)
- ◆ **Deliverable of Volunteer Project site for Community Service (20%) (Lab 2 hours/week):** 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. This semester the service-learning project will be focused on the Burrowing Owl Habitat and the Overfelt Park projects in San Jose. The instructor will evaluate the quality of participation and contribution to the overall community service project. (LO4)

- ◆ **Class participation, Readings, EIA assignments: (25%):** Students will complete the required readings, provide in-depth analyses, and participate in class discussions. Several EIA assignments will strengthen critical thinking, analytical, and writing skills. For example, each student will submit a CEQA comment letter and discuss the analyses of an EIA document for regulatory adequacy, consistency with local planning documents and technical accuracy. (LO3)
- ◆ **EIA/HIA Deliverable and presentation (40%):** 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). (LO3)

GRADING

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| 97 – 100% A+ | 81 - 86 B | 68 - 70 C- |
| 91 - 96 A | 79 - 80 B- | 66 - 67 D+ |
| 89 - 90 A- | 77 - 78 C + | 60 - 65 D |
| 87 - 88 B+ | 71 - 76 C | 56 - 59 D- |
| | | 55 or below F |

**ENVS 190 Adv. EIA Spring 2019
Course Schedule**

| Week | Date | Topics | Readings, Assignments, Deadlines |
|-------------|-------------|--|---|
| 1 | 1/28 | Introductions and review ENVS 190 Syllabus; Discuss learning goals and applicability of course Overview of key issues/scope of Environmental Impact Assessments: Environmental impacts, from health to climate | READ: <i>Developing a new methodology for analyzing potential displacement</i> (May 2017) www.arb.ca.gov/research/research-results.php?category=Climate%20Change (Ch. 1 and 2-only sections discussed for SF Bay Area, and Ch. 3). Prepare a one-page synopsis/reflection, due next class. |
| 2 | 2/4 | Socioeconomic Impacts and Environmental Justice Some challenging analysis: from displacement to cumulative impacts Recent legislative context (SB 473, SB 1000) | READ: <i>Developing a new methodology for analyzing potential displacement</i> (May 2017). Chapter 4, 5 and conclusion. Prepare a one-page synopsis/reflection, due next class. (Optional) READ/Use Interactive website: http://oehha.ca.gov/calenviroscreen http://www.baaqmd.gov/plans-and-climate/california-environmental-quality-act-ceqa/ceqa-tools http://www.baaqmd.gov/plans-and-climate/community-air-risk-evaluation-care-program (Optional) READ: <i>NEPA and CEQA: Integrating Federal and State Environmental Review Handbook</i> (pp. 1-20) https://www.opr.ca.gov/s_technicaladvisories.php |
| 3 | 2/11 | Protecting Public Health with CEQA/NEPA Health in all Policies, HIA screening and scoping *Introduce required semester project assignment and templates | Select peer reviewed article or report. Prepare reflection and critical discussion questions for next class. (Optional) READ: <i>Lake Merritt Bart Station Specific Plan (2012) An HIA of a proposed transit-oriented development plan in Oakland, CA.</i> http://www.humanimpact.org/projects/past-projects/ (Optional) READ: <i>NEPA and CEQA: Integrating Federal and State Environmental Review Handbook</i> (pp.20-40) https://www.opr.ca.gov/s_technicaladvisories.php |
| 4 | 2/18 | California Government Sustainability Policy Context Land-use, transportation, housing and climate impact nexus (SB 535) Presentation and discussion on San Jose area projects *Create semester teams and projects. Review how to utilize databases for evaluating resources sections of EIAs | Find and read local media article/report of environmental impacts in relation to land use or sustainability for project in San Jose area. Prepare one-page discussion on the stated connections for next class. Provide background on project land use and zoning. (Optional) READ/ Use Interactive website: CA Change Portal https://www.opr.ca.gov/s_climatechangeresources.php (Optional) READ: <i>NEPA and CEQA: Integrating Federal and State Environmental Review Handbook</i> (pp. 40-55) https://www.opr.ca.gov/s_technicaladvisories.php |
| 5 | 2/25 | Urban Habitats and Environmental Health | Investigate local San Jose ecological environmental/hydrological habitat context. Prepare mapping exercise (provided in class) |

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| | | Environmental measurers of ecological biodiversity. Field Trip TBD - Visit Alviso | |
| 6 | 3/4 | Navigating the Environmental Review Process. Case studies: from lead agency and commenter perspectives Developing and Evaluating Effective Mitigations Measurers Writing comment letters | Find and read EIR comment letters. Prepare one-page discussion/critique for next class. |
| 7 | 3/11 | Navigating the Environmental Review Process. Case studies: from lead agency and commenter perspectives (cont'd) | In-class exercises READ/Use: Healthy Planning Leadership Series http://www.opr.ca.gov/meetings/healthy-planning-leadership/ |
| 8 | 3/18 | Field Trip/Site Visit - TBD | |
| | 3/25 | NO CLASS SPRING BREAK | |
| 9 | 4/1 | Public Participation, Community Engagement and Trust Building | Attend a selected community meeting during week. Write a synopsis on the meeting attended for next class. |
| 10 | 4/8 | CEQA Laws and Guidelines: updates and policy implementation | READ: BAAQMD's <i>Planning Healthy Places</i> and view Public Workshop/Webcast http://www.baaqmd.gov/plans-and-climate/planning-healthy-places |
| 11 | 4/15 | Field Trip/Site visit – TBD | |
| 12 | 4/22 | Discussion on Archeology and Native Lands | Attend Earth Day Events |
| 13 | 4/29 | Discussion on Hazard Mitigations | Teamwork EIA/HIA deliverable and assistance |
| 14 | 5/6 | Limitations, Changes and Beyond CEQA | In-class exercise |
| 15 | 5/13 | Student Presentations | |
| 16 | 5/20 | Student Presentations, potluck | |
| Final Exam | 5/27 | Deliverable: EIA/HIA | |