Course and Contact Information

Instructor: Ada E. Márquez
Office Location: Washington Square Hall 111B
Email: Ada.marquez@sjsu.edu
Office Hours: Mondays and Wednesdays: 3:00 pm – 4:15 pm
Class Days/Time: Lecture: Mondays 4:30 to 7:15 pm
Lab: 2 hours/week
Classroom: Dudley Moorhead Hall Room 355
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 EIA: biological resources, 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.

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. Students will expand their analytical skills applying a variety of state and federal laws, the most current databases for environmental and health protection, and scientific research; and create effective mitigation measures to protect ecological systems and human health from climate change impacts. 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 California Environmental Quality Act (CEQA), federal National Environmental Policy Act (NEPA), and/or international work.

Learning Objective 4 (LO 4). Students will complete a professional environmental impact assessment per the California Environmental Quality Act (CEQA), and a community planning document, in response to Assembly Bill (AB) 617 (C. Garcia, Chapter 136, Statutes of 2017).

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 to complete an environmental impact assessment, by using the most current scientific peer-reviewed literature, grey literature produced by practitioners in the field, applying EIA practices and government standards, and environmental/regulatory 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. Students will prepare a project report and a presentation to comply with (AB) 617 and CEQA for a community located in San Jose, CA. (LO 4)

3. Students will undertake community service project(s) 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 3 and LO 4)

Required Texts and Readings

Textbooks


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
Other Readings and documents:
All other EIA materials will be on Canvas

University Policies

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.”

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, or with a doctor’s memo. All assignments/deliverables are due via Turnitin.com.

4. Draft documents: As in real impact assessment, the drafting process and public presentation are taken very seriously. First draft documents are worth more than double final drafts. In addition, I will not accept documents after the due date. All individual and group work will be due at the beginning of class via Turnitin.com.

5. Lab and Fieldtrips: 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. To pass this course, all students must complete about 2 hours per week of service-learning. 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.

6. 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.

Citation Required:
APA Style Lite for College Papers available on Canvas.

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 Italicis, Volume in Italics (issue number), [pp.] page numbers. doi:12.3456/abcd.123.45.6789


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.


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

- **Participation: Field trips, Government and Community Meetings (15%)* (Lab 2 hours/week):** 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. The instructor will evaluate the quality of participation and contribution to the overall project. (LO 3 and LO 4)

- **Deliverable of Volunteer Project site for Community Service (15%)** 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. Students will have the opportunity to provide an educational workshop, develop a brochure to empower a community about a critical environmental and/or health issue, or another tool with instructor’s approval. Each student must complete the service-learning component to pass this course. (LO 4)

- **Class participation, Readings, EIA assignments:** (20%): 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. (LO 3)

- **EIA and Community Planning Document Deliverable (50%):** Each student will be responsible for an individual contribution towards the project reports (deliverables). The reports will have numerous incremental steps (chapters) and deliverables (assignments). (LO 3 and LO 4)

**GRADING**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>97 – 100%</td>
<td>81 - 86 B</td>
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<tr>
<td>A</td>
<td>91 - 96</td>
<td>79 - 80 B-</td>
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<tr>
<td>A-</td>
<td>89 - 90</td>
<td>77 - 78 C+</td>
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<tr>
<td>B+</td>
<td>87 - 88</td>
<td>71 - 76 C</td>
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<tr>
<td>B</td>
<td>81 - 86</td>
<td>68 - 70 C-</td>
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<tr>
<td>B-</td>
<td>79 - 80</td>
<td>66 - 67 D+</td>
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<td>D</td>
<td>69 - 75</td>
<td>60 - 65 D</td>
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<tr>
<td>D+</td>
<td>71 - 76</td>
<td>56 - 59 D-</td>
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<tr>
<td>D-</td>
<td>74 - 77</td>
<td>55 or below F</td>
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# ENVS 190 Adv. EIA Spring 2020

## Course Schedule

Course outline/schedule subject to change with fair notice. Lectures could potentially be moved to accommodate guest speakers.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lectures</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
</table>
| 1    | 01/27 | Introductions and ENVS 190 Syllabus Review CEQA: Tools, Techniques, and Approaches for EIA Practitioners | *Developing a new methodology for analyzing potential displacement* (May 2017)  
www.arb.ca.gov/research/research-results.php?category=Climate%20Change  
(Read Ch. 1 and Ch. 2-only sections discussed for SF Bay Area, and Ch. 3) | Extra Credit: Thurs., Jan. 30th, 2020, A Panel on the Culture and Ecology of Juristac. Time* 5 to 7 pm at MLK Library Room, 255 |
| 2    | 2/03  | The Threshold Question and Current CEQA controversies                     | *Developing a new methodology for analyzing potential displacement* (May 2017)  
www.arb.ca.gov/research/research-results.php?category=Climate%20Change  
(Read Ch. 1 and Ch. 2-only sections discussed for SF Bay Area, and Ch. 3) | Create a schedule for class discussion on current CEQA/EIA peer-reviewed article or a CA government report (gray/white papers) (Next class, bring title, post on Canvas) |
www.arb.ca.gov/research/research-results.php?category=Climate%20Change  
(Read Ch. 4, 5, and Conclusions) | In-Class Discussion and typed answers due for *Developing a new methodology for analyzing potential displacement* (May 2017) |
https://www.law.berkeley.edu/research/clee/research/land-use/ | Provide EIA/Community Planning Deliverables with internal deadlines |
| 5    | 2/24  | Community Field trip                                                      | Review Community Air Protection Blueprint Documents  
| 6    | 3/02  | Analysis of Socioeconomic, EJ, and Health Impacts in CEQA                 | *Owning Our Air: The West Oakland* Community Action Plan  
Office of Environmental Health Hazard Assessment (OEHHA)- SB 535 Disadvantaged Community Designation  
https://oehha.ca.gov/calenviroscreen/sb535 | Service-Learning Lab Activity 2 hours per week  
EIA/Community Planning Document |
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<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Activity Type</th>
<th>Description</th>
<th>Document/Website</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>8</td>
<td>3/16</td>
<td>CEQA and Climate Change Impacts</td>
<td>Final 2017 Scoping Plan Update: The Strategy for Achieving California's 2030 GHG Target</td>
<td>(Read Executive Summary and Chapter 1 only, skim other chapters) <a href="https://ww3.arb.ca.gov/cc/scopingplan/scopingplan.htm">https://ww3.arb.ca.gov/cc/scopingplan/scopingplan.htm</a></td>
<td>Service-Learning Lab Activity 2 hours per week</td>
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<tr>
<td>9</td>
<td>3/23</td>
<td>EIA- Scope of Analysis and Cumulative Impacts</td>
<td>Court on Senate Bill 743: LOS Cannot be Basis for Significant Impact (1/30/2020)</td>
<td><a href="https://mailchi.mp/ascentenvironmental/transit-from-los-to-vmt">https://mailchi.mp/ascentenvironmental/transit-from-los-to-vmt</a></td>
<td>Service-Learning Lab Activity 2 hours per week</td>
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<tr>
<td>10</td>
<td>3/30</td>
<td>No class Spring Recess</td>
<td>Continue work and preparation: EIA/ Community Planning Document</td>
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<td>Service-Learning Lab Activity 2 hours per week</td>
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<tr>
<td>12</td>
<td>4/13</td>
<td>Individual appointments CEQA Deliverables</td>
<td>No class discussion readings this week</td>
<td>Continue work and preparation: EIA/ Community Planning Document</td>
<td>Service-Learning Lab Activity 2 hours per week</td>
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<tr>
<td>#</td>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>13</td>
<td>4/20 and 4/22 Earth Day</td>
<td>Team Meetings SJSU Earth Day/Week Activities (AEP CEQA Conference)</td>
<td>No class discussion readings this week Continue work and preparation: EIA/ Community Planning Document</td>
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<tr>
<td>15</td>
<td>5/4</td>
<td>ENVS 190 Practice Presentations and feedback</td>
<td>EIA and Community Planning Document</td>
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<tr>
<td>16</td>
<td>5/11</td>
<td>ENVS 190 Presentation to the Community</td>
<td>EIA and Community Planning Document</td>
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Final: Wed., May 20, 2020: Deliverables, Community Plan, EIA, Service Learning