

# Environmental Planning Section 01

## URBP 240

Spring 2025 Hybrid 4 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/23/2025

### Contact Information

---

#### Sophie Kelmenson

Email: [sophie.kelmenson@sjsu.edu](mailto:sophie.kelmenson@sjsu.edu)

I welcome you to contact me outside of class! Please keep in mind I am relatively slow at responding to emails -- please allow at least 24-48 hours for a response. (This is why you must request an extension at least 3 days in advance of the due date!)

#### Office Hours

Wednesday, 12:00 PM to 2:30 PM, zoom

- also available by appointment

Office hours will typically be on zoom, though if you would prefer to meet in person just let me know. I *strongly* encourage you to take advantage of office hours - we can discuss how the course is going for you, an upcoming or previous assignment, or related topics that would be useful to discuss together outside of class.

### Course Information

---

Thursday, 6:00 PM to 8:45 PM, Washington Square Hall 113

NOTE: This course also welcomes ENVS/URBP 142 Environmental Planning undergraduates *and* PADM 240 Environmental Planning students, who have slightly different requirements.

URBP/ENVS 240 students will have longer papers (8-10 pages), and complete the engagement assignment to receive credit for a 4 unit course.

### Course Description and Requisites

---

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.

Letter Graded

## \* Classroom Protocols

---

This course adopts an in-person format. We will meet together on campus every week, unless unforeseen circumstances arise, though some activities may be completed asynchronously. Any changes will be communicated through Canvas and/or email.

Because much of our class will be discussion-based, if you need to miss a class, I encourage you to reach out to me in advance to discuss potential ways to ensure your grade doesn't suffer, and to reach out to and a fellow classmate to understand what notes and information you may have missed.

## Engagement

We will be discussing key topics and applying them to various concepts and projects that you bring to the course. As such, completing the reading and attending every class ready to engage will help you make progress on your assignments, enrich the course, and contribute to your grade. Because we will be learning together, it's important to emphasize that we will prioritize respect for each other in the classroom.

## Resources

- [Online library tutorials \(https://library.sjsu.edu/tutorials/online-tutorials/\)](https://library.sjsu.edu/tutorials/online-tutorials/) on many useful topics, including:
  - Plagiarism
  - Topic development for research
  - Database search support
  - Writing help
- Lauren DeCelle is the department/school's library liason. She can be emailed at [lauren.decelle@sjsu.edu](mailto:lauren.decelle@sjsu.edu)
  - Librarians are useful for identifying sources, refining searches, understanding resources, and many other areas. They are available to meet in person, virtually, or chat with you via email.
  - Lauren is also the point librarian for geography
- [The SJSU writing center \(https://www.sjsu.edu/writingcenter/tutoring/\)](https://www.sjsu.edu/writingcenter/tutoring/) offers tutoring services to help SJSU Spartans with different types of writing, writing stages, focus areas, and more. Schedule a tutoring appointment or join an Open Lab drop-in to access writing help from a trained tutor.
- SJSU Cares partners with students on overcoming barriers to their basic needs and well-being by offering holistic and personalized support, resources, and referrals. [www.sjsu.edu/sjsucares/](http://www.sjsu.edu/sjsucares/)
- Ally - use this tool to create alternative formats for class content.

# AI

These tools are just that -- tools -- and should be used with consideration for how it serves you as a student and how it supports your ability to produce *high quality, rigorous* work.

If you choose to use ChatGPT or another AI model in this class, you should strive diligently to make the work your own. You also **must** do the following for any assignments that use an AI model:

1. Cite the AI model used at the top of the assignment, and include a paragraph or two that answers the following questions:
  1. Which tool did you use?
  2. What was your prompt?
  3. Did you revise the model's output? If so, how?
  4. Did you ask follow up questions? Did you chat with the tool? Describe.
  5. Who is the author of this work? Explain your answer.

I reserve the right based on my assessment of your assignment to require you to revise and resubmit all or parts of the assignment if I conclude that you have not used ChatGPT or another AI model appropriately.

If I suspect that you have used an AI model and you have not included the required citation and reflection, then you will need to meet with me either in person or through Zoom to talk about the assignment. This conversation may include knowledge checks for course content.

## Program Information

---

### MUP Program Learning Outcomes

Students will:

- 1) Conceptualize planning problems from complex, real-world situations so that the problems are meaningful to clients, and are research-worthy; Frame research questions and hypotheses; and design appropriate methodologies to answer research questions;
- 2) Communicate effectively: in writing, by expressing concepts in visual terms, and through public speaking;
- 3) Work effectively as team members and leaders of planning teams, and to apply an understanding of interpersonal and group dynamics to assure effective group action;
- 4) Analyze and synthesize planning knowledge and apply it to address actual planning problems; and,
- 5) Develop planning strategies to advance community priorities through collaborative engagement with stakeholders, and do so in a manner that deliberately incorporates multicultural and historical perspectives

## Course Goals

---

This is a survey course of fundamental concepts and issues in environmental planning, including land use planning, natural resource planning, environmental impact assessment, climate action planning, and planning for environmental justice. These topics integrate environmental science, policy, ethics, and

planning methods, equipping students with the tools needed to create sustainable and equitable solutions to environmental challenges.

Environmental Planning covers a vast and wide range of topics, of which this survey course aims to provide an overview and introduction. Together, we will discuss and examine the process, methods, and best practices of across a range of topics, and you will apply these concepts to an topic of your choice in an independent research paper.

This course is ENVS/URBP 142 Environmental Planning *and* ENVS/PADM/URBP 240 Environmental Planning.

ENVS/URBP 142 students will submit shorter papers than 240 students and will not submit the engagement assignment.

URBP/ENVS 240 students will have longer papers (than undergraduates), and complete the assignment to receive credit for a 4 unit course, compared to PADM 240 students (3 units).

Upon successful completion of the course, you will be able to:

1. Describe how environmental planning is related to various fields such as climate action planning, transportation and land use planning, housing, community economic development, and innovative technologies.
2. Examine the impacts and potential solutions to address environmental planning challenges, and analyze policy approaches at multiple scales.
3. Analyze how environmental planning may have disparate impacts on different communities or populations, and how these impacts may (and should) influencing how planners engage with equitable development and planning processes
4. Describe the principles and processes of good environmental planning

In addition, we will practice the following skills together:

1. Reading for essential ideas and takeaways
2. Asking questions and critically engaging materials, especially with an eye towards equity
3. Applying core concepts to new cases and situations
4. Providing useful feedback to peers
5. Professional writing and presentation skills
6. Developing a professional portfolio to help students pursue a new job/promotion

## Course Materials

---

We will rely on many readings, posted on canvas, as well as a number of texts.

## Course Requirements and Assignments

---

We will complete a number of activities together that will contribute to your grade in this class.

Assignment	Due Date*	% Grade	Notes
Participation	NA	20%	
Class discussion lead	NA	5%	
Paper Proposal**		20%	
First Draft**		15%	
Presentation		15%	
Final Draft**		25%	
<i>URBP/ENVS 240 Only: engagement activity*</i>		5%	<i>Four credit masters level students will be graded out of 105 points, this is not extra credit.</i>

\*all assignments due at midnight on due date, and should be submitted on canvas.

\*\*please submit as word documents to facilitate feedback.

## Participation

We will complete a number of in-class activities or "small homeworks" to enable class activities and discussion, which will comprise a large portion of class participation. Class participation will also include general discussion and engagement.

## Research Paper

Students will select a topic of interest that aligns with their academic and professional goals, and will develop a research paper that critically examines an aspect of environmental planning. This assignment is designed to allow flexibility in topic selection, encouraging creativity and interdisciplinary approaches. The paper will require students to submit a proposal, first draft, and final draft, as well as present their paper to the class.

Undergraduate papers will be 7-8 pages, while graduate student papers will be 8-10. The length of the assignment is intended to help students write efficiently and effectively in a professional manner.

## University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

# Course Schedule

Week	Date	Topic	Reading (done before class)	Assignments
1	1/23/25	What is environmental Planning	<p><a href="https://sjsu.instructure.com/courses/1604821/files/80499375?wrap=1">Daniels, T.L. (2009). A Trail Across Time: American Environmental Planning From City Beautiful to Sustainability. Journal of the American Planning Association, 75(2), 178–192. (https://sjsu.instructure.com/courses/1604821/files/80499375?wrap=1).</a></p> <p><a href="#">Actions</a></p>	<a href="#">intro survey.</a>
2	1/30/25	Planning for sustainability I	<p><a href="https://sjsu.instructure.com/courses/1604821/files/80499379?wrap=1">Lein, J. (2002). Integrated Environmental Planning. (https://sjsu.instructure.com/courses/1604821/files/80499379?wrap=1)Blackwell Science Ltd (https://sjsu.instructure.com/courses/1604821/files/80499379?wrap=1).</a></p> <p>Chapter 3 required; chapter 4 optional.</p> <p><a href="https://sjsu.instructure.com/courses/1604821/files/80499373?wrap=1">Berke, P., &amp; Godschalk, D. (2009). Searching for the Good Plan: A Meta-Analysis of Plan Quality Studies. Journal of Planning Literature, 23(3), 227-240. (https://sjsu.instructure.com/courses/1604821/files/80499373?wrap=1).</a></p>	
3	2/6/25	Planning for sustainability II	<p><a href="https://sjsu.instructure.com/courses/1604821/files/80500635?wrap=1">Gurran, N. (2019). "Addressing sustainability issues through land use regulation and zoning." In Davoudi, S., Cowell, R., White, L., &amp; Blanco, H. (Eds.). The routledge companion to environmental planning. (https://sjsu.instructure.com/courses/1604821/files/80500635?wrap=1).</a></p> <p><a href="https://sjsu.instructure.com/courses/1604821/files/80499374?wrap=1">Song, Yan, 'Suburban Sprawl and "Smart Growth"', in Randall Crane, and Rachel Weber (eds).in The Oxford Handbook of Urban Planning, Oxford Handbooks (2012; online edn, Oxford Academic, 18 Sept. 2012). (https://sjsu.instructure.com/courses/1604821/files/80499374?wrap=1).</a></p>	

4	2/13/25	Federal Environmental Policy	<p>Everyone</p> <p><a href="https://sjsu.instructure.com/courses/1604821/files/80499377?wrap=1">Luther, L. (2005). The National Environmental Policy Act: Background and Implementation, Congressional Research Service Report for Congress (https://sjsu.instructure.com/courses/1604821/files/80499377?wrap=1).</a></p> <p><a href="https://podcast.simplecast.com/episodes/balancing-infrastructure-and-environment-nepas-role-in-transportation-projects">ASHTO. 2024. Balancing Infrastructure and Environment: NEPA's Role in Transportation ProjectLinks to an external site. (https://aashtos-etap-podcast.simplecast.com/episodes/balancing-infrastructure-and-environment-nepas-role-in-transportation-projects).</a></p> <p>By Group - assigned in class</p> <p>Wastewater</p> <ul style="list-style-type: none"> <li>• Clean Water Act 1977</li> </ul> <p>Wetlands</p> <ul style="list-style-type: none"> <li>• Clean Water Act Section 404</li> <li>• Food security Act – Swampbuster section</li> </ul> <p>Nonpoint source pollution</p> <ul style="list-style-type: none"> <li>• Clean Water Act</li> <li>• national nonpoint source program</li> </ul> <p>Solid waste</p> <ul style="list-style-type: none"> <li>• Resource conservation and recovery act</li> </ul> <p>Hazardous waste</p> <ul style="list-style-type: none"> <li>• Resource conservation and recovery act</li> </ul> <p>Air pollution:</p> <ul style="list-style-type: none"> <li>• Clean air act</li> </ul>	<a href="#">Policy Presentation</a>
---	---------	------------------------------	--	-------------------------------------

5	2/20/25	CEQA + EIRs	<p><a href="https://sjsu.instructure.com/courses/1604821/files/80499378?wrap=1">Olshansky, R. B. (1996). The California Environmental Quality Act and Local Planning. Journal of the American Planning Association, 62(3), 313–330. (https://sjsu.instructure.com/courses/1604821/files/80499378?wrap=1).</a></p> <p><a href="https://sjsu.instructure.com/courses/1604821/files/80499382?wrap=1">The Institute for Local Government. (2010). Understanding the Basics of Land Use Planning. (https://sjsu.instructure.com/courses/1604821/files/80499382?wrap=1).</a></p> <p>Pgs 31-36 on EIRs</p>	paper proposal due
6	2/27/25	Environmental Justice	<p><a href="https://sjsu.instructure.com/courses/1604821/files/80523157?wrap=1">Brinkley, C., &amp; Wagner, J. (2022). Who Is Planning for Environmental Justice—and How? Journal of the American Planning Association, 90(1), 63–76 (https://sjsu.instructure.com/courses/1604821/files/80523157?wrap=1).</a></p>	
7	3/6/25	climate change	<p><a href="https://sjsu.instructure.com/courses/1604821/files/80597578?wrap=1">Sara Meerow &amp; Sierra C. Woodruff (2020) Seven Principles of Strong (https://sjsu.instructure.com/courses/1604821/files/80597578?wrap=1).</a></p> <p><a href="https://sjsu.instructure.com/courses/1604821/files/80597578?wrap=1">Climate Change Planning, Journal of the American Planning Association, 86:1, 39-46. (https://sjsu.instructure.com/courses/1604821/files/80597578?wrap=1).</a></p> <p><a href="https://sjsu.instructure.com/courses/1604821/files/80596647?wrap=1">Meerow, S., &amp; Newell, J. P. (2016). Urban resilience for whom, what, when, where, and why? Urban Geography, 40(3), 309–329. https://doi.org/10.1080/02723638.2016.1206395 (https://sjsu.instructure.com/courses/1604821/files/80596647?wrap=1).</a></p> <p><a href="https://sjsu.instructure.com/courses/1604821/files/80608157?wrap=1">How Climate Change is Killing Cities (https://sjsu.instructure.com/courses/1604821/files/80608157?wrap=1).</a></p>	



8	3/13/25	energy		<a href="#">Engagement Assignment</a>
9	3/20/25	spring break	no class	
10	3/27/25	food systems		<a href="#">first draft due</a>
11	4/3/25	wetlands	<p><a href="#">Randolph, J. 2004. <i>Environmental Land Use Planning and Management</i>. Island Press.</a>  <a href="https://sjsu.instructure.com/courses/1604821/files/80599918?wrap=1">https://sjsu.instructure.com/courses/1604821/files/80599918?wrap=1</a>.</p> <p>Pgs 342-362</p> <p><a href="#">Can the San Francisco Bay be saved from the Sea?</a>  <a href="https://sjsu.instructure.com/courses/1604821/files/80607158?wrap=1">https://sjsu.instructure.com/courses/1604821/files/80607158?wrap=1</a>.</p>	
12	4/10/25	natural hazards	<p><a href="#">Campbell, J.R. (2019) "Planning and disaster risk reduction." In Davoudi, S., Cowell, R., White, L., &amp; Blanco, H. (Eds.) The routledge companion to environmental planning. Taylor &amp; Francis Group.</a>  <a href="https://sjsu.instructure.com/courses/1604821/files/80525009?wrap=1">https://sjsu.instructure.com/courses/1604821/files/80525009?wrap=1</a>.</p> <p><a href="#">Campanella, Thomas J., and David R. Godschalk, 'Resilience', in Randall Crane, and Rachel Weber (eds), The Oxford Handbook of Urban Planning, Oxford Handbooks (2012; online edn, Oxford Academic, 18 Sept. 2012).</a>  <a href="https://sjsu.instructure.com/courses/1604821/files/80525016?wrap=1">https://sjsu.instructure.com/courses/1604821/files/80525016?wrap=1</a>.</p>	<a href="#">Presentation</a>
13	4/17/25	land conservation	Randolph, J. 2012. Land Conservation for Sustainability (Chapter 15). In Environmental Land Use Planning and Management, 2nd Edition. Island Press.	

14	4/24/25	air quality	<p><a href="https://sjsu.instructure.com/courses/1604821/files/80608501?wrap=1">Schweitzer, Lisa, and Linsey Marr, 'Planning for Improved Air Quality and Environmental Health', in Randall Crane, and Rachel Weber (eds), <i>The Oxford Handbook of Urban Planning</i>, Oxford Handbooks (2012; online edn, Oxford Academic, 18 Sept. 2012). (https://sjsu.instructure.com/courses/1604821/files/80608501?wrap=1).</a></p> <p><a href="https://sjsu.instructure.com/courses/1604821/files/80608493?wrap=1">Fixing Air Pollution</a> (https://sjsu.instructure.com/courses/1604821/files/80608493?wrap=1).</p> <p><a href="https://sjsu.instructure.com/courses/1604821/files/80607197?wrap=1">What happens when a plastic city burns?</a> (https://sjsu.instructure.com/courses/1604821/files/80607197?wrap=1).</p>	
15	5/1/25	water	<p>Randolph, J. 2012. Groundwater and Source Water Protection. In Environmental Land Use Planning and Management, 2nd Edition. Island Press.</p> <p><a href="https://sjsu.instructure.com/courses/1604821/files/80608386?wrap=1">PFAs</a> (https://sjsu.instructure.com/courses/1604821/files/80608386?wrap=1).</p>	
16	5/8/25	class presentations		<a href="#">class presentations</a>
17	5/15/25	NO CLASS		<a href="#">Final paper due</a>