

# Environmental Planning Topics Section 01

## URBP 260

Fall 2024 4 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/23/2024

### Contact Information

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Instructor: Sophie Kelmenson

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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

Wednesdays 12-2:30pm or by appointment  
zoom or my office

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

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#### Class days/time

Thursday, 6:15 PM to 9:00 PM, WSQ208

This course partially covers the following PAB Knowledge Components: 1a, 1b, 1d, 1e, 2a, 2b, 2f, 3c, 3d, 3e.

### Course Description and Requisites

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In-depth examination of selected topics specifically related to environmental planning. Consult department for current offerings. Course may be repeated for credit when topic changes.

# \* Classroom Protocols

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This course adopts an in-person format. We will meet together on campus every week, with a few exceptions noted on the schedule below. Some activities will 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

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### 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

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Climate change is often considered one of the most daunting issues of our times. Yet, climate action planning provides an opportunity for communities to prepare for and even prevent adverse climate change impacts. Typically, climate action planning involves developing and implementing measures to reduce greenhouse gas emissions (GHGs) and adapt places and communities at multiple scales to better cope with climate change impacts. Together, we will discuss and examine the process, methods, and best practices of climate action planning, and you will apply these concepts to an topic of your choice.

Upon successful completion of the course, my hope is that you will be able to:

1. Describe how climate action planning is related to various fields such as environmental planning, transportation and land use planning, housing, community economic development, and innovative technologies.
2. Examine the impacts and potential solutions to address climate change, and analyze the policy approaches at multiple scales.
3. Analyze how climate change 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 GHG emissions inventories.
5. Develop cost-effective solutions to help communities cope with the causes and consequences of climate change.
6. Evaluate climate mitigation and adaptation strategies and develop a policy prioritization mechanism.
7. Advise planners on ways to develop a community engagement and collaboration tool for local climate action planning and to develop implementation, monitoring, and evaluation mechanisms for climate mitigation and adaptation strategies.

In addition, we will practice the following skills together:

1. Reading for essential ideas and takeaways
2. Asking questions and critically engaging our readings, 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

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### Climate action planning: A guide to creating low-carbon, resilient communities

**Author:** Boswell, Michael R., Adrienne I. Greve, and Tammy L. Seale

**Publisher:** Washington, DC: Island Press

**Edition:** 2019

**ISBN:** ISBN-13: 978-1-61091-963-0

**Availability:** Buy new for around \$35 from Amazon or Island Press

We may explore additional readings from academic journals, agency reports and other sources to supplement the course book, which will be communicated via e-mail and/or Canvas.

Available as an e-book from the SJSU library, and linked in our "library course materials" tab for easy access.

## Course Requirements and Assignments

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

Assignment	Due Date	Percent of Grade
Class Participation and Engagement	NA	25%
Assignment 1 - Proposal of paper	9/19	20%
Assignment 2 - First draft of Paper	10/24	15%
Assignment 3 - Class Presentation of Paper	12/5	15%
Assignment 4 - Final Paper	12/12	25%

As you can see, *participation and engagement is a large part of your grade*. We will be using our class time to collaboratively unpack the course readings, and your contributions to this process and discussions will be a large part of your grade. We will come up with strategies to help each other consume some rather long reading chapters with piecemeal reading and annotating etc. to create structured ways to practice breaking these down and sharing out efficiently -- a skill that will help us all become more efficient over the long term.

The written assignment (and your class presentation of it) can be on a topic of your choice related to the course content. My hope is that this will be a professional quality piece of work that can build your professional portfolio, help you explore an aspect of your master's project, or otherwise enable you to explore an area of interest in this space. We will discuss this assignment in much more detail during class time.

Students will develop a short, well-considered, paper proposal for the first assignment (assignment 1), draft out their paper for assignment 2, and receive feedback from their peers and the instructor over the course of the semester to develop the final paper. This means that assignments 1 and 2 are important building blocks of the final paper.

## Workload

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.

## ✓ Grading Information

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I will use the following grading scheme to convert the final score into a letter grade:

A plus (96 and above)

A (93 to 95)

A minus (90 to 92)

B plus (87 to 89)

B (84 to 86)

- B minus (81 to 83)
- C plus (78 to 80)
- C (75 to 77)
- C minus (72 to 74)
- D plus (69 to 71)
- D (66 to 68)
- D minus (63 to 65)
- F (below 63)

We will have rubrics and ample class discussion time to discuss how each assignment will be evaluated and how to successfully complete each assignment.

All assignments should be submitted on canvas (even for the presentation) so that students can receive feedback (within one week) and facilitate an efficient grading process. If you need an extension, you should request it 3 days in advance of the due date. Late assignments received within a week of the due date will receive a 15% penalty. If you are more than a week late, please speak to me about your circumstances, but as a policy these assignments will receive a zero.

## University Policies

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Per [University Policy 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) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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Week	Date	Topic	Reading (done before class meets that week)	Assignments
1	8/22	Introduction to environmental planning		Survey
2	8/29	Climate action planning	Ch 1 of Textbook	
3	9/5	A framework for community action	Ch 2 of Textbook	
4	9/12	Community engagement	Ch 3 of Textbook	

5	9/19	GHG inventories	Ch 4 of Textbook	Paper Proposal due
6	9/26	Strategies for low-carbon communities	Ch 5 of Textbook	
7	10/3	Vulnerability assessment	Ch 6 of Textbook	
8	10/10	Strategies for resilient communities	Ch 7 of Textbook	
9	10/17	Pathways to successful implementation	Ch 8 of Textbook	
10	10/24	Communities leading the way	Ch 9 of Textbook	First Draft Due
11	10/31	no class, online activity		
12	11/7	Time to act	Ch 10 of Textbook	
13	11/14	TBD based on class interests		
14	11/21	TBD based on class interests		
15	11/28	NO CLASS	HAPPY THANKSGIVING	
16	12/5	Presentations		Paper Presentation
	12/12	finals date		Final Paper Due