Course Description:

This is a survey course on California land use planning law and practice, and the theory, practice, and public policy context of Environmental Assessment, using the California Environmental Quality Act (CEQA) as a model. The National Environmental Policy Act (NEPA) and other environmental and planning legislation will also be considered to a limited extent. The course will include an introduction to land use planning in California and will cover elements of State law and regulations, environmental impact assessment theory, practical procedures for preparing and evaluating CEQA documents, with an emphasis on environmental impact reports (EIRs), and an introduction to environmental assessment methods. The class will include guest speakers covering EIR preparation and specialized areas of environmental assessment.

The course complements and expands upon planning and policy issues in other Environmental Studies courses. Knowledge of planning law and environmental laws, like CEQA, and their implementation is essential for understanding the environmental policy context in California as well as how decisions on growth and land use development are made.

The course will consist of lecture/discussions, discussion sections, one site visit, readings, two short written exercises, a mid-term examination, a final paper, and class participation. Class attendance and completion of all assignments are required to pass the course.

The purpose of this course is to introduce you to the concepts environmental assessment as they are applied under California and, to a lesser extent, federal law, and how they relate to land use planning and development. The course will emphasize the legal, regulatory, public policy and practical aspects of the process.

This is a policy course for students who want to explore the way land use decisions get made and environmental impact assessment actually works, not only conceptually, but in the real world. In itself, it will not prepare you to write environmental impact reports (EIRs) professionally but will give you some direct experience with planning law and CEQA related documents. It will help you understand their preparation, their legal and policy context, and ways to critically evaluate them. Many case studies will be presented and students will actively engage in analyzing them.
READINGS:

The main texts are the *CEQA Deskbook* by Ron Bass, Al Herson and Kenneth Bogdan, and *Guide to California Planning* (Third Edition) by William Fulton and Paul Shigley. There are also other required readings which will be e-mailed to you, so I will need the e-mail address you visit regularly. The books are or will be available at the Campus Bookstore. In addition, you will be expected to read portions of Environmental Impact Reports (EIRs), Environmental Impact Statements (EISs), and/or Initial Studies. A limited number of EIRs and EISs are also on the Internet with links available from the class website: <http://people.ucsc.edu/~aschiffr/index.htm>. Please bookmark this page. While the CEQA Guidelines are included in the *Deskbook*, the most current edition is on the Internet at: <http://ceres.ca.gov/ceqa/guidelines/>.

ASSIGNMENTS AND GRADING:
The course will include section meetings, two short written exercises, a mid-term examination, a final paper, and class participation. All required assignments must be completed in order to pass the course. The approximate weight of each part of the course is as follows:

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tr>
<td>Written exercises</td>
<td>10%</td>
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<tr>
<td>Mid-term examination</td>
<td>30%</td>
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<tr>
<td>Final paper</td>
<td>35%</td>
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<tr>
<td>Section</td>
<td>10%</td>
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<tr>
<td>Lecture participation and site tour</td>
<td>10%</td>
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<tr>
<td>Lecture Attendance</td>
<td>5%</td>
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**Written Exercises** - Reading EIRs or EISs
The objectives of this assignment are to provide you experience with how the most important environmental documents are written, to make more concrete the information from the other readings and class discussions, and to have you use some of the relevant terminology. The exercises consist of reading the summary, project description, and one substantive chapter (for example, air quality) of two EIRs, or EISs, of your choice. An alternative for one of the exercises is to read a complete Initial Study.

A short (two page) paper is required for each reading that contains a very brief project summary and the answers to the following questions: 1) How did the reading increase your understanding of the CEQA process? and 2) What questions about CEQA did the reading raise for you? A number of EIRs, EISs, and Initial Studies have been put on reserve at the McHenry Library. In addition, you can look up the library's holding through CruzCat word searches on "environmental impact report" and "environmental impact statement." The first written exercise is due on Monday, My 1, and the second is due on Wednesday, May 24.

**Mid-Term Examination** - Focus on the Lectures and the Required Readings
The mid-term examination will test your understanding of the material contained in the lectures and required readings. It will be in essay form. A study guide will be provided in advance with sample questions. One purpose of the examination is to make sure that the required readings are
being read. Therefore, you will benefit greatly from keeping current with the reading assignments. The mid-term examination will be given on Monday, May 15.

**Final Paper** - Detailed Analysis of an Environmental Impact Report.
The objectives of this assignment are to understand the organization and contents of an EIR and, through critical analysis, determine what makes an EIR adequate as a tool for public decision-making and successful as an example of good environmental assessment practices. A detailed study guide will be provided to assist you in writing the paper. The paper will be between 10-15 pages, assuming that it is double spaced with a 12 pt. font and one inch margins. The paper is due on Wednesday, June 7.

In your final paper you will analyze sections of the UCSC 2005 Long Range Development Plan Draft EIR. The complete Draft EIR will be on Reserve in the McHenry Library and available in other formats as well. The analysis in the paper must incorporate references to the required environmental assessment and court case readings.

You will be expected to attend one Sunday site tour for about an hour. It will be held on Sunday, May 7, 2006 at 11:30.

Class sections with Diana Stuart, Teaching Assistant - The discussion sections are a critical part of the course and attendance is mandatory. They will include material not presented in the lecture/discussions, and will amplify and clarify information that is covered.

A Few Words about Writing - Please be conscious and careful of your writing style. In many respects, your style and grammar are as important as the content of what you produce. If your grammar is muddled and your style incomprehensible, your ideas become incoherent. You are expected to write clearly, concisely and directly, using proper sentence structure and grammar. If you need help in this area, please contact Ignacio or me.

A Few Words about Attendance - I will take attendance, largely to help me learn and remember your names. You will be expected to attend both lectures and sections. Up to three absences can be unexcused without affecting your grade.
COURSE OUTLINE AND REQUIRED READING ASSIGNMENTS:

WEEK 1
April 5: Course Introduction - Origins

WEEK 2
April 10: History and Overview

April 12: History and Governmental Context

WEEK 3
April 17: Governmental Context (Cont.)

April 19: Local Planning Process

WEEK 4
April 24: Planning Process (Cont.)
- Bass, Herson, and Bogdan. CEQA Deskbook, Ch. 1- CEQA Background, pp. 1-18.
- CEQA Guidelines, Sections 15002-15003, 15021, and 15040-15053.
- Friends of Mammoth v. Board of Supervisors (8 Cal 3d 247; 104 Cal. Rptr. 761), pp.247-286.

- Bass, Herson, and Bogdan. CEQA Deskbook, Ch. 2 - Preliminary Review, Exemptions and Negative Declarations, pp. 19-52.
- CEQA Guidelines, Sections 15060-15065, Sections 15070-15075, and 15250-15329.

WEEK 5
May 1: The CEQA Process: Initial Study
- CEQA Guidelines, Appendix G.

** WRITTEN EXERCISE DUE **

- Bass, Herson, and Bogdan. CEQA Deskbook, Ch. 3 -Types of EIRS, Ch. 4- Preparation of EIRs, pp. 53-89.
- CEQA Guidelines, Sections 15160-15170, 15080-15096, 15140-15152

May 7, 11:30 a.m., Sunday - SITE TOUR

WEEK 6
May 8:  EIR Content: Project Description and Environmental Setting
- Bass, Herson, and Bogdan. CEQA Deskbook, Ch. 5 - EIR Contents - Project Description and Environmental Setting, pp. 91-95.
- CEQA Guidelines, Sections 15120-15125.

May 10:  EIR Content: Environmental Impacts
- Bass, Herson, and Bogdan. CEQA Deskbook, Ch. 5 - EIR Contents - Environmental Impacts, pp. 96-107.
- CEQA Guidelines, 15126-15131, 15355, 15358, 15382.

WEEK 7
May 15:  *MID-TERM EXAMINATION*

May 17:  EIR Contents: Alternatives and Mitigations
- Bass, Herson, and Bogdan. CEQA Deskbook, Ch. 5 - EIR Contents - Alternatives and Mitigations, Ch. 7- Judicial Review, pp. 107-122 and 141-150.
- CEQA Guidelines, 15370, 15230-15233

WEEK 8

** WRITTEN EXERCISE DUE **

WEEK 9
May 29:  NO CLASS - MEMORIAL DAY HOLIDAY

May 31:  Presentation
WEEK 10

June 5: National Environmental Policy Act (NEPA)
- Bass, Herson, and Bogdan. CEQA Deskbook, Ch. 6 - NEPA and CEQA, pp. 123-139.
- CEQA Guidelines, Sections 15220-15228.

June 7: Evaluation of CEQA and Future of CEQA and Planning in California
- Bass, Herson, and Bogdan. CEQA Deskbook, Ch. 8 - Is CEQA Effective?, pp.133-139.

**FINAL PAPER DUE**