

Street, North Lobby, New York, NY 10007, (212) 669-8246, and the Department of City Planning (DCP) Bookstore at 22 Reade Street, New York, NY 10007. It is your choice as to whether to buy a hard copy or to download the electronic version.

- We will be reading a number of handouts which will consist of a combination of academic articles, newspaper articles and technical reports. Additional selected individual readings will be handed out weekly.
- Students will be provided with a listing of web pages relating to each of the topics.

Students are expected to complete all assigned readings, participate in class discussions and attend site visits/field work trips. Students must stay current with required readings as the quality of class discussions depends on all students staying abreast of the reading. Most of the required readings are in the required Textbook/Reader although additional readings may be handed out in class. For materials from the Internet, students are not expected to read every word, but you should have a good grasp of the material and read thoroughly those parts that will assist them in class discussions

Active participation in all classes is essential. While in class, you will be frequently asked during class discussions to offer your opinions about the realism of major assumptions and draw on your personal experience to offer insight.

Final:

- An analysis and critique of a Draft Environmental Impact Statement
- Short answer questions and creation of an environmental review scoping document.

Course Outline:

The mini- course will have 5 sessions - An Introductory class;-3 Lecture/Seminar classes; a Final Integrative class.

Week 1

- Introduction to Environmental Quality Review: History, Fundamentals, Procedures

Required Reading:

- Kreske Textbook: Chapter 2, pages 31-47; Chapter 3, pages 59-65 & 87-95; Chapter 6, pages 151-163
- Article: *NEPA at 19*, by Dinah Bear. Available online at: <http://tis.eh.doe.gov/nepa/tools/guidance/Guidance-PDFs/iii-11.pdf>
- CEQR Technical Manual: Chapter 1, pages 1-1 through 1-16
- Article 8 of the State Environmental Conservation Law (ECL 8-0101 et seq.
- CEQR Technical Manual Appendices – Procedures and Documentation Appendix 1: SEQRA 6 NYCRR Part 617

- CEQR Technical Manual Appendices – Procedures and Documentation Appendix 2: Rules of Procedure for CEQR Chapter 5 of Title 62 RCNY
- CEQR Technical Manual Appendices – Procedures and Documentation Appendix 3: CEQR Executive Order 91

Week 2

- Establishing the analysis framework; Building the EIS Framework; EIS Project Management

Required Reading:

- CEQR Technical Manual: Chapter 2 pages 2-1 through 2-11
 - Kreske Textbook: Chapter 7, pages 165-171; Chapter 8, pages 173-202; Chapter 9, pages 203-229;
- CEQR Technical Guidance
 - Required Reading:
 - Land use, zoning, Uniform Land Use Review Process (ULURP)- CEQR Technical Manual: Chapter 3, pages 3A-1 through 3A-15

Week 3

- EIS Preparation; Writing EISs; Reducing Time, Effort and Paperwork;
 - Kreske Textbook: Chapter 10, pages 231-254; Chapter 12, pages 277-345 Chapter 13, pages 347-359
- CEQR Technical Guidance
 - Required Reading:
 - Community facilities, Open Space, Shadows CEQR Technical Manual: Chapter 3, pages 3B-1 through 3E-30
 - Historic Resources, Urban Design/Visual Resources, Neighborhood Character: CEQR Technical Manual: Chapter 3, pages 3F-1 through 3H-5

Week 4

- Reviewing EISs ; Public Participation in the Environmental Reviews Process
 - Kreske Textbook: Chapter 14, pages 361-375; Chapter 11, pages 255-276

- CEQR Technical Guidance
 - Required Reading:
 - Hazardous Materials, Infrastructure, Solid Waste and Transportation Services: CEQR Technical Manual: Chapter 3, pages 3J-1 through 3J-26; 3L-1 through 3L-14; 3M-1 through 3M-7
 - Article: *Remediating Contaminated Sites in New York City Under the E-Designation Program*, by Darryl H. Cabbagestalk and Larry Schnapf
 - Noise, Construction Impacts, Impacts on public health: CEQR Technical Manual: Chapter 3, pages 3R-1 through 3R-23; 3S-1 through 3S-8; 3T-1 through 3T-3

Week 5

- Conclusions; CEQR Technical Manual as a “Living Document”; Overview of Federal, State, and other nations EISs
 - Required Reading:
 - Kreske Textbook: Chapter 5, pages 123-150 ; Conclusions pages 377-379
- Final Application
 - Analysis and critique of a Draft Environmental Impact Statement due
 - Short answer questions and environmental review scoping document. due

Goals/Learning Objectives:

As an environmental specialty Mini-Course, the goal of the class is to familiarize students with relevant concepts, literature, and practices, both historical and current, relating to Environmental Impact and Assessment at the local, regional, national and global levels. Taught by leading NYC practitioners in the field the mini-courses give students concrete technical and analytical skills and an understanding of real world applications that will be important to their work as planners, architects, designers and/or environmentalists. Professors/Instructors have been selected who have significant professional experience with the topic they are teaching. Students will be required to critically evaluate what they have read and heard. In addition, the class will give students an opportunity to learn how to express their ideas verbally and through the final application assignment.

The purpose of the final assignment is to give the students personal experience in applying the knowledge and skills presented in the course to a real site and situation. Students will learn the fundamentals of gathering and applying environmental information; evaluation of appropriate methods and technologies; presentation of ideas and proposals in verbal, visual and written form.

Environmental impact assessment is an important component of the development and planning process. Well-crafted environmental impact assessments and statements have the potential to change agency decisions, alter projects, and improve the environmental quality of communities. However, the process of environmental review, though codified in statutes and standardized over the past three decades, remains highly controversial. Environmental impact statements are frequently the vehicles through which a broad range of project impacts are contested.

This course is designed to help you to understand the process of crafting an impact assessment and how assessments can shape program and project design. Although the environmental assessment process is required by federal, state and city governments (as well as by many countries throughout the world) this course focuses on the practice of environmental impact analysis at the local level.

Outcomes:

The objective of this course is to expose the students to the world of environmental review and how to prepare the various documents required by city, state, and federal regulations. It is my hope that you will understand the principles and procedures of environmental analysis to the extent that you can write an environmental impact statement for an employer and participate as a knowledgeable citizen in your community to deal effectively with development and other environmental issues.

Methods of Assessment:

The grades in this course are set to meet the standards generally expected of graduate level work. An “A” is reserved for students who perform exceptionally well. A “B” will reflect adequate graduate level work. Any grade below a “B” will indicate that you are performing at less than an adequate graduate level.

The course is designed to prepare you for professional work in a public agency, private firm, or non-profit organization. Therefore, your assignments must reflect professional standards of analysis, presentation, writing and timeliness. As in professional life, accurate spelling and grammar, and clear and concise writing are critical.

Assignments will not be accepted after they are due except for students who receive my prior approval. An incomplete for the course will be granted only in highly unusual situations and only with a prior written request from you and approval by me. Office hours are by appointment.

The final grade for the course will consist of:

50% of a student’s grade will be for the quality of contributions to class discussion.
50% of a student’s grade will be for the quality of the final application