SUMMARY
This course provides an overview of significant environmental legal and policy issues. It will be taught from a sustainability practitioner’s perspective, linking environmental law to sustainability applications. The content touches on both environmental hazards and natural resource issues, and they will be discussed within the scope of both a legal and sustainability framework. The goal of the course is to provide the students with a general understanding of numerous environmental issues --such as they might encounter in the field of sustainability-- and to help them develop the knowledge and tools that will be useful in addressing those issues. This course emphasizes critical thinking skills and applications of concepts to facts, circumstances, conditions and regulatory requirements. The course is lecture and discussion, and there will be guest lecturers who are practitioners in the field and have specific knowledge about particular environmental issues. **Regular student attendance and participation in class is expected.**

GRADING
Students will be required to conduct weekly Internet-based research, prepare several short analyses of reading assignments, evaluate two different legal issues, and give a PowerPoint class presentation on a specific environmental subject. There will be a final exam. **Students are expected to come to class prepared and having completed all readings and other assignments.** Grading will be as follows:

- 20% - preparedness, attendance, class participation
- 20% - Two 3-4 page papers
- 20% - 1-2 page short assignments
- 20% - class presentation
- 20% - final exam

A+= 100 and above; A = 99-95; A- = 94-90; B+ = 89-85; B = 84-80; B- = 79-75; C+ = 75-70; C = 69-65; C- = 64-60; D+ = 59-55; D = 54-50; F ≤ 49

REQUIRED COURSE TEXTS AND READING MATERIAL
Required Textbooks:

Additional materials will be handed out in class, such as the chapters, below
- *Environmental Law Stories*
  With Richard J. Lazarus and Oliver A. Houck, editors; Foundation Press (2005)
  Chapter 1: The Story of Boomer: Pollution and the Common Law
  Chapter 4: The Story of TVA v. Hill: A Narrow Escape for a Broad New Law
UNIVERSITY AND COURSE POLICIES

Enrollment/Drop and Credit: Please contact the University College in person or online.

Classroom Location: Seigle Hall 305

Attendance: Attendance at every class session is required unless unexpected personal or work circumstances prevent you from attending. In cases of excused absences, please contact me prior to the class meeting so that we can discuss the situation, including arrangements for making up work. Two or more unexcused absences will drop the final course grade by at least one full letter grade. Excessive unexcused absences may result in a failing grade. Students with four or more absences, excused or unexcused, are advised to withdraw from the course.

Academic Integrity and Plagiarism: It is dishonest and a violation of student academic integrity if you plagiarize, cheat on an examination, copy or collaborate on assignments without permission, fabricate or falsify data or records, or engage in other forms of deceit or dishonesty. Complete information about the University’s Academic Integrity Policy may be found at http://arts.wustl.edu/~college/Policies/, click on “Academic Integrity Policy.” Policies concerning academic integrity, intellectual property, and proper citation apply equally to electronic, online, and conventional print resources. All violations of standard rules of academic integrity will be reported to and investigated by the Dean of University College. If it is determined that you have acted dishonestly, or even if you have admitted the charges prior to a formal investigation or hearing, an appropriate sanction will be imposed, including automatic failure of the assignment or course, or in the case of serious or repeat violations, suspension or expulsion from the University. Withdrawing from a course will not prevent the Dean from imposing or recommending sanctions. If you observe another student violating this policy, you have a responsibility to confront the student, report the misconduct to the instructor, and/or seek advice from the appropriate dean or academic integrity officer. Please let me know if you have any questions or need additional resources about proper citation, attribution of sources, collaboration with other students, or any other related aspect of academic integrity and plagiarism.

Recording of Classroom lectures: The use of smart pens and recording devices during class is prohibited. No use of smart pens, mobile phones or other recording devices are permitted during class. Neither are photos of the lecture materials permitted without prior approval. Notwithstanding, if a student has a learning disability that requires the use of these types of technologies, the student should discuss the situation with me in advance so that we can make reasonable accommodations.

Special Needs and Disabilities: If you require accommodations for taking exams or for lectures, please contact Cornerstone: the Center for Advanced Learning, located in Gregg Hall, 935-5970, www.cornerstone.wustl.edu. I will provide any accommodations for which you qualify as long as I receive the appropriate documentation from Cornerstone. Cornerstone serves as the official University resource for approving and arranging students' accommodations. All information is treated as confidential.

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students
are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

**Bias Reporting:** The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: [brss.wustl.edu](http://brss.wustl.edu)

**Mental Health:** Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: [shs.wustl.edu/MentalHealth](http://shs.wustl.edu/MentalHealth)
TENTATIVE COURSE SYLLABUS

For Week 1/August 29:  **CLASS DOES NOT MEET IN PERSON**
Readings: Salzman Chapter 1 - An Introduction to Environmental Law and Policy
Assignment: Assess your carbon footprint using this link, and explore the alternative scenarios in “Can you reduce your Ecological Footprint?” at the end of the calculator quiz: http://www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint/

For Week 2/September 6:  **Environmental Law Framework**
Readings: Salzman Chapter 2 - Perspectives on Environmental Law and Policy
Assignment: Prepare to discuss the difference between environmental law and sustainable development law. Answers questions 2, 5, and 6 on page 48 of Salzman

Course Expectations -- What is Environmental Law? What is Sustainability? Recurring Themes:
1. What is the factual background and context
2. The environmental law aspects (e.g., lawsuits/statutes/regulations)
3. Issue statement of the problem
4. The main obstacles and challenges to solving the problem
5. Ideas that might relate, efforts in process, recommended solutions

For Week 3/September 13:  **The Regulatory Toolkit & First Environmental Law - NEPA**
Readings: Salzman Chapter 3 - The Practice of Environmental Protection
Salzman Chapter 12 - The National Environmental Policy Act
Howe Chapter 13 pp 313-319 - Environmental Review
Internet: Watch Planet in Peril (Professor to lend copies of the DVD)
Assignment: Be prepared to discuss an example of an international ecological issue, and how it relates to your day to day life

For Week 4/September 20:  **Common Law and Toxic Torts**
Readings: Lazarus Chapter 1 - Boomer v. Atlantic Cement Co.
Salzman Chapter 8 - Regulating Toxic Substances (optional)
Internet: Watch the movie A Civil Action (Professor to lend copies of the DVD)
Assignment: Reflect on what you saw in the movie and identify two tort causes of action the plaintiffs could have used, along with what they would have had to show in order to be successful. Be sure to specifically tie the (movie version of) the facts to your response.

For Week 5/September 27:  **Contamination: CERCLA & RCRA**
Readings: Salzman Chapter 9 - The Resource Conservation Recovery Act
The Comprehensive Environmental Response, Compensation and Liability Act
Internet: Times Beach and Love Canal
Assignment: Turn in topic and outline of your Examination of an Environmental Issue paper
For Week 6/October 4:  Endangered Species Act and Biodiversity Conservation
Readings: Salzman Chapter 10 pp 287-310: The Endangered Species Act
         Lazarus handout Chapter 4 - Tennessee Valley Authority v. Hill
Internet: Research a locally endangered species: (1) what is its habitat, (2) what is the role it plays in the web of life; what impacts would result if it disappeared? (3) What is being done about it?
Assignment: Turn in a 2 page summary of your species research

For Week 7/October 11:  International Climate Issues
Readings: Salzman Chapter 6 - Global Air Pollution
Internet: Watch The 11th Hour (Professor to lend copies of the DVD)
Questions that will be discussed:
1. Describe connections between one global environmental issue and the personal health or well-being of individuals living in St. Louis
2. What are the costs that can be attributed to the impact?
3. Should this be regulated? If so, how … and by whom?
Assignment: Turn in your Class Presentation topic proposal by providing 1 sentence, for each:
1. What is the factual background and context
2. The environmental law aspects (e.g., lawsuits/statutes/regulations)
3. Issue statement of the problem you will address
4. The main obstacles and challenges to solving the problem
5. Ideas, efforts in process and recommended solution(s) to the issue

For Week 8/October 18:  NO CLASS – FALL BREAK

Week 9/October 25:  Climate, Air Quality and Renewable Energy
Readings: Salzman Chapter 5 - The Clean Air Act
         Salzman Chapter 11 - Energy
Internet: Watch Dr. Peter Raven’s presentation on Global Warming
Assignment: Turn in Climate analysis (3-4 pages)

For Week 10/November 1:  Clean Water Act, Wetlands & Water Quality Issues
Readings: Salzman Chapter 7 - Water Pollution
         Salzman Chapter 10 pp 271-287: Wetlands
Internet: TBD
Assignment: Turn in your Class Presentation Outline by listing at least 15 slide descriptions:
1. What is the factual background and context 2 slides
2. The environmental law aspects (e.g., lawsuits/statutes/regulations) 2 slides
3. Issue statement of the problem you will address 1 slide
4. The main obstacles and challenges to solving the problem 5 slides
5. Ideas, efforts in process and recommended solution to the issue 5 slides
For Week 11/November 8:  Water Quantity and Stormwater Management
Readings: Howe Chapter 10 - Water Use and Management in Buildings
Internet: TBD
Assignment: Turn in your Examination of an environmental issue paper (3-4 pages)

For Week 12/November 15: Integrating Natural Features in Development
Readings: Howe Chapter 3 - Federal, State and Local Governmental Initiatives
         Howe Chapter 8 - Site Selection and Land Use Planning
Internet: The Cheeseburger Footprint
         http://www.openthefuture.com/cheeseburger_CF.html
Assignment: Turn in your Beyond Carbon Cheeseburger Footprint (address water, land and species issues 3-4 pages)

For Week 13/November 22: Green Building
Readings: Howe Chapter 1 - Overview of Green Buildings
         Howe Chapter 4 - State and Local Green Building Laws and Initiatives
         Howe Chapter 9 - Green Materials and Construction
         Sustainability and Building Codes handout by David Eisenberg and Peter Yost
Internet: “Consider the Cherry Tree”
Assignment: TBD

For Week 14/November 29: Sustainable Business Practices
Readings: Howe Chapter 14 - Emerging Legal Issues in Green Construction
Internet: Ray Anderson on the Business Logic of Sustainability
         William McDonough TED talk on cradle to cradle design
Assignment: TBD

Week 15/December 6: CLASS PRESENTATIONS

Week 16/December 13: CLASS PRESENTATIONS

Week 17/December 20: FINAL EXAM