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 and conditions. The course is lecture and discussion, and there may be guest lecturers who are practitioners in the field and have specific knowledge about particular environmental issues or locations. **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 an environmental legal issue, and give a PowerPoint class presentation relating to environmental justice. 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% - One paper (5-7 pages)
- 20% - Four short written assignments (three 1-2 pages typed; one that is 4 pages typed)
- 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**
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

WASHINGTON UNIVERSITY
UNIVERSITY COLLEGE B.S. IN SUSTAINABILITY PROGRAM U19 328
ENVIRONMENTAL LAW: APPLICATIONS TOWARD SUSTAINABILITY
Spring Semester 2017  Mondays, 6:00 - 8:00 pm
Instructor: Catherine L. Werner, JD, LEED AP
Location: Seigle Hall, Room 303
UNIVERSITY AND COURSE POLICIES

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

Classroom Location: TBD

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://artsci.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, Associate Dean 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.

**Diversity, Inclusion and 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: diversityinclusion.wustl.edu/brss/

**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
COURSE SYLLABUS

For Week 1/January 23: Course Overview & Expectations
Readings: Salzman Chapter 1 - An Introduction to Environmental Law and Policy
Internet: 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/
Assignment: Come prepared to discuss your carbon footprint.

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 2/January 30: Environmental Law Framework and Regulatory Toolkit
Readings: Salzman Chapter 2 - Perspectives on Environmental Law and Policy
Salzman Chapter 3 - The Practice of Environmental Protection
Internet: Environmental Laws and Sustainability: An Introduction, John C. Dernbach and Joel A. Mintz (2011)
file:///Users/catherinewerner/Desktop/Dernbach%Mintz%article.pdf
Assignment: Prepare to discuss the difference between environmental law and sustainable development law. Be able to answer questions 2, 5 and 6 on page 48 of Salzman Pay special attention to the Five Ps on pp 54-60

For Week 3/Feb 6: NEPA
Readings: Salzman Chapter 12 - The National Environmental Policy Act
Howe Chapter 13 pp 313-319 - Environmental Review
Assignment: Be able to answer question 3 on page 348 of Salzman

For Week 4/Feb 13: Common Law (possible virtual class)
Readings: Lazarus handout Chapter 1 - Boomer v. Atlantic Cement Co. (provided)
Internet: Watch the movie A Civil Action (Professor to lend copies of the DVD)
Assignment: Based on the movie version, 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. (1-2 pages typed)
For Week 5/ Feb 20:  Contamination: CERCLA & RCRA
Readings: Salzman Chapter 9 - The Resource Conservation Recovery Act
The Comprehensive Environmental Response, Compensation and Liability Act
Internet: Watch Lois Gibbs – The Love Canal Story https://youtu.be/I1VzX5MvjXY and research either Carter Carburetor or Times Beach
Assignment: Be able to answer questions 2 and 4 on page 266 of Salzman

Turn in your Environmental Justice Class Presentation outline by providing a sentence for identifying each of the following:

1. The factual background and context
2. The environmental law aspects (e.g., lawsuits/statutes/regulations)
3. The question/issue statement of the problem you will address
4. The main obstacle or challenges to solving the problem
5. Ideas, efforts in process and recommended solution(s) to the issue

For Week 6/Feb 27:  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 (provided)
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 species research (2 pages typed)

Week 9/March 6:  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: Be able to answer question 1 on page 138 of Salzman and also questions 1 and 6 on pages 328-9 of Salzman

For Week 8/March 13:  NO CLASS – SPRING BREAK

For Week 7/March 20:  International Climate Issues (virtual class)
Readings: Salzman Chapter 6 - Global Air Pollution
Internet: Watch The 11th Hour (Professor to lend copies of the DVD)
Assignment: Turn in Global Climate Policy comparison paper (5-7 pages typed)
For Week 10/April 3: Clean Water Act, Wetlands & Water Quality Issues
Readings: Salzman Chapter 7 - Water Pollution
          Salzman Chapter 10 pp 271-287: Wetlands
Internet: Research wetland mitigation banks
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/April 10: Water Quantity and Stormwater Management / possible field trip
Readings: Howe Chapter 1 - Overview of Green Buildings
          Howe Chapter 4 - State and Local Green Building Laws and Initiatives
          Howe Chapter 10 - Water Use and Management in Buildings
Internet: Research Rain garden design
Assignment: Be prepared to discuss (1) why are rain gardens effective, (2) what are the legal aspects of rainscaping, and (3) how can rainscaping be encouraged.

For Week 12/April 17: 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 that addresses water issues (2 pages) and land/species issues (2 pages); 4 pages total typed

For Week 13/April 24: Green Building and Sustainable Business Practices
Readings: Howe Chapter 9 - Green Materials and Construction
          Howe Chapter 14 - Emerging Legal Issues in Green Construction
Internet: William McDonough TED talk on cradle to cradle design or “Consider the Cherry Tree”; Ray Anderson on the Business Logic of Sustainability
Assignment: Summarize one of the sustainable business case studies and what you found most compelling or effective (2 pages typed)

For Week 14/May 1: CLASS PRESENTATIONS

Week 15/May 8: FINAL EXAM