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. Regular student attendance and participation in class is expected.

GRADING
Students will be required to complete weekly readings, prepare several short analyses of reading assignments, evaluate an environmental legal issue relating to climate change, and give a PowerPoint class presentation relating to environmental justice. There will be a take home 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 Climate Change paper (5-7 pages)
- 20% - Four short written assignments (three 2 pages typed; one that is 4 pages typed)
- 20% - Class presentation on Environmental Justice
- 20% - Final exam – Take home

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:

NOTE: The 5th Edition is being published and distribution is expected in late January 2019. The course syllabus has been arranged to accommodate the possibility that this new edition of the book will not be available until February. Please make arrangements to purchase this edition when available.

Additional reading and study materials will be handed out in class.
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://artssci.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
Tentative Syllabus (December 2018)

COURSE SYLLABUS

For Week 1/January 14: Course Overview & Orientation
Readings: None
Internet: Assess your carbon footprint at the Global Footprint Network. Explore the alternative scenarios in “Can you reduce your Ecological Footprint?” at the end of the calculator quiz:
Due: Come prepared to discuss your carbon footprint.
Class Focus: What is Environmental Law? What is Sustainability?
Recurring Course Themes:
1. Discern the factual background and context
2. Consider the environmental law aspects (e.g., cases/statutes/regulations)
3. Determine the issue statement of the problem
4. Identify the main obstacles and challenges to solving the problem
5. Research ideas that might relate/efforts in process, recommend solution(s)

For Week 2/January 21: Martin Luther King, Jr, Day - NO CLASS

For Week 3/January 28: Fundamental Concepts in Environmental Law
Readings: Salzman Chapter 3 pp 65-110
Internet: Read Sierra Club v. Morton (1972) (copy/paste this url for the case)
Due: None
Class Focus: How to navigate legalese, standing and the three branches of government

For Week 4/Feb 4: Common Law and The Tragedy of the Commons
Readings: Salzman Chapter 1 pp 3-16
Salzman Chapter 2 pp 17-30
Lazarus handout Chapter 1 - Boomer v. Atlantic Cement Co. (provided)
Due: None
Encouraged: Watch A Civil Action (DVDs available to borrow)
Class Focus: Local and common law applications of environmental issues

For Week 5/Feb 11: The Regulatory Toolkit and NEPA
Readings: Salzman Chapter 3 – pp 51-63
Salzman Chapter 12 – the National Environmental Policy Act
Due: None
Class Focus: The Five Ps and NEPA
Tentative Syllabus (December 2018)

For Week 6/ Feb 18:  Endangered Species Act and Biodiversity Conservation
Readings:  Salzma Chapter 10 pp 287-310: The Endangered Species Act
          Lazarus *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?
Due:      Turn in a species research (2 pages typed)
Class Focus:  Protection of natural resources

For Week 7/ Feb 25:  Environmental Justice
Readings:  Salzma pp 31-50
Due:      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
Class Focus:  Environmental Justice

For Week 8/March 4:  Contamination: CERCLA & RCRA
Readings:  Salzma Chapter 9 – Waste Management
Internet:  Watch Lois Gibbs – The Love Canal Story [https://youtu.be/I1VzX5MvjXY](https://youtu.be/I1VzX5MvjXY) and
          research either Carter Carburetor or Times Beach
Due:      TBD (2 pages typed)
Class Focus:  Regulation of environmental hazards

For Week 9/March 11:  NO CLASS – SPRING BREAK

Week 10/March 18:  International Climate Issues
Readings:  Salzma Chapter 6 - Global Air Pollution
Other:     Watch The 11th Hour (*Professor to lend copies of the DVD*)
Due:      Turn in Global Climate Policy comparison paper (5-7 pages typed)
Class Focus:  Global climate change

Week 11/March 25:  Air Quality and Renewable Energy
Readings:  Salzma Chapter 5 - The Clean Air Act
          Salzma Chapter 11 - Energy
Due:      None
Class Focus:  Protection of air for health and climate
Tentative Syllabus (December 2018)

For Week 12/April 1: Clean Water Act, Wetlands & Water Quality Issues
Readings: Salzman Chapter 7 - Water Pollution
          Salzman Chapter 10 pp 283-295: Wetlands
Due: 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
Class Focus: Protection and regulation of water quality issues, including wetlands

For Week 13/April 8: Water Quantity and Stormwater Management
Readings: TBD
Due: None
Class Focus: Nonpoint Source issues and stormwater regulation

For Week 14/April 15: Sustainable Business Practices
Readings: TBD
Internet: Environmental Laws and Sustainability: An Introduction, John C. Dernbach and Joel A. Mintz (2011)
Due: TBD (2 pages typed)
Class Focus: Legal aspects of sustainable businesses

For Week 15/April 22: Sustainable Development Practices
Readings: TBD
Internet: The Cheeseburger Footprint
         http://www.openthefuture.com/cheeseburger_CF.html
Due: Turn in your Beyond Carbon Cheeseburger Footprint that addresses water issues
     (2 pages) and land/species issues (2 pages); 4 pages total typed
Class Focus: Pulling together regulatory issues and sustainable operations

For Week 16/April 29: CLASS PRESENTATIONS

Week 17/May 6: FINAL EXAM DUE (Take home exam)