

**ENSP 102: Introduction to Environmental Policy**  
**Spring 2016**  
T/Th 9:30 – 10:45 a.m.  
2102 Shoemaker Hall

**Syllabus**

**Instructor:**

Joanna Goger, Lecturer, Environmental Science and Policy Program  
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**Office Hours:**

By appointment on Tuesdays, Wednesdays and Thursdays by e-mailing me at [jgoger@umd.edu](mailto:jgoger@umd.edu)

<b><u>Graduate Teaching Assistants</u></b>	<b><u>Discussion Section #s</u></b>	<b><u>Office Hours (0220 Symons)</u></b>
Mickey Hartz <a href="mailto:m.v.hartz@gmail.com">m.v.hartz@gmail.com</a>	101, 102, 104	Thurs 11:30am – 1:30 pm
Anthony Waldrop <a href="mailto:awaldrop18@gmail.com">awaldrop18@gmail.com</a>	103, 105, 106	Thurs 3:15-5pm
Leah Schleifer <a href="mailto:lschleif@terpmail.umd.edu">lschleif@terpmail.umd.edu</a>	107	Tues 11am – 1pm

**Undergraduate Teaching Assistant:**

Will Klajbor [wklajbor@terpmail.umd.edu](mailto:wklajbor@terpmail.umd.edu) Mon 2-4pm/Wed 8:45-10:45am

**Overview of the Course:**

This course seeks to provide students with a strong foundation regarding the policy process while also developing their substantive knowledge of the most current environmental policy challenges including climate change, non-point source pollution, and energy development. While the primary focus of the course will be U.S. environmental policy, the course will also explore environmental policy at the local, state, and international levels. The course will seek to place environmental policy issues in context by considering the various stakeholders that take part in environmental decision-making including the environmental community, industry, agriculture, and disadvantaged populations. Throughout the course, students will consider the linkages between policy and science and the ways in which science informs the environmental policy-making process.

**Goals and Learning Outcomes of the Course:**

- Demonstrate substantive knowledge of the major environmental laws and policies currently in place at the national and international level, with respect to both pollution control and natural resources protection.
- Understand the process for environmental policy development in the United States, including the roles of the various environmental policy decision makers in creating, reviewing, and evaluating environmental policy.

- Evaluate environmental policy responses to policy questions by considering multiple viewpoints, conflicting data, and uncertainty.
- Develop knowledge and understanding about the ways that science and economics inform environmental policy through tools such as risk assessment and cost-benefit analysis.
- Understand how the various stakeholders in environmental conflicts represent a multitude of often conflicting values that influence how they view policy responses.
- Explore the effects that environmental problems and environmental policies can have on minority and low-income populations and how the policy process can be used to address distributional and equity issues in environmental policy.
- Understand the role that history and politics have played in the environmental policy process over time, including historical and political shifts from preservation and conservation of land to protection of human health to a current focus on sustainability.
- Acquire knowledge of the controversies currently facing the environment and the various policy options to address them including global climate change, renewable energy development, and water pollution.
- Develop library research skills by conducting environmental policy research through the exploration of library database and information sources.

**Required Course Materials:**

Michael E. Kraft, 6<sup>th</sup> ed. 2015. Environmental Policy and Politics, Pearson, ISBN 978-0-205-98180-9 (noted as “Kraft”).

All other materials will be available through the ELMS Canvas System, <http://elms.umd.edu> or on Web links provided on the list of reading assignments below. To access book excerpts in ELMS, please access Course Reserves. Articles can be found at the Files tab in ELMS. These materials will be designated with “ELMS” in the list of assignments below. Web links should be self-explanatory.

**Class preparation:**

It is important to be prepared for class. Readings will complement the lectures, and you will be responsible for the readings on exams, so it is important that you come to class having read the assignment for that day. In addition, by completing the reading assigned for discussion section, you will be prepared to participate in discussion. I expect 6-9 hours of work per week outside of class – a large portion of this will be reading. While it may seem tedious, policy analysts and others who work in the environmental policy field must constantly read and digest large amounts of material. By reading for this class, you will acquire a skill likely to benefit you beyond the classroom.

It is also important that you attend class. Attending lecture and discussion section throughout the semester will ensure that you have the best understanding of the material and receive all of the information you need regarding exams and assignments. I often review material from the previous class or make announcements relevant to assignments at the beginning of class, so it is very important that you are not late to class. **I also do not include all details on my slides, so it is important to attend class so you do not miss these important points.**

Take good notes and do not hesitate to ask questions during class or see me or one of the TAs after class if something that we covered was unclear. It is best to ask these questions while the material is fresh in your head.

### **Grading:**

1. Section Participation (including section exercises) (5% = 50 points)
  2. 2 Unit Exams (30% = 300 points)
    - Exam 1 = 150 points (**Thursday, February 25**)
    - Exam 2 = 150 points (**Thursday, April 7**)
  3. 4 Homework assignments (15% = 150 points)
    - Homework 1 = 50 points (**Thursday, February 11**)
    - Homework 2 = 50 points (**Thursday, March 10**)
    - Homework 3 = 35 points (**Thursday, March 31**)
    - Homework 4 = 15 points (**Thursday/Friday April 21/22 in Section**)
  4. 1 Paper/Memo (22% = 220 points) (**Thursday, April 28**)
  5. Quizzes (Some scheduled/some unscheduled) (3% = 30 points)
  6. Final exam - cumulative (25% = 250 points) (**Friday, May 13, 8-10 a.m.**)
- TOTAL = 1,000 points

Your total grade will be out of 1,000 points. Grades will be awarded by converting the points earned into a percentage. 100-98% = A+, 97-92 = A, 91-90 = A-; 89-88 = B+, 87-82 = B, 81-80 = B-; 79-78 = C+, 77-72 = C, 71-70 = C-; 69-68 = D+, 67-62 = D, 61-60 = D-;  $\leq 59 = F$ . You are advised to keep all graded work throughout the semester in case you have a question about your final course grade. Also, keep a personal record of your accumulated points as the semester progresses.

You may calculate your percentage grade at any time during the semester by dividing the number of points earned by the number of points possible at that point in the semester. Please see me or your TA if you have any questions.

There will be **two exams** during the semester worth 150 points each. The first exam will cover all material in Unit I. The second exam will cover only material in Unit II and will not be cumulative. The **final exam** is worth 250 points and will be cumulative, with major emphasis on Unit III. These exams will assess your understanding of the material presented in lecture, discussions, and in the readings. These exams will include short-answer questions and essays. More information about these exams will be provided in class.

There will be **four homework assignments**. For the first assignment, you will answer several exam-like questions related to the reading assignments that will prepare you to take the exams in the course. This assignment will also require you to analyze a proposed agency rule, proposed legislation, or court decision (50 points). For the second assignment, you will provide a brief overview of the environmental policy issue you plan to cover in your policy memo, a brief explanation of why the issue is currently important, and a starter list of sources. This will require you to attend the library research session during section on March 3 or 4. This assignment will also include some questions to help you to prepare for Exam II (50 points). For the third assignment, you will conduct library research to identify and describe a solid list of sources for your memo assignment and you will draft a detailed outline of your memo (35 points). For the fourth assignment, you will receive 15 points for bringing a rough draft of your memo to section and conducting a review of a peer's rough draft (15 points).

The **memo assignment** will provide you with the opportunity to expand on an environmental policy topic of your choosing. You will write a 7-8 page memo on this topic, addressed to your future supervisor,

describing the topic and the current issues likely to be faced in addressing this issue. More information about this assignment will be provided in class.

There will be **three 10-point quizzes** that will occur throughout the semester. Some of these may be announced, some may not. Any announcements about these quizzes will be made on ELMS and/or in class.

**PLEASE NOTE: All class assignments other than exams and quizzes will be turned in through ELMS.**

My **late policy** for the memo and homework is as follows. Unless you see me in advance of the due date and obtain an approved excuse, 5 percent of the total possible points will be deducted from your score for every day the paper or homework is late, including weekend days. (So, for example, on a 100-point scale, a student who would have earned a 94 on a timely paper will earn 89 if the same paper is turned in one date late, 84 if turned in 2 days late, etc.).

If you would like to **appeal any grade** that you have received in this course, you may file an appeal within one week of the return of the assignment. Please submit the entire exam, homework, or paper and attach a typed explanation of the reason why you think your grade should be changed. Exam appeals should be submitted to me, paper and homework appeals should be submitted to your TA.

### Extra Credit:

There will be two opportunities to obtain extra credit. The first extra-credit assignment (**due Thursday March 24**) will ask you to find a potential internship that interests you and to submit information related to (1) your qualifications for the internship (2) and how the internship would assist you in meeting your academic/career goals. The second extra-credit assignment (**due Thursday April 14**) will ask you to write a short paper about an environmental problem you have heard about recently in the news.

### Discussion Section Information:

<u>Section #</u>	<u>Meeting Time</u>	<u>Meeting Place</u>	<u>TA Name</u>
0101	F 10:00-10:50 am	EDU 1315	Mickey Hartz
0102	F 11:00-11:50 am	EDU 1315	Mickey Hartz
0103	F 11:00-11:50 am	CHE 2145	Anthony Waldrop
0104	Th 2:00-2:50 pm	JMZ 1124	Mickey Hartz
0105	F 10:00-10:50 am	CHE 2145	Anthony Waldrop
0106	Th 2:00-2:50 pm	JMZ 1224	Anthony Waldrop
0107	Th 2:00-2:50 pm	KEY 0124	Leah Schleifer

### Attendance and Absences:

#### **In general:**

In accordance with University policy, students are expected to attend classes regularly, and be on time. It is important that you attend lecture because lecture materials will be a primary source of exam material. It is equally important that you attend discussion sections because these discussions will help you to

understand the material AND because you will be graded based on your participation during these discussions. Again, please do your best to attend class on a regular basis. It is the best way to learn and understand the material, and gives you the opportunity to ask questions about material you may not understand.

An absence will only be considered “excused” under the circumstances described by the University’s attendance policy, available at:

<http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540>. In summary, it is the policy of the University to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (where the nature of the observance prevents the student from being present during the class period); participation in university activities at the request of University authorities; and compelling circumstance beyond the student's control. **Students claiming an excused absence must (1) apply in writing and (2) furnish documentary support for their assertion that absence resulted from one of these causes.**

### **Illness:**

The University will accept as an excused absence a self-signed note from a student who has missed a single lecture, recitation, or laboratory, attesting to the date of the illness. The note must also contain an acknowledgement by the student that the information is true and correct and that providing false information is prohibited under Code of Student Conduct. The student is also obligated to make a reasonable attempt to inform the instructor of his/her illness in advance. For non-consecutive, medically necessitated absences from more than a single lecture, recitation, or laboratory, I will follow the same policy. If absences become frequent, I will require further documentation from the Health Center or an outside Health Care Provider.

A student experiencing a prolonged absence from class or a student who will be absent for a Major Scheduled Grading Event shall be required to provide written documentation of the illness from the Health Center or from an outside health care provider. In cases where written verification is provided, the Health Center or outside health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities. No diagnostic information shall be given. For further information on this policy, please see <http://www.president.umd.edu/policies/v100g.html>.

### **Academic Accommodations:**

If you have a documented disability, please contact Disability Support Services 0126 Shoemaker Hall to complete an accommodation request forms which you can provide to me (and your other instructors) as proof of your eligibility for accommodations. The rules for eligibility and the types of accommodations a student may request can be reviewed on the DSS website at <http://www.counseling.umd.edu/DSS>. Please submit your paperwork to me as soon as possible and well before any due date or exam to ensure that any accommodation needs can be satisfied.

### **Religious Observances:**

The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs. Students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. *It is the responsibility of the student to inform the instructor of any intended absences for religious observances in advance.* Notice should be provided as soon as possible but no later than the end of the schedule adjustment (drop/add) period (**February 5, 2016**).

### **Code of Academic Integrity:**

Academic dishonesty (such as cheating on exams, plagiarism from the internet or other students, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures) is unacceptable and will result in referral to the Student Honor Council after which a determination of a violation will result in a failing grade in the course and a note on your transcript indicating a violation of the rules of academic integrity. The University's Code of Academic Integrity sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course:

1. No cheating ("intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise");
2. No fabrication ("intentional and unauthorized falsification or invention of any information or citation in an academic exercise");
3. No facilitating academic dishonesty ("intentionally or knowingly helping or attempting to help another to violate any provision of this Code");
4. No plagiarism ("intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise").

Please see me if anything about these rules is unclear, or for more information on the Code of Academic Integrity or the Student Honor Council, visit [www.shc.umd.edu](http://www.shc.umd.edu).

### **Copyright Protection for Class Materials**

Commercial firms have been paying students to take notes and collect course materials, which are then copied and sold. Course materials that exist in a tangible medium, such as written or recorded lectures, Power Point presentations, handouts and tests, are copyright protected. Students **may not** copy and distribute such materials except for personal use and with the instructor's permission.

### **Course Evaluation**

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM can be accessed at this website: [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu). By completing all of your evaluations each semester, you will have the privilege of accessing the evaluation reports for the thousands of courses.

**E-mail List/ELMS:** An e-mail list will be set up for this class through the ELMS/Canvas System. E-mail addresses are pulled from the University Directory listing. Please be sure that your preferred and current e-mail address is listed in the Directory. You can check and update this information by going to Testudo ([www.testudo.umd.edu/apps/saddr/](http://www.testudo.umd.edu/apps/saddr/)). I will be posting course documents and information on the ELMS system, so it is important that you use this system and that you are checking your e-mail for any announcements or assignments. In particular, you will find materials in the Course Documents section of Blackboard, as well as Course Reserves. **Please note that I will communicate with the class through e-mail and ELMS regarding any class cancellations, changes in meeting times, or room changes.**

**Schedule of Readings and Assignments:**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading/Assignment (to be read for this class)</b>
<b>UNIT I: Setting the Stage for Environmental Policy</b>			
<b>1</b>	Tues. 1/26	Introduction to the Course & Intro to Environmental Policy	Review syllabus (Posted on ELMS)
	Thurs. 1/28	Intro and History of U.S. Environmental Policy	Kraft, pp. 6-17, 103-112, 124-129
	Sections 1/28 and 1/29	No section meetings this week	
<b>2</b>	Tues. 2/2	Policy Formulation & The Role of the Legislative Branch	Kraft, pp. 72-91
	Thurs. 2/4	The Role of the Executive Branch	Kraft, pp. 91-99, 154-161, 169-177  <b>HOMEWORK 1 DISTRIBUTED</b>
	Sections 2/4 & 2/5	Microbeads and Mining: Different Legislative Approaches	Microbead ban proves easy to pass through pipeline, <b>(ELMS, Files, Readings, Microbeads and Mining)</b>  US House votes to block federal stream protection rule, <a href="http://www.statejournal.com/story/30949450/us-house-votes-to-block-federal-stream-protection-rule">http://www.statejournal.com/story/30949450/us-house-votes-to-block-federal-stream-protection-rule</a>
<b>3</b>	Tues. 2/9	The Role of the Courts	Kraft, pp. 94-96 (review)  Vig and Kraft (O’Leary), Chapter 6, 128-136, 142-148 <b>(ELMS, Course Reserves)</b>
	Thurs. 2/11	Environmental Ethics/The Role of Stakeholders	Environmental Ethics, Stanford Encyclopedia of Philosophy, pp. 1-6 <b>(ELMS, Files, Readings, Environmental Ethics folder)</b>  Kraft, pp. 112-124  <b>HOMEWORK 1 DUE</b>
	Sections 2/11 & 2/12	Adding Rights for Nature to the U.S. Constitution	Rights of Nature Articles in Ecuador’s Constitution <b>(ELMS, Files, Readings, Environmental Ethics Folder)</b>  The U.S. Constitution, <b>(ELMS, Files, Readings, Environmental Ethics Folder)</b>
<b>4</b>	Tues. 2/16	Science and Risk	Kraft, pp. 19-25, 162-164, 245-249
	Thurs. 2/18	Environmental Justice, Leah Schleifer	Kraft, Chapter 7, pp. 255-56

			<p>Addressing the Risk: Understanding and Changing Anglers' Attitudes about the Dangers of Consuming Anacostia River Fish, November 2012, commissioned by the Anacostia Watershed Society (<b>ELMS, Files, Readings, Environmental Justice folder</b>)</p> <p>Anger and Scrutiny Grow Over Poisoned Water in Michigan City (<b>ELMS, Files, Readings, Environmental Justice folder</b>)</p> <p><b>MEMO ASSIGNMENT DISTRIBUTED</b></p>
	Sections 2/18 & 2/19	<p>Environmental Justice and Risk on the Anacostia River</p> <p>Review Homework</p>	Review readings from Thursday's lecture
<b>5</b>	Tues. 2/23	Economics in Environmental Policy	<p>Kraft, pp. 249-254, 256-260</p> <p>Scorse, What Environmentalists need to Know about Economics, Chapter 4 (<b>ELMS, Course reserves</b>)</p> <p>Heinzerling and Ackerman, Priceless, Chapter 1 (<b>ELMS, Course reserves</b>)</p>
	Thurs. 2/25	<b>EXAM 1</b>	<b>Study! MAJOR SCHEDULED GRADING EVENT</b>
	Sections 2/25 & 2/26	No section meetings this week	
<b>UNIT II: Pollution Control</b>			
<b>6</b>	Tues. 3/1	<p>Internships, Dr. Whittemore, Associate Director, ENSP Career Panel</p> <p>Policy Options review/Air Quality</p> <p>Memo Discussed</p>	<p>Kraft, pp. 256-260 (review), 31-37, 136-140, 164-167, 293-295</p> <p><b>HOMEWORK 2 &amp; 3 DISTRIBUTED</b></p> <p><b>EXTRA CREDIT ASSIGNMENTS HANDED OUT</b></p>
	Thurs. 3/3	Air Quality	Review readings from Tuesday's class
	Sections 3/3 & 3/4	Library research session	<p>Please review the ENSP 102 Library Research Page at the Modules tab</p> <p>Library Research session – Please report to McKeldin Library, the following rooms:  101 – Room 6101  102 – Room 6101  103 – Room 6103  104 – Room 6103  105 – Room 6103</p>

			106 – Room 6107 107 – A-J to Room 6103, K-Z to Room 6107
<b>7</b>	Tues. 3/8	International Climate Change policy, Leah Schleifer	Kraft, pp. 68-69, 181-182, 298-301  Paris Agreement, ( <b>ELMS, Files, Readings, Climate change</b> )  Center for Climate and Energy Solutions, Outcomes of the U.N. Climate Change Conference in Paris, ( <b>ELMS, Files, Readings, Climate change</b> )
	Thurs. 3/10	Domestic Climate Change policy	Factsheet, Overview of the Clean Power Plan, ( <b>ELMS, Files, Readings, Climate change</b> )  E&E’s Power Plan Hub, Legal Challenges, ( <b>ELMS, Files, Readings, Climate change</b> )  Center for Climate and Energy Solutions, Cap and Trade v. Taxes ( <b>ELMS, Files, Readings, Climate change</b> )  <b>HOMEWORK 2 DUE</b>
	Sections 3/10 & 3/11	Climate Change Policy: Implementation	Markets: Carbon Trading find a foothold in at least 20 states ( <b>ELMS, Files, Readings, Climate change</b> )
<b>8</b>	<b>3/12– 3/20</b>	<b>SPRING BREAK</b>	
<b>9</b>	Tues. 3/22	Toxic Chemicals/Waste Management	Kraft, pp. 42-49, 145-154  Love Canal and its Mixed Legacy ( <b>ELMS, Files, Readings, Waste Management folder</b> )
	Thurs. 3/24	Toxic Chemicals/Waste management	Review readings from Tuesday’s class  <b>EXTRA CREDIT 1 DUE</b>
	Sections 3/24 & 3/25	Coal ash management	Coal Ash Final Rule, <a href="http://www.epa.gov/coalash/coal-ash-rule">http://www.epa.gov/coalash/coal-ash-rule</a>
<b>10</b>	Tues. 3/29	Water Quality, Anthony Waldrop	Kraft, pp. 37-42, 141-144  Clean Water Rule, Fact Sheet ( <b>ELMS, Files, Readings, Water Quality Folder</b> )
	Thurs. 3/31	Water Quality	Chesapeake Bay TMDL Fact Sheet ( <b>ELMS, Files, Readings, Water Quality Folder</b> )

			Chesapeake Bay TMDL Executive summary ( <b>ELMS, Files, Readings, Water Quality folder</b> )  <b>HOMEWORK 3 DUE</b>
	Sections 3/31 & 4/1	Chesapeake Bay TMDL  Review Homework	92 lawmakers, 22 states side with Farm Bureau in TMDL, Bay Journal, ( <b>ELMS, Files, Readings, Water Quality folder</b> )
<b>11</b>	Tues. 4/5	Safe Drinking Water Act	Kraft, pp. 144-145  State of Emergency Declared over Man-made water disaster, ( <b>ELMS, Files, Readings, Water Quality folder</b> )
	Thurs. 4/7	<b>EXAM 2</b>	<b>MAJOR SCHEDULED GRADING EVENT</b> Study!
	Sections 4/7 & 4/8	No section meetings this week	
<b>UNIT III: Natural Resources and Energy Policy</b>			
<b>12</b>	Tues. 4/12	Environmental Assessment	Kraft, pp. 224-226  The NEPA statute, <a href="https://ceq.doe.gov/laws_and_executive_orders/the_ne_pa_statute.html">https://ceq.doe.gov/laws_and_executive_orders/the_ne_pa_statute.html</a>
	Thurs. 4/14	Protection of Biodiversity	Kraft, pp. 53-57, 219-223, 301-303  E&E News, Endangered Species, Landmark law in throes of midlife crisis ( <b>ELMS, Files, Readings, Protection of Biodiversity folder</b> )  <b>EXTRA CREDIT 2 DUE</b>
	Sections 4/14 & 4/15	Cove Point LNG Terminal – How do NEPA and ESA apply?	Earthjustice, Groups Appeal Federal Approval of Cove Point ( <b>ELMS, Files, Readings, Cove Point</b> )  FERC Authorizes Construction of Cove Point, <a href="http://www.ferc.gov/media/news-releases/2014/2014-3/09-29-14.asp#.VL_jOCxm1IE">http://www.ferc.gov/media/news-releases/2014/2014-3/09-29-14.asp#.VL_jOCxm1IE</a>  Dominion Cove Point website, <a href="https://www.dom.com/covepoint">https://www.dom.com/covepoint</a>
<b>13</b>	Tues. 4/19	Energy Policy	Vig and Kraft (Weber, et al.), Chapter 8, pp. 172-190 ( <b>ELMS, Course Reserves</b> )  Stars were aligned for exports, renewables deal, E & E News ( <b>ELMS, Files, Readings, Energy folder</b> )

			Maryland's Energy Policy, <a href="http://energy.maryland.gov/Pages/Info/index.aspx">http://energy.maryland.gov/Pages/Info/index.aspx</a>
	Thurs. 4/21	Energy Policy	Review readings from Tuesday's class
	Sections 4/21 & 4/22	Discuss Papers/Peer Review of Rough Drafts	<b>HOMEWORK 4 - ROUGH DRAFTS TO SECTION FOR PEER REVIEW</b>
<b>14</b>	Tues. 4/26	Public Land Management	Kraft, pp. 199-219, 266-267
	Thurs. 4/28	Wildfire Policy, Mickey Hartz	WRI Factsheet Western Wildfire ( <b>ELMS, Files, Readings, Wildfire folder</b> )  CRS Wildfire Report, Summary, and pp. 1-4 ( <b>ELMS, Files, Readings, Wildfire folder</b> )  Cohen, Wildland Urban Interface ( <b>ELMS, Files, Readings, Wildlife folder</b> )  University of California, Invasive Plants and Wildfire ( <b>ELMS, Files, Readings, Wildfire folder</b> )  <b>MEMO DUE- MAJOR SCHEDULED GRADING EVENT</b>
	Sections 4/28 & 4/29	Oregon refuge standoff	The Ideological Roots of the Oregon Standoff, New York Times ( <b>ELMS, Files, Readings, Public Lands</b> )
<b>15</b>	Tues. 5/3	Water Resources Policy, Anthony Waldrop	Water Wars: Who Controls the Flow, <a href="http://www.npr.org/2013/06/15/192034094/rivers-run-through-controversies-over-who-owns-the-water">http://www.npr.org/2013/06/15/192034094/rivers-run-through-controversies-over-who-owns-the-water</a>  Uncharted Waters: The Demise of the Klamath Basin Restoration Agreement ( <b>ELMS, Files Readings, Water Resources folder</b> )
	Thurs. 5/5	Fisheries Management, Mickey Hartz	WWF Overfishing, <a href="http://www.worldwildlife.org/threats/overfishing">http://www.worldwildlife.org/threats/overfishing</a>  UNEP Overfishing ( <b>ELMS, Files, Readings, Fisheries folder</b> )
	Sections 5/5 & 5/6	Question and Answer Session for Final Exam	
<b>16</b>	Tues. 5/10	Maryland Environmental Policy  FINAL EXAM REVIEW	TBA on Environmental Issues in 2016 Maryland General Assembly Session  Study!
	Fri. 5/13	<b>FINAL EXAM 8-10 a.m. 2102 Shoemaker</b>	<b>MAJOR SCHEDULED GRADING EVENT</b>