

ENSP 102: Introduction to Environmental Policy
Spring 2020
T/Th 9:30 – 10:45 a.m.
Skinner Building Room 0200

Syllabus

Instructor:

Joanna Goger, Senior Lecturer, Environmental Science and Policy Program
Room 0218 Symons Hall
Phone: 301-405-4104
E-mail: jgoger@umd.edu

Office Hours:

By appointment on Tuesdays, Wednesdays and Thursdays by e-mailing me at jgoger@umd.edu

<u>Teaching Assistants</u>	<u>Discussion Section #s</u>	<u>Office Hours (0220 Symons)</u>
Emily Keener keener5@gmail.com	103, 105, 107	Tu 11:30 pm to 1:30 pm
Olivia Wolford owolford@umd.edu	101, 102, 106	Th 11:00 am to 1:00 pm
Sheena Patel spatel39@umd.edu	104	Tu/Th 11:30 am to 12:30 pm
Whitney Vong wvong@terpmail.umd.edu		Wed. 12:00 pm to 1:00 pm

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 databases and information sources.

Required Readings:

Reading materials will be available through the ELMS Canvas System, <http://elms.umd.edu> (in Course Reserves or Files) or on Web links provided on the list of reading assignments below.

Recommended Reading:

Michael E. Kraft, 7th ed. 2018. Environmental Policy and Politics, Routledge, ISBN 978-1-138-21879-6 (noted as “Kraft”). This is not a required textbook, but it provides very good background information. Recommended readings from this book will be noted on the syllabus below for each lecture.

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 and discussion logs) (10% = 100 points)
 2. 2 Unit Exams (30% = 300 points)
 - Exam 1 = 150 points (**Thursday, February 27**)
 - Exam 2 = 150 points (**Thursday, April 9**)
 3. 4 Homework assignments (17% = 170 points)
 - Homework 1 = 50 points (**Thursday, February 13**)
 - Homework 2 = 50 points (**Thursday, March 12**)
 - Homework 3 = 50 points (**Tuesday, March 31**)
 - Homework 4 = 20 points (**Thursday/Friday April 23/24 in Section**)
 4. 1 Memo Assignment (20% = 200 points) (**Thursday, April 30**)
 5. Quizzes (Some scheduled/some unscheduled) (3% = 30 points)
 6. Final exam - cumulative (20% = 200 points) (**Friday, May 15, 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 200 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 readings and lectures 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 5th or 6th. 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 (50 points). For the fourth assignment, you will receive points for bringing a rough draft of your memo to section and conducting a review of a peer's rough draft (20 points).

The **memo assignment** will provide you with the opportunity to expand on an environmental policy topic of your choosing. You will write a 6-7 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.

Your **section participation** grade will be assessed based on your participation in discussion section exercises and on discussion posts submitted through ELMS each week. Please note, these posts must be submitted on time to receive credit. No late posts will be accepted.

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.). As explained above, the late policy does not apply to discussion posts.

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 two opportunities to obtain extra credit but you can only receive credit for 1 of the assignments. The first extra-credit assignment (**due Tuesday March 31**) 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 Tuesday April 21**) will ask you to write a short paper about an environmental problem you have heard about recently in the news. You may choose to complete one of these assignments only.

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	EGR 3102	Olivia Wolford
0102	F 11:00-11:50 am	CHM 0124	Olivia Wolford
0103	F 11:00-11:50 am	EGR 1102	Emily Keener
0104	Th 2:00-2:50 pm	MTH 0403	Sheena Patel
0105	F 10:00-10:50 am	CHE 2140	Emily Keener
0106	Th 3:00-3:50 pm	CHE 2140	Olivia Wolford
0107	Th 3:00-3:50 pm	MTH 0104	Emily Keener

Course Related Policies:

Information on university-wide course policies can be found at:

<http://www.ugst.umd.edu/courserelatedpolicies.html>. Please let me know if you have questions about these policies.

Topics include:

- **Academic Integrity** What is cheating? What is plagiarism? What is the Honor Pledge?
- **Code of Student Conduct** What behavior is prohibited?
- **Sexual Misconduct** What to do in case of sexual harassment or sexual assault.
- **Discrimination** Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.
- **Accessibility** Information about disability support accommodations.
- **Attendance, Absences, or Missed Assignments** Read this prior to Schedule Adjustment date. **Please note: 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.**
- **Student Rights Regarding Undergraduate Courses** What should I find in the course syllabus? Am I allowed to see my exams after they are graded?
- **Official UMD Communication** Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.
- **Midterm Grades**
- **Complaints About Course Final Grades**
- **Copyright and Intellectual Property** Who owns the work that I produce in class.
- **Final Exams and Course Evaluations**
- **Campus Resources** ELMS, counseling, learning workshops, tutoring, writing help, etc.

Course Specific Policies:

For this course, some of your assignments will be collected via **Turnitin** on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#)

I allow the use of **laptops** in class for classwork and note taking only. Laptops should not be used for any other reason during class. I expect you to make the responsible and respectful decision to refrain from using your **cellphone** in class. If you have critical communication to attend to, please excuse yourself and return when you are ready.

Basic Needs Security:

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit <http://go.umd.edu/basic-needs> for information about resources the campus offers you and let me know if I can help in any way.

Get Some Help:

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit tutoring.umd.edu to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting ter.ps/writing and schedule an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need (see go.umd.edu/assistance), and if you just need someone to talk to, visit counseling.umd.edu or [one of the many other resources on campus](#).

Names/Pronouns and Self Identifications:

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell me how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Schedule of Readings and Assignments:

Week	Date	Topic	Reading/Assignment (to be read for this class)
UNIT I: Setting the Stage for Environmental Policy			
1	Tues. 1/28	Introduction to the Course & Intro to Environmental Policy	Review syllabus (Posted on ELMS)
	Thurs. 1/30	Intro and History of U.S. Environmental Policy	Environmental Law 101, Governance, Environmental Law Institute, https://www.eli.org/keywords/governance Recommended: Kraft, pp. 9-19, 112-124, 139-144
	Sections 1/30 and 1/31	No section meetings this week	
2	Tues. 2/4	Policy Formulation & The Role of the Legislative and Executive Branches	Branches of the U.S. Government, https://www.usa.gov/branches-of-government#item-214495 Grijalva says Republican bills would destroy landmark law, E&E News, https://www.eenews.net/eedaily/2020/01/17/stories/1062100925 (ELMS, Files, Readings, Policy Formulation) Recommended: Kraft, pp. 81-105, 189-197
	Thurs. 2/6	The Role of the Courts	Vig and Kraft (O’Leary), Chapter 6, 128-136, 147-148 (ELMS, Course Reserves) Kids Climate Case was Dismissed, What Next?, E&E News, https://www.eenews.net/climatewire/2020/01/21/stories/1062135477 (ELMS, Files, Readings, Juliana and Standing) HOMEWORK 1 POSTED
	Sections 2/6 & 2/7	<i>Juliana v. United States</i> and Standing	Review Thursday’s lecture readings
3	Tues. 2/11	Environmental Ethics/The Role of Stakeholders	Environmental Ethics, Stanford Encyclopedia of Philosophy Parts 1 & 2, https://plato.stanford.edu/entries/ethics-environmental/ Recommended: Kraft, pp. 124-134
	Thurs. 2/13	Economics in Environmental Policy	Scorse, What Environmentalists need to Know about Economics, Chapter 4 (ELMS, Course Reserves)

			<p>Heinzerling and Ackerman, Priceless, Chapter 1 (ELMS, Course Reserves)</p> <p>Recommended: Kraft, pp. 274-285, 287-292</p> <p>HOMEWORK 1 DUE</p> <p>MEMO ASSIGNMENT POSTED</p>
	Sections 2/13 & 2/14	Economics in Environmental Policy	Reread Scorse and Heinzerling, which position do you support and why?
4	Tues. 2/18	Environmental Justice	<p>Konisky, Environmental Justice Delayed: Failed Promises, Hope for the Future (ELMS, Files, Readings, Environmental Justice folder)</p> <p>Power struggle How a trash incinerator — Baltimore's biggest polluter — became 'green' energy, https://www.baltimoresun.com/news/maryland/environment/bs-md-trash-incineration-20171107-story.html (ELMS, Files, Readings, Environmental Justice folder)</p> <p>Recommended: Kraft, pp. 286-287</p>
	Thurs. 2/20	Science and Risk	<p>Science, Risk, and Risk Assessment, https://elawreview.org/articles/volume-37/issue-37-4/science-risk-and-risk-assessment-and-their-roles-supporting-environmental-risk-management/ (ELMS, Files, Readings, Science and Risk folder)</p> <p>Recommended: Kraft, pp. 22-30, 180-184, 274-279</p>
	Sections 2/20 & 2/21	Environmental Justice, Local Case Study	Reread Tuesday's Environmental Justice Readings
		Review Homework/Review for Exam	
5	Tues. 2/25	ENSP Career Resources/Career Panel	EXTRA CREDIT ASSIGNMENTS POSTED
	Thurs. 2/27	EXAM 1	Study! MAJOR SCHEDULED GRADING EVENT
	Sections 2/27 & 2/28	No section meetings this week	
UNIT II: Pollution Control			
6	Tues. 3/3	Policy Analysis and the Memo Assignment	Herman, Kennedy School Of Government, Policy Memos (ELMS, Files, Readings, Policy Analysis)

		Air Quality	<p>Sample Policy Memos (posted on ELMS)</p> <p>Clean Air Act Issues in the 116th Congress, CRS Report, pp. 10-18 (13-21 of pdf) (ELMS, Files, Readings, Air Quality)</p> <p>Recommended: Kraft, pp. 35-41, 153-158, 184-188, 327 (table), 332-333</p> <p>HOMEWORK 2 & 3 POSTED</p>
	Thurs. 3/5	Air Quality	<p>Review Air Quality reading from Tuesday's class</p> <p>Recommended: Kraft, pp. 35-41, 153-158, 184-188, 327 (table), 332-333 (review)</p>
	Sections 3/5 & 3/6	Library research sessions	<p>Please review the ENSP 102 Library Research Page at the Modules tab or here: http://lib.guides.umd.edu/ensp102</p> <p>Library Research session – Please report to McKeldin Room 6107 (more details will be provided)</p>
7	Tues. 3/10	Water Quality Emily Keener lecture	<p>Environmental Law 101, Water Quality, ELI, https://www.eli.org/keywords/water</p> <p>Recommended: Kraft, pp. 41-47, 158-163</p>
	Thurs. 3/12	Water Quality	<p>CRS Waters of the United States in Focus (ELMS, Files, Readings, Water Quality)</p> <p>CRS Chesapeake Bay TMDL in Focus (ELMS, Files, Readings, Water Quality)</p> <p>Maryland Governor Larry Hogan Seeks Lawsuit Against Pennsylvania, https://www.baltimoresun.com/news/environment/bs-md-chesapeake-epa-enforcement-lawsuit-20200108-td2bhcbkvanvdwo4azqv6mey-story.html</p> <p>How does Trump compare to Obama on WOTUS?, https://www.eenews.net/stories/1060109451 (Can also be found at ELMS, Files, Readings, Water Quality)</p> <p>HOMEWORK 2 DUE</p>

	Sections 3/12 & 3/13	Clean Water Rule	Review readings from this week's lecture
8	SPRING BREAK 3/16-3/20		
9	Tues. 3/24	Waste Management	Environmental Law 101, Waste, ELI, https://www.eli.org/keywords/waste Recommended: Kraft, pp. 47-55, 163-172
	Thurs. 3/26	Domestic Climate Change Policy	C2ES, Regulating Power Sector Carbon Emissions, https://www.c2es.org/content/regulating-power-sector-carbon-emissions/ (Can also be found at ELMS, Files, Readings, Climate Change) C2ES, Federal Vehicle Standards, https://www.c2es.org/content/regulating-transportation-sector-carbon-emissions/ (Can also be found at ELMS, Files, Readings, Climate Change) C2ES, Cap and Trade v. Taxes, https://www.c2es.org/document/cap-and-trade-vs-taxes/ (ELMS, Files, Readings, Climate change) Floods Are Getting Worse, and 2,500 Chemical Sites Lie in the Water's Path, https://www.nytimes.com/interactive/2018/02/06/climate/flood-toxic-chemicals.html Recommended: Kraft, pp. 58-60, 148-149
	Sections 3/26 & 3/27	Waste Management and Natural Disasters Questions on Homework 3	Reread Floods are Getting Worse article from Thursday
10	Tues. 3/31	International Climate Policy Sheena Patel lecture	Paris Climate Agreement Q&A, C2ES, https://www.c2es.org/content/paris-climate-agreement-qa/ (Can also be found at ELMS, Files, Readings, Climate Change) Prins & Rayner, Time to Ditch Kyoto, Nature, https://www.nature.com/articles/449973a (Can also be found at ELMS, Files, Readings, Climate Change) Recommended: Kraft, pp. 337-342

			EXTRA CREDIT 1 DUE HOMEWORK 3 DUE
	Thurs. 4/2	Future U.S. Climate Policy/State Climate Policy Olivia Wolford lecture	C2ES, State Climate Policy Maps, https://www.c2es.org/content/state-climate-policy/ (Can also be found at ELMS, Files, Readings, Climate Change) Other reading TBA NRDC Where do they Stand on Climate? https://www.nrdcactionfund.org/climate-change-and-the-2020-presidential-candidates-where-do-they-stand/
	Sections 4/2 & 4/3	Presidential Candidates, Where do they Stand on Climate? Review for Exam	Reread NRDC article Where do they Stand on Climate? From Thursday
11	Tues. 4/7	Climate wrap up and exam review	Review readings from last week and notes from Unit II
	Thurs. 4/9	EXAM 2	MAJOR SCHEDULED GRADING EVENT Study!
	Sections 4/9 & 4/10	No section meetings this week	
UNIT III: Natural Resources and Energy Policy			
12	Tues. 4/14	Environmental Assessment	The NEPA statute (ELMS Files, Readings, Environmental Assessment folder) Fact Sheet, CEQ's Proposal to Modernize NEPA Implementing Regulations (ELMS Files, Readings, Environmental Assessment folder) Trump proposes change to environmental rules, Washington Post, https://www.washingtonpost.com/climate-environment/white-house-wants-to-change-rules-to-speed-up-highway-projects-pipelines-drilling/2020/01/08/4e248fda-325a-11ea-9313-6cba89b1b9fb_story.html Recommended: Kraft, pp. 249-251
	Thurs. 4/16	Biodiversity Protection in the United States	Environmental Law 101, Wildlife, ELI, https://www.eli.org/keywords/wildlife

			<p>Trump Admin Improves the Implementing Regulations of the ESA, https://www.fws.gov/news/ShowNews.cfm?ref=trump-administration-improves-the-implementing-regulations-of-the-&_ID=36443</p> <p>Trump Administration Changes to the ESA Risks Pushing More Species to Extinction, Time, https://time.com/5651168/trump-endangered-species-act/</p> <p>Recommended: Kraft, pp. 60-64, 244-249</p>
	Sections 4/16 & 4/17	Proposed Changes to NEPA and the ESA	Review readings from the past week
13	Tues. 4/21	International Biodiversity Protection	<p>CRS Report, CITES Background and Issues (ELMS, Files, Readings, Biodiversity Protection folder)</p> <p>Recommended: Kraft, pp. 342-344</p> <p>International Wildlife Conference Ramps Up Protections, E&E News, https://www.eenews.net/greenwire/stories/1061102753/ (ELMS, Files, Readings, Biodiversity Protection folder)</p> <p>Japan Returns to Commercial Whaling, NY Times, https://www.nytimes.com/2019/07/01/business/japan-commercial-whaling.html</p> <p>EXTRA CREDIT 2 DUE</p>
	Thurs. 4/23	Water Resources Policy	<p>Water Wars: Who Controls the Flow, http://www.npr.org/2013/06/15/192034094/rivers-run-through-controversies-over-who-owns-the-water</p> <p>Egypt-Ethiopia row: The trouble over a giant Nile dam, BBC, https://www.bbc.com/news/world-africa-50328647</p>
	Sections 4/23 & 4/24	Discuss Papers/Peer Review of Rough Drafts	HOMEWORK 4 DUE- ROUGH DRAFTS TO SECTION FOR PEER REVIEW
14	Tues. 4/28	Energy Policy	<p>Vig and Kraft (Weber, et al.), Chapter 8, pp. 172-190 (ELMS, Course Reserves)</p> <p>Environmental Law 101, Energy, https://www.eli.org/keywords/energy</p>

			NIMBY Concerns Threaten Md. Plans for Bigger Turbines, E&E News, https://www.eenews.net/energywire/stories/1061970701/ (ELMS, Files, Readings, Energy folder)
	Thurs. 4/30	Public Land Management	Federal Land Management Agencies, CRS in Focus (ELMS, Files, Readings, Public Land Management folder) Was it illegal for Trump to shrink Utah’s monuments? The Battle Begins, https://www.npr.org/2017/12/05/568507002/legal-challenges-mount-after-trumps-reduction-of-national-monuments (Read article and listen to the story) Recommended: Kraft, pp. 221-244 MEMO DUE- MAJOR SCHEDULED GRADING EVENT
	Sections 4/30 & 5/1	National Monuments	Review Monuments article from Thursday
15	Tues. 5/5	Ocean Policy	National Ocean Policy Executive Order, Harvard Environment and Energy Program Analysis, https://eelp.law.harvard.edu/2018/09/national-ocean-policy-executive-order/ Marine Protected Areas, http://oceanservice.noaa.gov/facts/mpa.html Law of the Sea, http://oceanservice.noaa.gov/facts/lawofsea.html
	Thurs. 5/7	Maryland Environmental Policy	TBA 2020 Environmental Legislative Wrap Up, Maryland LCV
	Sections 5/7 & 5/8	Question and Answer Session for Final Exam	
16	Tues. 5/12	FINAL EXAM REVIEW	Study!
	Fri. 5/15	FINAL EXAM 8-10 a.m. 0200 Skinner	MAJOR SCHEDULED GRADING EVENT