

**ENSP 102: Introduction to Environmental Policy**  
**Spring 2021**  
T/Th 9:30 – 10:45 a.m.  
ONLINE SYNCHRONOUS

**Syllabus**

**Instructor:**

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**Office Hours:**

By appointment online by e-mailing me at [jgoger@umd.edu](mailto:jgoger@umd.edu)

<b><u>Teaching Assistants</u></b>	<b><u>Discussion Section #s</u></b>	<b><u>Office Hours (0220 Symons)</u></b>
Emily Keener <a href="mailto:keener5@gmail.com">keener5@gmail.com</a>	103, 105, 107	by appointment online
Olivia Wolford <a href="mailto:owolford@umd.edu">owolford@umd.edu</a>	101, 102, 106	by appointment online
Sheena Patel <a href="mailto:spatel39@umd.edu">spatel39@umd.edu</a>	104	by appointment online
Mikey Howerton <a href="mailto:howerton@terpmail.umd.edu">howerton@terpmail.umd.edu</a>		by appointment online

**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, 7<sup>th</sup> 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 weekly participation and 1-week team lead) (10% = 100 points)
  2. 2 Unit Exams (30% = 300 points)
    - Exam 1 = 150 points (**Thursday, February 25**)
    - Exam 2 = 150 points (**Thursday, April 8**)
  3. 4 Homework assignments (20% = 200 points)
    - Homework 1 = 55 points (**Thursday, February 11**)
    - Homework 2 = 55 points (**Thursday, March 11**)
    - Homework 3 = 55 points (**Tuesday, March 30**)
    - Homework 4 = 35 points (**Friday, April 23**)
  4. 1 Memo Assignment (20% = 200 points) (**Thursday, April 29**)
  5. Final exam (Unit III) (20% = 200 points) (**Friday, May 14, 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 material in Unit I. The second exam will cover only material in Unit II. The **final exam** is worth 200 points and will include some thematic questions but major emphasis will be placed 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. 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. This assignment will also include some questions to help you to prepare for Exam II. 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. For the fourth assignment, you will receive points for conducting a peer review of a classmate's rough draft.

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.

Your **section participation** grade will be assessed based on your participation in discussion section exercises and on helping to lead one assigned section. More details about this will be provided by your TAs.

**PLEASE NOTE: All class assignments 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 two written opportunities to obtain extra credit but you can only receive credit for 1 of the assignments.** The first extra-credit assignment 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 will ask you to write a short paper about an environmental problem you have heard about recently in the news. You may only choose one of these two assignments to complete.

### **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	ONLINE	Olivia Wolford
0102	F 11:00-11:50 am	ONLINE	Olivia Wolford
0103	F 11:00-11:50 am	ONLINE	Emily Keener
0104	Th 2:00-2:50 pm	ONLINE	Sheena Patel
0105	F 10:00-10:50 am	ONLINE	Emily Keener
0106	Th 3:00-3:50 pm	ONLINE	Olivia Wolford
0107	Th 3:00-3:50 pm	ONLINE	Emily Keener

### **Course Related Policies:**

#### **Tips for Success in an Online Course**

1. **Participate.** Discussions and group work are a critical part of the course. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Make time for your online learning and participation in discussions each week. Give yourself plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** Log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.

4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me, and your classmates, for support.

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. **Anticipating the potential for unanticipated absences during the pandemic, [Self-certified notes](#) will serve as documentation for COVID-19-related absences or missed course expectations.**
- **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](http://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](http://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](http://go.umd.edu/assistance)), and if you just need someone to talk to, visit [counseling.umd.edu](http://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](http://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.

### **Communication with Instructor:**

Email: If you need to reach out and communicate with me, please email me at [jgoger@umd.edu](mailto:jgoger@umd.edu). Please DO NOT email me with questions that are easily found in the syllabus or on ELMS (i.e. When is this assignment due? How much is it worth? etc.) but please DO reach out about personal, academic, and intellectual concerns/questions.

ELMS: I will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

### **Communication with Peers:**

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions.

I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

**Schedule of Readings and Assignments:**

Week	Date	Topic	Reading/Assignment (to be read for this class)
<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	Environmental Law 101, Governance, Environmental Law Institute, <a href="https://www.eli.org/keywords/governance">https://www.eli.org/keywords/governance</a>  Recommended: Kraft, pp. 9-19, 112-124, 139-144
	Sections 1/28 and 1/29	Meet your TAs and Review section plan for the semester	
<b>2</b>	Tues. 2/2	Policy Formulation & The Role of the Legislative and Executive Branches	Branches of the U.S. Government, <a href="https://www.usa.gov/branches-of-government#item-214495">https://www.usa.gov/branches-of-government#item-214495</a>  Science Magazine, Power shift in Senate could bring major changes in U.S. science and climate policy, January 6, 2021, <a href="https://www.sciencemag.org/news/2021/01/power-shift-senate-could-bring-major-changes-us-science-and-climate-policy">https://www.sciencemag.org/news/2021/01/power-shift-senate-could-bring-major-changes-us-science-and-climate-policy</a>  E&E News, Senate Democrats eye quick repeal of Trump rules, <a href="https://www.eenews.net/stories/1063721933">https://www.eenews.net/stories/1063721933</a> <b>(ELMS, Files, Readings, Policy Formulation)</b>  Recommended: Kraft, pp. 81-105, 189-197
	Thurs. 2/4	The Role of the Courts	Vig and Kraft (O’Leary), Chapter 6, 128-136, 147-148 <b>(ELMS, Course Reserves)</b>  How the Supreme Court could upend Biden’s green agenda, <a href="https://www.eenews.net/greenwire/stories/1063722333">https://www.eenews.net/greenwire/stories/1063722333</a> <b>(ELMS, Files, Readings, The Role of the Courts)</b>  <b>HOMEWORK 1 POSTED</b>
	Sections 2/4 & 2/5	No required section – 10 point optional extra credit opportunity to	Zoom link for the ENSP Panel titled “Environmental Science in the Age of Partisan Politics” <a href="https://umd.zoom.us/j/5230913474">https://umd.zoom.us/j/5230913474</a>



		attend ENSP Panel Event at 10 am	
3	Tues. 2/9	Environmental Ethics/The Role of Stakeholders	Environmental Ethics, Stanford Encyclopedia of Philosophy Parts 1 & 2, <a href="https://plato.stanford.edu/entries/ethics-environmental/">https://plato.stanford.edu/entries/ethics-environmental/</a>  Recommended: Kraft, pp. 124-134
	Thurs. 2/11	Economics in Environmental Policy	Scorse, What Environmentalists need to Know about Economics, Chapter 4 ( <b>ELMS, Course Reserves</b> )  Heinzerling and Ackerman, Priceless, Chapter 1 ( <b>ELMS, Course Reserves</b> )  EPA Promulgates Final Cost Benefit Analysis Rule for Clean Air Act Regulations, <a href="https://www.jdsupra.com/legalnews/epa-promulgates-final-cost-benefit-6479987/">https://www.jdsupra.com/legalnews/epa-promulgates-final-cost-benefit-6479987/</a>  Recommended: Kraft, pp. 274-285, 287-292  <b>HOMEWORK 1 DUE</b>  <b>MEMO ASSIGNMENT POSTED</b>
	Sections 2/11 & 2/12	Economics in Environmental Policy	Review readings for the week
4	Tues. 2/16	Environmental Justice	Konisky, Environmental Justice Delayed: Failed Promises, Hope for the Future ( <b>ELMS, Files, Readings, Environmental Justice folder</b> )  Power struggle How a trash incinerator — Baltimore's biggest polluter — became 'green' energy, <a href="https://www.baltimoresun.com/news/maryland/environment/bs-md-trash-incineration-20171107-story.html">https://www.baltimoresun.com/news/maryland/environment/bs-md-trash-incineration-20171107-story.html</a> ( <b>ELMS, Files, Readings, Environmental Justice folder</b> )  The Biden Plan to Secure Environmental Justice and Equitable Economic Opportunity, <a href="https://joebiden.com/environmental-justice-plan/">https://joebiden.com/environmental-justice-plan/</a>  Roundtable on the Pandemics of Racism, Environmental Injustice, and Covid-19 in America, Environmental Justice, <a href="https://www.liebertpub.com/doi/10.1089/env.2020.0019">https://www.liebertpub.com/doi/10.1089/env.2020.0019</a> ( <b>ELMS, Files, Readings, Environmental Justice Folder</b> )  Recommended: Kraft, pp. 286-287

	Thurs. 2/18	Science and Risk	Hetes, Science, Risk, and Risk Assessment (Fall 2007) <b>(ELMS, Files, Readings, Science and Risk folder)</b>  E&E News, Wheeler unveils final rule to limit agency's use of science, <a href="https://www.eenews.net/stories/1063721819">https://www.eenews.net/stories/1063721819</a> <b>(ELMS, Files, Readings, Science and Risk folder)</b>  Recommended: Kraft, pp. 22-30, 180-184, 274-279
	Sections 2/18 & 2/19	Environmental Justice/Science and Risk  Review Homework/Review for Exam	Review readings for the week
<b>5</b>	Tues. 2/23	ENSP Career Resources/Career Panel	<b>EXTRA CREDIT ASSIGNMENTS POSTED</b>
	Thurs. 2/25	<b>EXAM 1</b>	Study! <b>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. 3/2	Policy Analysis and the Memo Assignment  Air Quality	Herman, Kennedy School Of Government, Policy Memos <b>(ELMS, Files, Readings, Policy Analysis)</b>  Sample Policy Memos <b>(posted on ELMS, Files, Memo Assignment)</b>  Clean Air Act Issues in the 116 <sup>th</sup> Congress, CRS Report, pp. 10-15 (13-18 of pdf) <b>(ELMS, Files, Readings, Air Quality)</b>  Wheeler defends keeping Obama Era ozone standard, <a href="https://www.eenews.net/eenewspm/stories/1063721461/">https://www.eenews.net/eenewspm/stories/1063721461/</a> <b>(ELMS, Files, Readings, Air Quality)</b>  EPA defends refusal to weigh soot, Covid-19 death links, <a href="https://www.eenews.net/greenwire/stories/1063721103/">https://www.eenews.net/greenwire/stories/1063721103/</a> <b>(ELMS, Files, Readings, Air Quality)</b>  Recommended: Kraft, pp. 35-41, 153-158, 184-188, 327 (table), 332-333  <b>HOMEWORK 2 &amp; 3 POSTED</b>

	Thurs. 3/4	Air Quality	Review Air Quality readings from Tuesday's class  Recommended: Kraft, pp. 35-41, 153-158, 184-188, 327 (table), 332-333 (review)
	Sections 3/4 & 3/5	Library research sessions	Please review the ENSP 102 Library Research Page at the Modules tab or here: <a href="http://lib.guides.umd.edu/ensp102">http://lib.guides.umd.edu/ensp102</a>  Library Research sessions online (zoom links will be provided)
7	Tues. 3/9	Water Quality  Emily Keener lecture	Environmental Law 101, Water Quality, ELI, <a href="https://www.eli.org/keywords/water">https://www.eli.org/keywords/water</a>  Recommended: Kraft, pp. 41-47, 158-163
	Thurs. 3/11	Water Quality	CRS Waters of the United States in Focus ( <b>ELMS, Files, Readings, Water Quality</b> )  CRS Chesapeake Bay TMDL in Focus ( <b>ELMS, Files, Readings, Water Quality</b> )  Biden would face slog to ditch Trump's WOTUS, <a href="https://www.eenews.net/greenwire/stories/1063712147/">https://www.eenews.net/greenwire/stories/1063712147/</a> ( <b>ELMS, Files, Readings, Water Quality</b> )  Bay Journal, EPA hit with lawsuits over Chesapeake Bay clean up, <a href="https://www.bayjournal.com/news/policy/epa-hit-with-lawsuits-over-chesapeake-bay-cleanup/article_db7ad7e0-f429-11ea-833a-87109c15a521.html">https://www.bayjournal.com/news/policy/epa-hit-with-lawsuits-over-chesapeake-bay-cleanup/article_db7ad7e0-f429-11ea-833a-87109c15a521.html</a>  <b>HOMEWORK 2 DUE</b>
	Sections 3/11 & 3/12	Clean Water Issues	Review readings from the week
8	<b>SPRING BREAK 3/14-3/21</b>		
9	Tues. 3/23	Waste Management	Environmental Law 101, Waste, ELI, <a href="https://www.eli.org/keywords/waste">https://www.eli.org/keywords/waste</a>  Recommended: Kraft, pp. 47-55, 163-172
	Thurs. 3/25	Domestic Climate Change Policy	C2ES, Regulating Power Sector Carbon Emissions, <a href="https://www.c2es.org/content/regulating-power-sector-carbon-emissions/">https://www.c2es.org/content/regulating-power-sector-carbon-emissions/</a>

			<p><b>(Can also be found at ELMS, Files, Readings, Climate Policy)</b></p> <p>C2ES, Federal Vehicle Standards,  <a href="https://www.c2es.org/content/regulating-transportation-sector-carbon-emissions/">https://www.c2es.org/content/regulating-transportation-sector-carbon-emissions/</a>  <b>(Can also be found at ELMS, Files, Readings, Climate Policy)</b></p> <p>C2ES, Cap and Trade v. Taxes,  <a href="https://www.c2es.org/document/cap-and-trade-vs-taxes/">https://www.c2es.org/document/cap-and-trade-vs-taxes/</a> <b>(ELMS, Files, Readings, Climate Policy)</b></p> <p>America’s many toxic waste sites are in areas at risk of worsening natural disasters,  <a href="https://www.cnn.com/2019/11/20/us/superfund-sites-climate-change-scn-trnd/index.html">https://www.cnn.com/2019/11/20/us/superfund-sites-climate-change-scn-trnd/index.html</a></p> <p>Recommended: Kraft, pp. 58-60, 148-149</p>
	Sections 3/25 & 3/26	Waste Management/Climate Policy  Questions on Homework 3	Review readings from the week
<b>10</b>	Tues. 3/30	International Climate Policy  Sheena Patel lecture	TBA  Recommended: Kraft, pp. 337-342  <b>EXTRA CREDIT 1 DUE HOMEWORK 3 DUE</b>
	Thurs. 4/1	Future U.S. Climate Policy/State Climate Policy  Olivia Wolford lecture	TBA
	Sections 4/1 & 4/2	Climate Policy – new directions	Review readings from the week
<b>11</b>	Tues. 4/6	Climate wrap up and Review	Review readings from last week and notes from Unit II
	Thurs. 4/8	<b>EXAM 2</b>	<b>MAJOR SCHEDULED GRADING EVENT</b> Study!
	Sections 4/8 & 4/9	No section meetings this week	

<b>UNIT III: Natural Resources and Energy Policy</b>			
<b>12</b>	Tues. 4/13	Environmental Assessment	<p>The NEPA statute (<b>ELMS Files, Readings, Environmental Assessment folder</b>)</p> <p>CEQ Fact Sheet, Modernizing CEQ’s NEPA Regulations, <a href="https://www.whitehouse.gov/wp-content/uploads/2020/01/20200716FinalNEPA-Fact-Sheet.pdf">https://www.whitehouse.gov/wp-content/uploads/2020/01/20200716FinalNEPA-Fact-Sheet.pdf</a> (<b>ELMS Files, Readings, Environmental Assessment folder</b>)</p> <p>SELC, Lawsuit: Government illegally “cut corners” to ram through NEPA changes, <a href="https://www.southernenvironment.org/news-and-press/press-releases/lawsuit-government-illegally-cut-corners-to-ram-through-nepa-changes">https://www.southernenvironment.org/news-and-press/press-releases/lawsuit-government-illegally-cut-corners-to-ram-through-nepa-changes</a></p> <p>Recommended: Kraft, pp. 249-251</p>
	Thurs. 4/15	Biodiversity Protection in the United States	<p>Environmental Law 101, Wildlife, ELI, <a href="https://www.eli.org/keywords/wildlife">https://www.eli.org/keywords/wildlife</a></p> <p>CRS In Focus, Final Rules Changing ESA Regulations, <a href="https://fas.org/sgp/crs/misc/IF10944.pdf">https://fas.org/sgp/crs/misc/IF10944.pdf</a> (<b>ELMS, Files, Biodiversity Protection</b>)</p> <p>Trump Administration Changes to the ESA Risks Pushing More Species to Extinction, Time, <a href="https://time.com/5651168/trump-endangered-species-act/">https://time.com/5651168/trump-endangered-species-act/</a></p> <p>Recommended: Kraft, pp. 60-64, 244-249</p>
	Sections 4/15 & 4/16	Changes to NEPA and the ESA Regulations, will they last?	Review readings from the week
<b>13</b>	Tues. 4/20	International Biodiversity Protection	<p>CRS Report, CITES Background and Issues (<b>ELMS, Files, Readings, Biodiversity Protection folder</b>)</p> <p>Scientific American, How We Can Use the CITES Wildlife Trade Agreement to Help Prevent Pandemics, <a href="https://www.scientificamerican.com/article/how-we-can-use-the-cites-wildlife-trade-agreement-to-help-prevent-pandemics/">https://www.scientificamerican.com/article/how-we-can-use-the-cites-wildlife-trade-agreement-to-help-prevent-pandemics/</a></p> <p>Recommended: Kraft, pp. 342-344</p> <p><b>EXTRA CREDIT 2 DUE</b></p>

	Thurs. 4/22	Water Resources Policy	<p>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></p> <p>SELC, Tri-state Water Wars (AL, FL, GA): A Closer Look, <a href="https://www.southernenvironment.org/cases-and-projects/fact-sheets/tri-state-water-wars-al-ga-fl-background">https://www.southernenvironment.org/cases-and-projects/fact-sheets/tri-state-water-wars-al-ga-fl-background</a></p>
	Sections 4/22 & 4/23	Q&A on the Memo assignment, Remote peer review	<b>HOMEWORK 4 DUE- ROUGH DRAFTS COMPLETED AND REVIEWED REMOTELY</b>
<b>14</b>	Tues. 4/27	Energy Policy	<p>Vig and Kraft (Weber, et al.), Chapter 8, pp. 172-190 <b>(ELMS, Course Reserves)</b></p> <p>Environmental Law 101, Energy, <a href="https://www.eli.org/keywords/energy">https://www.eli.org/keywords/energy</a></p>
	Thurs. 4/29	Public Land Management	<p>Federal Land Management Agencies, CRS in Focus <b>(ELMS, Files, Readings, Public Land Management folder)</b></p> <p>Biden expected to reverse Trump’s order to shrink Utah national monuments, <a href="https://www.nationalgeographic.com/environment/2021/01/biden-expected-to-reverse-trump-order-to-shrink-utah-national-monuments/?ct=t(RSS_EMAIL_CAMPAIGN)#close">https://www.nationalgeographic.com/environment/2021/01/biden-expected-to-reverse-trump-order-to-shrink-utah-national-monuments/?ct=t(RSS_EMAIL_CAMPAIGN)#close</a> <b>(ELMS, Files, Readings, Public Land Management folder)</b></p> <p>Recommended: Kraft, pp. 221-244</p> <p><b>MEMO DUE- MAJOR SCHEDULED GRADING EVENT</b></p>
	Sections 4/29 & 4/30	Energy/Public Lands	Review readings for the week
<b>15</b>	Tues. 5/4	Ocean Policy	<p>Looking ahead to U.S. Ocean Policy, <a href="https://meam.openchannels.org/news/skimmer-marine-ecosystems-and-management/looking-ahead-us-ocean-policy-management-and">https://meam.openchannels.org/news/skimmer-marine-ecosystems-and-management/looking-ahead-us-ocean-policy-management-and</a></p> <p>Marine Protected Areas, <a href="http://oceanservice.noaa.gov/facts/mpa.html">http://oceanservice.noaa.gov/facts/mpa.html</a></p> <p>Law of the Sea,</p>

			<a href="http://oceanservice.noaa.gov/facts/lawofsea.html">http://oceanservice.noaa.gov/facts/lawofsea.html</a>
	Thurs. 5/6	Maryland Environmental Policy	TBA 2020 Environmental Legislative Wrap Up, Maryland LCV
	Sections 5/6 & 5/7	Question and Answer Session for Final Exam	
<b>16</b>	Tues. 5/11	FINAL EXAM REVIEW	<b>Study!</b>
	Fri. 5/14	<b>FINAL EXAM 8-10 a.m.</b>	<b>MAJOR SCHEDULED GRADING EVENT</b>