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Office: 472 Collins Classroom Center
Office Hours: Tues. & Thurs.., 10:0am-11:00am

COURSE DESCRIPTION

Environmental laws and regulations have developed over the past several decades through alternating periods of reform and deregulation. Untangling the results of these competing efforts poses serious challenges for regulators and stakeholders. This course addresses areas of environmental law and regulation with the primary goal of explaining current compliance and enforcement standards. Students will be introduced to the relevant aspects of administrative law (law governing the making, implementation, and enforcement of public policy) and environmental law directly through statutes, rulings, and agency findings. Students will also be familiarized with distinct approaches to managing risk employed in different areas of environmental law. This course focuses on outputs of the policy process. It complements POLI 304: Environmental Politics,' which provides an overview of the policy process and policy inputs that influence the formulation of policies.

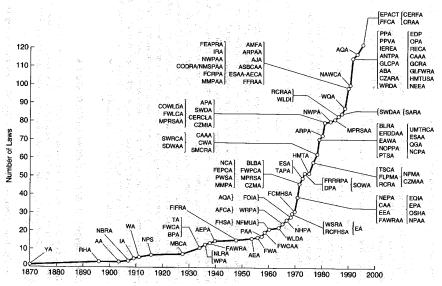


Figure 3.1-1: Cumulative growth in the federal environmental laws and amendments. (Allen & Shonnard, 2002)

COURSE OBJECTIVES

Students will ...

- identify and describe key differences in judicial, Congressional, and executive agencies' interpretations of regulatory authority.
- identify and describe procedural and doctrinal developments in U.S. environmental law by studying legal cases and other materials.
- explain how implementation of environmental regulations are affected by changes in statutory language, executive administration, and judicial review.
- explain how shared and competing roles between federal and state governments impact passage, implementation, and enforcement of environmental regulations.

GRADING

Grade	Assignment	Description		
25%	Participation & Discussion	Students are expected to contribute to class discussion in multiple ways: arriving with the assigned readings completed in advance, answering oral questions, formulating questions, listening attentively to others, and taking notes. See Participation Grading Rubric for details.		
3 x 25%	Exams	Students will complete three examinations. Format will be discussed in class.		

REQUIRED MATERIALS

Text Rental. Percival, Robert, et al. 2018. *Environmental Regulation: Law, Science, and Policy, 8th Edition.* Kluwer Publishing. **(ENVREG)**

Learning Management System (CANVAS). Course materials are distributed through the University's learning management system. Students are responsible for having access to materials during travel.

COMMUNICATION AND TECHNOLOGY

All course-related information will be communicated via classroom announcement, university email account, or the learning management system (Canvas). Please check emails frequently along with Canvas to ensure you are getting all relevant information.

Your attention is important to the success of this discussion-based course. Restrict smartphone usage to before and after class. Smartphone use will impact significantly your 'Participation & Discussion' grade.

POLICIES

Academic Misconduct: All UWSP policies student rights and responsibilities relevant to this course are defined in <u>Chapter 14</u> of *UWSP Community Bill of Rights and Responsibilities*. Violations may result in a failing grade for the course or disciplinary sanctions by the University.

Equal Access: If you have a challenge requiring classroom accommodation, please contact UWSP <u>Disability Services Office</u> with your documentation as early as possible in the semester. They will notify me confidentially of the accommodations.

SCHEDULE

Week	Date	Topic	Assignment					
1	01.24 - 01.28	Introduction	-					
Unit 1: Statutory and Administrat00i0ve Framework								
2	01.31 - 02.04	Institutional Framework	ENVREG: p. 174-196					
3	02.07 - 02.11	Approaches to Regulation	ENVREG: 142-173					
4	02.14 - 02.18	Rulemaking	ENVREG: 234-277					
5	02.21 - 02.25	NEPA	ENVREG: p. 911-941 CANVAS: Wisconsin's <u>WEPA</u> , <u>section 1.11</u> and <u>NR 150</u>					
6	02.28 - 03.04	Environmental Impact Statements	ENVREG: p. 941-976 CANVAS: EIS (Electronic devices may be used to access materials during class.)					
	'		Unit 2: Water					
7	03.07 - 03.11	CWA: Statute	ENVREG: p. 673-696					
8	03.14 - 03.18	CWA: Permits	ENVREG: p. 696-727					
	03.21 - 03.25	Spring Break						
9	03.28 - 04.01	CWA: Permits	ENVREG: p. 746-793					
10	04.04 - 04.08	Wisconsin: Beulah & ACT21	CANVAS: Kent, Paul. Wisconsin Water Law in the 21st Century: Understanding Water Rights and Regulations. p.212-226; 235-258					
11	04.11 - 04.15	Safe Drinking	ENVREG: p. 284-294					
11	04.11 - 04.15	Water Act	Case Study: Lead exposure in Flint, Michigan					
Unit 3a: Air								
12	04.18 - 04.22	Clean Air Act	ENVREG: p. 524-569					
13	04.25 - 04.29	CAA: NAAQS	ENVREG: p. 571-610					
	Unit 3b: Waste							
14	05.02 - 05.06	Hazardous Waste: RCRA	ENVREG : p. 350-375; 386-395					
15	05.09 – 05.13	Hazardous Waste: CERCLA	ENVREG : p. 409-419; 449-484					
16	05.16 - 05.20		Final Exam Period					

PARTICIPATION GRADING RUBRIC

	Strong	Needs Development	Unsatisfactory		
Listening	☐ Actively and respectfully listens to peers and instructor	☐ Sometimes displays lack of interest in comments of others	☐ Projects lack of interest or disrespect for others		
Preparation	☐ Arrives fully prepared with all assignments completed.	☐ Sometimes arrives unprepared or with only superficial preparation	☐ Exhibits little evidence of having read or thought about assigned material		
Quality	☐ Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	☐ Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	☐ Comments reflect little understanding of either the assignment or previous remarks in seminar		
Impact	☐ Comments frequently help move seminar conversation forward	☐ Comments sometimes advance the conversation, but sometimes do little to move it forward	☐ Comments do not advance the conversation or are actively harmful to it		
Frequency	☐ Actively participates at appropriate times	☐ Sometimes participates but at other times is "tuned out"	☐ Seldom participates and is generally not engaged		
Grade	Description				
A	Strong in all categories.				
В	Strong in most categories but Needs Development in others.				
С	Needs Development or Unsatisfactory performance in most categories.				
D	Unsatisfactory in multiple categories.				
F	Unsatisfactory in nearly all categories.				

^{*}Adapted from John Immerwahr, Villanova University, 2008.