

San José State University
College of Social Sciences, Department of Environmental Studies
ENVS/POLS 124 Introduction to Environmental Law Spring, 2024

Course and Contact Information

Instructor:	Ada E. Márquez
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Office Hours:	Mondays 4:30 pm -5:45 pm
Class Days/Time:	Mondays/Wednesdays 3:00 pm to 4:15 pm
Classroom:	Dudley Moorhead Hall (DMH) 167
Prerequisite(s):	ENVS 01 or instructor consent

Course Catalog Description

3 unit(s)

Development, interpretation, application and enforcement of environmental laws, regulations and legal policies by legislatures, courts, administrative agencies and citizens. Examination of air and water quality, hazardous materials, workplace, species protection, land use and wetlands laws and regulations, including international, ethical and efficacy issues.

Grading: Letter Graded

United Nations Sustainable Development Goal - SDG 17: Revitalize the global partnership for sustainable development: Systemic issues [Global Partnerships - United Nations Sustainable Development](#)

Policy and institutional coherence

17.13 Enhance global macroeconomic stability, including through policy coordination and policy coherence

17.14 Enhance policy coherence for sustainable development

17.15 Respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development.

This course is an introduction to environmental, natural resources, and climate change law and policy. The class ambitiously provides an overview of federal, state, and local statutes, regulations, and policies. The scientific terminology, principles, thresholds, ecological concepts, and issues associated with environmental laws will be applied in this course, as well. Students will learn about important court cases, current policies, and legal analytical frameworks.

For example, the United States approved reducing the greenhouse gas emissions (GHG) 40% by 2030 from 2005 baseline which aligns with the Paris Agreement. At the state level, the California Air Resources Board (CARB) released the Final 2022 Scoping Plan Update (Scoping Plan or Plan) to reach carbon neutrality by 2045 and per AB 1279 reduce greenhouse gas (GHG) emissions by 85% below 1990 levels by 2045. Notwithstanding, aggressive actions are needed to reduce the ripple environmental effects of climate change. Simultaneously, protecting human health and providing procedural equity in all communities are as equally significant. For example, the U.S. EPA enforces Title VI of the Civil Rights Act of 1964 and other federal civil rights laws. In January of 2023, the U.S. Office of General Counsel published the *EPA Legal Tools to Advance Environmental Justice: Cumulative Impacts* (Addendum). How does the legal environmental framework

address the disproportionate climate change impacts on vulnerable communities at all levels of government? Therefore, this class will provide an opportunity to apply interdisciplinary solutions from science, law, policy, and social equity.

Course Format: In-Person (and On-Line Guest Speakers) Lecture Course, Off Campus Technology Intensive, and Canvas Online

Students can borrow laptops, iPads, and other technology at no charge from SJSU [Student Computing Services | Dr. Martin Luther King Jr. Library \(sjsu.edu\)](#). For student study and workspace with wifi and outlets, SJSU has numerous locations on campus [Student Study and Workspace Resources | Learn Anywhere \(sjsu.edu\)](#).

Students need the following:

- Internet connectivity or Wi-Fi, and technology such as a computer/laptop to access Zoom and Canvas
- Ensure your device meets Zoom system requirements [System requirements for Windows, macOS, and Linux – Zoom Help Center](#)
- Access to Canvas Learning Management system which is located at <https://sjsu.instructure.com/>
 - [Canvas Student Resources | eCampus \(sjsu.edu\)](#)
- Free access to software [Microsoft Office 365 | Information Technology \(sjsu.edu\)](#) You can access the Office 365 Portal with your SJSU email address and SJSUOne password.
- Please have Adobe software installed [Adobe Creative Cloud for Students | eCampus \(sjsu.edu\)](#)

Other student technology resources:

- [Associated Students Print & Technology Center](#) at on the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](#) at the MLK Library at library.sjsu.edu/services/services (Fourth floor)
- [Student Computing Services](#) at library.sjsu.edu/student-computing-services/student-computing-services-center

Course Learning Outcomes (CLOs)

This course will help you achieve these Departmental Learning Objectives, which are competencies we expect all our graduates to have for success:

Department LO 1 – Qualitative Environmental Literacy: Students are able to write a logical analytical paper using good writing style and construction supported by appropriate research. (Broad Integrative Knowledge & Applied Knowledge)

Department LO 3A - Content Environmental Literacy: Students will develop proficiency in the interdisciplinary sustainability principles that are the foundation of environmental studies; they will know the key environmental challenges facing the planet, know relevant interdisciplinary information about these challenges, and be able to develop/identify feasible solutions. (Broad Integrative Knowledge & Applied Knowledge)

Department LO 4 - Professional Skills: 4B) Students demonstrate professional work skills (Intellectual Skills)

Upon successful completion of this course, students will be able to do the following:

1. Identify and explain the applications of environmental and natural resource laws in the United States and California
2. Understand the development, interpretation, application and enforcement of environmental laws, regulations and legal policies by legislatures, courts, administrative agencies, and the public
3. Analyze environmental issues, scientific facts, and apply applicable environmental laws and policies
4. Demonstrate professional oral and written techniques, critical thinking, and analytical skills by applying environmental law and policy

Upon successful completion of this course, students will submit the following deliverables:

1. **Issue, Rule, Analysis, and Conclusion (IRAC) Method Deliverable:** You are employed at an environmental agency and your task is to write an internal memorandum. The agency's manager requested a summary of an

important environmental case related to the agency's resource area. Students will have the opportunity to practice the IRAC method for organizing their legal analysis. This deliverable must be between 750 to 1,000 words, with in-text citations, and references. **(LO 1, LO 3A, LO 4B)**

a. **Submit First Draft (7.5%) (75 points)**

b. **Submit Revised Final Draft (7.5%) (75 points)**

2. **Persuasive Legal Writing Deliverable (~20%) (200 points):** As an environmental advocate or lawyer, you need to prepare a formal letter to government decision-makers on behalf of your client. The task is to persuade your reader the importance of the environmental issue (why should they care), the facts, the violation of environmental laws, regulations, and/or policies, the scientific evidence of the environmental problem, and the desired outcome. For example, the San Jose's City Council will consider rezoning 64.5 acres of prime farmland to industrial to accommodate Microsoft's Data Center. The Project will have significant environmental impacts to golden eagles, destroy the habitat of numerous state and federal endangered species, and impact air quality. The community and environmental groups oppose the Project. Students will prepare a letter of approximately 1,000 words, in-text citations, and references. The letter must include evidence such as peer-reviewed articles, court cases, environmental laws, etc. **(LO 1, LO 3A, LO 4B)**

a. **Deliverable**

b. **Peer-review Participation and Mini-Presentation**

3. **Quizzes (~40%) (400 points):** Approximately six to seven quizzes will be posted on-line via Canvas. Students are allowed to miss one quiz without penalty for unforeseen circumstances. The quizzes will cover both lecture material and readings. The lecture material will have a strong emphasis on California's environmental law and policy. Your textbook, Salzman and Thomson's Environmental Law and Policy 5th edition covers environmental law and policy at the federal level. In addition, the quizzes will include any other materials covered in class. For example, Stanford Law School's Environmental and Natural Resources Program gave our class permission to use their hypothetical Case Studies and Materials. Each module on Canvas covers readings, cases, other materials, and weekly lectures. Students will be able to use their book, any materials provided, and notes for the quizzes. You must take the quiz on the assigned day and the closing time will be 11:59 pm Pacific Time. Students will have 24 hours to complete the quiz. I will not have make up quizzes unless you have medical documentation. Quizzes are completed individually. **(LO 3A)**

4. **Class Participation (~10%) (100 points):** The instructor will have questions for students to answer during each class, called "Free-write". Students will also have a variety of in-class activities. Participation points cannot be made up without an excused absence approved by the instructor or for medical reasons. **(LO 3A)**

5. **(Final Exam) (~15%) (150 points): CEQA Comment Letter Deliverable:** A vulnerable community is concerned with environmental issues that are impacting their health. They reach out to you as an independent scientist for a not-for-profit organization. The community members ask for your help to provide a training workshop with a formal power-point presentation and to develop materials to raise awareness of the health hazards. Students will be assigned a Project located near a vulnerable population to examine the scientific evidence, environmental and health consequences, and apply environmental laws. Your task is to empower the community with knowledge of government standards, the applicable environmental laws and policies, the public participation process, and strategies to solve the disproportionate burden of environmental pollution.

Students will apply the skills acquired during the semester: identifying scientific issues, scientific research, legal research, persuasive and analytical writing, problem solving, and the identification of ethical and social issues in our society. (Power-Point Presentation, Peer-Review, and One-Page EJ Brief) **(LO 3A and LO 4B)**

Required Textbooks

Salzman, J.E. & Thompson, B.H. (2019). *Environmental Law and Policy (5th Edition)*. Foundation Press. ISBN 978-1-68328-790-2. Price for Ebook: \$42.75 www.westacademic.com To save 15%, use Discount Code:

HESTUDENT [Salzman and Thompson's Environmental Law and Policy, 5th \(Concepts and Insights Series\) \(westacademic.com\)](http://www.westacademic.com)

Other Readings

Please see below for other required readings.

Citation Required

Formal papers are required to use the APA Guidelines. [APA Legal References - Purdue OWL® - Purdue University](#)

Course Requirements

Credit-hours statement: [University Policy S16-9](#), “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Late Assignment Policy: Deliverables submitted the following day of the posted due date will receive a 10% grade reduction. Those turned in the day after that will lose another 10%. Deliverables later than that will not be accepted. Make-up quizzes will be considered for legitimate circumstances, when arranged in advance, or with a doctor’s memo.

Originality and honesty: It is appropriate to cite others’ work extensively, with attribution. It is never appropriate to use other authors’ language or ideas, from the web or from written documents, as though they were your own. If you have any questions about appropriate citation, please talk to me personally or write me a note. Misuse of written material can result in course failure. If you need help or have any questions, contact the instructor. University Academic Integrity Policy F15-7 [pdf] Student Conduct and Ethical Development

Plagiarism, intentional or not, will not be tolerated in this course. This course is designed to provoke critical thought and writing, and plagiarism will not help you to become a better thinker or writer. For an extensive read of the University guidelines for dealing with plagiarism, see the [University Academic Integrity Policy F15-7](#) at sjsu.edu/senate/docs/F15-7.pdf. *The first incidence of plagiarism will result in a zero (0) for the assignment and a report filed with the Office of Student Conduct and Ethical Development as required by SJSU. A second incidence of plagiarism may result in a failing grade for the course and a second report filed.* **Cite the source for any fact not understood to be common knowledge.**

Here is an idea of what plagiarism looks like – this does not replace the definition of plagiarism found at the above link to the Academic Integrity Policy:

You are plagiarizing or cheating if you:

- ✓ For any work completed in this course, use any type of Artificial Intelligence (AI) website or software.
- ✓ For written work, copy anything from a book, article, or website and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number.
- ✓ For written work, summarize/paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source (including page number in the humanities).
- ✓ For an oral presentation, copy anything from a book, article, or website and present it orally as if it were your own words. You must summarize and paraphrase in your own words and bring a list of references in case the professor asks to see it.
- ✓ Use visuals or graphs you got from a book, article, or website without providing the full reference for the picture or table.
- ✓ Recycle a paper you wrote for another class.
- ✓ Copy from a classmate or use someone else’s work as if it were your own.
- ✓ Use technology or smuggle in documents to obtain or check information in an exam situation.

In writing a paper, it is always better to include too many references than not enough. When in doubt, always err on the side of caution. If you have any questions or uncertainty about what is or is not cheating, it is your responsibility to ask your instructor.

Grading Information

The course grade will be determined based on a total 1000 possible points. Accumulated points that fall within the grade scale below determine your semester grade.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

In-person and Zoom Office Visits

We are experiencing ongoing changes with uncertainties, and communication with the instructor is important. Please do not wait for an insurmountable problem before considering an office visit. If you would like to discuss an issue, an assignment, or a personal problem, please speak to me.

University Policies

Materials created by the instructor for the course are copyrighted per policy S12-7.

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, deliverables, etc.) are copyrighted by the instructor regardless of format. This University policy ([S12-7](#)) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate University and State law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Classroom Protocol

Inclusive Learning Community

We are here to learn and support each other. Please be respectful, mindful, patient, and compassionate with yourself, classmates, and instructors. Students are expected to be professionals and be punctual for both on-line and in-person learning. Questions and comments about lectures or class materials are welcome anytime. Please use my Zoom office hours for assistance or personal concerns. For other SJSU's policies pertaining to Students Expectations, Rights, and Responsibilities, please read University Policy [S16-15 \[pdf\]](#)

Recording of Zoom Classes

University Policy [S12-7 \[pdf\]](#) requires students to obtain instructor's permission to record the course.

The instructor cannot guarantee classes will be recorded and available for review. Unforeseen circumstances due to inadequate internet connectivity or outages may hinder recording of synchronous classes. Students are not allowed to record or share with others without instructor permission.

Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups and learning spaces where people may be walking behind you, people talking/ making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music or tv in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Additional Information

Dropping and Adding Classes

Students are responsible for understanding the policies and procedures about add/drop. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)). Information about the latest changes and news is available at the [Advising Hub](#).

Monday, February 19th Last Day to Drop Classes without a "W" Grade

University Resources for Students

Accessible Education Center

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03 \[pdf\]](#) requires that students with disabilities requesting accommodations register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

Counseling and Psychological Services The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. To schedule an appointment or learn more information, visit the Counseling and Psychological Services website at sjsu.edu/counseling.

SJSU Cares Students experiencing challenges meeting their basic needs including, but not limited to, access to food, shelter, and a safe space are encouraged to contact [SJSU Cares](#). Students who feel that their class performance may be affected by these challenges are encouraged to notify their professors, if comfortable doing so. Faculty members may be able to provide flexibility within the course for students working with a case manager.

Land Acknowledgement

Land Honor Acknowledgement provided by the CA Faculty Association (CFA) Indigenous Peoples' Caucus: We gather as students, faculty, staff, and community of San Jose State University, situated on the traditional land of the Muwekma, Tamyen, and Ohlone Tribe past and present, and honor with gratitude the land itself and the people who have stewarded it throughout the generations. This calls us to commit to continuing to learn how to be better stewards of the land we inhabit as well. To recognize the land is an expression of gratitude and appreciation to those whose territory we reside on and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long-standing history that has brought us to reside on the land and to seek to understand our place within that history. Land acknowledgments do not exist in past tense or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. Acknowledging the land is an important Indigenous protocol that we are honoring here today.

Do you know whose land you occupy? Find out at <https://native-land.ca/>

Course Schedule

This schedule is subject to change with fair notice. I kindly request flexibility to revise due dates, assignments, readings, etc. Students will receive at least one-week advance notification of any changes to the syllabus. Please complete the readings before the class meeting. We will also accommodate guest speakers. I will notify students via lectures, email, and Canvas at least one week in advance.

Thank you!

Week/ Module	Date	Lecture Topics	Readings, Quizzes, and Deliverables
PART I. Introduction to Environmental Law and Policy (Legal Tools and Analytical Framework)			
	1/24	Syllabus What is Environmental Law and Policy?	In-class activity: Introductions Discuss Syllabus
1	1/29	Overview: Lawmaking Legal Tools	Required Reading: [Salzman & Thompson] <i>Scenic Hudson Preservation Conference v. Federal Power Commission</i> 354 F.2d 608 (2d Cir. 1965) (pp. 13-15)
	1/31	Analytical Frameworks to Protecting the Environment	Chapter 2: Perspectives on Environmental Law and Policy (pp. 17-46) Review lecture slides and materials.
2	2/5	Review: Analytical Frameworks to Protecting the Environment Discussion: <i>Chevron U.S.A Inc. v. Natural Resources Council</i> , 467 U.S. 837 (1984)	Required Reading: [Salzman & Thompson] Chapter 3: The Practice of Environmental Protection (pp. 51-75)
	2/7	Should We Respond? Apply Legal Tools and Frameworks	Required Reading: [Salzman & Thompson] Chapter 3: The Practice of Environmental Protection (pp. 51-75)
3	2/12	Constitutional Issues (Congressional Powers, State Environmental	Required Reading: [Salzman & Thompson] Chapter 3: The Practice of Environmental Protection (pp.75-88)

Week/ Module	Date	Lecture Topics	Readings, Quizzes, and Deliverables
		Authority, Legislation Delegation, Regulatory Takings) Guest Speaker: Ruby Marquez, Counsel Santa Cruz County	Review lecture slides
	2/14	Introduction to Environmental Groups and Individual Environmental Litigation <i>Lujan v. Defenders of Wildlife</i> 504 U.S. 555 (1992) Guest Speaker: Lani Ho, Planner and Attorney VTA	Required Reading: [Salzman & Thompson] Chapter 4: Enforcement (pp.91-111) Review lecture slides Quiz Due: Answer reading and lecture questions via Canvas.
PART II. Air Quality, Water Resources, and Earth			
4	2/19	Intro to Legal Research: Provide Issue, Rule, Analysis, and Conclusion (IRAC) Method Deliverable Guest Speakers: Joel Freid, Attorney and Ann Ravel, Attorney	Required Reading: <i>Save North Petaluma River and Wetlands v. City of Petaluma</i> , 86 Cal.App.5 th 207 (December 13, 2022) Summary and Decision posted via Canvas.
	2/21	Overview: Air Quality: Federal, State, and Local Laws and Agencies	Required Reading: [Salzman & Thompson] Chapter 5: The Clean Air Act (pp.115-142) Required Webinar: U.S. EPA (9/8/2022) Air, Climate, & Energy Research Webinar – Why Should We Care About Air Pollution Toxicity? https://youtu.be/PKmjWvAUD6s Review lecture slides
5	2/26	Science and Standards: Ambient Air Quality (AQ) Standards and AQ Planning: Federal and CA Clean Air Act Review lecture slides	Required Reading: [Salzman & Thompson] Chapter 6: Global Air Pollution (pp.143-172) Provide Quiz #1 [Ch. 1, Ch. 2, Ch. 3, and Ch. 4]
	2/28	AIR QUALITY	Quiz Due: Answer reading and lecture questions via Canvas.
6	3/4	IRAC BAYVIEW HUNTERS POINT	PROVIDE: FIRST DRAFT IRAC Deliverable Due: Quiz #1 [Ch. 1, Ch. 2, Ch. 3, and Ch. 4]
	3/6	ENFORCEMENT AND LITIGATION	Guest Speaker: Jeff Hare (Attorney and URBP Professor)
7	3/11	Climate Change (federal level) Intro Overview: Case: <i>Sierra Club et al. V. County</i>	Required Reading: Required Reading: [Salzman & Thompson] Chapter 6: Global Air Pollution (pp.143-172)

Week/ Module	Date	Lecture Topics	Readings, Quizzes, and Deliverables
		<i>of Fresno et al. (Friant Ranch, L.P., Real Party in Interest)</i> , 6 Cal.5 th 502 (2018)	Supreme Court Oral Argument: 10-2-2018 (granicus.com) Counsel: For Respondents and Real Party in Interest: James G. Moose; For Appellants: Susan Brandt-Hawley, Glen Ellen, Sara Hedgpeth-Harris) (Note: The Supreme Court case sent this back to the Appellate court, and there is an additional published decision in 2020.)
	3/13	Climate Change (federal level)	Required Reading: [Salzman & Thompson] Chapter 6: Global Air Pollution (pp.143-172) Provide Quiz #2 Watch and Answer Questions on Canvas
8	3/18	Hazardous Materials and Toxic Substances (International, Federal, State, and Local) Laws and Agencies	DUE FIRST DRAFT IRAC Bayview Hunters Point Deliverable Required Reading: [Salzman & Thompson] Chapter 8: Regulating Toxic Substances (pp.207-231)
PART III. Natural Resources: Agriculture, Water Resources, Flora & Fauna, Wetlands, Forestry			
	3/20	Hazardous Wastes and Hazardous Substances Cleanup	Required Reading: [Salzman & Thompson] Chapter 8: Regulating Toxic Substances (pp.207-231)
9	3/25	Quiz #2 Webinars: Hazardous Waste 101	Quiz #2 : Quiz #2 Webinars: (3/25) Hazardous Waste 101 and (3/27) Water Law 101 Required Reading: [Salzman & Thompson] Chapter 9: Waste Management (pp.235-250) and skim (pp.250-270)
	3/27	Quiz #2 Water Law 101 Water Quality (Drinking Water, Ocean Protection Programs, The Oil Pollution Act, Enforcement)	Required Reading: Buena Vista Water Storage District v. Kern Water Bank Authority (Mar. 22, 2022) Cal.App.5th 76 Cal.App.5th 576 (2022) Click on Summaries: MSR CEQA Developments Blog Buena Vista Water Storage District v. Kern Water Bank Authority (2022) Cal.App.5th .pdf Required Reading: [Salzman & Thompson] Chapter 7: Water Pollution (pp. 175-204) DUE Quiz #2: Asynchronous Quiz #2 Webinars: (3/25) Hazardous Waste 101 and (3/27) Water Law 101
10	4/1 to 4/5	SPRING RECESS	
11	4/8	Provide instructions for FINAL DRAFT IRAC Bayview Hunters Point	Provide Quiz #3 & 4: [Enforcement (Attorney Jeff Hare); Chapters 6, 7, 8, 9, Attorney Andrew Schwartz]

Week/ Module	Date	Lecture Topics	Readings, Quizzes, and Deliverables
		Water Resources and Water Quality: Federal, State, Regional, and Local Laws and Agencies; Water Rights, Water Supply, and Drinking Water	Review Stanford's Environmental Law Clinic Case posted via Canvas: The Endangered Delhi Sands Flower-Loving Fly: Part I
	4/10	Guest: Attorney: Andrew Schwartz. (Shute, Mihaly & Weinberger)	Review Stanford's Environmental Law Clinic Case posted via Canvas: The Endangered Delhi Sands Flower-Loving Fly: Part I Review website: Santa Clara Valley Habitat Agency, CA Official Website (scv-habitatagency.org)
12	4/15	Wetlands (Federal, State, Regional Laws and Agencies) <i>"Supreme Court to Decide Which Wetlands Receive Federal Protection How the Court Interprets 'Wetlands' Could Protect — or Undercut — Clean Water"</i> (9/27/2022) https://www.ucdavis.edu/comm/blog/supreme-court-decide-which-wetlands-should-receive-federal-protection	The Supreme Court just narrowed protection for wetlands, leaving many valuable ecosystems at risk PBS NewsHour (~5:22 minutes) [Salzman & Thompson] Chapter 10: Wetlands, Endangered Species, and Public Trust (pp. 275-313) DUE FINAL DRAFT IRAC Bayview Hunters Point
	4/17	Flora and Fauna (Fish and Wildlife) Endangered Species Act (ESA) (Federal and State); HCPs and Natural Community Conservation Planning Act Guest: Attorney: Daniel Z. (City of San Jose)	[Salzman & Thompson] Chapter 10: Wetlands, Endangered Species, and Public Trust (pp. 275-313) DUE: Quiz #3 & 4: [Enforcement (Jeff Hare); Chapters 6, 7, 8, 9; Andrew Schwartz]
PART IV. Environmental Impact Assessment and Climate Change			
13	4/22	California Environmental Quality Act (CEQA) Part I. Guest: Dr. Lynne Trulio Endangered Species Act (ESA)	Provide: Quiz #5 Required Watch Webinar: Intro to Environmental Law Series -Land Use 101 https://youtu.be/zcQO8FLqL1A?feature=shared
	4/24	CEQA Part II. And Land Use Planning/Regulation Review lecture slides Guest: Attorney: Mark W. (Wolffe Associates)	<i>"Grappling with the Racist Legacy of Zoning"</i> (2022) https://planning.org/blog/9228712/grappling-with-the-racist-legacy-of-zoning/ The entire article will be available via Canvas. Watch: Boxed In: CEQA Protecting Public Health in South Fresno (10/2022) https://youtu.be/6MTIE8ZqjI0

Week/ Module	Date	Lecture Topics	Readings, Quizzes, and Deliverables
14	4/29	<p>PROVIDE Instructions Persuasive Legal Writing and Mini-Presentation Deliverable</p> <p>Guest: Rob Swierk (VTA) “Hidden traffic metric that makes cities worse” https://youtu.be/UEE4bSWBHdQ?feature=shared</p>	<p>[Salzman & Thompson] Chapter 12: NEPA (pp. 339-354)</p> <p><i>DUE: Quiz #5 [Daniel Zazueta; Dr. Trulio, Mark Wolfe; Ch. 10; and webinar (4/22) “Land Use 101”]</i></p>
	5/1	<p>National Environmental Policy Act (NEPA) Required Watch Webinar (1-44 minutes): NEPA, ESA and Fundamentals of Environmental Law (2022) (Environmental Law Institute) https://youtu.be/Bh-37v5uOGM</p>	<p>[Salzman & Thompson] Chapter 12: NEPA (pp. 339-354)</p> <p><i>A Citizen's Guide to the National Environmental Policy Act; Having Your Voice Heard (2021)</i> https://ceq.doe.gov/get-involved/citizens_guide_to_nepa.html</p>
15	5/6	<p>Environmental Justice Part Federal and California Environmental Justice State of California - Department of Justice - Office of the Attorney General and Environmental Justice US EPA</p>	<p>Provide: Quiz #6 Environmental Justice in Local Land Use Planning State of California - Department of Justice - Office of the Attorney General Webinar: Intro to Environmental Law Series- Energy Law and Policy 101 (April 10, 2024) Environmental Law 101 Series - California Lawyers Association (calawyers.org)</p>
	5/8	<p>Climate Change in California Communities for a Better Environment v. City of Richmond - Climate Change Litigation (climatecasechart.com)</p>	<p>Webinar: Intro to Environmental Law Series- Energy Law and Policy 101 (April 10, 2024) Environmental Law 101 Series - California Lawyers Association (calawyers.org)</p> <p><i>Communities for a Better Environment et al. v. City of Richmond et al. 184 Cal. App.4th 70 (2010)</i> Search US Cases - Climate Change Litigation (climatecasechart.com)</p>
16	5/13	<p>Mini- Presentations Curriculum catch up. PROVIDE Instructions for Final Exam CEQA Comment Letter</p>	<p>DUE: Quiz #6: Rob Swierk (VTA; (5/1) Webinar “NEPA, ESA, & ENV Law (2022); and Webinar (5/8) Energy Law and Policy 101” Peer Review: Mini- Presentation DUE Persuasive Legal Writing Deliverable</p>
Final Exam	Monday, May 20, 2024	Final- Time from 12:15 pm to 2:30 pm	Environmental Justice Analysis Project (Power-Point Presentation, One-Page Policy EJ Brief, and Peer-Review