Environmental law is equal part environment and equal part law. While environmental law courses traditionally focus solely on the significant laws and cases, this course will place equal emphasis on the scientific, political and economic issues driving environmental conflicts. By the end of the course, you will have strengthened your skills in reading cases, regulations and statutes; writing client memos; thinking on your feet; acting as an advocate for both sides of an issue; and understanding the legal structure and strategies for environmental protection.

The scope of environmental law has greatly expanded over the last three decades, moving from traditional air and water pollution to waste management, product design, and international diplomacy. To keep the reading assignments at a reasonable length, we will cover a lot of ground during class using case studies and problem exercises. As a result, you are expected to come prepared to discuss the readings and class participation will be factored into the final grade.

There will be two short memos (2 pages max) due on May 5 and May 12. You will be required to meet with the writing tutors for the second memo. These memos will analyze a legal problem your clients face and provide your recommended course of action. They will take extra time to prepare so please plan accordingly. These will be graded pass/fail and failing memos can be re-written. Passing grades for both memos are required to take the final exam. The final grade will be based on a three hour, in-class, open book exam that tests your understanding of (1) specific legal doctrine, (2) application of doctrine to a fact pattern, and (3) assessment of legal approaches to a current policy challenge.

The readings will be contained in the course supplement. Please note that this course has a fair amount of reading, much of which is cases and statutes. Learning how to read legal texts is an important skill for working in the environmental field and we will focus on this in class. In preparing for class, skimming will be counterproductive. Please set aside the time to read the material carefully since I will be calling on people to recount the facts in cases or respond to hypothetical problems.

Please note that I do not allow laptops in the classroom. While I appreciate that this is an inconvenience to those who prefer typing their notes during class, I have found that a classroom without the distractions created by surfing and instant messaging results in a much better learning environment.
4/28.
4.30-7.30pm  
**Introduction to Environmental Law**
- The *Estai* Controversy
- Environmental Ethics
- The Common Law
- Making Environmental Law
  Supp. 1
  Supp. 2
  Supp. 3
  Supp. 4

5/1.
4.30-6.30pm  
**Waste Disposal**
- RCRA
- Flow Control
  Supp. 5
  Supp. 6

5/2.
1-4pm  
**Clean Water Act**
  Supp. 11

5/5.
4.30-7.30pm  
**Waste Disposal**
- Philen case study
  *MEMO DUE*
- CERCLA
  Supp. 7
  Supp. 8

5/8.
4.30-6.30pm  
**Clean Air Act I**
  Supp. 9

5/12.
4.30-7.30pm  
**Clean Air Act II**
- AP-42 Case Study
  *MEMO DUE*
  Supp. 10

5/15.
4.30-6.30pm  
**Climate Change**
  handout

5/16.
1-4pm  
**NEPA and Reflexive Statutes**
  Supp. 12

5/19.
4.30-7.30pm  
**Endangered Species Act**
  Supp. 13

5/22.
4.30-6.30pm  
**TBD**
  Handout

5/23.
1-4pm  
**The US and International Environmental Law**
  Supp. 14