# REQUEST FOR ADDITION OF NEW COURSE

**PROPOSED COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>RNR 7043</th>
<th>Title</th>
<th>Environmental Law and Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title</td>
<td>ENVIRON</td>
<td>LAW &amp;</td>
<td>RE G</td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Course Type (Indicate hours in the appropriate course type.)**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Recitation</th>
<th>Lec/Rec</th>
<th>Lec/Sem</th>
<th>Lec/Lab</th>
<th>Res/Ind</th>
<th>Clin/Pract</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Maximum enrollment per section:** (use integer, e.g., 25 not 20-30) 20

**Grading System:** Letter Grade X Pass/Fail Final Exam:** Yes X No

**Attendance (Attach justification if the proposed course will not hold a final exam during examination week.)**

**Course Description:**

*(Catalog statement exactly as you wish it to appear in the General Catalog)*

7043 Environmental Law and Regulation (3) See ENVS 7043

**BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)**

<table>
<thead>
<tr>
<th>If this course is approved, will additional staff be needed?</th>
<th>Yes</th>
<th>No X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will additional space, equipment, special library materials or other major expense be involved?</td>
<td>Yes</td>
<td>No X</td>
</tr>
</tbody>
</table>

**Academic Affairs Approval:** (Date)

**ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)**

**JUSTIFICATION:** Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

**SYLLABUS:** Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

**APPROVALS**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>12/03/2014</th>
<th>College Faculty Approval Date</th>
<th>11/6/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair Signature</td>
<td>5 Dec 14</td>
<td>Graduate Dean Signature</td>
<td>4-20-15</td>
</tr>
<tr>
<td>College Contact E-mail</td>
<td>Jennifer Neal <a href="mailto:jsherr@isu.edu">jsherr@isu.edu</a></td>
<td>Chair, FS C &amp;C Committee Signature</td>
<td>4-17-15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Affairs Approval Signature</td>
<td>9/15/15</td>
</tr>
</tbody>
</table>

**Effective Date:** 5/10/15
JUSTIFICATION:

The request to cross-list this course originated with Mr. Blake Hudson, who is an assistant professor in the Department of Environmental Sciences and the Law Center. The faculty of the School of Renewable Natural Resources recognize that this is a tremendous occasion to add opportunity for students. Increasingly, regulatory policy and legal considerations establish the parameters for natural resource management. Students in the School of Renewable Natural Resources often pursue careers with a regulatory focus or assist the promulgation of law and informing legal decisions. Currently, this course has an ENVS rubric. Adding a RNR rubric will make the course more seamlessly be included in graduate programs of study and in applying the course to professional certification by The Wildlife Society and American Fisheries Society, which already recognize the RNR rubric.

CURRICULUM:

This course is not included in any curriculum, at present. In the future, we anticipate adding this course as an option in the M.S. and Ph.D. in Renewable Natural Resources.
ENVIRONMENTAL LAW & POLICY  
SPRING 2016

PROFESSOR BLAKE HUDSON

Monday and Wednesday – Law Building 110  
1:50 p.m. to 3:20 p.m.

Office: 436 Law Center (or 2111, Coast and Environment Building)  
Email: blake.hudson@law.lsu.edu  
Phone: 225-578-4064  
Best way to contact me: email  
Office Hours: available by appointment

OVERVIEW AND GOALS OF THE COURSE

Environmental Law is a relatively young body of law when compared with other legal regimes. As a result, today’s environmental lawyers and policy-makers have an opportunity to practice in a dynamic field and to contribute to the development of environmental law on local, state, national, and—increasingly—global scales. Indeed, environmental issues are consistently moving to the forefront of modern legal and political controversies. Environmental law has also become incredibly specialized, with a wide range of issues falling under the broad heading of “environment.” Though we will discuss the common law origins of environmental law and related state and local laws, this course will be concerned primarily with select federal environmental statutes—ranging from those protecting the nation’s air, water, and biodiversity, to those protecting the environment from hazardous waste, to those curbing environmentally destructive federal government actions. While we will focus on federal statutes, the course will provide a framework for understanding the administration of environmental regulations at the state level, since state environmental statutes and agencies operate in a similar manner.

We will study environmental law and policy by reading scholarly articles, reviewing case law, and analyzing statutes and their implementing administrative regulations. While environmental law courses traditionally focus on the most significant laws and cases, this course will also emphasize the scientific, political and economic issues driving environmental conflicts. Furthermore, we will discuss the cross section of environmental law and policy with many other areas of law, including natural resources, administrative, property and land use, constitutional, and international law.

REQUIRED TEXT

RUHL, NAGLE, SALZMAN AND KLASS, The Practice and Policy of Environmental Law  

OPTIONAL STUDY GUIDE

SALZMAN AND THOMPSON, JR., Concepts and Insights in Environmental Law and Policy  
(3rd ed. 2010)
I may assign PDFs or other supplemental readings from time to time. These may be found under “supplemental reading materials” on Moodle. If you have trouble accessing Moodle for any reason, please let me know.

**Laptop and Technology Policy – *Please Note***

I do not allow laptop, smartphone, or other technology use in the classroom. While I appreciate that this is an inconvenience to those who prefer typing their notes during class, after having taught both ways I have found that a classroom without the distractions created by personal computing devices results in a much better learning environment.

**Attendance and Participation**

This is a vigorous course and attendance is mandatory. Students missing **6 or more** classes may be penalized up to one full grade point. Sick days, etc. **must** be utilized out of this allotment. In accord with ABA and LSU rules, students missing **7 or more** classes may not be permitted to complete the course. Moreover, quality of attendance—including class participation—will be evaluated and students should be prepared to meet this requirement. To adequately meet these requirements, students should miss as few classes as possible, if any at all.

Class participation and preparation are required. All students are encouraged to volunteer comments and questions. I expect you to complete the assigned readings and that you are prepared to participate. **I will be calling on students to summarize cases and others aspects of the reading**. Participation and preparation are not based upon **quantity** of comments, but rather **quality**. General level of interest demonstrated outside the classroom can count toward your participation score.

**Grading and Assessment**

The grade in the course will be based on participation and a final exam. As noted, participation includes attendance at out of class presentations, workshops, or field trips that may be assigned later in the semester (with exceptions granted for approved schedule conflicts, such as class or work conflicts). I reserve the option to award up to .3 additional points to the final grade based on class participation and preparation, or to deduct up to .3 points from the final grade based on lack of participation and preparation. More details regarding the final exam will be forthcoming later in the semester.

- **Final Exam**: 75% of final grade
- **Class Participation (including reading responses)**: 25% of final grade

A: 3.5-4.0
B: 2.7-3.5
C: 1.7-2.7
F: Below 1.5
CLASS RESCHEDULING

If any classes require make-up classes to cover affected dates, we will schedule those accordingly. I will do my best to ensure that make-up classes do not conflict with any of your other classes. For anyone unable to attend a make-up class and with an unusual situation preventing attendance, please let me know and we will address it.

REQUIRED READINGS

Rather than attempt to plan the day-to-day discussions months in advance, I will post assignment sheets on Moodle in two week intervals in order to maintain flexibility in our approach (under “assignment sheets” on Moodle). You should receive each new assignment sheet on the Thursday prior to that assignment. This will allow you plenty of time to read and process the Monday assignment before class on that day.

Over the course of this semester, we will endeavor to read RUHL, NAGLE, SALZMAN AND Klass chapters 1 and 9 (as foundational background material) and 2-6, although potentially skipping portions of certain chapters or jumping outside of those chapters for some material. We will try to cover between 15 and 25 pages of text in each class. The chart below represents what we plan to cover, but this is only meant as a general guideline for what we will attempt to accomplish this semester. We may not cover every topic listed below, and I may change the assignments or even dispense with entire topics if necessary. Also, I may add reading materials, although you will be given plenty of time to read these in advance.

<table>
<thead>
<tr>
<th>CHAPTER 1: AN INTRODUCTION TO ENVIRONMENTAL LAW IN PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Drivers of Environmental Conflicts</td>
</tr>
<tr>
<td>What do Environmental Lawyers Do?</td>
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</table>

<table>
<thead>
<tr>
<th>CHAPTER 9: ADMINISTRATIVE RULEMAKING AND PERMITTING</th>
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<tbody>
<tr>
<td>An Introduction to the Administrative State</td>
</tr>
<tr>
<td>Rulemaking Proceedings</td>
</tr>
<tr>
<td>Permitting Proceedings</td>
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</tbody>
</table>

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<tr>
<th>CHAPTER 2: PROTECTING ENDANGERED SPECIES</th>
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<tbody>
<tr>
<td>The Endangered Species Act</td>
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<tr>
<th>CHAPTER 3: THE CLEAN AIR ACT</th>
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</thead>
<tbody>
<tr>
<td>NAAQS, SIPs, NSPS, PSD, NSR, and Title V</td>
</tr>
<tr>
<td>Alternative Regulatory Approaches</td>
</tr>
<tr>
<td><strong>CHAPTER 4: PROTECTING WATER RESOURCES</strong></td>
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<tr>
<td>Point and Nonpoint Source Water Pollution</td>
</tr>
<tr>
<td>Wetlands</td>
</tr>
<tr>
<td>The Public Trust Doctrine</td>
</tr>
<tr>
<td><strong>CHAPTER 5: REGULATING AND REMEDIATING HAZARDOUS SUBSTANCES AND WASTE</strong></td>
</tr>
<tr>
<td>The Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA)</td>
</tr>
<tr>
<td><strong>CHAPTER 6: INFORMATION DISCLOSURE</strong></td>
</tr>
<tr>
<td>The National Environmental Policy Act (NEPA)</td>
</tr>
<tr>
<td>Private Information Disclosure Statutes</td>
</tr>
</tbody>
</table>
From: Christopher F D’Elia
Sent: Thursday, December 04, 2014 3:43 PM
To: Michael D Kaller; Blake Hudson
Subject: RE: ENVS/RNR course proposals

Mike, OK with me. Quis.

From: Blake Hudson
Sent: Thu 12/4/2014 8:48 PM
To: Michael D Kaller; Christopher F D’Elia
Subject: RE: ENVS/RNR course proposals

Chris, the reason I went forward with this is because I have only had one RNR student in 3 years enroll in the ENVS courses I teach. So I thought since there is no competition, so to speak, it would be good to create RNR numbers for the courses so we can reach even more people on campus. My law classes have benefited greatly from having graduate perspectives and I think having more in there will be a benefit to both the law and the ENVS students.

Thanks!

BLAKE HUDSON
BURLINGTON RESOURCES PROFESSOR IN ENVIRONMENTAL LAW
EDWARD J. WOMAC, JR. PROFESSOR IN ENERGY LAW
JOINT APPOINTMENT
LSU LAW CENTER
LSU SCHOOL OF THE COAST AND ENVIRONMENT

BIO | SSRN | TWITTER

1 EAST CAMPUS DRIVE, OFFICE 436
LOUISIANA STATE UNIVERSITY
BATON ROUGE, LA 70803
(225) 578-4064

From: Michael D Kaller
Sent: Thursday, December 04, 2014 3:38 PM
To: Blake Hudson
Cc: Christopher F D’Elia
Subject: ENVS/RNR course proposals

Hello Blake,

Could you send me a memo indicating that you wish to cross-list your courses with RNR to increase opportunities for students? One memo will suffice, if it lists the three courses. This is the final item that I need for the proposals. I have cc'd Dean D’Elia to indicate that I will send the ENVS/RNR cross-listing proposals forward to the College C&C committee once I have the memo. Wouldn’t hurt to have an e-mail from him too.

Mike Kaller, Ph.D.
Associate Professor and
Curriculum Coordinator,
School of Renewable Natural Resources
Associate Rector,
Agriculture Residence College

From: Blake Hudson
Sent: Tue 10/28/2014 12:27 PM
Mike, it just struck me that I may or may not have sent you the three course syllabi that I hope we can create RNR numbers for. In case I didn't, here they are.

- Environmental Law and Policy
- International Environmental Law and Policy
- Natural Resources Law and Policy (a paper class/seminar – so I have also attached the paper writing info.)

**Blake Hudson**
Burlington Resources Professor in Environmental Law
Edward J. Womac, Jr. Professor in Energy Law
Joint Appointment, Associate Professor
LSU Law Center
LSU School of the Coast and Environment

[BIo | SSRN | Twitter]

1 East Campus Drive, Office 436
Louisiana State University
Baton Rouge, LA 70803
(225) 578-4064
**REQUEST FOR ADDITION OF NEW COURSE**

**Department: Renewable Natural Resources**
**College: Agriculture**
**Date:** 12/04/2014

### PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>Title</th>
<th>Short Title (≤ 19 characters)</th>
<th>Semester Hours of Credit</th>
<th>Repeat Credit Max. (If repeatable):</th>
<th>Lecture:</th>
<th>Lab/Sem/Rec:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RNR 7046</td>
<td>International Environmental Law and Policy</td>
<td>INTL ENVIRON LAW</td>
<td>3</td>
<td>credit hours</td>
<td>Graduate Credit? X Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Credit will not be given for this course and:**

**Course Type (Indicate hours in the appropriate course type.):**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Recitation</th>
<th>Lec/Rec</th>
<th>Lec/Sem</th>
<th>Lec/Lab</th>
<th>Res/Ind</th>
<th>Clin/Pract</th>
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**Maximum enrollment per section:** (use integer, e.g. 25 not 20-30) 20

**Grading System:** Letter Grade X Pass/Fail Final Exam:** Yes X

**Course Description:**

7046 International Environmental Law and Policy (3) See ENVS 7046

**BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.**

If this course is approved, will additional staff be needed? Yes X No

Will additional space, equipment, special library materials or other major expense be involved? Yes X No

**Academic Affairs Approval:**

**ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)**

**JUSTIFICATION:** Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

**SYLLABUS:** Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students.)

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<tr>
<td>12/03/2014</td>
<td>11/15</td>
</tr>
</tbody>
</table>

**Department Chair Signature**

**Graduate Dean Signature**

**E-mail:** jshow19@ncsu.edu

**Chair, FS C&EE Committee**

**Academic Affairs Approval:**
JUSTIFICATION:

The request to cross-list this course originated with Mr. Blake Hudson, who is an assistant professor in the Department of Environmental Sciences and the Law Center. The faculty of the School of Renewable Natural Resources recognize that this is a tremendous occasion to add opportunity for students. Increasingly, regulatory policy and legal considerations establish the parameters for natural resource management. Students in the School of Renewable Natural Resources often pursue careers with a regulatory focus or assist the promulgation of law and informing legal decisions. Currently, this course has an ENVS rubric. Adding a RNR rubric will make the course more seamlessly be included in graduate programs of study and in applying the course to professional certification by The Wildlife Society and American Fisheries Society, which already recognize the RNR rubric.

CURRICULUM:

This course is not included in any curriculum, at present. In the future, we anticipate adding this course as an option in the M.S. and Ph.D. in Renewable Natural Resources.
INTERNATIONAL ENVIRONMENTAL LAW
FALL 2015

Professor Blake Hudson

Tuesday and Thursday
Room 301, Law Building
1:20 p.m. to 2:50 p.m.

Office: 436 (or 2111, Coast and Environment Building)
Email: blake.hudson@law.lsu.edu
Phone: 225-578-4064
Best way to contact me: email

Office Hours: available by appointment

Overview and Goals of the Course

International Environmental Law is growing in both breadth and depth, as an increasing number of environmental issues are gaining an international focus. As a result, environmental lawyers and policy-makers are delving deeper into particular aspects of the field. This course will facilitate the analysis of international environmental law through case studies that encapsulate the most salient and prominent aspects of the subject. After first reviewing the state of the global environment, we will discuss consumption-population dynamics, environmental economics and sustainable development, and the process through which international environmental law is created and implemented. We will then discuss specific topics in international environmental law, including the ozone regime, transboundary hazardous wastes, endangered species, climate change, global forestry, and the cross section of global trade and the environment.

Our review of these topics will provide an in-depth review of some of the most pressing international environmental issues of our time, facilitating discussion of a) the drivers of conflict in these areas; b) the institutional and political complexities of addressing these issues; and c) ways in which the global community can successfully resolve these issues through international environmental law.

Required Text


I may assign PDFs or other supplemental readings from time to time. These may be found under “supplemental reading materials” on Moodle. If you have trouble accessing Moodle for any reason, please let me know.
**LAPTOP POLICY – *PLEASE NOTE***

In order to facilitate class discussion, I do not allow laptop use in the classroom. While I appreciate that this is an inconvenience to those who prefer typing their notes during class, after having taught both ways I have found that a classroom without the distractions created by laptops results in a much better learning environment.

**ATTENDANCE AND PARTICIPATION**

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**GRADING AND ASSESSMENT**

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- **Final Exam:** 75% of final grade
- **Class Participation (including reading responses):** 25% of final grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>3.5-4.0</td>
</tr>
<tr>
<td>B</td>
<td>2.7-3.5</td>
</tr>
<tr>
<td>C</td>
<td>1.7-2.7</td>
</tr>
<tr>
<td>F</td>
<td>Below 1.5</td>
</tr>
</tbody>
</table>

**CLASS RESCHEDULING**

We will not meet for class on Thursday, October 23. It is possible that I may need to cancel additional classes for professional or personal reasons. If I anticipate the need to cancel additional classes, I will either arrange a guest speaker or arrange make-up classes to cover the affected dates. I will do my best to ensure that make-up classes do not conflict with any of your
other classes. For anyone unable to attend a make-up class and with an unusual situation preventing attendance please let me know and we will address it.

**REQUIRED READINGS**

Rather than attempt to plan the day-to-day discussions months in advance, I will post assignment sheets on Moodle in two week intervals in order to maintain flexibility in our approach (under "assignment sheets" on Moodle). You should receive each new assignment sheet on the Thursday or Friday prior to that assignment. This will allow you plenty of time to read and process the Tuesday assignment before class on that day.

Over the course of this semester, we will endeavor to read all or parts of Hunter, Salzman, and Zaelke chapters 1-3, 6, 10-11, and 14-17. Please note that we will be skipping portions of certain chapters or jumping outside of those chapters for some material. We will cover between 15 and 25 pages of text in each class. The chart below represents what we plan to cover, but this is only meant as a general guideline for what we will attempt to accomplish this semester. We may not cover every topic listed below, and I may change the assignments or even dispense with entire topics if necessary. Also, I may add reading materials, although you will be given plenty of time to read these in advance.

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<thead>
<tr>
<th>CHAPTER 1: THE WILD ENVIRONMENTAL FACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global, Regional, and Local Environmental Challenges</td>
</tr>
<tr>
<td>Synergies, Uncertainty, and Scale</td>
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<table>
<thead>
<tr>
<th>CHAPTER 2: THE ROOT CAUSES</th>
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<tbody>
<tr>
<td>Consumption-Population Dynamics</td>
</tr>
<tr>
<td>Promises and Perils of Technology</td>
</tr>
<tr>
<td>The Role of Values, Culture, and Norms in Environmental Protection</td>
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<table>
<thead>
<tr>
<th>CHAPTER 3: ECONOMICS AND SUSTAINABLE DEVELOPMENT</th>
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<tbody>
<tr>
<td>Environmental Economics</td>
</tr>
<tr>
<td>The Balance Between Economics, Ecology, and Sustainability</td>
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<table>
<thead>
<tr>
<th>CHAPTER 6: INTERNATIONAL ENVIRONMENTAL LAWMAKING</th>
</tr>
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<tbody>
<tr>
<td>Traditional Sources of Law: Treaties and Custom</td>
</tr>
<tr>
<td>Soft Law and International Environmental Norms</td>
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<thead>
<tr>
<th>CHAPTER 10: OZONE DEPLETION</th>
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<tbody>
<tr>
<td>The Ozone Regime as a Case Study of Successful International Environmental Law</td>
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3
<table>
<thead>
<tr>
<th>Chapter 11: The Law of Climate Change</th>
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<tbody>
<tr>
<td>The Science of Climate Change</td>
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<tr>
<td>Policy Responses to Climate Change</td>
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<tr>
<td>The International Response to Climate Change</td>
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<tr>
<th>Chapter 14: Hazardous Chemicals, Wastes, and Materials</th>
</tr>
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<tbody>
<tr>
<td>Transboundary Movement of Hazardous Waste</td>
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<tr>
<td>The Basel Convention</td>
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<tr>
<th>Chapter 15: Biodiversity and Wildlife Conservation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade in Endangered Species</td>
</tr>
<tr>
<td>CITES</td>
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<tr>
<th>Chapter 16: Protection of Habitat</th>
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<tbody>
<tr>
<td>The Polar Regions</td>
</tr>
<tr>
<td>Global Forests</td>
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</tbody>
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<thead>
<tr>
<th>Chapter 17: International Trade and Investment Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Trade and Environment Debate</td>
</tr>
<tr>
<td>The Multilateral Trading System: The WTO and GATT</td>
</tr>
<tr>
<td>NAFTA and Trade in the Americas</td>
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Thanks!

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BIO | SSRN | TWITTER

1 EAST CAMPUS DRIVE, OFFICE 436
LOUISIANA STATE UNIVERSITY
BATON ROUGE, LA 70803
(225) 578-4064

From: Michael D Kaller  
Sent: Thursday, December 04, 2014 3:38 PM  
To: Blake Hudson  
Cc: Christopher F D'Elia  
Subject: ENVS/RNR course proposals

Hello Blake,

Could you send me a memo indicating that you wish to cross-list your courses with RNR to increase opportunities for students? One memo will suffice, if it lists the three courses. This is the final item that I need for the proposals. I have cc'd Dean D'Elia to indicate that I will send the ENVS/RNR cross-listing proposals forward to the College C&C committee once I have the memo. Wouldn't hurt to have an e-mail from him too.

Mike Kaller, Ph.D.
Associate Professor and  
Curriculum Coordinator,  
School of Renewable Natural Resources  
Associate Rector,  
Agriculture Residence College

From: Blake Hudson  
Sent: Tue 10/28/2014 12:27 PM
To: Michael D Kaller
Subject: Syllabi

Mike, it just struck me that I may or may not have sent you the three course syllabi that I hope we can create RNR numbers for. In case I didn't, here they are.

- Environmental Law and Policy
- International Environmental Law and Policy
- Natural Resources Law and Policy (a paper class/seminar – so I have also attached the paper writing info.)

Blake Hudson
Burlington Resources Professor in Environmental Law
Edward J. Womac, Jr. Professor in Energy Law
Joint Appointment, Associate Professor
LSU Law Center
LSU School of the Coast and Environment

Bio | SSRN | Twitter

1 East Campus Drive, Office 436
Louisiana State University
Baton Rouge, LA 70803
(225) 578-4064
## PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>RNR 7048</th>
<th>Title</th>
<th>Natural Resource Law and Policy</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Short Title (≤ 19 characters)</th>
<th>N A T R E S L A W &amp; P L C Y</th>
</tr>
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<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
</tbody>
</table>

If combination course type, # hrs. of credit for:

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>Lab/Sem/Rec:</th>
</tr>
</thead>
</table>

Repeat Credit Max. (If repeatable): __ credit hours Graduate Credit? Yes, No

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.)

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Recitation</th>
<th>Lec/Rec</th>
<th>Lec/Sem</th>
<th>Lec/Lab</th>
<th>Res/Ind</th>
<th>Clin/Pract</th>
</tr>
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</tbody>
</table>

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 25

Grading System: Letter Grade X Pass/Fail________ Final Exam:** Yes, X No

**(Attach justification if the proposed course will not hold a final exam during examination week.)**

**Course Description:**
(Concise catalog statement exactly as you wish it to appear in the General Catalog)

### 7048 Natural Resource Law and Policy (3)
See ENVS 7048

## BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

<table>
<thead>
<tr>
<th>If this course is approved, will additional staff be needed?</th>
<th>Yes ______ No X</th>
</tr>
</thead>
</table>

Will additional space, equipment, special library materials or other major expense be involved?

<table>
<thead>
<tr>
<th>Academic Affairs Approval:</th>
<th>(Date)</th>
</tr>
</thead>
</table>

## ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

**JUSTIFICATION:** Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

**SYLLABUS:** Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students.)

## APPROVALS

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>12/03/2014</th>
<th>College Faculty Approval Date</th>
<th>11/6/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair Signature</td>
<td>5 Dec 14</td>
<td>College Dean Signature</td>
<td>1/15</td>
</tr>
<tr>
<td>Graduate Dean Signature</td>
<td>4-19-15</td>
<td>Chair, FS CAC Committee</td>
<td>4/17-15</td>
</tr>
<tr>
<td>College Contact</td>
<td>Jennifer Neal jshem @isu.edu</td>
<td>Academic Affairs Approval</td>
<td>10/25/15</td>
</tr>
</tbody>
</table>
JUSTIFICATION:

The request to cross-list this course originated with Mr. Blake Hudson, who is an assistant professor in the Department of Environmental Sciences and the Law Center. The faculty of the School of Renewable Natural Resources recognize that this is a tremendous occasion to add opportunity for students. Increasingly, regulatory policy and legal considerations establish the parameters for natural resource management. Students in the School of Renewable Natural Resources often pursue careers with a regulatory focus or assist the promulgation of law and informing legal decisions. Currently, this course has an ENVS rubric. Adding a RNR rubric will make the course more seamlessly be included in graduate programs of study and in applying the course to professional certification by The Wildlife Society and American Fisheries Society, which already recognize the RNR rubric. This course differs from the existing RNR 7007 - Policy Considerations for the Management of Natural Resources in that RNR 7007 does not cover the procedures of promulgating, arguing, and interpreting precedent of natural resource laws, rather RNR 7007 considers only the implementation within a regulatory agency framework.

CURRICULUM:

This course is not included in any curriculum, at present. In the future, we anticipate adding this course as an option in the M.S. and Ph.D. in Renewable Natural Resources.
OFFICE HOURS: available by appointment

OVERVIEW AND GOALS OF THE COURSE

Natural Resources Law is increasingly moving to the forefront of legal and political debates. From global overfishing concerns to the role of forests in addressing climate change, to the scarcity of water worldwide and the development of traditional and alternative energy sources, to the pressures placed on biodiversity by development and increasing populations—it is an exciting time to explore natural resource issues. The goal of this course is to examine both legal frameworks and resultant policy debates surrounding natural resources management, and to discuss ways in which law and policy should be preserved—or changed—in order to facilitate proper management of natural resources both in the United States and worldwide. In doing so, we will see that there is no single answer for how to manage natural resources. What is "natural" is not always clear, nor is the concept of "resource use." As such, decision-making in natural resources law is often as much "problem-solving focused" as it is "legal focused." Furthermore, some management techniques are appropriate for some resources, while not for others.

We will explore these and related issues by reading thought-provoking essays and other materials on these subjects, as well as by looking at case studies aimed at exemplifying some of the primary conflicts that arise from the management of finite and limited resources for the benefit of an ever-increasing population. Furthermore, we will discuss the cross section of natural resources law and policy with many other areas of law, including environmental, administrative, property and land use, constitutional, and international law.

REQUIRED TEXT

RASBAND, SALZMAN AND SQUIELACE, Natural Resources Law and Policy (2nd ed. Foundation Press, 2009)

I may assign PDFs of supplemental readings from time to time. These may be found under "supplemental reading materials" on Moodle. If you have trouble accessing Moodle for any reason, please let me know.
LAPTOP/MOBILE DEVICE POLICY – *PLEASE NOTE*

I do not allow laptop or mobile device (iPhone, iPad, etc.) use in the classroom. While I appreciate that this is an inconvenience to those who prefer typing their notes during class, after having taught both ways I have found that a classroom without the distractions created by laptops and mobile devices results in a much better learning environment.

ATTENDANCE AND PARTICIPATION

This is a vigorous seminar that relies heavily on student participation and attendance is mandatory. Students missing 5 or more classes may be penalized up to one full grade point. Sick days, etc. must be utilized out of this allotment. In accord with ABA and LSU rules, students missing 7 or more classes may not be permitted to complete the course. Moreover, quality of attendance—including class participation—will be evaluated (see below) and students should be prepared to meet this requirement. To adequately meet this requirement, students should miss as few classes as possible, if any at all.

Class participation and preparation are required. All students are encouraged to volunteer comments and questions. I expect you to complete the assigned readings and that you are prepared to participate. Participation and preparation are not based upon quantity of comments, but rather quality. General level of interest demonstrated outside the classroom can count toward your participation score. Participation will make up 25% of your final grade.

Beginning with class 1, and continuing through week 12 of the semester, class participants are required to submit 1 short (150-250 word each) question/observation elicited by the reading materials, along with explanation of why you think it an interesting or significant question/observation. Questions are due by 10 pm the Sunday or Tuesday night before each class, or earlier if you are able. Your question/observation should demonstrate sincere contemplation, rather than a hurried query. You can e-mail them to me at blake.hudson@law.lsu.edu. Please type/paste your questions/observations directly into the body of the email. Questions are factored into your class participation grade, which as noted, will make up 25% of the final grade. No credit will be given for late reading responses.

PAPER AND PRESENTATION

Each student will be required to produce one original research paper of publishable quality on a topic of special interest to you. We will have an ongoing writing process throughout the semester in order for you to receive as much feedback as possible prior to the submission of your final draft. I will work with you throughout the process to help you write an excellent paper, culminating in a presentation at the end of the semester where the class and I will provide constructive feedback. We will also pair students for a peer-review editing process, so that you can get feedback on your draft from a classmate.

My first publication came from a Natural Resource Law & Policy seminar paper. Learning this process is an important skill to acquire to further your career, whether you are working in public or private legal practice, as in-office counsel or in many other areas of law, policy, or resource management. The paper must be at least 7,500 words, including footnotes (which will count as a bibliography). More detailed information on the requirements for the
paper will be provided once the semester is underway. In addition, each student must prepare a 10-15-minute presentation based on the paper topic chosen. The presentation will be an opportunity to preview the thesis to the class, and the student is encouraged to make use of this process in (re-)drafting the paper.

**GRADING**

The grade in the course will be based on three items: participation, the paper, and the presentation. As noted, participation including weekly questions elicited by the readings will constitute 10% of the final grade. The presentation will constitute 15% of your final grade. Each presentation will be evaluated on its organization, clarity, overall quality, the preparation it reflects, and the extent to which it generates interaction and discussion among the students. The paper will constitute 75% of your final grade. The paper grade will be based on: The overall organizational structure; The topic’s originality and interest to readers; The development of relevant legal rules and doctrines and proper use of legal authorities; Writing style, sentence structure and grammar; The extent to which the analysis is original, creative, clear, and logical; The extent to which citations conform to the Bluebook; The strength and persuasiveness of argument; Appropriateness of topic scope; Contribution of suggestions to scholarship

Participation, paper, and presentation will be graded on a 4.0 scale, and weighted according to the percentages outlined above and below. So, in summary:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Final Grade</th>
</tr>
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<tbody>
<tr>
<td>Paper</td>
<td>75%</td>
</tr>
<tr>
<td>Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation (reading)</td>
<td>10%</td>
</tr>
</tbody>
</table>

A: 3.5-4.0
B: 2.7-3.5
C: 1.7-2.7
F: Below 1.5

**CLASS RESCHEDULING**

It is possible that I may need to cancel certain classes for professional or personal reasons. If I anticipate the need to cancel classes, I will either arrange a guest speaker, arrange make-up classes to cover the affected dates, or allow you to utilize the class period to perform research for your paper. I will do my best to ensure that make-up classes do not conflict with any of your other classes. For anyone unable to attend a make-up class and with an unusual situation preventing attendance, please let me know and we will address it.

**REQUIRED READINGS**

Rather than attempt to plan the day-to-day discussions months in advance, I will post assignment sheets on Moodle in two week intervals in order to maintain flexibility in our approach (under “assignment sheets” on Moodle). You should receive each new assignment sheet on the Thursday prior to that assignment. This will allow you plenty of time to read the Tuesday assignment before class on that day. There is a fair amount of reading, though much of it is less densely-packed than the usual legal reading. In addition, the reading will lighten significantly as we near the last month of the semester, as we will spend more time on your papers and presentations.
Over the course of this semester, we will endeavor to read RASBAND, SALZMAN AND SQUILLACE, chapters 1-2, 4-5, 7, and 10, although skipping portions of certain chapters. We will try to cover between 25 and 35 pages of text in each class. The chart below represents what we will cover, but this is only meant as a general guideline for what we will attempt to accomplish this semester. We may not cover every topic listed below, and I may change the assignments or even dispense with entire topics if necessary. Also, I may add reading materials, although you will be given plenty of time to read these in advance.

<table>
<thead>
<tr>
<th>CHAPTER 1: THINKING ABOUT NATURAL RESOURCES</th>
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<tbody>
<tr>
<td>What is a Natural Resource?</td>
</tr>
<tr>
<td>Why Are Natural Resources Difficult to Manage?</td>
</tr>
<tr>
<td>Tragedy of the Commons</td>
</tr>
<tr>
<td>Tools for Managing Natural Resources—“The Five P’s”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER 2: THE HISTORICAL AND CONSTITUTIONAL GEOGRAPHY OF NATURAL RESOURCES LAW</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Public Trust Doctrine</td>
</tr>
<tr>
<td>Federal Constitutional Authority Over Natural Resource Management</td>
</tr>
<tr>
<td>The Takings Clause</td>
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</tbody>
</table>

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<thead>
<tr>
<th>CHAPTER 4: WILDLIFE AND BIODIVERSITY</th>
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</thead>
<tbody>
<tr>
<td>Biodiversity</td>
</tr>
<tr>
<td>Managing the Wildlife Commons</td>
</tr>
<tr>
<td>The Endangered Species Act</td>
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<tr>
<th>CHAPTER 5: LIVING MARINE RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fisheries Management</td>
</tr>
<tr>
<td>Marine Mammals</td>
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<tr>
<th>CHAPTER 7: WATER</th>
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</thead>
<tbody>
<tr>
<td>Understanding the Water Resource</td>
</tr>
<tr>
<td>The Law of Water Allocation</td>
</tr>
<tr>
<td>Groundwater</td>
</tr>
<tr>
<td>Water Federalism</td>
</tr>
<tr>
<td>CHAPTER 10: FORESTS</td>
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<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>The Forest Resource</td>
</tr>
<tr>
<td>The Timber Industry</td>
</tr>
<tr>
<td>Forestry Law</td>
</tr>
</tbody>
</table>
From: Christopher F D'Elia  
Sent: Thursday, December 04, 2014 3:43 PM  
To: Michael D Kaller; Blake Hudson  
Subject: RE: ENVS/RNR course proposals

Mike, OK with me, Chris.

From: Blake Hudson  
Sent: Thu 12/4/2014 8:48 PM  
To: Michael D Kaller; Christopher F D'Elia  
Subject: RE: ENVS/RNR course proposals

Chris, the reason I went forward with this is because I have only had one RNR student in 3 years enroll in the ENVS courses I teach. So I thought since there is no competition, so to speak, it would be good to create RNR numbers for the courses so we can reach even more people on campus. My law classes have benefited greatly from having graduate perspectives and I think having more in there will be a benefit to both the law and the ENVS students.

Thanks!

**Blake Hudson**  
**BURLINGTON RESOURCES PROFESSOR IN ENVIRONMENTAL LAW**  
**EDWARD J. WOMAC, JR. PROFESSOR IN ENERGY LAW**  
**JOINT APPOINTMENT**  
**LSU LAW CENTER**  
**LSU SCHOOL OF THE COAST AND ENVIRONMENT**  
**BIO | SSRN | TWITTER**  

1 EAST CAMPUS DRIVE, OFFICE 436  
LOUISIANA STATE UNIVERSITY  
BATON ROUGE, LA 70803  
(225) 578-4064

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Sent: Thursday, December 04, 2014 3:38 PM  
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- Environmental Law and Policy
- International Environmental Law and Policy
- Natural Resources Law and Policy (a paper class/seminar – so I have also attached the paper writing info.)

BLAKE HUDSON
BURLINGTON RESOURCES PROFESSOR IN ENVIRONMENTAL LAW
EDWARD J. WOMAC, JR. PROFESSOR IN ENERGY LAW
JOINT APPOINTMENT, ASSOCIATE PROFESSOR
LSU LAW CENTER
LSU SCHOOL OF THE COAST AND ENVIRONMENT

BIO | SSRN | TWITTER

1 EAST CAMPUS DRIVE, OFFICE 436
LOUISIANA STATE UNIVERSITY
BATON ROUGE, LA 70803
(225) 578-4064
REQUEST FOR ADDITION OF NEW COURSE

Department Oceanography and Coastal Sciences College Coast and Environment
Date October 20, 2014

PROPOSED COURSE DESCRIPTION

Rubric & No. ENVS 1010 Title Introduction to Coastal Environmental Science
Short Title (≤ 19 characters) INTRO COAST ENV SCI
Semester Hours of Credit
If combination course type, # hrs. of credit for
Lecture: __________ Lab/Sem/Rec: __________
Repeat Credit Max. (if repeatable): ______ credit hours Graduate Credit? _Yes _No
Credit will not be given for this course and:
Course Type (Indicate hours in the appropriate course type.)
Lecture 1 Lab _____ Seminar _____ Recitation _____ Lec/Rec _____ Lec/Sem _____ Lec/Lab _____ Res/Ind _____ Clin/Pract _____
Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 40
Grading System: Letter Grade X Pass/Fail _____ Final Exam: * Yes X No
**(Attach justification if the proposed course will not hold a final exam during examination week.**

Course Description:
(Concise catalog statement exactly as you wish it to appear in the General Catalog)

ENVS 1010 Introduction to Coastal Environmental Science (1) See OCS 1010.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.
If this course is approved, will additional staff be needed? Yes ___ No X
Will additional space, equipment, special library materials or other major expense be involved? Yes ___ No X
Academic Affairs Approval: ________________________________

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria
(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS
Department Faculty Approval Date October 20, 2014 College Faculty Approval Date 20 Oct 14
Department Chair Signature ____________________________ (date) ____________________________ (date)
Graduate Dean Signature ____________________________ (date)
College Contact Rick Shaw rshaw@lsec.edu
Chair, FS C&C Committee ____________________________ (date)
Academic Affairs Approval ____________________________ (date)
Justification ENVS/OCS 1010

The Coastal Environmental Science Major in the School of the Coast & Environment is a relatively new program (~6 years old) and has been successfully growing from a few students the first year to over 100 students now. In our efforts to improve retention in the program, we have developed a one credit course that students will be encouraged to take in their first year to introduce them to the CES major, outline areas of research, discuss job opportunities and hiring trends in the field, and familiarize the students with the wide array of research and educational opportunities that are available to them during their undergraduate years. This course will also introduce students to research methodologies used in the scientific study of coastal environments, estuaries, wetlands and deltaic regions.

This new course fulfills two major directives on campus as well as enhancing the CES degree program. First this course will help the retention of undergraduate students in the School of the Coast & Environment, and second, this course will be the first step in the development of a curricular transformation for the campus-wide LSU Discover program (introduction to research methodologies).
Course Syllabus

OCS 1010 – Introduction to Coastal Environmental Science

Fall 2015

Location: to be assigned

Time: Wednesdays 12:00 pm – 12:50 pm

Instructors:

Dr. John R. White 
office: 3239 Energy, Coast and Environment Bldg
Phone: 578-8792 
email: jwhite@lsu.edu

Dr. Sibel Bargu Ates 
office: 1235 Energy, Coast and Environment Bldg
Phone: 578-0029 
email: sbargu@lsu.edu

Office Hours: Office hours are Friday from 9-10 am. Other times are available by appointment

Format: One 1 hr lecture, once a week

Textbook: Not required. Moodle will be used to provide lecture topics, most reading assignments, or any homework assignments. Moodle-linked e-mail will be used for general course communication.

Course Objectives: This course will provide a global view of coastal issues with a specific focus on the Gulf of Mexico and deltaic areas around the world. It will also introduce students to CES faculty and their research focus and provide information on career paths for CES students.

Student Learning Objectives:
(SLO1) Students will be able to discuss a wide array of issues related to the coastal zone
(SLO2) Students will be able to identify the research opportunities available in the School of Coast and Environment.

Assignments and Class Activities: All assignments and readings will be posted in Moodle and announced in class as well. Readings are to be completed prior to lecture unless otherwise specified by the instructor.

Specific assignment: Half a page write-ups for each of the three scientific areas presented that students might be interested – Assignment will be given in week 9 and will be submitted to instructor in week 10.
Assessment - Grade distribution

1) Attendance and participation in class activities 40%
2) Half a page write-ups on three areas you might be interested in 30%
3) Final exam 30%

Grading Scale:

A - 90-100
B - 80-89
C - 70-79
D - 60-69
F - 0-59
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics to be Covered</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>How to succeed in College</td>
</tr>
<tr>
<td>2</td>
<td>Class Activity – team building</td>
</tr>
</tbody>
</table>

**Research Areas – Environmental Issues**

| 3     | Coastal Issues – Overview |
| 4     | Physical Processes |
| 5     | Trophic Levels: Plankton to Humans |
| 6     | Wetlands and Estuaries |
| 7     | Environmental Issues |
| 8     | Environmental Modeling |
| 9     | Socio-economic and Policy Issues |
|       | Essay: Half a page write-ups for each of the three areas you might be interested – Due week 10 |
| 10    | Class Activity |
|       | Class discussions on previously written essays to explore these options |

**Careers in Coastal Environmental Science (to include guest lectures who are working in these areas)**

| 9     | Academia and Professional Schools |
| 10    | Governmental Jobs (state and federal) |
| 11    | Environmental Consulting, Industry/other Private Sector Jobs |

**Research Opportunities in DOCS and/or DES for Undergraduates**

| 12    | Laboratory and field research, volunteer activities, research for credit, |
| 13    | UROP program, national summer programs, internships |
| 14    | Class discussion, final evaluation of the material covered |
| 15    | Final Exam |