



# SYLLABUS

# ENR 7520

Environmental Science and Law  
Spring 2023 – Online

## COURSE OVERVIEW

### Instructor

Instructor: Caroline Broun

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Phone number: 614-462-9879

Means of Communication:

- For Questions or Clarification: Email / Microsoft Teams or FaceTime (by appointment)
- My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

### Course description

The holistic view of environmental systems that links all human activity to impacts on our biological and ecological systems as well as public health emerged from advances in scientific research especially beginning in the mid-20th century. The modern environmentalist movement grew from popular and academic concerns that human activities resulted in local and global degradation of our physical environment.

Science and technology provide the background and justification for prioritizing problems and defining solutions. Using law and science as the starting points, the course will then introduce environmental issues and law in an interdisciplinary context. Our challenge is that no single discipline can understand or address these complex concerns. A major goal of this course is to explore the interconnectedness of multidisciplinary approaches. To this end, understanding the role and relationships of science to the development of environmental policy and to

environmental law requires that we examine the contexts within which science operates: economic, political, and socio-cultural and the narratives that define the issues broadly.

We tell this story from the perspectives nationally, through the United States, regionally through the European Union, and internationally through the United Nations programmes. We will discuss and analyze the themes and frameworks that structure environmental policy and the development of that policy in these three jurisdictions.

To gain a better understanding of these inter-relationships and influences, we will examine environmental issues through case studies: 1) Love Canal and CERCLA; 2) ozone depletion and the Montreal Protocol; 2) the Arctic Region; and 4) plastic waste and management. One of our texts, *The Environmental Case: Translating Values into Policy* has additional case studies on a variety of topics that may also be of interest.

Because the course is designed for students with no prior legal background, the structure of the course will give some necessary background in vocabulary, concepts, principles and approaches to familiarize students of non-legal disciplines with the role laws and regulations play in addressing environmental issues and problems. Complex legal terminology will be avoided where possible, but when critical legal concepts are needed, they will be explained as fully as possible to integrate with pertinent discussions. The intent is that those without formal legal training will find course accessible, interesting, informative, and a basis on which to further develop and explore their chosen disciplines.

A consistent perspective is developed and used in the course to integrate what appears to be unconnected material. We first identify and evaluate the role of science and technology in the development of environmental policy and the laws that implement the policy. We explore themes and frameworks that repeat themselves throughout environmental policy & laws in United States, the European Union and internationally through the United Nations. Finally, we will describe the relationships between and among scientific, economic, political, social, and cultural factors that influence the development of environmental policy and the role that governance and legal structures play. We will also examine the narratives stakeholders use to present and influence the public and decision-makers.

## COURSE DELIVERY

This completely online course introduces students to laws and legal systems that address environmental issues, with emphasis on the significance of science and technology. Interdisciplinary case-studies will complement the coursework.

Course content, including lectures and videos, quizzes, participation activities and other assignments are delivered using Carmen, OSU's learning management system (<https://carmen.osu.edu/>). Other resources, such as the University Libraries, certain web-

based platforms may also be used. All assignments and quizzes must be completed by the due date shown in Carmen.

## PREREQUISITES

ENR 7520 is graduate level course. No prior knowledge of laws or legal systems is required, though a basic knowledge of the United States government and founding documents is assumed.

## Course learning outcomes

By the end of this course, students should successfully be able to:

- Understand U.S. European Union and United Nations legal systems' principles and approaches to address environmental issues
- Identify and evaluate the role of science and technology in the development and implementation of environmental policy and laws
- Identify legal systems' incentives and barriers to applying science and technology to environmental management
- Explain the role of various disciplines to integrating legal and scientific responses to environmental disruptions.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a [3] credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credit%20hours) (go.osu.edu/credit hours), students should expect around [3] hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [6] hours of homework (e.g. studying, reviewing and editing notes, discussing with fellow students, reading and assignment preparation) to receive a grade of [C] average.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

**Participating in online activities for attendance: at least twice per week**

You are expected to log in to the course in Carmen every week. During most weeks, you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

**Participating in discussion forums: two or more times per week**

As part of your participation, each week you can expect to post at least three times (initial & 2 response) as part of our substantive class discussion on the week's topics. These Discussion Board posts are graded for content, quality, and timeliness.

**Weekly quiz:** Each module includes a graded quiz that you must complete by the end of each module.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### REQUIRED

1. Environmental Law and Policy (Concepts and Insights Series) (4<sup>th</sup> Edition - 2013) by Salzman, James; Thompson, Barton Available as an ebook or paperback. (I will refer to this as the "Salzman" text).
2. The Environmental Case: Translating Values into Policy (5<sup>th</sup> Edition - 2020) by Layzer, Judith A. and Sara R. Rinfret; SAGE/CQ Press. Available as an ebook or paperback.  
**NOTE:** There is a 4<sup>th</sup> Edition of this text that is also an option. There are some differences between the editions, but for our work, the 4<sup>th</sup> edition is also workable. It is available as ebook or paperback. (I will refer to both editions as the "Layzer" text)

Additional readings / activities are provided on Carmen according to the class schedule. These additional readings are not required, but provide more information about topics and issues. They are intended to assist with broadening perspectives on science, environmental policy, and law.

## REFERENCES

These materials will be used for reference and discussion. You **are not required** to purchase them, and they may be available at libraries on or near campus:

- Environmental Law in a Nutshell (10th Edition 2019) by Daniel A. Farber (This is a small book with good, concise, and easy to understand discussions of major U.S. environmental laws) OSU Libraries (e-book): <https://library.ohio-state.edu/record=b8641946~S7>
- Environmental Policy: New Directions for the Twenty-First Century (9th Edition 2016) Edited by Norman J. Vig & Michael E. Kraft OSU Libraries (paper): <https://library.ohio-state.edu/record=b7928019~S7>
- Environmental Law: Examples & Explanations (7th Edition 2016) by Steven Ferrey (This is a denser and more detailed discussion of U.S. environmental laws, but also covers energy (public utility regulation), climate change, international laws and land use/zoning (local environmental laws). The format is to discuss relevant provisions of the various statutes, and then provide applications through examples and questions with brief, concise explanations to clarify the examples and reinforce the material.) OSU Libraries (7th ed): <https://library.ohio-state.edu/record=b7991897~S7>

## Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](https://go.osu.edu/student-tech-access) (go.osu.edu/student-tech-access).

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu).

# GRADING AND FACULTY RESPONSE

## Assessment

Weekly lectures will include various activities. Your learning will be assessed with quizzes,

participation in weekly activities including posting and responding to discussion boards, written assignments, a mid-term, and a final exam.

## DISCUSSION BOARDS & WEEKLY PARTICIPATION

Most weeks will have a discussion board that requires an initial post, and subsequent responses to other class members' posts. Grades are based on participation and substance. Simply agreeing with another student's post is not sufficient, and thoughtful responses may disagree with conclusions of other students. Points earned for participation depend on the content, quality, and timeliness of the student's participation.

## QUIZZES

Each week you will take an online quiz to assess your knowledge of the content of the required readings, lecture material, and activities. This is intended as a review of the week's lectures and required reading materials. It is not intended that you memorize the material. Integrating the material into discussions and written assignments and exam essay questions is a more effective means to comprehend and apply the material presented. The syllabus quiz is due the first week of the semester and will serve as a practice quiz. Of the quizzes for the semester, your lowest quiz grade will be dropped.

## MIDTERM

The Midterm Exam will include questions similar to the quizzes and additional application questions. It will cover the first half of the semester. The exam will be administered through Carmen. This exam is open book but since it will be timed, I recommend you adequately prepare before beginning the exam. More details about the exam format, length, and availability will be announced on Carmen.

## FINAL

The Final Exam will include questions similar to the quizzes and additional application questions. It will cover the full semester. The exam will be administered through Carmen. This exam is open book but since it will be timed, I recommend you adequately prepare before beginning the exam. More details about the exam format, length, and availability will be announced on Carmen.

## How your grade is calculated

| ASSIGNMENT CATEGORY                             | % FINAL GRADE |
|---|---------------|
| <b>Quizzes</b> (lowest grade dropped)           | 20            |
| <b>Discussion Boards / Weekly Participation</b> | 25            |
| <b>Mid-term Exam</b>                            | 25            |
| <b>Final Exam</b>                               | 30            |
| <b>Total</b>                                    | <b>100</b>    |

## Late assignments

Timely submission of assignments is important. Managing time can be a challenge, but there are specific due dates for assignments and those that comply with these dates will be recognized through the grading scale. Late submissions and assignments will receive deductions on a case-by-case basis. If you have a documented excuse for not meeting the due dates, please contact the instructor.

## Grading scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70–72.9: C-  
 67–69.9: D+  
 60–66.9: D  
 Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)



- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.

## PARTICIPATION AND ATTENDANCE

### Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

#### Logging in: **AT LEAST TWICE PER WEEK**

Be sure you are logging into the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

#### Participating in discussion forums: **INITIAL POST & AT LEAST 2 ADDITIONAL RESPONSES**

Each week you can expect to post once initially AND respond to AT LEAST 2 of your classmates' posts for each discussion as part of our substantive work on the week's topics.

Your initial post is due by Thursday of each week. Your responses to other students' input are due by Sunday of each week.

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## OTHER COURSE POLICIES

### Academic integrity policy

#### POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** You must complete the mid-term, final, and quizzes yourself, without any external help or communication from other humans. These assessments are open note and book but not open neighbor.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While collaboration and interaction is encouraged, remember that comparing answers on a quiz, exams is not permitted. In the end, all written work should be your own. If you're unsure about a particular situation, please feel free just to ask ahead of time.

#### OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu) and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not

limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also

have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member."

This course adheres to The Principles of Community adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

## Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

# ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

## Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services.

## Disability Services Contact Information

Phone: [614-292-3307](tel:614-292-3307)

Website: [slds.osu.edu](http://slds.osu.edu)

Email: [slds@osu.edu](mailto:slds@osu.edu)

In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#) ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))

# SENR-7520 COURSE SCHEDULE SPRG 2023

\*All assignments are due Sunday of each week unless otherwise noted – see Carmen & Syllabus for more details

| Week Dates    | Topic  | Assignments  |
|---------------|--|--|
| 1<br>1/9-15   | <p><b>Introduction / Housekeeping</b></p> <p><b>Environmental Policy, Science &amp; Law – OVERVIEW</b></p>   | <p><b>Quiz 1:</b><br/>Quizzes follow a standard format of testing students on the materials covered in readings &amp; lectures using multiple-choice questions and using short answer to stimulate synthesis, analysis, and reflection on the topics.</p> <p><b>Discussion Board Participation</b></p> |
| 2<br>1/16-22  | <p><b>Themes &amp; Frameworks of Environmental Law &amp; Policy:</b> e.g. scientific uncertainty, precautionary principle, market failures, bias, the commons, polluter pays, etc.</p> | <p><b>Quiz 2</b> - following format described</p> <p><b>Discussion Board Participation</b></p>   |
| 3<br>1/23-29  | <p><b>Practice of Environmental Protection – POLICY DEVELOPMENT</b></p> <p>(Creation &amp; implementation of laws – United States, European Union &amp; United Nations)</p>            | <p><b>Quiz 3</b> - following format described</p> <p><b>Discussion Board Participation</b></p>   |
| 4<br>1/30-2/5 | <p><b>Practice of Environmental Protection - REGULATORY TOOLS</b></p> <p>(Legal, market instruments &amp; the role of courts)</p>  | <p><b>Quiz 4</b> - following format described</p> <p><b>Discussion Board Participation</b></p>   |
| 5<br>2/6-12   | <p><b>Enforcement of environmental law</b></p> <p>(The players &amp; civil/criminal process, citizen suits)</p>  | <p><b>Quiz 5</b> - following format described</p> <p><b>Discussion Board Participation</b></p>   |

|                     |  |  |
|---------------------|--|--|
| 6<br>2/13-19        | <b>Environmental Impact Assessments (EIAs) &amp; Strategic Environmental Assessments (SEAs)</b><br><br>(U.S. National Environmental Policy Act; EIA & SEA – European Union & United Nations) | <b>Quiz 6</b> – following format described<br><br><b>Discussion Board Participation</b>  |
| 7<br>2/20-26        | <b>How to Approach Case Studies: Love Canal</b><br>Layzer text Chapter 3 & Additional Materials  | <b>Quiz 7</b> – following the organization of factors that influence Environmental Policy as discussed during class lectures<br><br><b>No Discussion Board</b> |
| 8<br>2/27-3/5       | Mid-term Exam  | <b>Completion of Mid-term exam</b>   |
| <b>CASE STUDIES</b> |  |  |
| 9<br>3/6-12         | <b>Ozone Depletion</b> – Science & Law   | <b>Quiz 8</b> – following format described<br><br><b>Discussion Board Participation</b>  |
| 10<br>3/13-19       | <b>SPRING BREAK</b>  | <b>ENJOY!</b>  |
| 11<br>3/20-26       | <b>Ozone Depletion &amp; the Montreal Protocol</b> – Economic, Political, Socio-cultural factors & Narratives  | <b>Quiz 9</b> – following format described<br><br><b>Discussion Board Participation</b>  |
| 12<br>3/27-4/2      | <b>Arctic Region</b> – Science & Law   | <b>Quiz 10</b> – following format described<br><br><b>Discussion Board Participation</b>   |

|               |  |  |
|---------------|--|--|
| 13<br>4/3-9   | <b>Arctic Region</b> – Economic, Political , Socio-cultural factors & Narratives               | <b>Quiz - 11</b> – following format described<br><br><b>Discussion Board Participation</b> |
| 14<br>4/10-16 | <b>Management of Plastic Wastes</b> - Science & Law  | <b>Quiz 12</b> – following format described<br><br><b>Discussion Board Participation</b>   |
| 15<br>4/17-23 | <b>Management of Plastic Wastes</b> – Economic, Political, Socio-cultural factors & Narratives | <b>Quiz 13</b> – following format described<br><br><b>No Discussion Board</b>              |
| 16<br>4/24-30 | <b>FINAL</b>   | <b>Completion of Final Exam</b>  |