

**O'Neill E543 Environmental Management (4439)**  
**Fall 2024**

Instructor: Dr. Landon Yoder  
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Class Time: MW 9:45 – 11 a.m.  
Classroom: PV A221  
Office Hours: Wednesdays (11 a.m. - Noon or by appt.)

Teaching Assistant: Zack Vajda  
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Office Hours: Tuesdays (2 – 4 p.m. or by appoint)  
Location: On Zoom (physical location TBD)

**Course Description**

Environmental Management is a graduate course that enables students to acquire the knowledge and skills necessary to become effective managers in the public sector at local, state, and federal levels. The course covers a wide range of topics relevant to environmental management, including: legal authorities and trends in the United States; program and personnel management; stakeholder engagement and communication; policy design; and ethics. The course integrates ecosystem and social science to better understand the opportunities and challenges facing environmental managers and communities.

**Learning Objectives**

- 1) To recognize and examine how program, resource, and political management affect the ability of environmental managers to implement program goals.
- 2) To understand the organizational and legal structure of cooperative federalism in which environmental management operates in the United States.
- 3) To apply management, ethics, strategic planning, and communication concepts to internal and external environments in which government agencies operate.

**Reading Materials**

There are no required texts for this course. All reading materials are available through Canvas on the syllabus page (as well as in the files folder), as eBooks through IU's online library, or freely available online. Readings are selected from a diverse set of academic disciplines and popular media. For nearly all classes I will post class lecture notes that will explain important concepts to complement the readings and class discussions. Several of the ebooks that we will read chapters from will have foundational concepts that you will find useful more broadly for both careers as public servants and topically on environmental management and policy. I list them here just to draw your attention to the resources available to you.

- Amsler, Lisa Blomgren, and Rosemary O'Leary. 2009. *The Collaborative Public Manager New Ideas for the Twenty-First Century*. Washington, D.C.: Georgetown University Press.
- Denhardt, Janet Vinzant, and Robert B Denhardt. 2007. *The New Public Service, Expanded Edition: Serving, Not Steering*. Armonk: M.E. Sharpe, Inc.
- Konisky, David M., ed. 2020. *Handbook of U.S. Environmental Policy*. Cheltenham, UK ; Northampton, MA, USA: Edward Elgar Publishing.
- Perry, James L, and Annie Hondeghem. 2008. *Motivation in Public Management: The Call of Public Service*. Oxford; New York: Oxford University Press.
- Rainey, Hal G. 2014. *Understanding and Managing Public Organizations*. Fifth Edition. San Francisco, CA: Jossey-Bass, Wiley.

*Canvas:* All information about the course will be shared through Canvas. I will discuss information and notify everyone of assignments regularly through Canvas announcements, but it is your responsibility to know when assignments and exams are due. I welcome questions and am happy to respond to them so long as they are submitted in a timely way (i.e., not last minute and not late at night).

### **Course Organization, Assignments, and Exams**

*Attendance and Participation:* Attendance and participation in every class is important. Everyone is permitted two unexcused absences throughout the semester, with no reduction to their participation grade. If you are feeling sick, please take care of yourself (and others) and stay home to get better. If other things arise that prevent you from attending class, please notify me at your earliest opportunity and I will do my best to be accommodating in providing an excused absence, so long as requests are reasonable and not made repeatedly.

*Assignments and Grades:* There are four main areas of grading in this course: homework (20%), a final group project (20%), midterm and final exams (40%), and participation (20%). Homework assignments are intended to help you apply concepts from the reading, particularly around trying to orient your thinking around realistic situations in which managerial skills and knowledge would be relevant. The final group project is an opportunity to go deeper on a topic of interest to you situated within realistic opportunities and constraints that federal, state, and local governments face. There are both individual and group components to the project, which includes a final report (due before Thanksgiving break) and a 10-12 minute presentation in class (following Thanksgiving break). The midterm and final exam are intended to complement the application and discussion of ideas in homework and in-class settings with memorization and retention of key concepts and demonstration of how to apply those ideas. Participation grades reflect a combination of attendance, in-class contributions (including participation in small group discussions), and out-of-class contributions (such as meeting with the teaching assistant or instructor during office hours).

Late submissions without prior approval of the instructor will have the grade reduced by 20% for each day that they are late. If you know you will have difficulty getting an assignment in on time, please contact me in advance. I try to be accommodating if it's just one or two assignments over the course of the semester. My goal is to be supportive and help you succeed in the course. Letter grades are assigned as follows and will be rounded up at the end of the semester if the grade within .5% of the next letter grade.

A+ 98.0%	B+ 87.0%	C+ 77%	D+ 67.0%	F 59.0%
A 93.0%	B 83.0%	C 73%	D 63%	
A- 90.0%	B- 80.0%	C- 70%	D- 60%	

### **Academic Honor Code**

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public and for members of society who lack power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early. Students should read and be familiar with the O'Neill Student Honor Code: <https://myspea.indiana.edu/doc/ugrad-doc/ugrd-student-honor-code.pdf>.

*Note Selling:* Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of

course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

*Materials:* The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

*Plagiarism:* Plagiarism is defined as presenting someone else's ideas or work, including that of other students, as your own. *Anytime we use ideas or materials from another source, whether in a written assignment or presented orally, we must acknowledge from whom we got the idea or material.* While I expect that most students are familiar with what constitutes plagiarism and why it is unethical (and unacceptable) to plagiarize, I often encounter several instances of plagiarism each semester. Plagiarism is not only copying someone else's work and turning it in as your own—that is simply the most egregious version. When we discuss ideas in class, we must regularly refer to what other people have said (rarely are we inventing or discovering something for the first time). Sometimes we are using another person's arguments because we agree with them and sometimes because we disagree with them. In either case, we must make clear that we know which ideas or opinions are our own and which ones we are drawing on. There are two common ways of doing this. First, refer to the author (as Smith said in her book, ecosystem stressors occur when...). Second, when we want to use an exact phrase, we must put Smith's words in quotations to indicate that we didn't come up with this particular phrasing. Summarizing concepts and arguments in our own words is an essential skill, but make sure to provide credit to the author for the ideas. On Canvas, I use a tool called *turnitin*, which looks for plagiarism and shows where exact or similar phrases in a student's submitted assignment overlap precisely with another author. In these instances, I look for whether the assignment uses quotations appropriately and/or recognizes from where the idea or argument is coming. If you have questions about this, please feel free to email me.

*Use of AI:* Using AI in this class to help with completing assignments is prohibited, with the exception of asking AI to conduct a search for research materials, such as references. I would discourage you from even this use of AI, since learning how and where to search for resources is a *valuable skill* that improves with practice and will be useful to you on the job market. The main purpose of mentioning the use of AI in the syllabus is that you may not use it to write answers for any assignment in this course. Submitting AI-generated content would be plagiarism unless fully attributed to the AI source. In this course I do not consider AI an acceptable reference for citation. There are differences across courses in determining what is common knowledge, in which case plagiarism is not applicable. A good rule of thumb is that if you need a citation/reference to back up a point, it is *not* common knowledge. You can read more in the Student Code of Conduct: <https://studentcode.iu.edu/responsibilities/academic-misconduct.html>.

## Well-Being

O'Neill faculty care about the well-being of all students in our classes. If you need assistance, please ask me or another faculty member and we will do our best to guide you toward the resources that Indiana University has available for students, such as:

- **TimelyCare:** Indiana students have free, 24/7 access to virtual mental health care services with TimelyCare. Students do not need insurance to access TimelyCare services.  
<https://www.iu.edu/mental-health/find-resources/timely-care.html#0>
- **Counseling and Psychological Services:** for information about services offered to students by CAPS, please visit: <http://healthcenter.indiana.edu/counseling/index.shtml>
- **Accessible Educational Services:** for information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors, please visit: <https://studentaffairs.indiana.edu/student-support/iub-aes/index.html>
- **Food:** Did you know that the Crimson Cupboard is available to all in the IU community?  
<http://crimsoncupboard.indiana.edu/home.php>
- **Financial planning assistance:** at <https://moneysmarts.iu.edu/>

## Commitment to Diversity: Find your home and community at IU

### **Asian Culture Center**

Address: 807 East Tenth Street, Bloomington, IN 47408  
Phone: 812-856-5361  
Email: [acc@indiana.edu](mailto:acc@indiana.edu)  
<https://asianresource.indiana.edu/index.html>

### **LGBTQ+ Culture Center**

Address: 705 E 7th St., Bloomington, Indiana 47408  
Phone: 812-855-4252  
Email: [glbtserve@indiana.edu](mailto:glbtserve@indiana.edu)  
<https://lgbtq.indiana.edu/contact/index.html>

### **First Nations Educational & Cultural Center**

Address: 712 E 8th St., Bloomington, IN 47408  
Phone: 812-855-4814  
Email: [fnecc@indiana.edu](mailto:fnecc@indiana.edu)  
<https://firstnations.indiana.edu/contact/index.html>

### **La Casa Latino Culture Center**

Address: 715 E 7th St., Bloomington IN, 47408  
Phone: 812-855-0174  
Email: [lacasa@indiana.edu](mailto:lacasa@indiana.edu)  
<https://lacasa.indiana.edu/>

### **Jewish Culture Center**

Address: 730 E 3rd St., Bloomington, Indiana 47401  
Phone: 812-336-3824  
<https://iuhillel.org/iu-jewish-culture-center>

### **Neal-Marshall Black Culture Center**

Address: 275 N Jordan Ave Bloomington, Indiana 47405  
Phone: 812-855-9271  
Email: [nmgrad@indiana.edu](mailto:nmgrad@indiana.edu)  
<https://blackculture.indiana.edu/index.html>

## **Sexual Harassment**

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)
- Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)

- IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/index.html> to learn more.

### **Course Schedule (FA23) \*\*Readings may be revised during the semester\*\***

The following includes class topics and assigned readings only. Lecture slides and homework assignments are posted only in Canvas.

#### **August 26 (Class 1): Welcome to Environmental Management**

- Survey on existing environmental management knowledge

#### **August 28 (Class 2): Trends in Environmental Governance**

- Durant, R.F. 2017. Introduction. In *Environmental Governance Reconsidered: Challenges, Choices, and Opportunities*, 1-34. Second edition. Cambridge, MA: MIT Press.
- Denhardt, J. V. and Denhardt, R. B. (2015). Public administration and New Public Management. In *The New Public Service: Serving, Not Steering*, 1-24. New York: Routledge
- Glass, A. 2018. Pendleton Act inaugurates U.S. civil service system, Jan. 16, 1883. *Politico*. 16 January.
- Firey, T.A. 2024. Schedule F: The Phantom Menace. *Regulation*. Spring.

#### **September 2 (No Class): Labor Day Holiday**

- No Assigned Reading

#### **September 4 (Class 3): Scientific Basis for Environmental Management**

- Watch (available through IUCAT—Alexander Street Media): Rachel Carson's silent spring. *American Experience*. Season 29. Episode 3 (55 minutes).
- Holling, C.S., and G.K. Meffe. 1996. Command and control and the pathology of natural resource management. *Conservation Biology*. 10(2):328-337.
- Small, A. 2017 What cities looked like before the EPA. *Bloomberg Citylab*.

#### **September 9 (Class 4): Get Your "Acts" Together**

- State Implementation Plans
- Environmental Assessment
- Toxic Release Inventory
- Chemical Risk Evaluations
- Hazardous Waste Management
- Pollution Prevention

#### **September 11 (Class 5): Working Session on Group Project**

- Initial annotated bibliography due

### September 16 (Class 6): Cooperative or Contested Federalism?

- Watch (available on IUCAT—through Alexander Street): Earth Days. 2010. *American Experience*. (1 hour 42 minutes).
- Fiorino, D., and C. Weted. 2020 Environmental federalism in a polarized era. *State and Local Government Review* 52 (2):138-151.
- Bryner, N., and M. Hankins. 2018. Why California gets to write its own auto emissions standards: 5 questions answered. *The Conversation*. 6 April.

### September 18 (Class 7): Accountability

- Denhardt, J. V. and Denhardt, R. B. (2015). Recognize that accountability isn't simple. In *The New Public Service: Serving, Not Steering*, 119-137. New York: Routledge
- Smith, L. 2015. Sorting out accountability in Flint water issues is "relatively complex." *Michigan Radio*. 5 October.
- Williams, R. 2015. Flint had no plan to minimize lead corrosion in people's drinking water post river switch. *Michigan Radio*. 6 October.
- Edwards, M. 2015. MDEQ mistakes and deception created the Flint water crisis. Flint Water Study blog. 30 September. <http://flintwaterstudy.org/2015/09/commentary-mdeq-mistakes-deception-flint-water-crisis/>
- Smith, L. 2015. After ignoring and trying to discredit people in Flint, the state was forced to face the problem. *Michigan Radio*. 16 December.
- Olson, T. 2016. The science behind the Flint water crisis: Corrosion of pipes, erosion of trust. *The Conversation*. 28 January.
- Booker, B. 2021. Ex-Michigan Gov. Rick Snyder and 8 others criminally charged in Flint Water Crisis. NPR. 14 January.

### September 23 (Class 8): The Courts and Agency Rulemaking

- Osorio, A., and R. O'Leary. 2020. American courts and U.S. environmental policy. Handbook of U.S. environmental policy, 67-78. Northampton, MA: Edward Elgar Publishing Limited.
- Gardner, R. Administrative law: The short course. In *Lawyers, Swamps, and Money: U.S. Wetland law, policy, and politics*, 15-34. Washington, DC: Island Press.
- Howe, A. 2024. Supreme Court strikes down *Chevron*, curtailing power of federal agencies. 28 June.

### September 25 (Class 9): Rulemaking Case Study: Waters of the United States

- Congressional Research Service. 2016. Clean Water Act: A summary of the law. Congressional Research Services: Washington, DC. 14 pp.
- Skim (keep your reading to 4-5 pages max): U.S. Army Corps of Engineers and U.S. Environmental Protection Agency. 2015. Sections II (Executive Summary) and III (Significant Nexus Standard). In Clean Water Rule: Definition of "Waters of the United States." Federal Register 80:(124): 37054-37127.
- Howe, A. 2023. Supreme Court curtails Clean Water Act. *Scotusblog*.
- Kibbler, A. 2024. What's at stake in the debate over Indiana's wetlands? *Limestone Post*. 15 May.

### September 30 (Class 10): Tribal Sovereignty and Management

- Stark, H. K., and K. J. Stark. 2018. Nenabozho goes fishing: A sovereignty story. *Daedalus* 147 (2):17-26.
- Smith, A. 2021. Reclaiming the National Bison Range. *High Country News*. 26 January.

- Ruch, J, and P. Dinerstein. 2016. Public Employees for Environmental Responsibility. Letter to Sen. Tester, Sen. Daines, and Rep. Zinke re: Plan to cede the National Bison Range. 28 June.
- Confederated Salish and Kootenai Tribes. Bison Range Website. At <https://bisonrange.org/> (last check 14 August 2023). Read the following:
  - About page (and watch *In the Spirit of Atatice* video, 28 min.)
  - Frequently Asked Questions under the Resources page

#### **October 2 (Class 11): Cross-Media Challenges**

- Lewis, E, et al. 2006. Studies addressing EPA's organizational structure. U.S. Environmental Protection Agency's Office of the Inspector General. 16 August. Read pages 1-15.
- Schultz, A. 2009. Cap and trade in perspective: Stopping acid rain. *Inside Climate News*. 10 August.
- McGarrity, T.O. 2004. MTBE: A precautionary tale. *Harvard Environmental Law Review* 28: 281-342. (This looks longer than it is because half of each page is footnotes.)

#### **October 7 (Class 12): Leadership & Motivation**

- Perry, J. L. 2020. Leveraging the meaningfulness of public work. In *Managing Organizations to Sustain Passion for Public Service*, 86-114. 1st ed. Cambridge University Press.
- Denhardt, J. V. and Denhardt, R. B. (2015). Serve rather than steer. In *The New Public Service: Serving, Not Steering*, 139-154. New York: Routledge
- O'Leary et al. 1999. Managing scientific and technical personnel. In *Managing for the environment: Understanding the legal, organizational, and policy challenges*, 258-284. San Francisco: Jossey-Bass Publishers.

#### **October 9 (Class 13): Ethics of Dissent**

- O'Leary, R. 2006. Guerrilla what? In *The ethics of dissent: managing guerrilla government*, 4-25. Washington, D.C: CQ Press.
- O'Leary, R. 2006. Guerrilla government and the Nevada wetlands. In *The ethics of dissent: managing guerrilla government*, 26-40. Washington, D.C: CQ Press.

#### **October 14 (Class Is On Your Own): Group Work on Interagency Task Force (Instructor Is Traveling)**

- Annotated Bibliography for Final Project

#### **October 16 (Class 15): Midterm Review**

#### **October 21 (Class 16): Midterm Exam**

#### **October 23 (Class 17): Policy Process**

- Pralle, S. 2020. Issue framing and agenda setting. In *Handbook of U.S. Environmental Policy*, 108-125. Northampton, MA: Edward Elgar Publishing.
- Conniff, R. 2009. The political history of cap and trade: How an unlikely mix of environmentalists and free-market conservatives hammered out the strategy known as cap-and-trade. *Smithsonian Magazine*. August.
- Krugman, 2022. Why we don't have a carbon tax. *The New York Times*. 16 August.
- Meyer, R. 2022. The EPA just quietly got stronger. *The Atlantic*. 24 August.

#### **October 28 (Class 18): October 25 (Class 19): Market-Based Instruments**

- Keohane, N.O., and S.M. Olmstead. 2016. Market-based instruments in practice. In *Markets and the environment*, 199-230. Second edition. Washington, DC: Island Press

- Gardner, R. Wetland mitigation banking: Banking on entrepreneurs. In *Lawyers, Swamps, and Money: U.S. Wetland law, policy, and politics*, 111-127. Washington, DC: Island Press.

#### **October 30 (Class 19): Grants & Contracts**

- Nicholson-Crotty, S. 2015. Using grants to achieve public purposes. In *Handbook of public administration*, 197-214. Northampton, MA: Edward Elgar Publishing.
- Huitink, Z.S., Van Slyke, D.M., and T.L. Brown. 2015 Contracting in pursuit of public purposes. In *Handbook of public administration*, 215-234. Northampton, MA: Edward Elgar Publishing.
- Alesia, M., and K. Lange. 2017. Mike Pence's infrastructure mess: What went wrong with I-69? *The Indianapolis Star*. 18 June.

#### **November 4 (Class 20): Policy Design**

- Roberts, D. 2019. Climate change policy can be overwhelming. Here's a guide to the policies that work. *Vox*. 24 Jan.
- Drevno, Ann. 2016. Policy tools for agricultural nonpoint source water pollution control in the U.S. and E.U. *Management of Environmental Quality: An International Journal* 27(2):106–23.
- Manning, S., and J. Reinecke. 2016. We're failing to solve the world's 'wicked problems.' Here's a better approach. *The Conversation*. 2 October.

#### **November 6 (Class 21): Environmental Justice**

- Ard & Matthew Dowiatt. 2020. Environmental justice. In *Handbook of Public Administration*. Third edition. San Francisco, CA: Jossey-Bass/A Wiley Brand.
- Amanpour and Company. 2020. Walter Isaacson interview with Dr. Robert Bullard. CNN. 18 minutes. 3 March. At: <https://www.youtube.com/watch?v=gU-D3YkOe-w>.
- Plumer, B., and N. Popovich. 2020. How decades of racist housing policy left neighborhoods sweltering. *The New York Times*. 24 August.

#### **November 11 (Class 22): The Challenge of Good Science: PFAS Case Study**

- Kwiatkowski, C. 2020. PFAS 'forever chemicals' are widespread and threaten human health—here's a strategy for protecting the public. *The Conversation*. 9 October.
- Scaturro, M. 2023. Proposed rule on PFAS "forever chemicals" could cost companies \$1 billion, but health experts say it still falls short. *CBS News*. 3 July. (Watch video as well – 4 min.)
- Yosie, T., and B. Goldstein. 2021. Environmental science at EPA: Providing good science for relevant policy. In *Fifty years at the U.S. Environmental Protection Agency: Progress, Retrenchment, and Opportunities*, 351-391. (Barnes, J., J. Graham, & D. Konisky, eds.) New York: Rowman & Littlefield.
- Bedi, N., S. Lerner, and K. McGrory. 2022. Why the U.S. is losing the fight to ban toxic chemicals. *ProPublica*. 14 December.

#### **November 13 (Class 23): Interagency Group Work:**

- \*\*Report is due the Friday before Thanksgiving break\*\*
- Informational Interview (Due November 15)

#### **November 18 (Class 24): Polarization and Skepticism**

- Watch (available through IUCAT): Merchants of Doubt. 2015. *Sony Pictures Classic* (93 minutes).
- Beck, J. 2017. This article won't change your mind. *The Atlantic*. 13 March.
- McIntyre, L. 2021. Talking to science deniers and sceptics is not hopeless. *Nature*. 596: 165.



**November 20 (Class 25): Risk Communication: Superfund Case Study**

- O'Brien, K. 2022. How a determined Congressional aid helped break open the biggest environmental scandal in U.S. history. *Politico*. 17 April.
- Listen: Richest Hill podcast. <https://buttepodcast.org/episodes/>.
  - Episode 1: Butte's Precarious Arrangement (18 min.)
  - Episode 5: Out of the frying pan and into the fire (37 min.)
  - Episode 6: Our most cherished beliefs (53 min.)
- Look: The Berkeley Pit, Butte, Montana. *Atlas Obscura*. At <https://www.atlasobscura.com/places/berkeley-pit>.
- Bowers, K. 2021. Liability under the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA). Congressional Research Service: Washington, DC.

**November 25 & 27 (Thanksgiving Break): No Class****December 2 (Class 26): Collaboration and Conflict Resolution**

- Koontz, T.M. et al. 2004. Governmental roles in collaborative environmental management. In *Collaborative environmental management: What roles for government?* 1-31. Resources for the Future: Washington, DC.
- Wondolleck, J, and S. Yaffee. 2000. Focusing on the problem in new and different ways. In *Making collaboration work: Lessons from innovation in natural resources management*, 119-137. Washington, DC: Island Press.
- Lemos, M. et al. 2018. To co-produce or not to co-produce. *Nature Sustainability* 1 (12):722–724.

**December 4 (Class 27): Group Presentations****December 9 (Class 28): Group Presentations****December 11 (Class 29): Semester Wrap-Up / Final Exam Review****December 18 (Final Exam): Wednesday, 8 a.m. – 10 a.m.**