

Legal Studies 190: Environmental Law

Fall 2024

Seminar: Monday, 2–4:59 PM, Wheeler 24

Instructor: Lindsay Walter, linznwalter@berkeley.edu

Office Hours: By Zoom on Fridays 3-4 PM, or by appointment

Course Information and Expectations

Course Description

This course will introduce students to the statutes and regulations governing the protection of natural resources and challenge students to think about how the legal, political, and theoretical structures advance or detract from the protection of our natural resources and for whose benefit. We will examine tensions within environmental law, and the readings and class discussions will require you to think critically and communicate verbally and in writing about complex ideas and laws. You will scrutinize environmental statutes, regulations, and policy documents; analyze seminal environmental law cases; read literature and journal articles from the social sciences; and develop an understanding of the practice and theory of environmental law.

This is a survey course, meaning we will discuss many topics at a high level. The topics we will discuss are multi-faceted and may seem internally irreconcilable: they may inspire hope and fear, demand a closer look at the details and a broader lens to see the wider picture, and reflect reactive and proactive laws and policy. Each of the topics we will discuss could be explored in a semester-long course (at least), and it is my hope that by the end of the semester, you will have identified a topic or two that you wish we could have delved into more thoroughly.

Course Materials

Course materials will include legal authorities, articles, and sections of books that will be made available on bCourses. Each week, you will find the assigned reading materials posted to bCourses.

Course Requirements & Grading

Your grade will be based on:

Participation	15%
Case Presentation	20%
Research Paper	30%
Final Exam	35%

After successfully completing this course, you will be able to:

- Analyze environmental statutes, regulations, and policy documents with an understanding of their role in legal practice and the challenges facing their implementation
- Demonstrate the ability to read, evaluate, and apply case law to novel factual circumstances
- Articulate the differences between state and federal roles in environmental protection

- Identify and assess an emerging, controversial, or undetermined area of environmental law of your selection
- Utilize the tools and resources used in environmental legal practice and understand the challenges and rewards of practicing environmental law or working in related fields

Students who have substantially completed the course, but for serious extenuating circumstances are unable to complete the remaining course activities, may request an Incomplete grade. This request must be submitted in writing to me. You must provide verifiable documentation for the seriousness of the extenuating circumstances.

Refer to the Office of the Registrar's website for more information on the University's policy on Incomplete Grades.

In-Class Expectations (15% of grade; 150 points total)

1. Full, punctual attendance is required. Your attendance is required at and for the full duration of every class meeting, and attendance will be taken every week. If you must miss, arrive late to, or leave early from a class meeting, please notify me in advance by email and provide an explanation. Unexcused absences will count against your grade. *Timely attendance will be factored into your participation point total for each class meeting.*
2. Participation is expected and graded. You will receive participation points for each class meeting, which will be based on your class engagement (e.g., asking questions, answering questions, participating in class activities, responding to any quizzes about the assigned reading). Each class meeting is worth approximately 12.5 points. You are expected come prepared to participate each week and to ask questions, respond to questions posed by your classmates and me, and engage thoughtfully and critically with the class materials. You should plan to complete the readings listed on the syllabus before the class meeting where they will be discussed, because you will be more prepared to participate and will gain more from the class meetings if you do the reading in advance. Please plan to bring the assigned readings with you to class meetings.
3. No electronic devices. To minimize distractions, I believe that the classroom should generally be a technology-free zone, without laptops, tablets, or cell phones. If you have a compelling reason for needing one of these devices in class, please send me an explanation and request by email. If you have a letter of accommodation allowing you to use technological devices for disability-related reasons, you need not submit a request.
4. Minimize eating in class. Please try not to eat during the class meeting; however, liquids are fine, and you'll rarely see me without a water bottle within reach.

Assignments

Case Presentations (20% of grade; 200 points)

You will sign-up to present to the class about one of the required legal opinion readings.

Your presentation can utilize a PowerPoint or other electronic media, but it is not required to do so. The presentation should be approximately 10 minutes, and you should discuss: (i) the court, (ii) the parties, (iii) the date of the decision, (iv) relevant historical/social context given the date and the court (this will require outside research), (v) the procedural posture of the case (i.e., what

is the court reviewing, what happened in the courts below), (vi) a summary of the facts, (vii) a summary of the law, (viii) the decision (“holdings”), including any concurrences or dissents, and (ix) at least three questions to the class about the broader implications of the case that connect the case to other class materials. You must include citations throughout your presentation to the case and any outside sources referenced.

The deadlines associated with this assignment are three-fold:

1. By September 23 (week 3): Sign up for a case on the Google sheet on bCourses; otherwise, I will assign a case to you.
2. Two days in advance of your presentation (i.e., by 2 PM the Saturday prior): Email me the outline of your presentation and any presentation materials (slides, etc.). Failure to do so will result in a subtraction of 10 points each day it is late.
3. Day of your assigned case: Present to the class. In-class presentations will begin on October 7 (week 5). You will be graded on completeness, thoroughness, accuracy, and presentation style.

Research Paper (30% of grade; 300 points total)

You will analyze an unanswered question about environmental law or in the environmental legal field (e.g., pending lawsuit, regulation, unresolved legal issues) in a paper that should be: minimum 10 pages & maximum 15 pages (not including references); 12-point Times New Roman font; double-spaced; and on numbered pages with 1-inch margins. Your paper should include the following components: (1) identify and describe the unanswered question (the “issue”); (2) describe the different perspectives concerned with the issue; (3) choose a side, propose a solution, offer a novel reading of the law, or make a recommendation regarding the issue; and (4) support that side, solution, reading, or recommendation with reasoning. A list of resources to help you generate ideas for issues to address is on bCourses.

There are three milestones with deadlines associated with the research paper. Failure to timely and substantively meet these deadlines will result in a lower final grade on your research paper, as each are worth a subset of the total points.

Deadline	Milestone	Points
Oct. 14, 2024 (week 6)	Issue – Submit your issue to bCourses before the start of class. Points are awarded based on timeliness and quality of submission.	30
Nov. 18, 2024 (week 10)	Thesis & Outline – Submit your thesis statement and outline (1-3 pages) to bCourses <u>and</u> bring a copy to class for in-class discussion and review. Points are awarded based on timeliness and quality of submission.	80
Dec. 2, 2024 (week 12)	Final Paper – Submit your research paper to bCourses <u>and</u> bring a hard copy of your paper to class.	190
TOTAL		300

If you expect needing additional time to write your paper, you must make a request by email at least one week in advance of the due date. If your paper is late and you have not received an extension, the final grade of your paper will be reduced by one letter grade for every day your paper is late. If you have what you believe to be a valid excuse for a late paper (e.g., illness), you must provide proof of the excuse (e.g., a doctor’s note). For additional help with writing, you may visit the Student Learning Center: <https://slc.berkeley.edu/writing>.

Final Exam (35% of grade; 350 points)

The final will be an in-person, handwritten exam that is a combination of short-answer and longer-answer questions.

Extra Credit

Two options, select one. Your extra credit must be uploaded to bCourses by the start of our last class meeting, December 2.

1. Select two carbon footprint calculators, compare your results, and identify three actions that you think can be taken to reduce your carbon footprint.
2. Watch Ayana Elizabeth Johnson's [TED Talk, *How to find joy in climate action*](#), and write a short reflection that includes your Venn diagram, as discussed in the TED Talk.

Schedule of Class Meetings, Readings,¹ and Assignments

No class September 2, 2024 (Labor Day)

Weeks 1 & 2: Environmental Law Overview & Frameworks

Week 1, September 9, 2024: Introduction to Environmental Law

We will review the course topics, our collective expectations for the course, and the course assignments. We will also discuss the breadth of environmental law, breaking it down into its component parts—the environment and the law as it exists in the United States—and whether and how environmental law together is more than the sum of its parts. The discussion will provide a foundation for the topics discussed in subsequent weeks.

- Required Readings
 - United Nations Fast Facts
 - IPCC Climate Change 2023 Synthesis Report Summary for Policymakers

Week 2, September 16, 2024: Theories of Environmental Law, Environmental Justice, and History of U.S. Environmental Regulation

We will discuss the history of environmental regulation in the United States, theories of environmental ethics and rights, and environmental justice. We will review ethical theories like utilitarianism (Jeremy Bentham); conservationist (Gifford Pinchot) and preservationist (John Muir) views of the environment; and anthropocentric, biocentric, and ecocentric rights. These perspectives offer various lens to why and how our country regulates the environment. Many of the statutes we will examine later in the course are borne from an environmental movement of a different era of regulation and a different time in the understanding of the environment and who should or could be at the policymaking table.

- Required Readings
 - Jeremy Bentham, “Of the Principle of Utility,” in *An Introduction to the Principles of Morals and Legislation* (1780)
 - John Muir, “The Wild Parks and Forest Reservations of the West,” in *Our National Parks* (1901)
 - Gifford Pinchot, “Principles of Conservation,” in *The Fight for Conservation* (1910)
 - Rachel Carson, “The Obligation to Endure,” in *Silent Spring* (1962)
 - Garrett Hardin, *The Tragedy of the Commons* (Dec. 1968)
 - Eleanor Ostrom, “Reflections on the Commons,” in *Governing the Commons: The evolution of institutions for collective action* (Cambridge: Cambridge University Press, 1990), 1–28

¹ Readings are subject to change. You will be given at least a week’s notice for any change to the required readings.

Weeks 3 – 5: Theory in Practice – Institutions, Administrative Law, Enforcement

Week 3, September 23, 2024: Institutions

We will explore the institutions in which environmental law is created, challenged, and eroded. These include the legislative, executive, and judicial branches of government at the state and federal levels and international institutions or bodies. We will also consider the role non-governmental organizations and businesses play in their contribution to (or prevention of) the creation of environmental laws, regulations, and policies.

**Reminder to sign-up for a case to present starting in week 5.

- Required Readings
 - Gunn-Wright, Rhiana. 2021. “A Green New Deal for All of Us,” in *All We Can Save*, eds. Ayana Elizabeth Johnson and Katharine K. Wilkinson (New York: One World, 2020), 92–102
 - Erin Ryan, *The Twin Environmental Law Problems of Preemption and Political Scale Environmental Law, Disrupted* (Keith Hirokawa & Jessica Owley, eds.) (2021)
 - 86 Fed. Reg. 7619 (Feb. 1, 2021), Executive Order 14008 of January 27, 2021, *Tackling the Climate Crisis at Home and Abroad*

Week 4, September 30, 2024: Administrative Law

The conversation continues the discussion of who is responsible for our environmental laws and policies, with a focus on the judiciary’s role. Critical to this discussion is how courts interpret statutes enacted by the legislature and regulations, rules, or administrative actions taken by administrative agencies. We will discuss the basics of federal administrative law, which is foundational to the practice and understanding of environmental law and will ground the discussion of seminal Supreme Court opinions and our discussion of key environmental statutes.

- Required Readings
 - Congressional Research Service, *Statutory Interpretation: Theories, Tools, and Trends* (March 10, 2023), pp. 1–3, 1–43
 - Congressional Research Service, *An Overview of Federal Regulations and the Rulemaking Process* (updated March 19, 2021)
 - Congressional Research Service, *A Brief Overview of Rulemaking and Judicial Review* (updated March 27, 2017)

Week 5, October 7, 2024: Administrative Law (continued) & Who can sue and when?

We will continue the conversation from last week with a focus on Supreme Court decisions that will inform our review of environmental statutes in the second half of the course. We will also discuss the role litigation plays in shaping environmental law, including who can sue, when, and where. We will also discuss the enforcement of environmental law by asking the same questions: who can enforce, against whom, when, and where.

**Presentations will begin this week.

- Required Readings
 - *Whitman v. American Trucking Associations, Inc.*, 531 U.S. 457 (2001)
 - *West Virginia v. EPA*, 597 U.S. 697 (2022)
 - *Lujan v. Defenders of Wildlife*, 504 U.S. 555 (1992)
 - *Ohio Forestry Association, Inc. v. Sierra Club*, 523 U.S. 726 (1998)
 - *Friends of the Earth, Inc. v. Laidlaw Environmental Services (TOC), Inc.*, 528 U.S. 167 (2000)
 - George B. Wyeth, “Standard” and “Alternative” Environmental Protection: The Changing Role of Environmental Agencies, 31 WM. & MARY ENVTL. L. & POL’Y REV. 5 (2006)

Weeks 6 – 11: Legal Protection of Natural Resources in the U.S. and California

Week 6, October 14, 2024: Environmental Protection

We will discuss two procedural statutes—the National Environmental Policy Act and its California counterpart, the California Environmental Quality Act—that are the foundation to environmental law at the federal and state levels. In the environmental context, meeting procedural requirements is as important to achieving the environmental outcome as the substantive requirements. States play an active role in environmental protection. The extent of their role may itself be subject to legal challenge, and state laws may differ from their federal counterparts in significant ways, which we will discuss in the coming weeks.

** Research paper issues are due to bCourses before the start of class.

- Required Readings
 - NEPA and CEQA: Integrating Federal and State Environmental Reviews (February 2014), pp. 1–15, 26–42
 - National Environmental Protection Act, As Amended Through P.L. 118-5, Enacted June 3, 2023
 - California Environmental Quality Act, Public Resources Code, §§ 21000–21006, 21060–21074, 21080
 - Elizabeth Kolbert, “Climate Change from A to Z,” *The New Yorker*, Nov. 21, 2022

Week 7, October 21, 2024: Water

We will discuss the key laws governing water rights and water quality in the United States and in California. We will consider the purposes of the Clean Water Act and the Porter-Cologne Water Quality Control Act and discuss cases that are shaping regulation under each of these laws.

- Required Readings
 - *Sackett v. Environmental Protection Agency*, 598 U.S. 651 (2023)
 - California Constitution arts. X, XI
 - *Light v. State Water Res. Control Bd.* (2014) 226 Cal.App.4th 1463
 - *National Audubon Society v. Superior Ct.* (1983) 33 Cal. 3d 419
 - Online only: <https://www.nytimes.com/interactive/2023/11/02/climate/us-groundwater-depletion-rules.html>
 - Online only: <https://www.nytimes.com/interactive/2023/12/14/climate/california-water-crisis-drought.html?searchResultPosition=2>
 - <https://mavensnotebook.com/2023/11/14/bay-delta-plan-a-deep-dive-into-the-staff-report-for-the-for-the-sacramento-delta-update-how-do-the-voluntary-agreements-stack-up/>

Week 8, October 28, 2024: Air & Climate Change

We will discuss the Clean Air Act and EPA's role in climate change mitigation and adaptation. We will also use the Clean Air Act to examine the tensions between state and federal efforts to reduce air pollution and greenhouse gas emissions. We will discuss state and regional efforts to address climate change, including California's mobile source emissions standards program, which other states may adopt, California's cap-and-trade program, and new and anticipated climate reporting requirements.

- Required Readings
 - *Massachusetts v. E.P.A.*, 549 U.S. 497 (2007)
 - Clean Air Act excerpts: 42 U.S.C. § 7411 (§ 111); § 7507 (§ 177); § 7521(a)(1), (2) (§ 202); § 7543(a), (b)(1), (b)(2) (§ 209)
 - Mary Christina Wood, "You Are Doing A Great Job," in *Nature's Trust: Environmental Law for a New Ecological Age* (New York: Cambridge University Press, 2014), 19–48
 - AB 32, California Global Warming Solutions Act of 2006
 - 2022 Scoping Plan for Achieving Carbon Neutrality
 - SB 261 (2023)
 - SB 253, Climate Corporate Data Accountability Act
 - SEC Fact Sheet, The Enhancement and Standardization of Climate-Related Disclosures: Final Rules

Week 9, November 4, 2024: Wildlife Protection

We will examine the federal and state species protection statutes, the Endangered Species Act and the California Endangered Species Act, and consider how litigation concerning these laws advances or hinders wildlife protection.

- Required Readings
 - *Tennessee Valley Authority v. Hill*, 437 U.S. 153 (1978)
 - *Babbitt v. Sweet Home Chapter of Communities for a Great Oregon*, 515 U.S. 687 (1995)
 - *In re Polar Bear Endangered Species Act Listing & Section 4(d) Rule Litig.--MDL No. 1993*, 709 F.3d 1 (D.C. Cir. 2013)
 - *Environmental Council of Sacramento v. City of Sacramento* (2006) 142 Cal.App.4th 1018 (2006)
 - *California Forestry Association. v. California Fish & Game Commission* (2007) 156 Cal.App.4th 1535
 - Endangered and Threatened Wildlife and Plants; Finding for the Gray Wolf in the Northern Rocky Mountains and the Western United States, 89 Fed. Reg. 8391 (Feb. 7, 2024)

No class November 11, 2024 (Veteran's Day)

Week 10, November 18, 2024: Land, Fire, and Waste

We will discuss the governmental entities responsible for public land management and protection with particular focus on the challenges related to wildfires, including who has the authority to mitigate wildfire risk and who is responsible for paying for the damage (and what kinds of damage) wildfires cause. We will also discuss two hazardous waste-related federal laws, the Comprehensive Environmental Response, Compensation, and Liability Act and the Resource Conservation and Recovery Act, as well as the Safe Drinking Water and Toxic Enforcement Act of 1986 (more commonly known as Proposition 65) in California.

****Research paper thesis statements and outlines are due. Please upload to bCourses and bring a copy for in-class discussion.**

- Required Readings
 - Health and Safety Code, §§ 13000–13011
 - *United States v. CB & I Constructors, Inc.*, 685 F.3d 827 (9th Cir. 2012)
 - Chad Hazlett & Matto Mildenerger, “Wildfire Exposure Increases Pro-Climate Political Behaviors,” 114 *Am. Pol. Sci. Rev.* 4, 1359–1365 (2020)
 - Margaret Millar, “After the Fire,” in *Natural State*, ed. Steven Gilbar (Berkeley: University of California Press), 349–354
 - *American Mining Congress v. U.S. E.P.A.*, 824 F.2d 1177 (D.C. Cir. 1987)
 - *Burlington N. & Santa Fe Ry. Co. v. United States*, 556 U.S. 599 (2009)
 - *National Association of Wheat Growers v. Bonta*, 85 F.4th 1263 (9th Cir. 2023)

- Robin Wall Kimmerer, “The Sacred and the Superfund,” in *Braiding Sweetgrass* (Minneapolis: Milkweed Editions, 2013), 311–340
- Online only: <https://www.firevictimtrust.com/Home.aspx>

Week 11, November 25, 2024: Environmental Justice

We will discuss environmental justice, its history and evolution as a movement, and what it means for environmental law, regulation, and policy. We will discuss the definitions and connections between environmental justice, environmental injustice, and environmental racism.

- Required Reading
 - First National People of Color Environmental Leadership Summit, *Principles of Environmental Justice* (1991)
 - U.S. Commission on Civil Rights, “What is Environmental Justice,” in *Not in My Backyard: Executive Order 12,898 and Title VI as Tools for Achieving Environmental Justice* (October 2003), 13–27
 - Deoohn Ferris, “A Call for Justice and Equal Environmental Protection,” in *Unequal Protection: Environmental Justice & Communities of Color*, ed. Robert D. Bullard (San Francisco: Sierra Club Books), 298–319

Week 12: Wrap-Up

Week 12, December 2, 2024: Where do we go from here?

Studying environmental law raises questions about responsibility and the ability to act on a personal and professional level. Environmental issues are overwhelming—they are large in geographic and temporal scope, they are complex, they involve highly technical and scientific issues, and they are personal. This week, we will discuss the shortcomings of the law in protecting the environment and how we as individuals, as a community, as professionals, etc., can fill the gaps.

****Research papers and extra credit are due. Submit your research paper to bCourses and bring a hard copy to class. Submit your extra credit via bCourses.**

- Required Readings
 - Paris Agreement
 - United Nations Annual Report 2022
 - Bill Gates, “What Each of Us Can Do,” in *How to Avoid a Climate Disaster: the solutions we have and the breakthroughs we need* (New York: Alfred A. Knopf, 2021)
 - Joseph Romm, “Climate Change and You,” in *Climate Change: What Everyone Needs to Know* (New York: Oxford University Press, 2018), 263–282

Additional Information and Resources

DSP Accommodations

UC Berkeley is committed to creating a learning environment that meets the needs of its diverse student body including students with disabilities. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me.

If you have a disability, or think you may have a disability, you can work with the Disabled Students' Program (DSP) to request an official accommodation. DSP is the campus office responsible for authorizing disability-related academic accommodations, in cooperation with the students themselves and their instructors. You can find more information about DSP, including contact information and the application process here: dsp.berkeley.edu. If you have already been approved for accommodations through DSP, please meet with me so we can develop an implementation plan together.

Additionally, you can automatically generate "Alternative Formats" for course files and bCourses Pages. Depending on the context, these formats can include Tagged PDF, HTML, BeeLine Reader, Electronic Braille, ePub, Immersive Reader, MP3, and translated versions. For more information, please watch the video entitled, "[Ally Tutorial for Students at UC Berkeley](#)."

Technical Support

UC Berkeley provides technology support for graduate and undergraduate students that may prove valuable in this course, including free software (software.berkeley.edu), device lending (technology.berkeley.edu/step) and the student helpdesk (studenttech.berkeley.edu/techsupport).

If you're having technical difficulties, please alert me immediately. However, I cannot assist you with technical problems. You must call or email tech support to resolve any technical issues. To contact tech support, click on the "Help" button on the bottom left of the global navigation menu in bCourses. Be sure to document all interactions (i.e., save emails and transaction numbers).

Academic Integrity

You are a member of an academic community at one of the world's leading research universities. Berkeley creates knowledge that has a lasting impact in the world of ideas and on the lives of others; such knowledge can come from an undergraduate paper as well as the lab of an internationally known professor. One of the most important values of an academic community is the balance between the free flow of ideas and the respect for the intellectual property of others. Scholars and students always use proper citations in papers; professors may not circulate or publish student papers without the writer's permission; and students may not circulate or post materials (handouts, exams, syllabi—any class materials) from their classes without the written permission of the instructor.

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all your assignments, you may use words or ideas written by other individuals in publications, websites, or other sources, but only with proper attribution. If you're unclear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from me. For additional information, read the UC Berkeley Library guide on [How to Avoid Plagiarism](#).

Plagiarism is the presentation of another's words and ideas as your own without attributing the proper source. Plagiarism includes buying or obtaining papers from others and presenting it as your own work. Plagiarism also includes copying material from the Internet (including generative artificial intelligence tools), books, articles, and any other material without citing the source. Any material taken word-for-word from another source must be placed in quotation marks and properly cited. You can use ideas and information from other authors without directly quoting from them (i.e., by paraphrasing), but you must acknowledge them in your footnotes or parenthetical documentation.

If you are caught plagiarizing, you will receive an F for the assignment and the matter will be referred to the Office of Student Conduct for disciplinary action. As a member of the campus community, you are expected to demonstrate integrity in all your academic endeavors and will be evaluated on your own merits. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are not worth it. Read more about [Berkeley's Honor Code](#).

As a tool to promote academic integrity in this course, written work submitted via bCourses may be checked for originality using Turnitin. Turnitin compares student work to a database of books, journal articles, websites, and other student papers. This creates an opportunity for students to improve their academic writing skills, by ensuring that other sources have been properly cited and attributed. For more information about Turnitin at UC Berkeley, visit [Academic Integrity | Research, Teaching, and Learning](#).

Among the class goals is to deepen your understanding of environmental law and develop your critical thinking and writing skills. Plagiarism deprives you of your creativity—essential to legal practice—and the opportunity to improve your own critical thinking and writing skills.

Generative Artificial Intelligence (GenAI) Tools

I strongly encourage you to complete your work without using GenAI tools, as these tools cannot replace your own critical analysis skills or creativity and over-reliance on these tools undermines the purposes and goals of this class. They may also produce unreliable, incorrect, or incomplete information and perpetuate racial and gender biases. In this course, you may not use GenAI to write or produce your assignments, or drafts thereof, for you. Stated otherwise, you must draft and edit your own work. However, I recognize that these tools may be useful for brainstorming or information-gathering purposes. Should you decide to utilize GenAI tools for these limited purposes, you must do the following: (1) Rigorously fact-check the information provided and cite additional sources for that information; (2) Document and credit the tools in footnotes or endnotes with the prompts used to generate a response; (3) Provide in an appendix to the assignment a description about how you used the tool, which should include the prompt(s) used and the extent of your editing or fact-checking of the information received. If you use generative AI tools to complete assignments in this course in ways that I have not explicitly authorized, I will apply Berkeley's Honor Code as appropriate to your specific case.

Most Importantly: Your Health and Well Being

Please take care of yourself by eating well, exercising, getting enough sleep, and taking time to recharge for your health and wellbeing. Doing so will help you achieve your academic, professional, and personal goals and prevent against burnout. If you start to feel overwhelmed,

be kind to yourself and reach out for support. I am here for you, as are others on campus. Support Resources include emotional, physical, safety, social, and other basic wellbeing resources for students. Academic resources can be found at the Student Learning Center and English Language Resource sites. Berkeley's Office of Emergency Management has resources to prepare for emergencies.