

**UNIVERSITY OF SOUTHERN CALIFORNIA**  
**Environmental Studies Program**  
**Spring 2016**

**ENST 150: Environmental Issues in Society**  
MWF 10:00-10:50 am, SGM 101

**Kate Svyatets, Ph.D.**

Lecturer, ENST  
Office: SOS B15, Email:  
svyatets@usc.edu  
Office Hours: TBA and by appointment

**David Ginsburg, Ph.D.**

Assistant Professor (Teaching), ENST  
Office: SOS B-15, Email:  
dginsbur@usc.edu  
Office Hours: TBA and by appointment

Discussion sections: TBA

**Overview and Requirements**

ENST 150 is an interdisciplinary survey of environmental issues and challenges, and will examine their scientific, social, cultural, political, and ethical aspects. During the course, we will explore the environmental and social impacts of modern industries and lifestyle; the roles of different actors and institutions; environmental debates on such topics as fracking, nuclear energy, waste management, etc.

**Recommended prerequisites: None.**

The course is built both on lectures, discussions and debates. Students are expected to study the assigned reading materials before lectures. Additionally, students may be asked to prepare group presentations (15 minutes) on major issues discussed in class. Each student *must* attend their assigned, weekly discussion section. During these sections, students will talk in detail about the week's lecture topic and reading assignment. Discussions are highly interactive and will include activities such as debates, group presentations, individual presentations, and small group activities. You are responsible for information, announcements, date changes, and any other course material presented, regardless of your participation in the classroom.

Blackboard is our main means of communication with the class. The instructors will use your official USC email, so please make sure that you check it every day.

**Learning Objectives**

We will explore institutional and social barriers to environmental and social policies and will discuss strategies for environmental regulation in the global economy. In addition, we will talk about our personal responsibilities and roles in environmental and social problems. By the end of the course, students are expected to:

- Critically evaluate the many sources of information about environmental policies to solve empirical problems.
- Use theoretical perspectives to identify and explain domestic and global environmental problems and the linkages among them.
- Demonstrate the habit of accessing sources of environmental knowledge and the skill to critically interpret, assess and apply evidence.

### Text and Readings

- Withgott, Jay, Brennan, Scott. Environment: The Science behind the Stories. 4<sup>th</sup> Edition. Referred to below as ENVR.
- Additional reading materials for this class will be posted to Blackboard in the folder labeled, “Readings.” Students are expected to complete the assigned readings prior to each class.

### Assignments and Grading

This is a writing-intensive course. Per the USC GE requirements, there will be at least 15 pages of graded writing assignments over the course of the semester. Each student is required to submit 2 separate written essays on a given environmental social topic. This is not a group project – each student is responsible for developing, writing, and submitting their own assignment. Individual essays should *not* exceed 10-pages (double-spaced, 12-point font, 1-inch margins) in length – minimum length is 8-pages; page limits do not include list of references. A list of topics to choose from will be discussed in class and made available on Blackboard (along with essay instructions and guidelines). Remember to cite all sources (use MLA or APA format: i.e., author and year in text with full references on the last pages). Students will present their major research finding during their assigned discussion section. All submissions will be evaluated for originality, accuracy and thoroughness of research, attention to detail, and quality of finished project. Note: When you submit your essay, please give a hard copy to the instructor AND upload your paper to Blackboard. The USC Writing Center is a useful resource for students who want to improve their writing skills.

You will be graded on the basis of your performance on exams, written assignments, group presentations, and class participation (e.g., discussion section activities, Blackboard assignments, etc.). Lecture presentations will be posted on Blackboard after the lectures. Exam questions will be drawn from course readings and lecture materials, and will include both multiple choice and essay questions. The Final Exam is partially cumulative and will include ~20% of material covered in the first two-thirds of the course; the remaining ~80% of the Final Exam will include only material covered after Exam 2 (i.e., the last third of the course). ***No make-up exams or assignments will be allowed without explicit permission.*** If a student misses an exam and/or assignment, they will receive a zero for that portion of the course.

**Below is a list of the graded assignments and their point value:**

<b>Midterm 1</b>	20%
<b>Midterm 2</b>	20%
<b>Final Exam</b>	25%
<b>Writing Assignments 1 &amp; 2</b>	20%
<b>Attendance &amp; Participation</b>	10%
<b>Oral Presentations</b>	5%
<b>Total Points</b>	<b>100%</b>

### Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>. Neither discrimination, sexual assault nor harassment is tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is

important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential-support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources. Students are expressly prohibited from recording lectures.

### **Support Systems**

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

### **Statement on Religious Observation Accommodations**

USC policy grants students excused absences from class for observance of religious activities. Students may be given an opportunity to make up work missed because of religious observance. We are responsive to requests for an excused absence when made in advance. Please note that this applies only to religious activities that necessitate a student's absence from class and/or a conflict with a specific aspect of the course.

**Course Schedule**

For the best learning experience, you are expected to have read assigned material by the date it is discussed in class. Chapter and article readings will be posted online. The readings and schedule of topics may be adjusted throughout the semester depending on the progress of the class.

<b>Week</b>	<b>Topic</b>	<b>Readings</b>
1	Course Intro, Objectives, Structure <b>(All, KS)</b>	ENVR: Ch. 6, See Bb (Withgot)
2	Human Impacts & Environmental Policies <b>(KS, DG)</b>	ENVR: Ch. 1, See Bb (Citizen Guide)
3	Climate Change <b>(DG)</b>	See Bb (Climate Report and Ruhl Ch.)
4	Natural Resources Production <b>(KS, DG)</b>	See Bb (Pembina, NYT, Blood Barrels)
5	Energy Production I <b>(KS)</b> <b>Midterm 1</b>	See Bb (Yergin, Wyoming, Forecast Sun)
6	Energy Production II <b>(KS)</b>	ENVR: CH. 20, See Bb (SanO, Withgot)
7	Food Production & Deforestation <b>(DG)</b>	ENVR: Ch. 10, 12, See Bb (Withgot)
8	Urban Sprawl, Megacities, Water Scarcity <b>(KS)</b>	See Bb (WER, Burchfield, CA Water)
8	<b><i>Writing Assignment I Deadline</i></b>	
9	Endangered Species & Fisheries <b>(DG)</b>	See Bb (Nash Ch., Herson and Lucks)
10	Air Pollution & Population <b>(KS)</b> <b>Midterm 2</b>	ENVR: Ch. 8, See Bb (Withgot, Nash Ch.)
11	Environment & Human Health <b>(DG)</b>	See Bb (RCRA, CERLA, Landfill Methane web links)
12	Economic Policies I <b>(KS)</b>	See Bb (Herson and Lucks, CA Env Law, web links)
13	Economic Policies II & Media <b>(KS)</b>	See Bb (Armoudian Ch., Nash Ch.)
14	International Agreements & Regulations <b>(DG)</b>	See Bb (Energy and Governance)
15	Sustainability & Green Economy <b>(KS, DG)</b>	See Bb (Winston Green Ch., web link)
15	<b><i>Writing Assignment II Deadline</i></b>	
	<b>FINAL EXAM</b>	