Instructor: Dr. Kate Svyatets  
Email: svyatets@usc.edu  
Office: SOS B15D  
Office Hours: Tuesday 2-3:50 p.m. (and by appointment)

Environmental Issues in Society (ENST 150)  
Lecture: Mon, Wed  
10:00-11:50 a.m.  
Location: SGM 101  
Fall 2014, 4 units

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<thead>
<tr>
<th>Section</th>
<th>Type</th>
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<tr>
<td>33005R</td>
<td>Lecture</td>
<td>10:00-11:50am</td>
<td>Mon, Wed</td>
<td>SGM101</td>
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<tr>
<td>33006R</td>
<td>Discussion</td>
<td>1:00-1:50pm</td>
<td>Monday</td>
<td>VKC151</td>
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<tr>
<td>33007R</td>
<td>Discussion</td>
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<tr>
<td>33008R</td>
<td>Discussion</td>
<td>1:00-1:50pm</td>
<td>Wednesday</td>
<td>VKC151</td>
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<tr>
<td>33010R</td>
<td>Discussion</td>
<td>1:00-1:50pm</td>
<td>Tuesday</td>
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Course overview: This course is an interdisciplinary study of environmental issues and challenges, examining 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. We will also explore institutional and social barriers to environmental and social policies and will discuss strategies for environmental regulation in the global economy. Finally, we will talk about our personal responsibilities and roles in environmental and social problems.

Lectures: This course is built both on lectures and on student discussion and debate. Students are expected to study the required text assignment before lectures. Students will be also asked to prepare group presentations (15 minutes) on major issues discussed in the course.

Discussion Section Participation: Each student must attend one discussion section per week. In sections, students will talk in detail about the week’s reading assignment. Discussions are highly interactive and include such activities as debates, group presentations, individual presentations, and small group activities.

Course policy: Attendance of lectures and discussion sections is required. Please be on time. Texting, surfing social media (Facebook, etc.), chatting are not allowed. Laptops/iPads may be used only for lecture notes and class-related activities. If you are absent in class for one of the reasons listed in the university policies (e.g., documented illness), please notify the instructor and provide the documentation about your absence.

Readings: Reading material for this class will be posted on the Blackboard in the folder “Readings.” Students are expected to complete the assigned readings prior to each class. Per university policy, the reading material will range from 30 to 60 pages per class.
Blackboard and E-Mail: The Blackboard website is our main means of communication. The updated syllabus, readings, and assignments will be all posted there. The instructor will use your official USC email, so please make sure that you check it every day. Related current news articles will be posted in the “Readings” on some weeks. This syllabus may be updated during the semester, and the latest version will be posted on the Blackboard.

Writing Course: Some of you are registered in the Writing 140 course. Many of you are taking the writing course separately, or not at all, because you met the requirement as a transfer student. The Writing Center on campus is also a useful free resource for students who want to improve their writing skills.

Research paper: This is a writing-intensive course. Per USC GE requirements, there will be a total of 14-15 pages (citations are not included in the page count) of graded writing assignments. We will accomplish this via two 7-page papers (essays) on environmental social issues that will require research and citation of sources. Please use a 12-point font; 1-inch margins; double-spaced. Required number of sources: 20 per paper. The instructor will provide additional guidelines on the required diversity of sources. Each student will present his/her major research points in class during discussion sections. Please use the MLA format of citations (author, year, page – in text, with full references on the last pages). Cite all the sources you use! When you submit a paper, you need to give a hard copy to the instructor AND to upload the paper on the Blackboard in “Assignments.”

Grading
Midterm Exam 20%
Final Exam 20%
Two Research Papers (15% each) 30%
Attendance/participation 10%
Quizzes/Homework/Presentations in class 20%

Course learning outcomes:
1. Be able to use critically the many sources of information about environmental policies to solve empirical problems.
2. Be able to use theoretical perspectives to identify and explain domestic and global environmental problems and the linkages among them.
3. Demonstrate the habit of accessing sources of environmental knowledge and the skill to critically interpret, assess and apply evidence.

Statement on Academic Conduct and Support Systems

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/.
Discrimination, sexual assault, and harassment are not 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] describes reporting options and other resources.

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] 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.

Grading and Correction of Grades
Excerpts for this section have been taken from the University Grading Handbook, located at [http://www.usc.edu/dept/ARR/grades/gradinghandbook/gradingpolicies.html]. Please see the link for more details on grading concerns.

A grade of Missing Grade (MG) “should only be assigned in unique or unusual situations... for those cases in which a student does not complete work for the course before the semester ends. All missing grades must be resolved by the instructor through the Correction of Grade Process. One calendar year is allowed to resolve a MG. If an MG is not resolved [within] one year the grade is changed to [Unofficial Withdrawal] UW and will be calculated into the grade point average a zero grade points.

A grade of Incomplete (IN) “is assigned when work is not completed because of documented illness or other ‘emergency’ occurring after the twelfth week of the semester (or 12th week equivalency for any course scheduled for less than 15 weeks).”

Course Schedule:

Week 1

Week 2
9/1 Labor Day – no class

9/3 Environmental Policies and Governance: Stakeholders in Environmental Issues
   EPA Environmental Justice Citizen’s Guide, Chapters 1 and 2 (up to page 37 of the guide)
   www.epa.gov/compliance/ef/resources/reports/annual-project-reports/citizen_guide_ej.pdf

Week 3
9/8 Climate Change

9/10 Environmental Law, Ethics and Economics
   Ruhl et al, The Practice and Policy of Environmental Law, Chapter One (Foundation Press), pp. selected pages 14-31

Week 4
9/15 Natural Resources: Oil and Gas Production
   Fortune Magazine http://fortune.com/2012/05/24/why-shell-is-betting-billions-to-drill-for-oil-in-alaska/
   Jennifer Grant et al, “Beneath the Surface: A review of key facts in the oilsands debate”
   January 2013, Pembina Institute, p. 1-20

9/17 Natural Resources: Fracking. Coal
   Catherine Reheis-Boyd, Looking Forward on Hydraulic Fracturing In California,
   https://www.wspa.org/blog/post/looking-forward-hydraulic-fracturing-california

Week 5.
9/22 Renewable Energy
   California Renewable Portfolio Standard (RPS),
   http://www.cpuc.ca.gov/PUC/energy/Renewables/hot/33RPSProcurementRules.htm
   Yergin, the Quest, Chapter 29
   Halper, Evan. “Forecast is all sun but still little solar in many states; Utilities back laws to keep people from harnessing energy.” Los Angeles Times [Los Angeles, Calif] 10 Aug 2014: A.16

9/24 Renewable Energy (Cont’d)
   Yergin, the Quest, Chapter 30
   Agence France-Presse. “Blown away? US suspends wind power subsidies, for now”
Week 6

9/29 Nuclear Energy: Economic and Environmental Aspects

10/1 Midterm Exam

Week 7
10/6 Food Production: Sustainable Agriculture. Organic Production. GMOs.
10/8 Deforestation: Main Causes and Projections.

Week 8

10/13 Urban Sprawl and Megacities: Future Trends


Week 9

10/20 Protection of Endangered and Threatened Species: The Endangered Species Act
  The Endangered Species Act http://www.fws.gov/endangered/laws-policies/

10/22 Fish. Ocean depletion.

Week 10

10/27 Air Pollution
  The Regulation of Air Pollution: The Clean Air Act

10/29 Population and Sustainability

Week 11

ENST 150 Fall 2014


11/5 Waste Management and Recycling
   U.S. Environmental Protection Agency. “Landfill Methane Outreach Program.”
   http://www.epa.gov/lmop/

Week 12
11/10 “Cap and Trade” and Other Economic Policies vs Carbon/Pollution Tax
   Cap and Trade (Basic Information and Additional Resources - links)
   http://www.epa.gov/captrade/basic-info.html
   Carbon Emissions Trading http://www.ieta.org/worldscarbonmarkets (California and Quebec case studies)

11/12 Environmental Policies
   Herson, A. and Lucks, California Environmental Law and Policy, Chapter 1 and 2

Week 13
11/17 Environmental Impact Assessments
   Frequently Asked Questions About CEQA: http://ceres.ca.gov/ceqa/more/faq.html

11/19 The Role of Media in Environmental Issues. Non-governmental organizations and grassroots movements
   Maria Armoudian, “Kill the Messenger: The Media's Role in the Fate of the World,”
   chapter 11.

Week 14
11/24 International Agreements and Regulations: Challenges and Progress.
   Energy Governance Outlook Report: Global Scenarios and Implications, September 2013

11/26 – 11/29 Thanksgiving Break – no class

Week 15
12/1 Sustainability and “Green Economy:” Solutions and Challenges. Second Paper Due.
   UN Sustainable development goals http://sustainabledevelopment.un.org/?menu=1300

12/3 Conclusions. Review for the final exam.

Final Exam: Monday, December 15, 8-10 a.m., SGM 101