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Office: CAS 116D  
Office Hours:  
Tue, Thu, 10-11 a.m. in CAS 116D

### **Environmental Issues in Society (ENST 150)**

Lecture: Tue, Thu 8:00 – 9:20 a.m.

Location: SGM 101

Fall 2017, 4 units

**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.

#### **Text and Readings**

- Withgott, Jay *et al.* Environment: The Science behind the Stories. 5<sup>th</sup> Edition. ISBN: 9780321897428. Other editions of the textbook are OK to use.
- Additional reading materials for this class will be posted to Blackboard (“Bb”) in the folder labeled, “Readings.” Students are expected to complete the assigned readings prior to each 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.

**Research paper:** This is a writing-intensive course. Per USC GE requirements, there will be a total of 15 pages of graded writing assignments. We will accomplish this via a **15-page paper** on environmental issues that will require research and citation of sources. Please use 1-inch margins; double-spaced. Required number of sources: **15 per paper**. The instructor will provide additional guidelines on the required diversity of sources. 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.”

#### **Learning objectives:**

- an interdisciplinary approach to complex environmental problems using basic tools of policy and international processes;
- the ability to work effectively as a member of an interdisciplinary team on complex problems involving multiple competing stakeholders and agendas;

- the ability to critically evaluate the economic and policy ramifications of diverse energy portfolios on air and water quality, climate, weapons proliferation and societal stability;
- an experience-based understanding of environmental policies in California including water and energy needs, air quality, marine and coastal issues;
- the ability to write effectively about complex environmental problems and do so for both specialist and general audiences with equal facility; and
- the ability to apply quantitative reasoning skills to environmental problems including basic calculations related to sustainability issues and the use of quantitative methods in data analysis and argumentation.

Please refer to <https://dornsife.usc.edu/environmental-studies/learning-objectives/> for more information.

## Grading

Midterm 1	20%
Midterm 2	20%
Research Paper (15 pages)	15%
Final Exam	25%
Attendance & Participation	10%
Homework/Quizzes/Exercises	10%
<b>Total</b>	<b>100%</b>

## Course goals:

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](mailto: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](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 12<sup>th</sup> week equivalency for any course scheduled for less than 15 weeks)."

### Course Schedule

Week	Topic	Readings
<b>Week 1:</b> August 22, 24	Course Intro, Objectives, Structure	Withgott: Ch. 6, See Bb
<b>Week 2:</b> August 29, 31	Human Impacts & Climate Change	Withgott : Ch. 1 and 18, See Bb IPCC, 2013: Summary for Policymakers. In: Climate Change 2013: Contribution of Working Group I to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change.
<b>Week 3:</b> September 5, 7	Environmental Policies	Withgott : Ch. 2 and 3; See Bb  U.S. Environmental Protection Agency. 2016. Climate change indicators in the United States, 2016. Fourth edition. EPA 430-R-16-004. <a href="http://www.epa.gov/climate-indicators">www.epa.gov/climate-indicators</a>

<b>Week 4:</b> September 12, 14	Natural Resources Production	Withgott : Ch. 19 and 20; See Bb  Transportation Research Board and National Research Council. 2014. <i>Responding to Oil Spills in the U.S. Arctic Marine Environment</i> . Washington, DC: The National Academies Press. <a href="https://doi.org/10.17226/18625">https://doi.org/10.17226/18625</a> .  Dabelko, Geoffrey d., <i>et al</i> (Eds). (2013). Backdraft: The Conflict Potential of Climate Change Adaptation and Mitigation (Environmental Change & Security Program report vol. 14, issue 2). Washington D.C: Woodrow Wilson international Center for Scholars.
<b>Week 5:</b> September 19, 21	Energy Production I	Withgott : Ch. 21 and 23; See Bb  International Energy Agency. "Energy and Air Pollution: World Energy Outlook." Special Report. 2016  Yao, L., Yang, B., Cui, H., Zhuang, J., Ye, J., & Xue, J. (2016). Challenges and progresses of energy storage technology and its application in power systems. <i>Journal of Modern Power Systems and Clean Energy</i> , 4(4), 519-528.
<b>Week 6:</b> September 26, 28	Air Pollution & Population I <b>MIDTERM I – Thu, September 28</b>	Withgott: Ch. 17 and 22, See Bb  McMullen-Laird, L., Zhao, X., Gong, M., & McMullen, S. J. (2015). Air pollution governance as a driver of recent climate policies in china. <i>Carbon &amp; Climate Law Review : CCLR</i> , 9(3), 243-255.
<b>Week 7:</b> October 3, 5	Agriculture	Withgott: Ch. 9 and 10, See Bb 2015. Lee, K., Newell, J.P., Wolch, J.R., & Joassart-Marcelli, P. "Cows, climate, and the media," In <i>Political Ecologies of Meat</i> , eds. J. Emel and H. Neo. New York: Routledge.
<b>Week 8:</b> October 10, 12	Endangered Species & Fisheries	Withgott : Ch. 4 and 5; See Bb "The Living Planet Report: Risk and Resilience in a New Era." WWF, 2016
<b>Week 9:</b> October 17, 19	Environment & Human Health I	Withgott : Ch. 7; See Bb  De Coster, S., & Nicolas, v. L. (2012). Endocrine-disrupting chemicals: Associated disorders and mechanisms of action. <i>Journal of Environmental and Public Health</i> .
<b>Week 10:</b> October 24, 26	Environment & Human Health II	Withgott : Ch. 8, See Bb  Friel, S. <i>et al</i> (2011). Addressing the social and environmental determinants of urban health equity: Evidence for action and a research agenda. <i>Journal of Urban Health</i> , 88(5), 860-74.
<b>Week 11:</b> October 31, November 2	Economic Policies. <b>MIDTERM II – November 2, Thursday</b>	Withgott : Ch. 12 and 15; See Bb  Baran, B. (2015). Support for renewable energy in Germany as an example of effective public policy. <i>Oeconomia Copernicana</i> , 6(2), 143-158.
<b>Week 12:</b> November 7, 9	Urban Sprawl, Megacities, Water Scarcity	Withgott : Ch. 13 and 14; See Bb  Speight, J. G., & Radovanovic, L. (2015). Biofuels: Future Benefits and Risks. <i>Bulletin of Engineering</i> , 8(3), 97-101.

<p><b>Week 13:</b> November 14, 16</p>	<p>International Agreements &amp; Regulations <b>Research Paper is DUE – November 16</b></p>	<p>Withgott : Ch. 16; See Bb  van Asselt, H., &amp; Bößner, S. (2016). The shape of things to come: Global climate governance after Paris. <i>Carbon &amp; Climate Law Review: CCLR</i>, 10(1), 46-61.</p>
<p><b>Week 14:</b> November 21</p>	<p>Environmental Policy &amp; Media  <b>THURSDAY NOVEMBER 23<sup>rd</sup> – NO CLASS</b></p>	<p>Withgott : Ch. 11; See Bb  Maria Armoudian, <i>Kill the Messenger: The Media's Role in the Fate of the World</i>. Chapter 11.</p>
<p><b>Week 15:</b> November 28, 30</p>	<p>Sustainability &amp; Green Economy</p>	<p>Withgott : Ch. 24; See Bb  Salem, D. (2016). Visions for urban landscape sustainability, past, present and future. <i>European Journal of Sustainable Development</i>, 5(3), 419-432.</p>
	<p><b>Final Exam: Tuesday, December 12 from 4:30 p.m. to 6:30 p.m.</b></p>	<p><b>In the same location as lectures –THH 202</b></p>