

**Instructor: Dr. Douglas Becker**

Office: Joseph Medicine Crow  
Building (CPA) 231C  
Email: [dfbecker@usc.edu](mailto:dfbecker@usc.edu)  
Monday/Wednesday, 6:30-8:00 pm  
and by appointment

NOTE: I will hold office hours in person but a Zoom appointment can be arranged

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

Lecture:

Tuesday/Thursday, 12:30-1:50 SOS B46  
Fall, 2022, 4 units

**The Challenge of the Return:** We are meeting in person this semester. Of course, we still have the challenge of the pandemic, the potential for quarantines and other class disruptions. So first and foremost, the real keys this semester are flexibility and empathy. If we need to take part of the semester back online, we'll adjust. If some of you miss class time because of the pandemic, we will accommodate. That being said, attendance is expected in class and *asynchronous or distance options should be considered temporary accommodations* and not full semester options. I will make material available outside of the classroom but the entire class will not be available outside of the classroom. Consider this available material supplemental to help you prepare for exams and papers.

**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.

Some key norms and rules for the classroom. Please be aware of these as we progress throughout the semester:

- **Share responsibility for including all voices in the conversation.**
  - I know this is a large class. But we would love to hear from all of you this semester. These issues can often carry a significant resonance with us, since environmental issues are often contentious. Let's make sure everyone has a chance to speak. If you

find yourself being shut out of conversations, please let me know privately and I will make adjustments.

- **Listen respectfully.**
  - A great classroom is a dialogue. It is not simply my thoughts and you trying to remember them for exams. I want to hear from all of you. And I want you to hear from one another. We need to listen respectfully but also actively and critically.
- **Be open to changing your perspectives based on what you learn from others.**
  - Nothing is more exciting than learning something new. This allows us to evolve our perspectives and develop as scholars. I have learned something new from students every semester I've taught. I change material from semester to semester based on what I have learned. Always be prepared to change your mind.
- **Understand that we are bound to make mistakes**
  - I may have been raised Roman Catholic, but I am not infallible. That's a joke I make throughout the semester. I will make mistakes. You will too. We learn from our mistakes, but we can't be afraid to present our work and our thoughts on an issue because we might make one. When we do, we will respectfully update the information and learn from them.
- **Understand that your words have effects on others.**
  - Respect is based on the understanding that words matter. Freedom of speech means we can express ourselves freely. But it does not mean we don't consider the effects these words have on others in the classroom.
- **Take pair work or small group work seriously.**
  - In particular, we have group assignments and other work in discussion sections that require everyone to participate. Don't be a free rider. And communicate clearly with group members to make sure everyone is able to participate fully.
- **Understand that others will come to these discussions with different experiences from yours.**
  - The best thing about a campus like USC is the rich diversity of the student body. We have students from all over the world. And I think I learned as much as an undergraduate from the conversations I had with my classmates than even from class work. Toleration of different experiences is boring. Revel in them! Learn from one another. And be aware of them.
- **Make an effort to get to know each other.**
  - I like a class that's loud and boisterous before I come in. Spend some times getting to know each other. The real virtue of being back in person are the people we will meet, the social interactions, the long conversations, and learning from one another. Think of the big class as a chance to get to know a lot more people. And many of you are new to the university experience. I don't want to hear that you are having trouble meeting new people. This class is a great place to meet everyone!
- **Understand that there are different approaches to solving problems.**

This is what we mean by interdisciplinary. We do more than just study different material. We also approach issues differently. It's truly exciting to see the different ways we solve problems and wrestle with material.

### **Text and Readings**

- McKinney et al, *Environmental Science: Systems and Solutions, 6<sup>th</sup> edition* ISBN: 978-1284091700. There is an electronic copy available to rent at considerably less cost.
- Additional reading materials for this class will be posted to Blackboard. 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. Announcements about class, readings, and assignments will be all posted there. I 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. When you email, I will respond within 12 hours with the potential exception of weekends.

**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 **10-12-page paper** on environmental issues that will require research and citation of sources. Please use 1-inch margins; double-spaced. (the other writing assignments are in the discussion sections). Required number of sources: **10 per paper**. I will provide more details to the paper with a paper prompt the third week of classes.

**Learning objectives:**

1. Explain an interdisciplinary approach to complex environmental problems using basic tools of policy and international processes;
2. Describe the past developments on salient environmental issues, including international political actions as well as domestic environmental policies
3. Complete a cooperative project as a member of an interdisciplinary team on complex environmental problems involving multiple competing stakeholders and agendas;
4. Critically evaluate the economic and policy ramifications of diverse energy portfolios on air and water quality, climate, and societal stability;
5. Understand environmental policies in California including water and energy needs, air quality, marine and coastal issues;
6. Evaluate research and write effectively about complex environmental problems using resources directed toward both a specialist and general audiences;
7. Critically analyze and apply both quantitative and qualitative data in reasoning and evaluation of both to environmental problems, in proposed solutions, and in consideration of the student’s own potential solutions and/or management of the issues

**Grading**

Midterm Exam	20%
Research Paper (12-15 pages)	30%
Final Exam	25%
Group Presentation posted for the class	10%
Assignments	15%
<b>Total</b>	<b>100%</b>

The midterm and final are both in class, with both objective and critical analytic components (including essays). The final is cumulative. The paper, as referenced above, will require a student select a single environmental issue and explore the nature of the challenge, political discourses on the issue, and proposed solutions. I will post material to help you study, including Powerpoints used in class. Each student will contribute to a group presentation as well. We will have you post these presentations when they are due and have a peer review component where you all comment on each other's presentations. These are groups of 3-4 on a topic selected from a list of topics. **You may not select a group presentation that is the same issue as your research paper.** Finally, there are assignments throughout the semester. I will explain these briefly but they are meant to ensure you stay current in the material and take some of the issues a little more in depth. A NOTE: IF YOU ARE TAKING THE CLASS PASS/NO PASS, IT IS NEXT TO IMPOSSIBLE TO CHOOSE TO NOT SUBMIT A PAPER AND STILL PASS. You need, by university rule, a 70 to pass in a pass/no pass. So you still need to submit a paper.

### **Grading Scale**

Course final grades will be determined using the following scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

### **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

The date is for the lecture. I also indicate the material either posted online in a lecture format or activities in addition to course work for the week. Please read all material assigned for the date prior to the class

Week	Topic	Readings
<p><b>Aug 23</b> Introduction to Environmental Issues</p> <p><b>Aug 25</b> Environmental Norms, and what is "Sustainability?"</p> <p><b>Additional Material:</b> Assignment on campus sustainability AND! A syllabus quiz (posted to Blackboard), so read the syllabus!</p>	<p>Introductions, and what are the most important environmental issues we face?</p> <p>Norms in the International System and in Domestic Politics, and the relationship between norms and law</p>	<p>McKinney: Ch. 1, 3, 5</p> <p>McKinney, Chapter 6, 20</p>
<p><b>Aug 30</b> Environmental Negotiation Regimes</p> <p><b>Sept 1</b> Start with conversation and questions about the online lecture.</p> <p><b>THEN! A game! The evolution of cooperation on environmental protection</b></p> <p><b>Relationship between environmental protection and the international political economy, posted online</b></p>	<p>How is Cooperation Built on Environmental Issues Internationally?</p> <p>Principles of the International Political Economy and Economic Development</p>	<p>Porter, Brown, and Chasek, Chapters 3 and 5, <b>On Blackboard</b></p> <p>McKinney, Chapter 19</p> <p>Alexandra Lindenthal and Martin Koch, "The Bretton Woods Institutions and the Environment: Organizational Learning within the World Bank and the International Monetary Fund (IMF)." <b>Blackboard</b></p>



<p><b>Online lecture: The science of climate change</b></p>		
<p><b>Sept 20 Traditional Energy Sources</b></p> <p><b>Sept 22: Alternative Energy Sources</b></p> <p><b>Additional material: Energy Sources Pros and Cons Exercise</b></p>	<p>Energy sources and infrastructures: the Pros and Cons of each energy source available and future research</p>	<p>McKinney, Chapter 7</p> <p>McKinney, Ch 8</p>
<p><b>Sept 27 Mining and Drilling</b></p> <p><b>Sept 29 Arctic Drilling and Navigation</b></p> <p><b>Online lecture: The science of mining and the environmental risks (acid mine runoffs)</b></p>	<p>The environmental hazards of mining and drilling.</p> <p>The threats and opportunities of mining operations in the Arctic</p>	<p>McKinney Chapter 10</p> <p>Robert Harriss, "Arctic Offshore Oil" <b>Blackboard</b></p>
<p><b>Oct 4 Air Pollution</b></p> <p><b>Oct 6 Mid-Term Review</b></p>	<p>Air Pollution, the Environmental Risks of Smog</p>	<p>McKinney, Chapter 16</p>



<p><b>Extra Material (or class):</b>  <b>Greening LA, OR greening USC (I like focusing on LA more since Urbanization is a theme)</b></p>		
<p><b>Nov 1</b>  <b>Deforestation</b></p> <p><b>Nov 3</b>  <b>Trash and discussion on how to reduce</b></p> <p><b>EXTRA CLASS: The environmental impact of trash dumps and landfills</b></p>	<p><b>Deforestation</b></p> <p><b>Trash and Waste, Reduce, Reuse, Recycle</b></p>	<p>McKinney, Chapter 12</p> <p>McKinney Chapter 18</p>
<p><b>Nov 8</b>  <b>Agriculture and Agribusiness</b></p> <p><b>Nov 10</b>  <b>GMOs, Hormones, and new ways to produce food</b></p> <p><b>Online Exercise: Media and Environmental Issues, an exercise on bias as homework</b></p>	<p><b>Agriculture and Agribusiness</b></p> <p><b>The GMOs Debate</b></p>	<p>McKinney Chapter 13</p> <p>“No Scientific Consensus on GMOs” <b>Blackboard</b></p> <p>“Arguments For and Against GMOs” <b>Blackboard</b></p> <p>Sheldon Krimsky  “Labelling GMOs” <b>Blackboard</b></p> <p>Maria Armoudian, <i>Kill the Messenger: The Media's Role in the Fate of the World</i>. Chapter 11. <b>Blackboard</b></p>
<p><b>Nov 15:</b>  <b>Ocean Health and a discussion of plastics</b></p>	<p><b>Ocean Health, Plastics and the great Garbage Patch</b></p>	<p>McKinney Chapter 15</p>

<p><b>Nov 17:</b>  <b>Freshwater Access and the California drought, plus, the plight of the Colorado River</b></p> <p><b>Disc: Jill Sohm on Ocean Health</b></p>	<p><b>Freshwater Health</b></p>	<p>Marcus Howard “Plastic Pollution” <b>Blackboard</b></p> <p>Daniel Cressey, “The Plastic Ocean” <b>Blackboard</b></p> <p>McKinney, Chapter 9</p>
<p><b>Nov 22</b>  <b>Personal Care Products and Toxicology</b></p> <p><b>PAPERS DUE IN CLASS</b></p> <p><b>B: No Class, Thanksgiving</b></p> <p><b>No extra session, Thanksgiving Holiday</b></p>	<p><b>Environmental Issues and Health</b></p>	<p>McKinney Chapter 14</p>
<p><b>Nov 29</b></p> <p><b>The Future of Sustainability in light of COVID</b></p>	<p><b>Sustainability and Global Action, and what we can learn from the pandemic times</b></p>	<p>Cawthorn et al “The future of Sustainability in the Context of Covid-19” <b>Blackboard</b></p> <p>Oliver Taherzadeh, “Promise of Green Economic Recover Post-Covid” <b>Blackboard</b></p> <p>Sophie Atwood and Cother Hajar, “How Will the Covid-19 Pandemic Shape the Future of Meat Consumption?” <b>Blackboard</b></p>

<p><b>Dec 1: The efficacy of straw bans and then a discussion: What can we do to make an impact on these issues— where do we go from here?</b></p> <p><b>Extra Class: watch the presentations and peer review</b></p>	<p><b>Think Global but Act Local</b></p>	<p>“Straw Bans Seen as Tackling a Plastic Gateway” <b>Blackboard</b></p> <p>Stan Cox, “The Green New Deal and Beyond” <b>Blackboard</b></p>
<p><b>VOLUNTARY REVIEW SESSION!</b></p> <p><b>Dec 6, 12:20 pm</b></p>		
<p><b>FINAL EXAM!</b></p> <p><b>Tuesday, December 13</b></p> <p><b>11:00 AM – 1:00 PM</b></p>		

### Support Systems

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

<https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

*Diversity at USC – <https://diversity.usc.edu/>*

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

*USC Department of Public Safety – UPC: (213) 740-4321 24-hour emergency or to report a crime.*  
Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

### **Academic Conduct**

USC seeks to maintain an optimal learning environment. Students are expected to submit original work. They have an obligation both to protect their own work from misuse and to avoid using another's work as their own. All students are expected to understand and abide by the principles of academic honesty outlined in the University Student Conduct Code (see University Governance, Section 11.00) of SCampus ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>). The recommended sanctions for academic integrity violations can be found in Appendix A of the Student Conduct Code.

### **Emergency preparedness/course continuity**

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.

### **Students with Disabilities**

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: [ability@usc.edu](mailto:ability@usc.edu)