

Draft Syllabus - Subject to Change

Environmental Issues in Society
ENST/IR 150 - Fall 2023

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Class Details:
Day/time: T/TH 12:30-1:50
Classroom: THH 102
Office Hours: Monday 2-4 pm

Teaching Assistants:

To be updated

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 carbon trading, geoengineering, ivory management and more. We will also explore institutional and social barriers to environmental and social policies as well as discuss opportunities for cooperation and strategies for environmental regulation at the global level. Finally, we will continually weave in justice-based concerns and intersectional analysis of the environmental issues we cover, as well as talk about our personal responsibilities and roles in environmental and social problems.

Learning Objectives:

1. Utilize an interdisciplinary approach to explain the causes and consequences of complex environmental and resource management issues.
2. Describe the history, evolution and drivers of global environmental governance cooperation and conflict over the last five decades.
3. Explain the roles that various state, institutional and non-state actors have played in creating and implementing environmental policies over time.
4. Compare and contrast the history, relevant treaties and outcomes of environmental regimes focusing on the ozone, climate, deforestation, biodiversity, endangered species, fisheries and whaling.
5. Employ a policy evaluation framework to assess environmental policy outcomes with regard to compliance, efficiency, effectiveness, democratic processes and justice.
6. Complete a cooperative policy evaluation presentation project as part of an interdisciplinary team.
7. Develop a policy-oriented analytical research paper using academic resources and evaluation frameworks introduced in class.

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Course Policies:

Course Norms: These are important norms for lecture and discussion section engagement.

- Share responsibility for including all voices in the conversation.** If you tend to have a lot to say, make sure you leave sufficient space to hear from others. If you tend to stay quiet in group discussions, challenge yourself to contribute so others can learn from you.
- Listen respectfully.** Don't interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.
- Be open to changing your perspectives based on what you learn from others.** Try to explore new ideas and possibilities. Think critically about the factors that have shaped your perspectives. Seriously consider points-of-view that differ from your current thinking.
- Understand that we are bound to make mistakes in this space,** as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others' as valuable elements of the learning process.
- Understand that your words have effects on others.** Speak with care. If you learn that something you've said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future.
- Take pair work or small group work seriously.** Remember that your peers' learning is partly dependent upon your engagement.
- Understand that others will come to these discussions with different experiences from yours.** Be careful about assumptions and generalizations you make based only on your own experience. Be open to hearing and learning from other perspectives.
- Make an effort to get to know other students. Introduce yourself to students sitting near you.** Refer to classmates by name and make eye contact with other students.
- Understand that there are different approaches to solving problems.** If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.

Attendance: You are expected to be in class for each of our lecture sessions, but attendance is not graded. If you miss class, you are responsible for the material missed and you do not need to contact me unless you are missing more than two in-class exercises (discussed below). To keep on track, you should review the readings and slide deck for the day, consult your classmates for notes and follow up with your teaching assistant with any questions about missed material.

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Email Communication: Email is the best way to contact me!!! When emailing, please make sure to address it properly, include your course number and section, and be clear in your request. All emails will be responded to within 48 hours, but please do not expect responses after 5 pm or on weekends / holidays.

In-class Communication: I respectfully ask that you not line up to ask me questions after class. It's not that I don't want to help you or discuss your concerns, it's just that I only have a short break until my next class and I need time to eat lunch and take a personal break.

Grading: I am always happy to discuss with you how you can improve your work, but I will not "regrade work" or consider grade revisions that have nothing to do with your actual submitted work (i.e., scholarship eligibility, GPA needs, grad applications and things of that nature.) If you do have a grade objection, that should be emailed to me with a written explanation of what you feel was graded incorrectly accompanied by supporting information (i.e., referencing the textbook or slides), within 72 hours.

Extra Credit: In order to maintain fairness to all, I will never offer individual extra credit. Please do not ask. *Class extra credit options, if offered, will be posted in Blackboard > Assignments > Extra Credit.*

Late Work: Late work only applies to your research paper project as there are no make ups for in-class exercises or exams. Late work will be deducted ½ a letter grade at the due time and then per 12 hours late.

Statement for Students with Disabilities: USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers and for approving and generating a Letter of Accommodation (LOA). The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu

Statement on Academic Integrity: 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. The full student handbook section on Academic Integrity is available in the [Student Handbook, pgs. 11-13](#).

Diversity and Inclusivity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. As such, I hope to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. I might not always succeed, but this is my desire. If you have suggestions on materials, readings or topics, they are always welcome. I encourage you to let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Flexibility & Compassion: Even though we are emerging from the pandemic, I understand that things don't always go the way we expect, for you and for me. There are mental health stresses, childcare issues, things that pop up to hinder our work that don't easily fit in the "sickness or

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documented emergency” box that the university lays out. If you are struggling, come talk to me (preferably with an idea of what you need from me to get you through whatever assignment or deliverable you are struggling with). Together we will work something out. Vice versa, I kindly ask that you extend the same courtesy to me should I need to reschedule office hours, need a bit more time to respond to an email and so on.

Should you need additional support, please consult these resources:

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/>

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 genderbased harm. <https://engemannshc.usc.edu/rsvp/>

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 SOWK 637 – Wellness, Recovery, and Integrated Care 23 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/> Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

Course Mechanics:

Required Readings

- You are expected to come to class with the readings listed already completed. All readings listed for the class are required and game for exam questions.
- Required Text: McKinney et al, *Environmental Science: Systems and Solutions*, 6th edition ISBN: 978-1284091700. There is an electronic copy available to rent at considerably less cost.
- Please see the “reading codes key” under the Instructional Calendar for details on how to find readings not included in the above text.

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Assignments

Disc. Section Participation	5%
Disc. Section Group Presentation	10%
In-Class Exercises (10 / 12 graded)	15%
Midterm Exam	20%
Final Exam	25%
Research Paper (8-10 pages)	25%
TOTAL	100%

Discussion Section (15%)

Participation: *Details and grading rubric to be determined after consultation with TAs.*

Group Presentation: *Details and grading rubric to be determined after consultation with TAs.*

In-Class Exercises (15%)

There are a total of 12 in-class assignments and you are expected to complete 10 of them. These assignments are important for ensuring active ownership in your learning, diving deeper from memorization to critical thinking and analysis, and for providing a space for you to practically apply key terms and concepts while clearing up any confusion or questions prior to exam time. Since it is up to you which of the 10 you complete, there will be no make ups. If an emergency or illness requires you to miss more than 2 in-class exercise days, you will need to email me (cc'ing your teaching assistant) for make-up information. *A grading rubric will be posted to Blackboard > Assignments > In-Class Exercises.*

Midterm (20%) / Final Exam (25%)

Both exams will be a combination of multiple choice, short answer and essay questions, with the final exam being longer than the midterm. *Review sheets, including key terms and sample questions, for each exam will be posted to Blackboard > Assignments > Exams.*

Research Paper (25%)

Per [USC Dornsife GE requirements](#), this course requires 12-15 pages of graded written material. Approximately 4-5 pages of this is accomplished via in-class and discussion section assignments, the remainder will be through a 8-10-page research paper on a specific environmental issue and policy. The research paper project will consist of two scaffolding assignments, a topic statement with annotated bibliography then a detailed outline, and the final paper. *Full details, including deadlines, paper mechanics and grading rubric, will be discussed in class and posted to Blackboard > Assignments > Research Paper.*

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Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-50	< 50

Instructional Calendar

- Slide decks will be posted to Blackboard the day after class.
- Reading Codes:
 - (BB) means it is on Blackboard under *Assignments > Readings*.
 - (Online) click the hyperlink to access.
 - (YFI) means You Find It! (I'll give you instructions for this in class).

<u>Lecture Topic</u>	<u>Reading Materials</u>	<u>Exercises / Deliverables</u>
T 8/22 Introduction to Environmental Studies	MK, Ch. 1 "Environmental Science" pgs. 1-30	Icebreaker: Current event concept map
TH 8/24 Human Impacts on the Environment	MK, Ch. 2 "Population Growth" pgs. 30-56 MK, Ch. 3 "Ever-Changing Earth" start from "The Anthropocene" pg. 72-98 Skim, focusing on sections with "human disturbance" in title.	In-class #1: Samuel Sellers video on Population Growth + Reflection Write Up
T 8/29 Explaining Environmental Cooperation	(BB) Chasek, Ch. 1, "The Emergence of Global Environmental Politics" pgs. 12-50	In-class handouts: Downie, Ch. 4 "International Regimes Chart" O'Neill, K. "Table 2.1 - The "Earth Summits"
TH 8/31 Understanding Environmental Conflict	(BB) Chasek, Ch. 5 "Effective Environmental Regimes: Obstacles and Opportunities" pgs. 132-153 MK, Ch. 20 "Historical and Cultural Aspects of Environmental Concerns" pgs. 556-586	In-class #2: Start current event conflict/cooperation analysis
T 9/5 Evaluating Environmental	(BB) O'Neill, K. "Impacts and Effectiveness of Environmental Treaty Regimes," in <i>International Relations</i>	In-class: Finish analysis #2 Discussion: How to locate

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Policy	<p><i>and Environmental Politics</i>, pgs. 113-130</p> <p>(Online) Mickwitz. “A Framework for Evaluating Environmental Policy Instruments Context and Key Concepts.” <i>Evaluation</i>. 2003. Vol 9(4): 415–436.</p>	scholarly resources online + annotated bibliography
TH 9/7 Introduction to Sustainable Development	<p>MK, Ch. 19 “Environmental Economics” pgs. 531-554</p> <p>(You find it! - YFI) Solberg, Erna. “From MDGs to SDGs: The Political Value of Common Global Goals.” <i>Harvard International Review</i>, Vol. 37, Iss. 1, (Fall 2015): 58-61.</p>	In-class #3: SDG Analysis
T 9/12 Global Air Pollution	MK, Ch. 17 “Destruction of the Ozone Layer and Global Climate Change” pgs. 463-496	Due to BB @ midnight: Topic statement and annotated bibliography
TH 9/14 Climate Governance: Kyoto to Copenhagen	(BB) Chasek, Ch. 3 - Subsection “Climate Change”, pgs. 162-186	In-Class #4: Burn Noticed, Daily Show Video + conflict/cooperation analysis
T 9/19 Climate Governance: Paris and Beyond	(Online) Falkner, R. “The Paris Agreement and the new logic of international climate politics” <i>International Affairs</i> , Volume 92, Issue 5, September 2016, Pages 1107–1125.	In-class #5: Evaluating the Paris Agreement
TH 9/21 Climate Mitigation: Fossil Fuels & Renewables	<p>MK, Ch. 7 “Fundamentals of Energy” pgs. 177-210</p> <p>MK, Ch. 8 “Renewables” pgs. 213-243</p>	In-class #6: Prospects for the Fossil Fuel Treaty - conflict/cooperation analysis
T 9/26 Climate Mitigation: Carbon Trading	<p>(YFI) Weeks, J. “Carbon Trading” CQ Researcher, Nov. 2008, pgs. 295-320</p> <p>(YFI) Petit, J. “Climate Justice: A New Social Movement for Atmospheric Rights.” 2004, pgs. 102-106</p>	
TH 9/28 Climate Mitigation: Geoengineering	(Link) Tayewba. “Solar geoengineering: Spectacle, tragedy, or solution?” Yale Environment Review.	In-Class #7: Why geoengineering is dividing climate scientists Time Magazine, March 2023 + Solar Engineering Non-Use

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	Reading pending - Carbon Capture and Storage	Agreement Reflection
T 10/3 Deforestation	MK, Ch. 12 "Land Resources and Management" pgs. 319-346	
TH 10/5 Deforestation Strategies	(Online) IISD, Brief #38: The Roots of Forest Loss and Forest Governance. (11 pgs.) (BB) REDD-Monitor, "An Introduction to REDD" pgs. 364-368	In-Class #8: Deforestation Policy Evaluation
T 10/10	IN-CLASS MIDTERM	IN-CLASS MIDTERM
TH 10/12	Fall Break - No Class	Fall Break - No Class
T 10/17 Water Resources	<i>Guest Lecture - Ryan Freeman (NOAA) "Off-shore Wind Energy Development and Chumash Heritage National Marine Sanctuary"</i> MK, Ch. 9 "Water Resources" pgs. 244-273	
TH 10/19 Water Insecurity Approaches	MK, Ch.15 "Water Pollution" pgs. 408-433	
T 10/24 Conserving Biological Diversity	MK, Ch. 11 "Conserving Biological Resources" pgs. 290-318 (Online) IISD, Brief #2: Biological Diversity: Protecting the variety of life on Earth. (10 pgs.)	Due to BB @ midnight: Detailed paper outline
TH 10/26 Endangered Species	Glazer,S. "Endangered Species: Can They be Saved?" CQ Researcher, Full Report. 2021. (Online) IISD, Brief #3: The Evolving War on Illegal Wildlife Trade. (8 pgs.)	In-Class #9: Ivory Crushes vs. Ivory Auctions
T 10/31 Endangered Species Governance	Student instruction: make sure you have access to article below in class (printed or digital)** (YFI) "When Arguments Prevail Over Power: The CITES Procedure for the Listing of Endangered Species." by	Discussion: How to read an academic article + could this proposal work elsewhere?

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	Gehring and Ruffing. <i>Global Environmental Politics</i> (8)2: 123-148.	
TH 11/2 Food and Soil Resources	MK, Ch. 13 “Food and Soil Resources” pg. 347-376	
T 11/7 Food Insecurity Strategies	(BB) Sen, A. “Ch.9 - Population, Food and Freedom” pgs. 204-226	In-class #10: Evaluating the MDG and SDG goals on Hunger
TH 11/9 Pollution Control and Risks	MK, Ch. 14 “Principles of Pollution Control, Toxicology and Risk” pgs. 378-407	
T 11/14 Solid and Hazardous Wastes	MK, Ch. 18 “Municipal Solid Waste and Hazardous Waste” pgs. 497-530 (Online) IISD, Brief #23: How to Regulate our Waste-full World (pgs. 9)	
TH 11/16 Pollution Strategies	(Online) IISD, Brief #8: Confronting the Global Plastic Pandemic (8 pgs.) (Online) IISD, Earth Negotiations Bulletin “Summary of the Second Meeting of the Intergovernmental Negotiating Committee to Develop an International Legally Binding Instrument on Plastic Pollution: 29 May – 2 June 2023”	In-class #11: Plastic Straw Ban debate
T 11/21 Youth Movements for Sustainability	(Online) Kotze & Knappe. “Youth movements, intergenerational justice, and climate litigation in the deep time context of the Anthropocene.” 2023, <i>Environmental Research Communications</i> (5)2. (12 pgs). (Online) Parth et al. “How Dare You!”—The Influence of Fridays for Future on the Political Attitudes of Young Adults.” <i>Frontiers of Political Science</i> , Vol. 2, 2020, pgs.12.	In-class #12: Climate Action Venn Diagram
TH 11/23	Thanksgiving - No Class	Thanksgiving - No Class
T 11/28	(Online) IISD, Brief #13: COVID-19	Due to BB @ midnight:

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The Future of Sustainability	and Planetary Health: How a Pandemic Could Pave the Way for a Green Recovery (pgs.10) (Online) Oliver Taherzadeh, “Promise of Green Economic Recovery Post-Covid: Trojan Horse or Turning Point?” <i>Global Sustainability</i> , Volume 4, 2021. (Online) IISD, Brief #36: Indigenous Peoples: Defending the Environment for All (pgs.10)	Final Paper
TH 11/30 CATCH UP / REVIEW	No readings.	I will have a few things prepared for review, but will not do a “walk through” of the study guide. Please come prepared with specific questions.

FINAL EXAM: **Tuesday, Dec 12, 2023** **11 am - 1 pm**