

EVST 100
Dr. Herreiner and Dr. Treanor
Tuesday and Thursday 1:35 – 2:50, UNH 1222

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Course Description

This class serves, along with NTLS 101, as an introduction and prerequisite for other classes in the Environmental Studies Minor. While NTLS 101 covers fundamental issues in environmental studies from the perspective of the natural sciences, EVST 100 covers these issues from the perspective of the humanities (e.g., philosophy, history, etc.) and social sciences (e.g., economics, political science, etc.). Topics covered include: the nature and scope of moral and ethical consideration; various ethical systems that can be applied to environmental issues; the history of the human relationship to the non-human world; the role and impact of institutions (local, national, and international) on environmental issues; collective and economic decision making; and various “case studies” in environmental studies. Together with NTLS 101, EVST 100 prepares the student for further studies in the Interdisciplinary Environmental Studies Minor, including elective classes and the capstone course.

Course Objectives

Successful students will:

- Come to appreciate the interplay of scientific facts with ethical and moral values, and with practical issues (e.g., the political will required to implement change).
- Understand various moral and ethical systems, including their application to environmental problems.
- Become familiar with the institutional bodies (local, regional, national, and international) that have a stake in issues of environmental concern, as well as the challenges of collective decision making associated with any such institution.
- Assess several important “case studies” through different disciplinary lenses.

Required Texts

- Most of the reading for this course will be made available on the university electronic reserve system (Eres).

Grading

- **20%** Traditional participation
- **5%** Non traditional participation
- **20% each (40%)** Two midterm exams
- **35%** Final project.

(1) Participation

Participation includes: (1) regular, active participation in class discussions, (2) attentive, respectful listening to others in class discussions, (3) being prepared to participate in class (including bringing the relevant text to class), and (4) participation in select out-of-class activities (listed below). Class attendance is mandatory; it is a necessary, but not sufficient, condition for a good participation grade. We will not waste class time taking attendance; however, you will not be able to get a good grade in this class without attending the class sessions. Another way of thinking about this is that attendance cannot help your grade, but your absence will hurt your grade (both because you will not participate that day and because you will miss out on class discussion that day). Participation is graded in terms of both quantity and quality. Neither one or two insightful comments over the course of 15 weeks nor regular, thoughtless comments will earn an "A." Thus, your goal here should be regular, thoughtful contribution to class discussion. We hope to have several out-of-class activities scheduled this semester. Participation in these events will

be factored into your “non-traditional participation” grade, along with participation in an online discussion forum. We will inform you of these events well in advance of the date to facilitate scheduling.

(2) *Examinations*

Examinations will be in-class, closed-book, no-note, "blue book" exams. The format and date of these examinations will be discussed in class prior to the exam.

(3) *Final Project*

Details of the final project will be discussed in class well in advance of the due date.

V. Academic Integrity

The Loyola Marymount Undergraduate Bulletin clearly states that:

[T]he University expects all members of its community to act with honesty and integrity at all times, especially in their academic work... *It is the student’s responsibility* to make sure that his/her work meet the standards of academic honesty set forth in the Honor Code (59, emphasis mine).

Breaches of academic integrity will not be tolerated in our class. Cheating, plagiarism, and other related offenses are an insult to your classmates and a disservice to yourself. In any written assignment, you must clearly cite all outside sources that you use. This includes both direct quotes and borrowed ideas taken from any other source (author, speaker, etc.). Clear citation requires both that you cite all outside ideas and statements and that your citation enables us to locate your source. Please refer to a recognized manual for the writing of term papers for help with acceptable methods of citation (e.g., *The Chicago Manual of Style*), and please ask one of us before you turn in an assignment if you have any questions. **To make things perfectly clear, any work that, in our estimation, attempts to represent work that is not your own as your own will result in a failing grade in the class and immediate notification of the appropriate dean(s).**

VII. Resources

We are available—by email, office hours or appointment—to help you with this class or with your experience here at LMU more generally. We hope you will feel free to come and speak with one of us if you have any problems. However, in addition, there are several specialized resources on campus to help you in a variety of ways and we encourage you to make use of them should you need assistance. The *Office of First Year Programs* (Malone Student Center, 338-5252), *Learning Resource Center* (Daum Hall, 2nd Floor, 338-2847), *Disability Support Services* (Daum Hall, Second Floor, 338-4535), *Student Health Services* (Burns Recreation Center, 338-2881) and the *Student Psychological Services* (Second Floor, North, Burns Recreation Center, 338-2868) are just a few of the many excellent on-campus resources.

VIII. Preliminary Schedule—this schedule is subject to change (for example, by any announcements in class) and the web-based schedule may not be up to date. If you miss a class, contact a *classmate* to find out if there have been any changes in the schedule.

August 31	Introduction: Review of the syllabus and class discussion: “Why are you here? What issues are important?” Review survey results footprint
September 2	Jenny Price, “Thirteen Ways of Seeing Nature in LA”
September 7	Overview of Major Issues: (1) Julian Simon, “Natural Resources are Infinite,” (2) Moyers/Storrs, Scientific American Article, and (3) Meadows/Randers, “Beyond the Limits”
September 9	Robert Gottlieb, “Forcing the Spring”, I + II
September 14	Robert Gottlieb, “Forcing the Spring”, III
September 16	Cambridge Encyclopedia of Philosophy, Excerpts
September 21	Peter Singer, “All Animals are Equal”
September 23	Tom Regan, “The Radical Egalitarian Case for Animal Rights”
September 28	Peter Wenz, “Synergistic Environmental Virtues: Consumerism and Human Flourishing”
September 30	Midterm Exam #1

October 5	Fullerton, D., Stavins, R. (1998), "How Economists See the Environment", <i>Nature</i> , 395, 433-434. Fitzgerald, T., Freeman, A.M. (2009), "Counting the Wealth of Nature: An Overview of Ecosystem Valuation", in: Anderson, T.L., Huggins, L.E., Power, T.M., <i>Accounting for Mother Nature: Changing Demands for Her Bounty</i> , 211-234.
October 7	Arrow, K.J., et. al. (1996), "Is There a Role for Benefit-Cost Analysis in Environmental, Health, and Safety Regulation ?", <i>Science</i> , 272, 221-222. Recommended: Hanemann, W.M. (1994), "Valuing the Environment Through Contingent Valuation", <i>Journal of Economic Perspectives</i> , 8/4, 19-43.
October 12	Hardin, G. (1968), "The Tragedy of the Commons", <i>Science</i> , 162, 1243-1248. Dietz, T., Ostrom, E., Stern, P.C. (2003), "The Struggle to Govern the Commons", <i>Science</i> , 302, 1907-1912.
October 14	☺ Recommended: Coase, R. H. (1960), "The Problem of Social Cost", <i>Journal of Law and Economics</i> , 3, 1-44.
October 19	Tietenberg, T. (2002), "The Tradable Permits Approach to Protecting the Commons: What Have We Learned?" (http://ssrn.com/abstract=315500).
October 21	Weisbach, D., Sunstein, C.R. (2009), "Climate Change and Discounting the Future: A Guide for the Perplexed", <i>Yale Law & Policy Review</i> , 27/2, 433-457.
October 23	Class Trip: <i>Urban Ocean Cruise, 1:30pm, Aquarium of the Pacific, Long Beach</i>
October 26	☺
October 28	Anielski, M., Soskolne, C. (2002), "Genuine Progress Indicator (GDP) Accounting: Relating Ecological Integrity to Human Health and Well-Being", in: Miller, P, Westra, L., <i>Just Ecological Integrity: The Ethics of Maintaining Planetary Life</i> , Rowman & Littlefield Publishers, 83-97. DUE: Title and Description of Final Project
November 2	Reinhardt, F.L., Stavins, R.N., Vietor, R.H., (2008), "Corporate Social Responsibility Through an Economic Lens", <i>Review of Environmental Economics and Policy</i> , 2/2, 219-239. Reich, R. (2007), "A Citizen's Guide to Supercapitalism" (ch 6), <i>Supercapitalism: The Transformation of Business, Democracy and Everyday Life</i> , Knopf, 209-225.
November 4	Midterm Exam #2
November 9	DUE: Bibliography of Final Project
November 11	
November 16	
November 18	
November 23	DUE: Complete Draft of Final Project
November 30	
November 30	Class Trip: <i>West Basin Water Treatment Plant, 4:30pm</i>
December 2	
December 7	
December 9	