

San José State University
Department of Environmental Studies
ENVS 117, Human Ecology, Section 01, Fall 2019

Course and Contact Information

Instructor:	Dr. Kathryn Davis
Office Location:	WSQ 115E
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Email:	Kathryn.davis@sjsu.edu
Office Hours:	Wednesdays, 10:30-12:00 – use this link: https://profdavis.youcanbook.me to put your name on my office hours list. Contact me via Canvas if you need to make an appointment outside my regular office hours.
Class Days/Time:	Wednesday 1:30 – 4:15
Classroom:	DMH 164
Prerequisites:	EnvS 1, 10, and 100W (or instructor permission)

Course Description

Catalog: Diversity and similarity of human adaptation, cultural evolution, cultural change, and environmental modification in African, Asiatic, Oceanic, and Latin American cultural groups. Emphasis: Traditional non-western conservation practices and their lessons for the modern day resource manager.

Definition of Human Ecology: Human Ecology is the *interdisciplinary* study of the relationships between the human community and its environment. It *crosses traditional academic and scientific boundaries* and represents attempts to integrate scientific, behavioral, sociological, political, economic, and ethical functions in human relationships to the environment. (Dr. Gary Klee)

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of the field of human ecology and the theories and techniques used by practitioners by exploring a local region as a case study. *Students will accomplish this through written and oral analysis of course reading materials.*
2. Demonstrate the ability to use methods of the field of human ecology for synthesis and analysis of research, methodologies, analyses, and conservation theories and techniques. *Students will do this via a written analysis of a peer-reviewed article and presentation of their analysis to the class.*
3. Demonstrate the ability to conduct field work, explore, investigate, photograph, and write an analytical paper about their chosen field site. *Students will accomplish this through the Field Site Analysis assignment.*

Department of Environmental Studies Program Learning Objective:

Qualitative Environmental Literacy: Students are able to write a logical analytical paper using good writing style and construction supported by appropriate research.

Goal: Achieve good to excellent level of environmental research, writing, and analysis in a 15-page paper. Assignments require students to:

1. Perform independent literature review on a self-chosen topic using 10 to 20 relevant scholarly/technical articles with little assistance, and
2. Perform critical interdisciplinary evaluations using criteria discussed in the course and provide recommendations for sustainable solutions.

Contacting Professor Davis

Course materials such as syllabus, handouts, notes, assignment instructions, quizzes, etc. can be found on the Canvas website for this course. You are responsible for regularly checking the messaging system through MySJSU and Canvas to learn about any class updates. I strongly recommend that you contact me through Canvas, and not email. You will receive a quicker response and it is easier for me to keep track of our communication about the class. When contacting me through Canvas, the system will tell me who you are and what class you are in. If you need to contact me via email, put EnvS 117 and your full name in the subject line (too often an email address does not include a name). Email without this information may not receive a prompt response. ***If you contact me via Canvas or email, I will respond to you within 24-48 hours. I do not respond to emails on the weekends.*** When applicable, I will respond to the entire class if I feel your emailed question or concern will benefit everyone (and in this case, you will not receive an individual response).

Required Texts/Readings

Textbook

bell hooks. *Belonging: A Culture of Place*. NY: Routledge, 2008. ISBN: 9780415968164. For sale at the SJSU Bookstore and on Amazon as paperback or kindle.

Wendell Berry. *The Unsettling of America: Culture & Agriculture*. Berkeley: Counterpoint, 2015. ISBN: 9781619025998. For sale at SJSU Bookstore and on Amazon as paperback and kindle. Make sure you purchase the 2015 edition. This book is also available as an e-text through MLK Library using this link (https://sjsu-primis.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CAL5_ALMA51439587200002901).

Zoltan Grossman. *Unlikely alliances: Native nations and White communities join to defend rural lands*. Seattle: University of Washington Press, 2017. We will read excerpts from this book and it will be available on reserve at MLK Library.

Library Liaison

Peggy Cabrera, peggy.cabrera@sjsu.edu, 408-808-2034.

Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction,

preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

*This course will run as an undergraduate seminar, with no exams, but rather daily “engaging” with the instructor and classmates regarding the subject matter, oral reports, written papers, and a **required** field trip.*

The **required field trip will be to the 26th Gathering of Ohlone Peoples on Sunday, October 6, 2019** at Coyote Hills Regional Park, 8000 Patterson Ranch Road, Fremont, CA. You are required to attend from 11:00 AM until 3:00 PM and actively participate in activities. You will check in with me when you arrive and when you leave. Missing the field trip may result in 1 letter grade off what your term grade would be. If there is a valid documentable reason you cannot attend speak with me during office hours before the event about the possibility of an alternate activity.

Your course grade will be evaluated in the following ways:

✓ Seminar Performance (leading class discussion, participation in discussion, engagement, being present)	40%
✓ Written Article Analysis and Presentation	15%
✓ Literature Review Paper and Presentation	35%
✓ Field Trip	10%

Students will, as directed in the department’s PLO *Qualitative Environmental Literacy*, write a logical analytical paper supported by appropriate research. The paper will be approximately 15 pages, on a topic related to the course material, using 10-20 relevant scholarly/technical articles. A component of the paper will include recommendations for sustainable solutions.

Detailed information on assignments will be available in EnvS 117 folder on Canvas.

Citation Requirement:

Chicago, author-date style is the **required** citation format for this course. You can find detailed information on how to cite using this style in [Turabian](https://www.chicagomanualofstyle.org/turabian/turabian-author-date-citation-quick-guide.html)’s Quick Guide online for free: (<https://www.chicagomanualofstyle.org/turabian/turabian-author-date-citation-quick-guide.html>).

Final Examination or Evaluation

During the scheduled final exam period, we will complete research presentations.

Plagiarism, intentional or not, will not be tolerated in this course. This course is designed to provoke critical thought and writing, and plagiarism will not help you to become a better thinker or writer. For an extensive read of the University guidelines for dealing with plagiarism, see the [University Academic Integrity Policy F15-7](http://sjsu.edu/senate/docs/F15-7.pdf) at sjsu.edu/senate/docs/F15-7.pdf. Here is an idea of what plagiarism looks like:

You are plagiarizing or cheating if you:

- ✓ For written work, copy anything from a book, article, or website and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number.

- ✓ For written work, summarize/paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source (including page number in the humanities).
- ✓ For an oral presentation, copy anything from a book, article, or website and present it orally as if it were your own words. You must summarize and paraphrase in your own words and bring a list of references in case the professor asks to see it.
- ✓ Use visuals or graphs you got from a book, article, or website without providing the full reference for the picture or table.
- ✓ Recycle a paper you wrote for another class.
- ✓ Copy from a classmate or use someone else's work as if it were your own.
- ✓ Use technology or smuggle in documents to obtain or check information in an exam situation.

In a research paper, it is always better to include too many references than not enough. When in doubt, always err on the side of caution. If you have any question or uncertainty about what is or is not cheating, it is your responsibility to ask your instructor.

Classroom Protocol

This course requires university-level work and, as such, requires university-level participation. Every student will be expected to treat his or her peers as members of a scholarly community, to provide useful critique, and to refrain from destructive or harassing commentary.

- ✓ Do not talk while your peers are talking.
- ✓ Turn off phones and put them away in your backpack when you arrive.
- ✓ Do not disrupt the class by packing up your materials before our meeting time has ended.

I respect and teach to different learning styles, which include the way students participate and interact with each other. I understand some people are more extroverted and natural talkers, while others are more introverted and very good at listening. Therefore, depending on which category you may fall into, please be aware of and respect your fellow students, including making an effort to either let others talk (if you notice you're speaking more than others) or trying to speak up in class (if you notice you have been listening but not speaking). Remember that we are all here to learn from one another as well as the instructor.

Throughout the semester we will address and discuss a variety of issues which may bring out strong and opposing views. As a community of learners and colleagues, it is critical that we respect one another's thoughts and address the comments to IDEAS and not to the person. Our classroom is not a forum for demeaning or threatening language/comments. Harassment of any kind (sexual, racial, class, sexual preference, gender, etc.) between students or towards/from the instructor will not be tolerated. As a community member of this classroom, I expect everyone to act in a respectful and mature manner.

Basic expectations to help us make the most of our time in class:

- ✓ Come prepared to class by thinking seriously about what you have read.
- ✓ Do not hesitate to ask questions.
- ✓ Try your best to communicate effectively with classmates and the instructor.
- ✓ Respect confidentiality and privacy in our classroom community.
- ✓ When you arrive, turn off cell phones and stow them in your bag or backpack, do this also with other technological distractions. **
- ✓ Refrain from any side-talk, reading non-class material, or sleeping in class as this is disrespectful.

*All use of cell phones during class time is strictly prohibited. Laptops may not be used during class time. I understand that you may have the required reading on an e-reader, phone, or laptop. Take notes by hand, when reading, and bring the notes to class with you. Writing rather than typing notes better helps you retain what you read. I suggest you keep a reading notebook specifically for this class, so your notes are in one place and less likely to be misplaced or lost. If you have accessibility concerns with the Laptop Policy, please contact me as soon as possible.

Failure to meet classroom protocol expectations will result in a loss of seminar performance points.

Grading Information

Determination of Grades

- Assessment will always be part of our academic and professional lives. Grades earned in this class reflect the instructor’s assessment of the student’s effort and quality of work.

Late Work

All assignments are due by the due date and time listed in the course calendar. Late work is NOT accepted. Exceptions may be considered in rare circumstances for legitimate and documented circumstances (medical emergency, death in the family) with proper documentation.

Extra Credit

Students are responsible for recording the details of any offered extra credit assignments.

<i>Grade</i>		<i>Percentage</i>
<i>A plus</i>	100	100%
<i>A</i>	95-99	95-99%
<i>A minus</i>	90-94	90-94%
<i>B plus</i>	87-89	87-89%
<i>B</i>	84-86	84-86%
<i>B minus</i>	80-83	80-83%
<i>C plus</i>	77-79	77-79%
<i>C</i>	74-76	74-76%
<i>C minus</i>	70-73	70-73%
<i>D plus</i>	67-69	67-69%
<i>D</i>	64-66	64-66%
<i>D minus</i>	60-63	60-63%

NOTE: attendance is not part of your grade evaluation per University policy F69-24 at sjsu.edu/senate/docs/F69-24.pdf which states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.” Participation is part of your grade and you cannot participate in something unless you are in attendance.

University’s Credit Hour Requirement

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs,

clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Tips for Success

- ✓ Read the syllabus carefully, write down the exam and assignment dates in your calendar.
- ✓ Take good notes in lecture and discussion and when reading.
- ✓ Keep up with the assigned reading. Lecture and discussion will not make sense unless you have done the reading. You should expect to spend 3-4 hours outside of class each week on required reading, ideally in a couple of uninterrupted sessions.
- ✓ Consider forming a study group. Students who study together do better and have more fun.
- ✓ Take advantage of my office hours. I am here to help and love talking to students.

Campus Policy in Compliance with the Americans with Disabilities Act of 1990

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](https://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [sjsu.edu/president/docs/directives/PD_1997-03.pdf](https://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](https://www.sjsu.edu/aec) (AEC) at [sjsu.edu/aec](https://www.sjsu.edu/aec) to establish a record of their disability.

University Policies and Student Resources pages will be found at the end of the syllabus, please read these in full.

EnvS 117 / Human Ecology, Fall 2019, Course Schedule

This schedule is subject to change with notice posted on Canvas and/or verbally in class.

Course Schedule

Week	Date	Activity	Assignment Due
1	8/21	Course introduction; Review materials; Discuss Assignments	Download and review files from Canvas
2	8/28	Discuss Thornton article. BREAK 15 minutes Assign Seminar Leaders and discuss expectations	Thomas F. Thornton, "The Ideology and Practice of Pacific Herring Cultivation among the Tlingit and Haida," <i>Human Ecology</i> (2015) 43:213-223. (On Canvas)
3	9/4	Introduction to bell hooks ("Speaking Freely") BREAK 15 minutes hooks, Preface, Chapter 2, Chapter 3 Seminar Leaders: _____ & _____	Journal article choices due on Canvas by 9:00 AM: <i>submit 3 choices in order of preference with full, properly formatted citations. I will approve one of them.</i> hooks, Preface, Chapter 2, Chapter 3

4	9/11	<p><u>Returning to Rural Spaces</u></p> <p>hooks, Chapters 4, 5, 6 Seminar Leaders: _____ & _____</p> <p>BREAK 15 minutes</p> <p>hooks, Chapters 9-10 & 20-21 Seminar Leaders: _____ & _____</p>	<p>hooks: Ch. 4, 5, 6</p> <p>hooks: Ch. 9-10 & 20-21</p>
5	9/18	<p><u>Conversations in/of Kentucky</u></p> <p>hooks, Chapters 17 & 18 Seminar Leaders: _____ & _____</p> <p>BREAK 15 minutes</p> <p>Final thoughts and conversation about hooks' work</p> <p>Discuss article analysis presentations</p> <p>Discuss paper topics</p>	<p>Paper Topic Due on Canvas by 10:00 am</p> <p>hooks: Ch. 17 & 18</p>
6	9/25	<p>Article Analysis Presentations (<i>class enrollment by this date will determine who and how long each presentation will be.</i>)</p> <p>Student Presenter: Student Presenter: Student Presenter: Student Presenter: Student Presenter:</p> <p>BREAK 15 minutes</p> <p>Student Presenter: Student Presenter: Student Presenter: Student Presenter: Student Presenter:</p>	<p>Journal Analysis Due</p> <p>Presentations Begin</p>

7	10/2	<p>Article Analysis Presentations (<i>class enrollment by this date will determine who and how long each presentation will be.</i>)</p> <p>Student Presenter: Student Presenter: Student Presenter: Student Presenter: Student Presenter:</p> <p>BREAK 15 minutes</p> <p>Student Presenter: Student Presenter: Student Presenter: Student Presenter: Student Presenter:</p>	
8	10/9	<p><u>Unsettling of America</u></p> <p>Introduction to Wendell Berry (“Look and See”) What do a black feminist woman academic and an 84-year-old white male essayist, thinker, and farmer have in common?</p> <p>BREAK 15 minutes</p> <p>Berry, Preface, Preface to the Second Edition, Chapter 1 Seminar Leaders: _____ & _____</p>	Berry Preface, Preface to 2 nd Edition, Ch. 1
9	10/16	<p>Berry, Chapter 2 & 3 Seminar Leaders: _____ & _____</p> <p>BREAK 15 minutes</p> <p>Berry, Chapter 4 & 5 Seminar Leaders: _____ & _____</p>	Berry Ch. 2, 3, 4, 5

10	10/23	<p>Berry, Chapter 6 & 7 Seminar Leaders: _____ & _____</p> <p>BREAK 15 minutes</p> <p>Berry, Chapter 8 & 9 and Afterword to the Third Edition Seminar Leaders: _____ & _____</p>	Berry Ch. 6, 7, 8, 9, Afterword to the 3 rd Edition
11	10/30	<p>Grossman, Introduction and Conclusion Seminar Leaders: _____ & _____</p> <p>BREAK 15 minutes</p> <p>Final thoughts on hooks, Berry, Grossman (Dr. Davis)</p>	Grossman Introduction & Conclusion
12	11/6	TBA – schedule will depend on class size and whether we need to start presentations. We may read another article and discuss.	
13	11/13	No Class Meeting – Writing Day	
14	11/20	No Class Meeting – Dr. Davis available via video chat	Final Paper due on Canvas on Monday 11/18, 9:00 AM.
15	11/27	Non-instructional Day – No classes at SJSU	
16	12/4	<p>Student Presenter: Student Presenter: Student Presenter: Student Presenter: Student Presenter:</p> <p>BREAK 15 minutes</p> <p>Student Presenter: Student Presenter: Student Presenter: Student Presenter: Student Presenter:</p>	

<p>Friday 12/13 12:15-2:30</p>	<p>Student Presenter: Student Presenter: Student Presenter: Student Presenter: Student Presenter:</p> <p>BREAK 15 minutes</p> <p>Student Presenter: Student Presenter: Student Presenter: Student Presenter: Student Presenter:</p>	<p>Final Exam Scheduled: Friday December 13, 12:15-2:30</p>
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