



School of Environmental
and Biological Sciences

Introduction to Human Ecology 11:374:101
Rutgers Department of Human Ecology

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REQUIRED COURSE MATERIALS

For this class we will be using the following textbook. It is available at the Rutgers bookstore and various online sellers. Please be sure to get the second edition. Both hardcopy and digital forms are available for purchase – your choice.

Textbook:

- *Environment and society: A critical introduction, 2nd Edition.* (2014). Robbins, Paul, Hintz, John, & Moore, Sarah A.

You will also be required to obtain **one** of the following books to be used in recitation for the book paper and group presentation. **WAIT** until you attend recitation to purchase this book!

- *Making Sense of Science: Separating Substance from Spin.* (2017). Cornelia Dean.
- *Tomatoland: From harvest of shame to harvest of hope, 3rd edition.* (2018). Barry Estabrook.
- *Legacy of Luna: The Story of a tree, a woman and the struggle to save the redwoods.* (2001). Julia Butterfly Hill.
- *The Big thirst: The Secret life and turbulent future of water.* (2012). Charles Fishman.
- *Plastic: A Toxic Love Story* (2011). Susan Freinkel

COURSE FORMAT

You will be expected to attend two lectures and one recitation per week. Recitation classes are separate from lectures. They are an extension of class lectures and allow for further discussion and learning. Recitations break down into a smaller group setting as opposed to the larger lecture which is comprised of all the students in the class.

Lectures are taught by me (your professor) twice a week for 55 minutes each, and recitations are taught once per week for 55 minutes, by Teaching Assistants (TAs). Teaching Assistants (TAs) are graduate

COURSE OVERVIEW

Our relationship with the environment shapes nearly every aspect of our lives. From the clothes we wear, to the food we eat, to the energy fueling our latest Netflix binge-watching session. Sometimes this relationship is obvious (think: hiking through a National Park). But sometimes we have to dig a little deeper to see it. For example, will we still feel good about buying an electric car after we discover that child labor is used in the dangerous mining of cobalt (used in the lithium batteries) or will we be impressed with an organic T-shirt when we discover the cotton was grown by over extracting water in an arid region and the dye exposes workers to heightened health risks? Or, why do we consume unneeded

products and discard perfectly good ones? In this course, we will examine the relationship between the environment and people, including the various ways we understand that relationship and what it means for how we live in the world. The course introduces students to the social science of the environment, drawing from a wide range of academic disciplines and examples from around the world.

LEARNING TOOLS

Readings

Using the Schedule of Classes and the Study Guides, you should prepare to view each lecture having completed the readings below the lecture title. Before viewing the lecture videos, you should have read the assigned readings, videos, films, etc. Completing the reading before viewing the lecture video will help you get most out of lectures. All lecture readings that are not in the textbook are available on Canvas and will be listed in the Study Guide

Study Guides

Every week, I will post a Study Guide on Canvas. The questions on the Study Guides are there to guide your readings and the lectures. Study Guides will include key concepts and questions from both the readings and the lecture. After viewing the lecture and completing the readings, you should be able to answer all of the questions on the Study Guide. If you are struggling with a question or concept, bring it to office hours or recitation. If you can comfortably and competently define all of the key concepts and answer all of the questions on the Study Guides, you will have the skills you need to do well on the exams.

Learning Goals

Students who complete this course will be able to:

- Identify the primary conceptual approaches and perspectives to human/environment relations.
- Critically assess how various stakeholders use different conceptual approaches and perspectives to develop a wide array of potential solutions based on how they understand the problem.
- Evaluate how central themes presented in this class are interrelated and produce complex effects (political, economic, social), in addition to unintended consequences in local, regional, national, and global contexts.
- Acquire the necessary conceptual skills and tools to navigate the world to better understand and assess human-environment relationships, and make more informed decisions

SEBS Learning Goals

This course meets the following SEBS core curriculum goals

- Our Common Future (CCO-1) Analyze a contemporary global issue from a multidisciplinary perspective
- Social Analysis (SCL-2) Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments

ASSIGNMENTS AND GRADING

<u>Assignments</u>	
Take Home Assignments (3)	15%
Recitation participation	15%
Book Paper	10%
Book Presentation	10%
Exam #1	16.7%
Exam #2	16.7%
Exam #3	16.7%

Take Home Assignments (15%)

There will be 3 short take home assignments during Parts I, 2 & 3 of the class. Each is worth 5% of your final grade. Details will be discussed in Canvas.

Book Paper (10%)

At the beginning of the semester, students will work with their TA to choose one of the six books listed on the first page of the syllabus. Each student will read and write a short response to the chosen book. Details of the assignments will be discussed in your recitation sections

Book Presentation (10%)

Students will work in groups to present a summary and analysis of the books they read. Details of the assignments will be discussed in your recitation sections.

Recitation Participation (15%)

Student recitation grades will be based on class participation during recitation and attendance. Recitation is meant to prepare you for the exams and the book paper, so there are no surprises. If you do the readings every week and participate in class, you will be well prepared.

Exams (Total 50%)

There will be **3 exams, each worth 16.7%**. There will be one exam given during Parts 1,2 & 3 of the course. The exams will be comprised of multiple choice, true/false, fill in the blank, short answer.

Grading Scale

The course uses the standard Rutgers grading scale listed below.

A = 89.5-100; B+ = 84.5-89.49; B = 79.5-84.49; C+ = 74.5-79.49; C = 69.5-74.49; D = 59.5-69.49; F = <59.4

LATE POLICY FOR MISSED EXAMS AND ASSIGNMENTS!

Exams - You are expected to take the exams on the scheduled dates. Exams will be online and taken at home during the regular class period. **If you have a conflict with the exam date, see me or your TA PRIOR to the exam date! If you miss the scheduled exam, see me or your TA on the exam day or one day after - excuses will be considered on a case-by-case basis**

Assignments – Late assignments will be allowed if you see me or your TA **before or within a day** of the due date to request an extension. Depending on your situation, we are willing to work with you and offer suggestions. That said, I strongly recommend you make every effort to stay on track. Please email me or your TA if you feel you are falling behind. **Copy us both on any emails you send and include your recitation section number.**

COURSE POLICIES

To contact the professor with questions or issues, please put “**Intro to HE**” in the email subject line. This will help me prioritize your email among the many that I receive each day. Expect that there may be at least a 24 hour turn-around on emails. **When sending an email, please copy both me and your TA on the message and include your section #.**

Mask Mandate Policy

In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave.

Masks should conform to CDC guidelines and should completely cover the nose and mouth: Here are the updated COVID-19 Protocols:

[COVID-19 Protocols](#)

Information about Monkeypox can be found in Rutgers Biomedical and Health Sciences Chancellor Brian Strom’s [Monkeypox Advisory](#).

The university will continue to monitor both viruses and will update these important protocols throughout

Academic Integrity

In this class you will adhere to the Rutgers academic integrity policy. The policy is available at: <https://academicintegrity.rutgers.edu>

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. We take all violations very seriously and will deal with them accordingly. Do your own work!

STUDENT WELLNESS SERVICES

If you are feeling overwhelmed or just need some help juggling all of the demands of college life, please feel free to come to talk to us. We want you to succeed! If you are more comfortable talking to someone else, the University has many available services. Some of them are listed below.

Dean of Students Office

The Dean of Students Office at Rutgers University-New Brunswick provides solutions, services, and support to help students navigate Rutgers University. The Office serves as a student support network by providing advocacy, problem resolution, and critical incident intervention for those times when additional assistance is needed. Please call to schedule an appointment to meet with a representative from the Dean's office.

<http://deanofstudents.rutgers.edu/> ([Links to an external site.](#)) [You can do drop-in visits during office hours.] 848-932-2300, 88 College Avenue, New Brunswick, NJ 08901, Mon-Fri, 8:30am-5:00pm

Email: deanofstudents@echo.rutgers.edu [You can do drop-in visits during office hours.]

848-932-2300, 88 College Avenue, New Brunswick, NJ 08901, Mon-Fri, 8:30am-5:00pm

Mental health crisis? 24-hour services:

[from: <http://health.rutgers.edu/general-resources/emergency-information/>]

Rutgers Violence Prevention & Victim Assistance (VPVA), (848) 932-1181 (to speak with someone immediately) 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence, racial violence, and stalking to students, staff and faculty. Lots of programs, including voluntary opportunities.

ProtoCall, a phone-based service for students in crisis when Rutgers' Counseling (CAPS) is closed. Call the main CAPS number, 848-932-7884, and follow the prompts.

Acute Psychiatric Service (APS): 855-515-5700, a 24-hour emergency service for local residents. If you

National Suicide Prevention Lifeline: 800-273-TALK (8255)

NJ Hope Line (Suicide Prevention): 855-654-6735

National Crisis Text Line: Text KNIGHTS to 741741. To speak directly with a counselor of color you can text STEVE to 741741.

Ongoing services: mental health, disabilities, faith-related services

RUTGERS COUNSELING SERVICES OVERVIEW: <http://health.rutgers.edu/medical-counseling-services/counseling/>

Counseling, ADAP & Psychiatric Services (CAPS), (848) 932-7884 / 17 Senior Street, New Brunswick, NJ

A CAPS on-call counselor is available for crisis intervention/emergencies every day during regular business hours (Monday – Friday, 8:30am–4:30pm, except University holidays).



CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Disability Services - Disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway,

Live chat available during business hours! <https://ods.rutgers.edu/>

The Office of Disability Services provides reasonable academic accommodations for students with disabilities. Our team strives to provide the necessary tools, resources and support for individuals with disabilities to become responsible decision-makers and self-advocates in charge of their own future. We are dedicated to providing information and resources necessary for students to pursue their academic, personal and professional goals while at Rutgers. In addition, we are committed to working with administrators, faculty, staff and students to cultivate an awareness of creating an inclusive environment for all individuals.

Multifaith Council: ruoffcampus@echo.rutgers.edu for faith-related services

Help with learning

Learning Center services, for help with writing, math, study skills, time management: <https://rlc.rutgers.edu/>

General medical needs

Student Health Services Office (general medical) Hurtado Health Center, 11 Bishop Place, New Brunswick, NJ 08901 <http://health.rutgers.edu/>, 848-932-7402, email health@rutgers.edu

After hours RSH Advice Nurse Line, Phone: [800-890-5882](tel:800-890-5882)

This free service is provided for non-urgent medical problems that arise when our Health Centers are closed. It provides Rutgers students with access to experienced registered nurses who can answer health-related questions and help students decide the best course of action to take.

The RSH Advice Nurse Line is produced by CitraHealth using standardized procedures and nationally recognized Clinical Triage Protocols. RSH reviews the calls for quality assurance and to assist students with appropriate follow-up.

Food resources

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Rutgers Student Food Pantry or the Dean of Students (contact below) for support. Furthermore, please notify the professor if you are comfortable in doing so, as they may be able to

Rutgers Student Food Pantry

<http://ruoffcampus.rutgers.edu/food/> (Links to an external site.) 848-932-5500 Check their website for hours and locations.

The Rutgers Student Food Pantry is dedicated to helping all Rutgers students in need of food, no questions asked. Students will be provided with groceries that typically last about one week.

SCHEDULE OF CLASSES (subject to change – changes will be announced via Canvas and in lecture)

PART 1: CULTURE & ENVIRONMENT

DATE	TOPICS & READINGS
Week 1	Course Introduction
	Introduction 1. Read Syllabus
Week 2	Introduction to Human Ecology/Culture
	What is Human Ecology? 1. McCay, Bonnie. Introduction to Human Ecology Reader. <i>What is Human Ecology?</i> 2. Robbins et al. Ch 1 – Introduction 3. Watch video: <i>Welcome to the Anthropocene</i>
	What is Culture? Concepts, Social Construction 1. Robbins et al. Ch 8 – Social Construction of Nature, pages 120-126 2. Watch video clip 'What's a Social Construction?' 3. Watch the video clip, <i>What does culture mean to you?</i>
Week 3	Adaptation & Culture
	Adaptation and It's Forms 1. McElroy, Ann and Townsend, P.K. <i>The Meaning of Adaptation</i> Indigenous Cultures 2. Townsend, Patricia. (2018). Amazonian hunters. Ch 5 In <i>Environmental anthropology: From pigs to policies, 3rd ed.</i> 3. International Whaling Commission, <i>Aboriginal Subsistence Whaling in the Arctic</i>

	<p>Consumer Culture in America</p> <ol style="list-style-type: none"> 1. Science Daily. (2016). <i>Consumers have huge environmental impact. Can we change our behavior?</i> 1. Lappe, Frances Moore. (2011). <i>Our Challenge - Developing an Eco-Mind</i>
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Week 4	Institutions, The Commons, Environmental Ethics
	<p>The 'Commons', Tragedy of the Commons</p> <ol style="list-style-type: none"> 1. Robbins et al. Ch 4 – Institutions and “The Commons” 2. Coombs, Monique. <i>Lobstering and common pool resource management in Maine.</i> 3. Watch video clip <i>Lobstering in Maine</i>
	<p>Environmental Ethics</p> <ol style="list-style-type: none"> 1. Robbins et al. Ch 5 – Environmental Ethics 2. Watch video clip from <i>The Great Outdoors</i> (What are environmental ethics?)

Week 5	Science Communication & Politics
	<p>Science Denial Industry</p> <ol style="list-style-type: none"> 1. Watch film – <i>Merchants of Doubt</i>
	<p>Communication Between Natural Scientists, Social Scientists and the Public</p> <ol style="list-style-type: none"> 1. Muralidhar, Shruti. (2017). <i>Why scientists must learn to communicate with the public</i> 2. Mooney, Chris. (2010) <i>If scientists want to communicate with the public they should start by listening</i> 3. Watch video clip: <i>Evolution debate</i>

PART 2: NATURAL RESOURCES, ENVIRONMENTAL IMPACTS & ISSUES

Week 6	EXAM – Culture & Environment/Population Issues & Perspectives
	Exam #1: Part 1 Culture & Environment only (Weeks 1-5)
	<p>Population, Scarcity, and Resources – The Debate (Limits vs. Cornucopians)</p> <ol style="list-style-type: none"> 1. Robbins et al. Ch 2 – Population and Scarcity 2. Ridker Ronald G., Cecelski E.(1979). <i>Resources, Environment and Population: The Nature of Future Limits</i>

Week 7	Environment & Risk
	<p>Risk Perception, Risk Assessment, Hazards and Risk</p> <ol style="list-style-type: none"> 1. Wandersman, Abraham H., Hallman William K. (2009). Human Ecology Reader. <i>Are People Acting Irrationally?</i> 2. Robbins, et al. – Ch.6 Risks and Hazards - pgs. 83-88
	<p>Case Study – A Citizen Response to Environmental Hazard</p> <p>Film and article discussion on Love Canal</p> <ol style="list-style-type: none"> 1. Film coverage of Love Canal - <i>A Fierce Green Fire</i> 2. Gibbs, Lois. <i>History: Love Canal: Start of a Movement</i>

Week 8	Production & Consumption/Life Cycle Assessment
	<p>Impacts of Consumerism, Externalities</p> <ol style="list-style-type: none"> 1. watch short film: <i>Story of Stuff</i> 2. Goleman, Daniel. (2009). NYTimes. <i>The Age of Eco-Angst</i>
	<p>Why use Life Cycle Analysis (LCA)?</p> <ol style="list-style-type: none"> 1. U.S. EPA. (2006). <i>Life Cycle Assessment: Principles and Practices</i> 2. Reichart, Elizabeth & Drew, Deborah. (2019). <i>By the numbers: The Economic, social and environmental impacts of “fast fashion”.</i>

Week 9	Week 9: Environment & Regulation vs. Market-Based Approaches/ Natural Resource Issues
	Regulation vs. Market-Based Approaches to Pollution Control <ol style="list-style-type: none"> 1. Portney, Paul R. (2020). Market-Based Approaches to Environmental Policy: A “Refresher” 2. Watch_Cap & Trade video clip 3. Power & Rauber. (2009) Introduction to Human Ecology Reader, <i>The Price of Everything</i>
	Water Issues, Bottled Water Industry <ol style="list-style-type: none"> 1. Watch film: <i>Tapped</i>

Week 10	Water/Environment & Waste
	Drinking Water Choices: Bottled vs. Tap – Film Discussion <ol style="list-style-type: none"> 1. Robbins et al. Ch 15 – Bottled Water
	E-Waste Presentation – Guest Speaker, Dan Clark, Research Scientist, NJ Department of Environmental Protection (NJDEP) <ol style="list-style-type: none"> 1. Robbins et al. Ch 17 E-Waste 2. Puckett, et al (2002). Exporting of Harm: The High Tech Trashing of Asia 3. NPR Staff (2010). After Dump, What Happens to Electronic Waste?

Week 11	Environment & Waste (cont’d) / EXAM – Natural Resources, Environmental Impacts & Issues/
	Uranium Waste Disposal from Nuclear Power Plants <ol style="list-style-type: none"> 1. Robbins et al. Ch 12 – Uranium TED-Ed Talk. <i>How do nuclear power plants work?</i>
	Exam #2: Part 2 Natural Resources, Environmental Impacts & Issues (Weeks 6-11)

PART 3: AGRICULTURE, FOOD & POPULATION

Week 12	Film: Food, Inc./Modern Industrial Agriculture
	Introduction to Modern Industrial Agriculture <ol style="list-style-type: none"> 1. Watch film: <i>Food, Inc.</i>
	Modern Industrial Agriculture and Unintended Consequences <ol style="list-style-type: none"> 1. Pfeiffer, Dale, A. (2004) <i>Eating Fossil Fuels</i> 2. Lindwall, Courtney. (2019). Industrial Agricultural Pollution 101

Week 13	Issues in Agriculture/Food & Health
	Food Safety, Global Diets, Agroterrorism <ol style="list-style-type: none"> 1. Gyles, C. (2010). Agroterrorism 2. U.S. Department of Justice. (2006) Agroterrorism: Why We’re Not Ready
	Starving & Obese, Agricultural Subsidies <ol style="list-style-type: none"> 1. Bittman, Mark. (2011). <i>Bad Food? Tax It, and Subsidize Vegetables</i> 2. Robbins et al. Ch 16 – French Fries 3. Watch interview with author Michael Moss: <i>Salt, Sugar, and Fat</i>

Week 14	Future Directions in Agriculture/Case Study: Cuba
	Alternative Agriculture - Small-Scale Sustainable Food Production <ol style="list-style-type: none"> 1. John Ikerd. (2017). Feeding the World Intelligently – Without Corporate Agriculture 2. Haspel, T. (2014) <i>Small vs. Large: Which Farm Size is Better for the Planet?</i>

	Cuba's Agricultural "Miracle" Program 1. Watch Film : <i>The Power of Community: How Cuba Survived Peak Oil</i>
	Film Discussion <i>The Power of Community: How Cuba Survived Peak Oil</i> A Case Study in Cultural Change Course Wrap-up
	EXAM #3 Final Exam Part 3: Agriculture, Food & Population (Weeks 12-15)