

INTRODUCTION TO HUMAN ECOLOGY  
Environmental Policy, Institutions, and Behavior  
 II:374:101  
 FALL 2025



*Youth Climate Activist Greta Thunberg gives a speech to the United Nations Climate Conference in 2019*

**Instructor Contact Information:**

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**TA / Teaching Assistants** (Any/all questions should go to your TA before emailing Dr. Isaacs):

Kristi Wiedemann: [kristi.wiedemann@ejb.rutgers.edu](mailto:kristi.wiedemann@ejb.rutgers.edu) (Thursday sections)

Nuzhat Fatema: [nf378@scarletmail.rutgers.edu](mailto:nf378@scarletmail.rutgers.edu) (Tuesday section)

Sauvanithi ('Nithi') Yupho: [s.yupho@rutgers.edu](mailto:s.yupho@rutgers.edu) (support Grader)

Please allow 24 hours for an email reply from all above, or use GroupMe.

**Office / Student Support hours:**

By appointment.

**Course Meeting Days, Times, Location, Modality:**

In person meeting times/location: Mondays and Wednesdays; 2:15 PM – 3:10 PM; [Food Sciences Building \(FSB\) Room 105](#), Cook Douglas Campus

Location: See [Rutgers Map](#)

**Online Workspaces:**

- Canvas site: <https://rutgers.instructure.com/courses/360825> (Canvas Parent Course)
- Course Official GroupMe: click to join - [https://groupme.com/join\\_group/108975330/YRhykNfo](https://groupme.com/join_group/108975330/YRhykNfo) (Moderated and monitored by Instructors)
- Live Coursework Schedule (updated daily): <https://docs.google.com/document/d/1hWgRFJLQdHF-mF43L4VjXVLeBJIeAzKyDyH27ALMfpo/edit?usp=sharing>
- Zoom Link Anytime: <https://rutgers.zoom.us/j/98555432290?pwd=ck9NaE0ySlJkS0tBRzd2NmR6SWWhudz09>

### COURSE FORMAT:

You will be expected to attend two lectures and one 'recitation' per week.

Recitation classes are separate and different from lectures. They are an extension of class lectures and allow for further discussion and learning. Recitations break the large class into smaller groups. In recitations for 374:101, you will be provided several 'labs' where assignment tasks are broken into tutorials.

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 students working across various departments on campus.

### Course Description:

Our relationship with the environment shapes nearly every aspect of our lives. 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. It draws specifically from and introduces students to the Department of Human Ecology's three main research clusters.

### **RUTGERS HUMAN ECOLOGY DEPARTMENT / EPIB MAJOR** **Three main RESEARCH CLUSTERS/AREAS of FOCUS:**

Researchers in the Department of Human Ecology focus on understanding the complex interactions between nature and society. We conduct interdisciplinary social science and sustainability research meant to usefully inform policy and political debate, guide institutions, and support programs meant to enhance the health of the environment. The aim and result of this research is to equitably advance the highest quality of life for humans as well as other animals.

The following three content focus areas guide the teaching, research, and service goals for the Human Ecology Department and the Undergraduate Major in Environmental Policy, Institutions, and Behavior. As such, they form the general organization of this Introduction to Human Ecology / EPIB Class.

#### **1. SAFE, HEALTHY, SECURE, AND SUSTAINABLE FOOD**

This research focus area has the goal of making safe and healthy food accessible for all while maintaining the ecosystem services that underlie its production.

Practitioners in this area conduct research to inform and support sustainable and traditional food systems and agricultural methods, green markets, and eco-conscious consumer practices that put healthy, animal-friendly, and sustainable food on people's plates with the lightest impact on the land itself.

#### **2. SUSTAINABILITY GOVERNANCE & POLICY**

Effective, sustainable governance -- the process of making and enforcing decisions that balance well-being and the environment in societies at multiple scales -- is greatly needed today to address complex, multi-scalar environmental crises like climate change, biodiversity loss, and unsustainable development, all of which are compounding and accelerating rapidly due to human activity.

To strengthen resilience, security, and quality of life for all beings, researchers focused on SUSTAINABILITY GOVERNANCE & POLICY conduct interdisciplinary research to offer options and evidence-based solutions to environmental management, animal policy, land and resource use problems

### 3. BEST PRACTICES IN SCIENCE AND RISK COMMUNICATION

The information challenges of environmental, health and well-being controversies are complex and multi-faceted. The increasing politicization of science and policy, producing a lack of trust in and understanding of science, are significant challenges to improving sustainability outcomes. Practitioners in this focus area conduct research and training on best practices in science and risk communication to allow individuals, communities, and institutions to make the most informed and sustainable decisions.

#### Learning Goals:

This is the required three-credit 101 FOUNDATION COURSE for the Environmental Policy, Institutions, and Behavior major or minor.

Students will be introduced to the field of and research practices used in Human Ecology and its majors/minors. Here, students examine environmental phenomena through a combination of physical science, social science, and critical perspectives from the humanities. They will practice the work of human ecologists through applied fieldwork projects and labs during recitation.

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

For SOE Students only: This course serves as an [Approved Humanities/Social Science \(SOEHS\)](#).



Finally, the course also satisfies three credit requirements in the Rutgers School of Arts and Sciences Core Curriculum:

- 1) Our Common Future (CCO). Students will learn to 1) analyze a contemporary global issue from a multi-disciplinary perspective, and/or 2) analyze the relationship that science and technology have to a contemporary social issue.
- 2) Social Analysis (SCL). 1) Students will learn to understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization; 2) Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments.

## COURSE REQUIRED MATERIALS:

**Textbook:** Robbins, Paul, Hintz, John G., & Moore, Sarah A. (2022). Environment and Society: A Critical Introduction. Wiley, NY. **THIRD Edition** – You must purchase the third edition ETEXT! (Use this APA Citation). We WILL CHECK! On reserve at the the Chang and Carr Libraries.

Only **Purchase here:**

<https://www.vitalsource.com/products/environment-and-society-paul-robbins-john-g-hintz-v9781119408246?term=9781119408246>

Subscribe to my highlights and notes of the etext:

<https://bookshelf.vitalsource.com/home/subscribe/jenny.isaacs%40rutgers.edu>

**\*\*Using highlights:** <https://success.vitalsource.com/hc/en-us/articles/360034221534-Using-and-Sharing-Bookshelf-Notes-and-Highlights>

- Pink highlights: Important for Discussion
- Yellow: Important to think about or memorize
- Turquoise: Key term, make flashcard if needed

You can export all highlights to PDF.

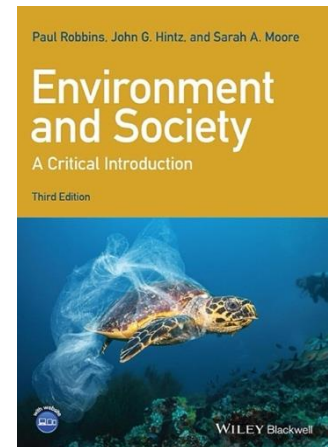
Companion Student Website (with chapter summaries): This book is accompanied by a companion website which includes a number of resources created by author for students and instructors that you will find helpful. [www.wiley.com/go/robbins/environment](http://www.wiley.com/go/robbins/environment)

Supplementary texts and Videos: Content (articles and videos) will be posted to Canvas (under Files).

## Supplies /Technology:

- You must have access to Canvas and your Rutgers email.
- Notebook. You **MUST** bring a paper notebook (with loose-leaf you can rip out) for notes.
- A fully loaded pen/cil case. Asking others during class is burdensome and interrupts flow.
- A LAPTOP, on which you are allowed to install software. This must be either:  
a Windows PC (running Windows 7, 8, or 10) or a Mac (running OSX, the typical Mac operating system). A laptop is required for in-class writing, online exams, and research. A phone is not enough for this class. Bring a charger.
- A phone is useful to have in class but should be put away unless instructed otherwise. You definitely need a phone in class if you don't have a computer that day, but it will be an inconvenience for you and me. PHONES may not be accepted on quiz/exam days for testing security reasons.
- Exams take place online in class. An internet connection (a cell phone connection may suffice most of the time, but you may need broadband because it's faster and more stable) is required.
- A device for taking, uploading, and editing pictures and videos; e.g., an iphone or digital camera. This device needs to be used outside to record nature observations.

If you do not have the appropriate technology for financial reasons, please email the Dean of Students at [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu) for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid: <https://financialaid.rutgers.edu/>.



**ONLINE TOGETHER:**

This semester we are using multiple online platforms and digital means of communication, publication, and collaboration.

**ZOOM:** When we are not in the classroom, we may have class on Zoom. Zoom classes count the same as regular classes, with the same rules of decorum and participation, and attendance will be taken and monitored during the class. If you miss the zoom session because of illness, get notes from a classmate.

If you experience technical problems, please visit: <https://it.rutgers.edu/help-support> .

To help students succeed in Canvas, students may take the 'Student Orientation to Canvas' Tutorial, which is self-paced, at <https://rutgers.instructure.com/courses/35>

Here's how we will use Canvas versus online community versus Google Drive versus email:

Canvas Page: Grades / Grading / Turnitin, Chat, Groups, Email / People, Assignment Descriptions and Submissions, Course Files, Major Announcements, Kaltura Media Gallery.

Email: Any formal requests or notifications (for extension requests, excused absence documentation, concern or complaint about another student, etc.) should be sent via email to me at [jenny.isaacs@rutgers.edu](mailto:jenny.isaacs@rutgers.edu), cc TA, for the record.

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 #.

I will aim to respond to email within 24 hours. Feel free to send follow up emails if you haven't got a response/action within three days, you're not bothering me. Please respect work hours when emailing - I cannot promise any responses after 5pm and before 9am. Always check the syllabus before emailing me, many answers are found here.

**Google Drive/Slides:**

You will need a gmail account. Drive stores documents and allows for group editing / live. Docs and Slides serve as artifacts for group work and discussion. Before sharing a link to the doc, make sure you ENABLE sharing of the file: this requires you manually changing the settings every time, every file. Use Google Slides for your presentation and **share with me isaacsjenny@gmail.com**.

**Groupme:**

We will run an official Groupme Chat to offer students a safe place to ask questions without the toxic griping, plagiarism and cheating, extra noise, and drama. Here you can receive help from us and other students providing you with best answers to your questions faster than email in an informal manner. Students can assist other students on this channel, mindful of academic integrity concerns.

**CALENDARS:**

University Academic Calendar: <https://scheduling.rutgers.edu/academic-calendar/>  
See last days to add/drop, w a W, above.

Interfaith Calendar: <https://www.interfaith-calendar.org>. Religious holidays are excused but students MUST keep up with the work. Conference with me BEFORE the dates to arrange make up, a holiday is not a free pass.

Faith Practices & Rutgers: <https://diversity.rutgers.edu/RespectFaithPractices>

Let's talk WELL AHEAD of time if you will be observing ethnic/religious holidays (e.g., Passover) and or fasting (e.g., during Ramadan), and you are concerned that it might impact your grade / attendance, and/or (the quality of) your work and focus for the course. We can come up with a strategy for you that's customized for your success.

### Readings

You should prepare to view each lecture having completed the readings, videos, films, etc. To come prepared for class discussions, please note that the readings listed for the weeks below should already be read BEFORE that week's class. Students can submit any/all work early. Completing the reading before viewing the lecture will help you get most out of lectures. All lecture readings that are not in the textbook are available on Canvas.

### Course Work Schedule:

Below you will find a sample first version of the weekly topics of course content with due dates for major assignments.

IMPORTANT: I reserve the right to speed up, skip, or slow down the pacing of course content based on the performance of the class. Latest version of full syllabus can be found in Canvas under Files. If the only thing that changes is the course work schedule, I will not post new versions of the full syllabus (containing course policies, etc.); Instead, for convenience, we employ a regularly updated Live Course Schedule link that should be consulted regularly, especially after you miss class, and bookmarked.

Week to week, PLEASE CONSULT & FOLLOW the Live/Updated Course Work Schedule – found [HERE](#)

Version 1.0; dates and assignments subject to change. Chapters listed below are Robbins et al. and are due that day. Any full lecture Quizzes are on Mondays.

Exams on Mondays to be fair for all recitation sections.

Dates	Content / Read	Recitation	Assignments
9/3	<p>The Ecological perspective, Systems Thinking, 'Human Dimensions of Environmental Change'</p> <p>Introduce: "The Anthropocene"</p> <p>Course Overview, Syllabus</p>	<p>No Recitations this week</p> <p>Complete Getting Started Assignments</p>	<p>Getting Started</p> <p>101 Assignments:</p> <ul style="list-style-type: none"> <li>· Syllabus</li> <li>Contract</li> <li>· Opening Survey(s)</li> <li>· Rutgers Shoutout</li> <li>· Optional: Join <a href="#">Official GroupMe</a></li> </ul> <p>Read Robbins Intro / Chapter 1</p>





9/17	<ul style="list-style-type: none"> <li>• “<a href="#">Did Nature Heal During the Pandemic ‘Anthropause’?</a>” NY Times</li> <li>• Bates et al (2021)“<a href="#">Global COVID-19 lockdown highlights humans as both threats and custodians of the environment</a>” Biological Conservation</li> </ul> <p>****</p> <p>READ: Robbins Chapter 3 Markets –</p> <p>Topics covered: NeoMalthusian perspectives; Malthusian v Cornucopian perspectives ‘The bet’</p> <p>Techno-optimism / Will tech save us? Cap and Trade, Invisible hand/boot</p> <p>Suggested/Discussed:</p> <ul style="list-style-type: none"> <li>• <a href="#">E.P.A. To Stop Collecting Emissions Data From Polluters</a> (NY Times)</li> <li>• <a href="#">Generative AI’s environmental costs are soaring — and mostly secret</a></li> <li>• <a href="#">The ugly truth behind ChatGPT: AI is guzzling resources at planet-eating rates</a></li> <li>• Portney, Paul R. (2020). <a href="#">Market-Based Approaches to Environmental Policy: A “Refresher” Course</a></li> </ul>	<p>Bring some first My Anthropocene photos or original sketches to class and share</p> <p>Lab – <a href="#">My Ecological Footprint</a> begin in class</p>	<p>week. MUST bring to recitation, with draft captions next week.</p>
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9/22	<p>READ: Robbins Chapter 7 Political Economy (for this and next week)</p> <p>Topics: Capitalocene, De/Postcolonial perspectives, Dating the Anthropocene?</p> <p>Suggested/Discussed in class:  <a href="#">Mass Deaths in Americas Start New CO2 Epoch</a>  Read Capitalocene articles under Files (Jason Moore, Zoe Todd, Malm et al)</p>	<p>Recit Quiz 1: Chapters 1 and 2</p> <p>Content Review</p> <p>Peer Review – share 10 best pictures with captions / commentary</p>	<p>For recitation this week: must bring 10 best pictures with captions / commentary</p> <p><a href="#">Ecological Foot/Foodprint</a> due (flex deadline until midterms)</p> <p>For next week: Finish editing a draft of ‘My Anthropocene’, in Adobe Express or other approved format (Google Sites, vlog, Storymap, etc.) for peer review.</p> <p>Extra Credit: Watch and Write up the Film: <a href="#">Racing Extinction</a>/ questions.</p>
9/24	<p>*****</p> <p>The Materials Economy, Externalities  Read “The Externalized Costs of Driving”</p> <p>Watch “<a href="#">Story of Stuff</a>” during class</p>	<p>Lab: Making a photo essay using <a href="#">Adobe Express</a> (other formats ok). Students given time to begin to create and edit their photo essays online during class.</p>	



10/6	<p>MIDTERM EXAM IN CLASS (multiple choice portion)</p> <p>No new, required reading for this week</p> <p>Preview: HE Research Clusters and Case Study Field Report Assignment</p> <p>Scales of Analysis, the ‘case study’, doing field work.</p> <p>****</p> <p>Environmental Justic (EJ) Perspective /from Black Geographies: “The Plantationocene”</p> <p>Watched during class: <a href="#">How Millions of Bananas Are Grown, Harvested, 1and Processed</a></p> <p>Suggested/Discussed in class: Howard Zinn: “Columbus, the Indians, and Human Progress” Chapter 1, from <i>A People’s History of the United States</i>.</p> <p>Davis J, Moulton AA, Van Sant L, Williams B. (2019). “Anthropocene, Capitalocene, ... Plantationocene?: A Manifesto for Ecological Justice in an Age of Global Crises.” <i>Geography Compass</i>. 2019;13:e12438. <a href="https://doi.org/10.1111/gec3.12438">https://doi.org/10.1111/gec3.12438</a></p> <p>Watch: <a href="#">How Do Bananas Grow and End Up in the Store?</a></p>	<p>Content Review - Go over Midterm answers</p> <p>Introduce Case Study Field Report and Intervention Proposal week; Assignment.</p> <p>Discussion: Which photos could spark a deep dive / investigate case study field report. Choose 1.</p> <p>Get feedback from peers about most compelling photos from your ‘My Anthropocene.’ Classify them according to Research type.</p> <p>Go over/start Benchmark 1</p>	<p>October 10 is the last day to submit work from first part of the semester, warnings given next week.</p> <p>Finish:</p> <p>My Ec ological Food/Print due</p> <p>thropocene due thi</p> <p>For next week’s recitation: continue Benchmark 1: on your chosen photo, for peer review next week. Find a few first Background links.</p>
10/8			

10/13	<p><b><u>Human Ecology/Sustainability Research Cluster #1 FOOD SYSTEMS:</u></b></p> <p>Must Read - for this week and next: Robbins Chapter 18 “French Fries”</p> <p>Suggested/Discussed in class:  <a href="#">How Supermarkets Rewired The Planet</a></p> <p>EJ: “How Fast Food Chains Supersized Inequality”; “Do minority and poor neighborhoods have higher access to fast food restaurants in the United States?” ; <a href="#">Does organic food have a perceived class problem?</a></p> <p>Green Markets approach: Take a look at Whole Foods “<a href="#">Quality Standards.</a>”</p> <p>*****</p> <p>Guest Lecture: Dr. Ethan Schoolman</p>	<p>Content Review</p> <p>What makes a good research question? Share yours</p> <p>In-class work and peer review on Benchmark 1. Plus: Do any photos illustrate ‘the Plantationocene’?</p> <p>If time, this or next week - Start Benchmark 2.</p>	<p>Review Questions</p> <p>Field Report: Revise / submit Benchmark 1 this week, due between 10/12-10/19.</p> <p>Extra Credit film options for this unit:</p>
10/15	<p>Half of the world’s habitable land is used for agriculture - Our World in Data.pdf</p> <p>The Enduring Fantasy of “Feeding the World” – Spectre Journal.pdf</p>		
10/20	<p>Robbins “French Fries” continued.</p> <p><a href="#">Norman Borlaug: The Father of the Green Revolution</a>; and clip from “The man who tried to feed the world” (PBS: The American Experience)</p> <p><a href="#">Are Humans Running Out Of Food??</a></p> <p>Local Alternatives/Economies, (Environmental Justice) Critiques of Big Food /Agriculture, and Alternatives.</p> <p>Vandana Shiva – against monocultures. Watch clip ‘<a href="#">Hunger by Design</a>’. Read about Shiva here: <a href="https://ucghi.universityofcalifornia.edu/news/dr-vandana-shivas-decades-long-environmental-activism-rooted-health-of-all-beings/">https://ucghi.universityofcalifornia.edu/news/dr-vandana-shivas-decades-long-environmental-activism-rooted-health-of-all-beings/</a></p> <p>TA Lecture: Kristi Wiedemann - Local fiber networks case study</p>	<p>Content Review</p> <p>Continue Work on Benchmark 1 and 2</p> <p>IF TIME:</p> <p>Lab: <a href="#">Doing an annotated lit review</a></p> <p>Tutorial: <a href="#">Citation generator in APA</a></p> <p><a href="#">How to use Google Scholar tour.</a></p>	<p>Benchmark 2 Annotated Lit Review due in two weeks, 11/2 in recitation for peer review. Note - you must <a href="#">use Google Scholar.</a></p> <p><u>Extra Credit:</u></p> <p>Watch Food Inc, and/or Veganism movies from list on Canvas, submit reaction paper</p> <p>Watch the full: <a href="#">"The man who tried to feed the world"</a></p>

10/22	<p>Suggested:</p> <p><a href="#">Soul Fire Farm - Ending Racism and Injustice in the Food System</a> Check out <a href="https://www.soulfirefarm.org/">https://www.soulfirefarm.org/</a> Check out <a href="https://georgestreetcoop.com/">https://georgestreetcoop.com/</a></p> <p>Constance Gordon &amp; Kathleen Hunt (2019) “Reform, Justice, and Sovereignty: A Food Systems Agenda for Environmental Communication” in <i>Environmental Communication</i>, 13:1, 9-22</p> <p>****</p> <p>Robbins Chapter 5: Environmental Ethics</p> <p>Animals in Agriculture; ‘sustainable’ to whom?</p> <p>CAFOs; AG-gag laws; Race and class in Slaughterhouses</p> <p><a href="#">GUILTY! Pig Farm Convicted of Abuse With Hidden-Camera Footage From Animal Justice</a></p> <p><a href="#">Reforming Animal Agriculture Subsidies: A Guide for Advocates</a></p> <p><a href="#">Nothing to hide: How governments justify the adoption of ag-gag laws</a></p> <p>See Canvas/Files for additional suggested</p>		<p><a href="#">(PBS: The American Experience)</a></p> <p>Watch the documentary “Bitter Seeds” about Indian farmer debt and suicides associated with the legacy of the Green Revolution</p>
10/27	<p><b><u>RESEARCH CLUSTER 2: Risks, Hazards, and Environmental Communications</u></b></p> <p>Risk Perception MUST READ: Robbins Chapter 6: Risks and Technology</p> <p>Field Report Overview: Review example of high quality environmental field report: <a href="#">The dirty road to clean energy: How China’s electric vehicle boom is ravaging the environment</a> (Shown for its great blend of background, photos, narrative/description, and interviews).</p> <p>Read in class/discussed: Unequal Exposures (Chapter 10)</p> <ol style="list-style-type: none"> <li><a href="#">1. Why this town is dying from Cancer</a></li> <li><a href="#">2. One reason why coronavirus hits Black people the hardest</a></li> <li><a href="#">3. EJ News article example: “We’re Dying</a></li> </ol>	<p>Research Groups Made in Recitation</p> <p>Discuss: Journalistic 6, Where to find examples of good journalistic/ethnographic writing.</p> <p><a href="#">ENTER HERE: 3 interview questions for your Field Report to</a></p>	<p>Benchmark 2, draft of annotated lit review, due next week in Recitation.</p> <p>Food Systems Module Quiz - at home</p> <p>Looking Ahead: Next week: Start Benchmark 3 – Human Ecology Fieldwork (Field Notes, interviews, surveys).</p> <p>Re FIELD NOTES: Read “Writing</p>

10/29	<p><a href="#">Here”: The Fight for Life in a Louisiana Fossil Fuel Sacrifice Zone</a></p> <p>4. Trump admin to drop landmark ‘Cancer Alley’ lawsuit</p> <p>*****</p> <p>Risk Perception: “If only gay sex caused global warming.” (LA Times)</p> <p>Watch: <a href="#">Rachel Carson / Silent Spring</a> (American Experience PBS)</p> <p>Visit by Dr. Cuite</p>	<p>submit/ask live during a “Press Conference” with <a href="#">Angie Oberg</a>, Director of the Rutgers Office for Climate Action - Monday, November 3rd (on anything Rutgers sustainability)</p>	<p>Field Notes” Handout. Also see this <a href="#">template for writing field notes</a></p> <p>Take a look at news websites and ethnographic writing samples (in FILES/Writing Resources folder).</p> <p>Practice: Field Notes / Dining Hall.</p> <p>Extra Credit: Watch EJ: Watch: “<a href="#">Queer Resilience in the Era of Climate Change</a>” (Youtube). Or the films “<a href="#">Dark Waters</a>” (Reading List Tab) or “Erin Brokovich” (Kaltura) or “A Civil Action” (Kaltura).</p>
11/3          11/5	<p>Field Report Guest Lecture: Angie Oberg, Rutgers Director of the Office of Climate Action: “Press Conference”</p> <p>****</p> <p>TA Guest Lectures: Nuzhat and Nithi</p> <p>Suggested /about Manville: Watch “<a href="#">Asbestos City</a>”</p> <p>Check out this STORYMAP about Manville: <a href="#">Navigating Risk: Flooding &amp; Mitigation in Manville, NJ</a></p>	<p>Content Review</p> <p>Peer Review/ Benchmark 2.</p> <p>In the Field Workshop: Doing Environmental reporting / observations. Media collection types and options; Writing Field</p>	<p>Working Draft in Benchmark 2 past due (11/2). Due in recitation. Resubmit if needed by next week.</p> <p>Benchmark 3 - Field Work due next week for peer review in recitation.</p> <p>Use this guide for writing field</p>

		<p>notes (handout).</p> <p>Students plan their fieldwork and share first ideas. Progress check.</p> <p>Brainstorm Social Science possibilities: Create and share a simple survey; 2 or 3 interview questions: Asking the right questions / “semi-structured” = ?</p> <p><a href="#">Surveys and Forms apps available</a></p>	<p>notes: “<a href="#">A template for writing fieldnotes</a>”</p> <p>Extra Credit: Watch “<a href="#">Asbestos City</a>”, or watch/react - <a href="#">Race, Class, &amp; Hurricane Katrina</a> w/ Dr. Hasan Kwame Jeffries, or others recommended in this module.</p>
11/10	<p>Infrastructure and Energy: Chapter 6 continued.</p> <p>Suggested/Discussed in class: Robbins Chapter 14 Uranium</p> <p>Video clips: Nuclear; “<a href="#">Chernobyl</a>” / Into Eternity</p> <p>Jon Oliver/ Last Week Tonight: “<a href="#">Freight Trains</a>”</p> <p>“Disaster Capitalism” by Naomi Klein</p> <p>****</p> <p><b><u>RESEARCH CLUSTER 3: SUSTAINABILITY GOVERNANCE AND ENVIRONMENTAL MANAGEMENT</u></b></p> <p>Robbins Chapter 4: Institutions and the Commons</p> <p>Overview of the research cluster, scales of</p>	<p>Content Review</p> <p>Progress Checks: Continue Benchmark s; Additional in-class research on the topic.</p> <p>Field Notes continued.</p> <p>Start building final presentation: Create a Canva or Google Slides shared doc.</p>	<p>Study for live in-person quiz on food and risk (in recitation next week)</p> <p>Benchmark 3 – Interviews and Field Notes due for a progress check during Recitation next week.</p> <p>HW: Start / Plan Benchmark 4</p> <p>Film for Extra Credit: “<a href="#">Chernobyl</a>” watch at least episode 1.</p> <p>“<a href="#">Into Eternity</a>” (Abridged)</p>



11/12	<p>analysis, institutions, the commons, Montreal Protocol</p> <p>Suggested/Discussed in class: Watch Trump's speech to the United Nations in Sept, 2025: <a href="#">WATCH: Trump calls climate change 'the greatest con job ever perpetrated on the world'</a></p> <p>See examples of institutions: <a href="https://simplicable.com/society/institutions">https://simplicable.com/society/institutions</a></p>	<p>Start discussing Benchmark 4 and ideas for final presentation.</p> <p>Self and Group Grading discussed</p>	<p>version, w netID access)</p> <p>"Before the Flood"</p> <p>START <a href="#">ACTIVE HOPE TRAINING ONLINE</a> - free / extra credit</p>
11/17	<p>Climate Change / as a Commons</p> <p>Robbins Chapter 11 - CO2, + Institutions cont.</p> <p>Guest Lecture: <a href="#">Dr. Rachael Shwom</a></p> <p>Recommended:</p> <p><a href="#">UN chief urges world leaders to drive down global warming</a></p> <p><a href="#">From pledges to action: Leaders push for faster climate progress at COP30</a></p> <p><a href="#">Missing at U.N.'s Climate Meeting: American Executives</a></p> <p><a href="#">Tipping Points "We Just Crossed Our FIRST Tipping Point... And It's NOT What You Think"</a></p> <p>Shwom's et al's critique of Tipping Points discourse: "'Tipping points' confuse and can distract from urgent climate action"</p> <p><a href="#">The World Seems to Be Surrendering to Climate Change</a> (David Wallace-Wells, NY Times) <a href="#">Climate Backtracker</a> (Columbia University)</p> <p><a href="#">Oil Producers, but Maybe Not the Planet, Get a Win as Climate Talks End</a></p> <p>*****</p> <p>GUEST LECTURE: <a href="#">Dr. David Howland</a> (Writing Program): On news gathering, story/lead structure, and some tips on the indispensable skillset of explaining</p>	<p>(No Content Review, take quiz for review)</p> <p>Groups Go around: Field Work for Field Report Peer Review - Progress Check</p> <p>Review Ideas for Benchmark 4 Case Study 'Active Hope' GROUP Intervention proposals: Teams select and plan their favorite one during class - can be creative/fun , multimedia, or wider survey/research sample. GROUP submits</p>	<p>Field Work Benchmark 3 and 4: due in Recitation this week.</p> <p>Extra credit: Watch <a href="#">Before the Flood</a> and answer questions</p> <p>Quiz 2: Chapters 5, 6, and 14 - Take it until you get 100% in 15 minutes.</p>
11/19			



		<p>Skills - Professional &amp; Executive Development   Harvard DCE</p> <p>Study Presentation Rubric in Self and Group Grade.</p>	
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12/1	<p>ABOVE plus Invasive Species and Spectacular Failures</p> <p><b>READ:</b> Review Robbins, Chapter 5 Ethics - see pages 70-77; see Box 5.1 Robbins, p. 77 “Environmental Solution? Endangered Species Act”</p> <p>Warren, Charles. 2007. <i>Perspectives on the ‘alien’ versus ‘native’ species debate</i></p> <p>(2008). “<a href="#">Noble Eagles, Nasty Pigeons, Biased Humans</a>” (on canvas) New York Times</p> <p>Recommended/Discussed in class:</p> <p>Marris Chapter 6 – “Learning to Love Exotic Species”</p> <p>Canvas folder: Lanternfly articles – <a href="#">The great carp invasion is a climate lesson we must all heed</a></p> <p>*****</p> <p>Above + Future Natures?</p> <p>Must Read: Donlan, J. Re-wilding North America. Nature 436, 913–914 (2005). <a href="https://doi.org/10.1038/436913a">https://doi.org/10.1038/436913a</a></p> <p>SUGGESTED CASES: Coral, Passenger Pigeons, Dire Wolf, and Woolly Mammoths. Return of the <a href="#">direwolf</a> (Wired magazine); <a href="https://time.com/7274542/colossal-dire-wolf/">https://time.com/7274542/colossal-dire-wolf/</a> (Time magazine cover feature) Coral (Selective breeding) <a href="https://youtu.be/adcfkApIT_4?si=acRBBAXdgEmCxQoT">https://youtu.be/adcfkApIT_4?si=acRBBAXdgEmCxQoT</a> Gene drive – eliminate species</p> <p>De-extinction: <a href="#">Scientists Are Inching Closer to Bringing Back the Woolly Mammoth</a> <a href="https://colossal.com/">https://colossal.com/</a>;</p>	<p>LAST RECITATION : MUST ATTEND: Active Hope Presentations, 5 – 10 minute review of work per group: in-class voting, feedback</p> <p>(No Content Review - see next week Finals Review options)</p> <p>No formal recitations next week, see study sessions schedule.</p> <p>News Article Writing Tip: <a href="#">How to avoid a “Quote Bomb”</a></p>	<p>Benchmark 5: Final Report/News article due this week - flex deadline through next week, 12/7</p> <p>Recommended/e xtra credit: Watch <a href="#">Cane Toad: Conquest</a> (full movie, fun)</p> <p>Start course wrap up work</p>
12/3			

12/8	<p>3 Active Hope Finalists - Presentations in Class</p> <p>Final thoughts: Sustainability – Precautionary Principle, Active Hope, Becoming a major</p> <p>Final Reading: “It’s Not About You” by David Brooks (in Files)</p> <p>Final Video: Watch video <a href="#">interview with the late/great Jane Goodall</a> about practicing active hope and making a positive difference in the world.</p> <p>Suggested READING: Hope &amp; Despair, Space Colonization: (articles under FILES)</p> <ul style="list-style-type: none"> <li>Hess &amp; Barclay, “Stephen Hawking’s warning: it’s time to get the hell of planet Earth” (in Files)</li> <li>“Apocalypse When? Global Warming’s Endless Scroll” by Amanda Hess (NY Times, in FILES)</li> </ul> <p>Check out <a href="https://thesca.org">thesca.org</a> for conservation work</p> <p>****</p> <p>Spillover Final Exam</p>	<p>No regular in-person recitation.</p> <p>Exam Prep: In addition to regular office hours, there will be virtual TA sessions, plus in-person Q and A with Dr. Isaacs, and Isaacs Open Zoom room TBA; on 12/12.</p> <p>Students should hold their own study groups.</p>	<p>Due: SIRS Survey (save screen capture!!! For upload to final exam).</p> <p>Final Course Reflection due</p> <p>Recommended Film: <a href="#">Don’t Look Up</a></p> <p>STUDY FOR FINAL EXAM:</p> <p>See Finals Study Sheet: <a href="#">Critical Perspectives HANDOUT</a></p>
12/10			

### ASSESSMENT AND GRADING:

<u>Assignments Weight</u>	
Recitation participation	30%
Quizzes (2 at 5%)	10%
Exam #2 (Midterm)	10%
Exam #3 (Final)	10%
My Anthropocene Photo Essay	10%
Field Report/Case Study	10%
Active Hope Group Project	10%
Miscellaneous Assignments	10%
Extra Credit (max)	10%

### Grading Scale:

Grade	From	To
A	90	100
B+	85	89.99
B	80	84.99
C+	75	79.99
C	70	74.99
D	60	69.99

### Course Structure (Description):

- 1) Exams and Quizzes (30%; 2 quizzes x 5%, Midterm and Final 10% each) Mostly multiple choice in class. Additional no-stakes review quizzes and/or pop quizzes may be given in recitation at the discretion of instructors.
- 2) Recitation attendance and participation: (30%) Student recitation grades will be based on class participation during recitation and attendance. Teams will meet during recitation to review material, group study for exams, and work on team assignments, with weekly content reviews and other activities planned to maximize learning. Recitation is meant to prepare you for the exams and your fieldwork, so there are no surprises. If you do the readings every week and participate in class, you will be well prepared. Helpful labs will take place in recitation in anticipation of major assignment requirements.
- 3) Miscellaneous Assignments (10%); Examples: Syllabus Contract Academic Integrity Module, Ecological Foot/Foodprint, etc.
- 4) Extra Credit: (up to 10%)

### FIELD WORK ASSIGNMENTS (3 , each at 10%):

To get a sense of what Human Ecologists DO and how they work, you will conduct your own independent research and group work using mixed social sciences methods. By the end of the term, you will gain experience in social science reporting, designing, and implementing an environmental intervention. Your work will fall broadly within Rutgers Human Ecology three Key Research Areas (Clusters): A) Food Systems, B) Governance / Environmental and Wildlife Management / Sustainability, and C) Environmental Risks, Hazards, and Communications.

Each of the Fieldwork Assignments below will utilize helpful benchmark assignments and peer review checklists.

- 5) **“My Anthropocene” Photo Essay:** 10 -15 field photos arranged in Adobe Express or similar- including captions & 1 page of commentary. (10%) This project can feed into the next two below...
- 6) **Environmental Change Case Study Field Report, with Intervention Proposal** (10%): Be a reporter! Visit a site on or near campus to document an environmental concern or problem affecting students. Interviews and Media will be curated into a PDF Field Report, with option available for a flexible submission type (e.g., vlog, short documentary film, slide deck, story map, or original play).
- 7) **Active Hope Team Research and Service Project:** Within your recitation section, you will split into teams to execute one winning environmental intervention/community service project from #5 above, including documentation and reflection; present to the class at the end of the term (10%)

**MORE Details on the above assignments** (Additional/full grading details will be provided in separate rubrics on Canvas)

- 1) **Exams and Quizzes (30%)** - In class, open (paper) notes on the reading, class notes, student presentations, and films. Tests may be given at any time / as reward for attendance (cannot be taken at home or made up without documentation), in recitation or during lecture. Midterm and Final will be taken during full lecture.
- 2) **Recitation (30%)** – Attend once a week. TAs will hold recitation, with occasional visits from Professor.

Structure: All TAs will work from a shared template discussed with other TAs and Instructor on Fridays. No new content will be given during recitation.

Content Review with quizzes may take place at the start of class, followed by Q and A – review of main concepts from lecture, partner and small group time. Students should bring in questions on material from class or the texts on which they need additional help. Time will be provided during recitation to work on your independent fieldwork assignments and group projects.

**Grading:** Your TA will submit a midterm and a final Recitation grade to the instructor which will count as 30% of your final course grade.

*Within Recitation*, attendance and participation count for 60% of your grade. Quizzes may be graded by other students and count for 40% of your grade. Quizzes in recitation will help you on in-class exams.

You should attempt to work out any grade problems with your TA. If your problem IS the TA, please reach out to the Instructor for a confidential meeting, and/or consider switching sections.

- 3) **Miscellaneous Assignments** (Opening Survey, Syllabus Contract, My Ecological Foot/Foodprint, Vegan Diary, etc.) 10%
- 4) **“My Anthropocene”:** Scavenger Hunt / Photo Essay 10 -15 photos\* arranged in Adobe Express - with captions & 1 page of commentary. \*Sketches option available for those who like/prefer to draw or paint or use mixed media. (10%)

Include commentary with each photo - assemble them into a photo essay using software. 10 of your best photos with analysis using concepts discussed in assigned readings.

For your commentaries:

- Write “This reminds me of...” and make an explicit connection to the text / course content, to yourself/your life, or to the world / things happening elsewhere, in the news, or in history.
- Or you can imagine what Robbins might say about the content.
- Or you can tell us what the content makes you wonder or want to know – what questions do you (still) have?
- Or you can apply one or more critical approaches from Part I of the Robbins book to critically ‘read’ the content – this will be practice for your final project.

**Final Reflection (1 page or less):** Explain what you think of your observations, applying theory in the discussion (including and underlining a couple quotes from texts studied in class.) Answer: How did this project change the way you see the world? Are we doomed? Is there hope?



- 5) **Field Report:** Environmental Change Case Study, with Intervention Proposal (10%): Be an environmental journalist and document at least one visit to a local field site (preferably on or near campus, easily accessible by all team members) to report on environmental change, ideally following up on something observed in your 'My Anthropocene' project.

For this report/proposal, you will conduct interviews with classmates, and document your case study with photos, written description of observations, and other media.

To prepare for this, during recitation TAs will hold labs to introduce the most basic ethnographic field techniques used in social science, and help you draft appropriate, non-sensitive interview questions, and think through your analysis and conclusions.

Deliverable is a summary report (5-10 pages, including Appendix and references); including

- **Literature review** of the general environmental concern, problem, or change (in land use, etc.) (1-2 pages), *annotated* with references (should not just be AI, need to have two articles at least from google scholar, etc.)
- **Field Notes** – submit a 'rich', 'thick,' first-person, diary-like written description of your experiences in the field (2-3 pages, or vlog/video option). Compile any collected raw interview survey data, media / field documentation of the specific local case study pix in an Appendix.
- **Analysis** – a one-page critical analysis (applying theories discussed in class, with a couple key quotes) explaining what you think is really driving this environmental change/problem / what core problems must be addressed, and how likely (or not) they are to be resolved, why/not.
- **Proposal** – Create a one-page or less short summary of the proposal for the class, with aim, description of proposed action steps in bullets, list of any resources needed, link to your full report, and a brief feasibility and justification statement. Proposals can be creative/humanities, research based, or multimedia.

Sharing: Your proposal will be reviewed by other students in your recitation section, with winners chosen to implement their intervention. During the finals, the winning proposals will be put into action for the final Active Hope Project, with the three most impressive completed projects, across all Recitation sections, to be presented to the full class in the last week of class. Students with winning proposals receive 15% extra credit on the final multiple-choice exam.

- 6) **'Active Hope' Team Service Project** (10%): See above. Work in a team to plan and execute the environmental intervention/community service on or near campus (document and reflect.) You will present your team intervention to your recitation section and (if chosen) the full class, demonstrating how you addressed the problem together.

Projects can be one of three types: 1) A proper social science research project (using QR code surveys for the class, a wider sample of interviews, etc.), 2) a creative / fun project (students have performed plays, recording themselves doing satire with some light editing, fashion shows, etc.), or 3) multimedia projects – short film or youtube/Instagram/tiktok video with good video edits, sound effects, story map, website, etc.

Groups should meet at least once outside of class and must use an approved messaging server to communicate for accountability purposes. Attendance will be taken and reported. You will be given classtime during recitation to work on this as well, during LABS.

Special Roles within the group for slides and deliverables: Lead / Editor (last eyes on deliverables, synthesizes content across all users, decides when to hit 'submit' ), Facilitator (liaisons with TAs and Instructor, sends reminders to the group, GroupMe moderator), Visuals person (makes sure everything looks pretty on the page and visually consistent across all slides), Text Editor (mininizes/breaks up text into bullets, avoids small fonts, makes sure no full sentences, etc.),

References jockey – make sure everything is in the right format (APA), M.C.(s) run the show during presentation (secondary role only), Slides jockey – stands at the podium and advances slides (secondary role only, if nec.).

Each group member must contribute to the research, preparation, and delivery of the group overview presentation. Any student who is not meaningfully contributing to their group will be given a warning with conference option, then will not be allowed to present. Students should escalate concerns with any group members early to the TAs, then to the Instructor if no resolution.

Students will present findings and receive electronic feedback from TAs and peers during recitation. Your group must have final approval before presenting. Additionally, some groups will be invited to present to the full lecture class, for extra credit on the final. Absences on the day of presentation, without medical documentation or letter from Dean, will earn a zero with no equal makeup option.

You must cite your sources at the end of the presentation. A powerpoint template and previous student examples will be provided.

Final package should be submitted by each student, in Canvas under Assignments.

Presentations should be about 10-15 minutes max (including questions). You might use photos, film clips under 2 min, PowerPoint, music, and any other multimedia resource that assists you in effectively presenting your findings to your classmates.

Grading: A full rubric with outline template will be distributed for this assignment on Canvas. Note that each student will give themselves and receive (from me) an individual grade. For group work, students will grade each other; if there is a clear group consensus that any member was MIA for the project and/or presentation, this WILL hurt that person's grade and will trigger a conference with me to appeal the group grade.

After a student has missed two meetings in or out of class or missed slide deadlines published there, they must conference with me and facilitators to continue with the group or will have to submit an individual presentation for 70% max possible credit.

Delivery (if using Slides): Don't stand there and read the slides – everybody hates that. Slides should be colorful and mostly images/graphics. You can use note cards, an ipad, or your phone to read notes live. Use animations and presenter view. Warning that going over time, or blandly reading from boring text-only slides, or presenting slides with way too much text and unreadable graphics, will cost you points or fail you.

- 7) **Extra Credit:** (up to 10%) At instructor's discretion, on a case-by-case basis, for a max of 10% of total grade. Must have a C or above in the course. A student who is failing is not eligible for extra credit. Extra credit can be earned through in-class participation points, exercises at the end of the chapter; annotate readings using hypothesis, reaction papers to films or events on campus; additional community service, additional reaction papers (to other films and articles). Ask for details or feel free to make a suggestion beyond the list below.
  - A) Service – Volunteer! One visit/Half-day minimum. Make a proposal on environmental service work you are interested in, or we can brainstorm together.
  - B) Attend a lecture or other event on campus – document and reflect, connect to our course content.
  - C) My Environmental Impact Paper – Diary of your personal environmental impacts with reflection (Ecological Footprint/Foodprint). Includes two Diary-type papers (3-5 pages): 'My Ecological Footprint' & 'To Eat or Not to Eat Meat'. In these papers, you will answer some questions about

your daily life and habits, reflect on answers regarding your environmental impact and thoughts on becoming a vegan/vegetarian, and create a more ecofriendly/animal friendly action plan for yourself.

- D) Environmental Justice: Record a Zoom Personal Meeting Room Presentation or Create a Youtube Video on an Environmental Justice Case Study. Ask for a rubric if interested.
- E) Environmental Study of an Object: You choose an object, trace its sourcing and connections across the global environment, and discuss it using at least three of the course's critical perspectives from Part 1. Includes Visualization (in Google Maps).
- F) Environmental Film or Lecture Reaction Paper -2 pages, opinion only, no summary or Chat GPT.
- G) Attend a town council meeting on the Environment. Take / submit your notes.
- H) Annotate: Using Hypothesis software, annotate optional articles suggested in the syllabus. Ask for rubric.
- I) Complete [Academic Success Workshops](#) or [Online learning modules](#) from the Learning Centers. See next.
- J) Create your study notebook, rewrite your notes from class / powerpoints – as if you were teaching another student, using note-taking best practices and metacognition techniques. Make your own study guides for the week.
- K) Do an honor's research project, your own design or assisting a Professor or TA with their research (ask).
- L) Do an internship outside of class for credits – talk to Dr. Isaacs asap.

#### **Attendance, Preparation, and Participation:**

'Preparation' is assessed through the use of quizzes and short in-class writing exercises at the discretion of the professor.

'Participation' is defined as (at a minimum) "quiet sustained focus" during lecture, and actively engaging with other students during activities. Both the frequency of contributions to discussion and their quality will be considered to determine this grade and any extra credit.

**Attendance:** Students are expected to attend lectures, keep pace with readings, and come prepared to discuss lecture/reading contents. Attendance will be taken for the record.

Attendance at lectures is required in the sense that you are accountable for anything that is said during the regularly scheduled class period. A sign-in sheet on a clipboard will be passed around in each class for (as-needed) accountability reviews. It is your responsibility to sign the attendance. If you come in late, you must see the Instructor at the end of class to say you were late and sign after class. A student has failed the class at eight absences. 3 lates = one absence.

Quizzes and poll questions may be given to gauge attendance regularly and reward students for attending.

Rutgers policy on attendance and cancellation of classes: <https://sasundergrad.rutgers.edu/degree-requirements/policies/attendance-and-cancellation-of-classes>

**\*\*You should not attend class if doing so would compromise health or safety of you or anybody else.**

If you will be absent, use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me when you do this and it serves as my official notification. It is not excused if you do this, it is just a courtesy and for the record. If you miss class (live or on zoom), you are responsible for making up the work – you should make friends with somebody early and ask that classmate for notes, consult syllabus and server channels before emailing me with “What did I miss?”

Do NOT EMAIL your TAs or Professor if you will be late or miss class. Unless your absence and lateness can be excused with documentation from an external body (Coach, Health Services, Urgent Care, Employer, other Professors), do NOT bother to let us know.

Warning: It is essential that you organize your life to be present for all Quizzes, Exams, and Presentations; these cannot be made up without a conference with me and/or a note from a [Dean](#).

**Exams** -You are expected to take the exams on the scheduled dates. If you have a conflict with the exam date, reach out to Instructor or your TA PRIOR to the exam date! If you miss the scheduled exam, see me or your TA. Students who fail to contact instructor before exams or quizzes will be considered on a case-by-case basis.

## **POLICIES:**

**Late Work:** If some condition or set of circumstances prevents you from completing the work in this course by the flexible due dates listed, I ask that you contact us in advance if possible, but no more than a week following cessation of the conditions that led you to miss a deadline. Exceptions will usually 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. 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.

Students should aim to submit their work by the suggested deadlines. While I am very flexible about delivery dates, you should still communicate with me over email to formally ask for an extension and make a note when you submit in Canvas – include the date that an extension was granted.

## **Note-taking:**

Powerpoint slides and notes may or may not be accessible so you must use your time in class to take notes in your paper notebook. Students doing something else may lose quiz/participation points.

## **Behavior and Tone:**

We are a beautifully diverse University that welcomes all and fully accepts different others and their opinions. You are an important part of this community and deserve equal, polite treatment in all matters. Respect and scholarly courtesy will be practiced here.

A lot in this course may be new, even challenging to you. I understand that some of the views presented here you may not personally agree with. Nevertheless, as a professional student within a global community of scholars, I expect you will do your part in promoting respectful communication and creating a supportive classroom community that celebrates diversity, a core value at Rutgers.

This is not high school: always and in all spaces where we connect, you will maintain college-level standards of appropriate, respectful, and professional behavior -- even when using online platforms in

small groups or in private channels. Please approach any communication with those in our class for required project work etc. as formal and on-the-record: from you we need maturity and civility, a polite and friendly tone, clean and courteous language, and no personal comments or bias attacks. There is a zero-tolerance course policy for offensive conduct. Please report to me any offensive or concerning behavior with documentation, even in group work (screenshots, etc.).

**Harassment Free Zone:** Harassment, hate-speech, or any form of intimidation or violence will not be tolerated in this class/online. We are a multi-cultural, diverse University that welcomes all and fully accepts different others and their opinions. You are an important part of this community and deserve equal, polite treatment in all matters. Respect and scholarly courtesy will be practiced here.

### Academic Integrity:

Students are expected to understand and to act in accordance with the Rutgers Academic Integrity Policy: <http://academicintegrity.rutgers.edu/policy-on-academic-integrity>  
Any student in violation of the policy will be subject to disciplinary action and automatic failure in the course. You are responsible for understanding and adhering to the policy. Please pay particular attention to the information provided on Cheating, Fabrication, and Plagiarism.

Also, please become familiar with copyright laws and the Internet. One of the biggest mistakes that people believe is that if a work has no copyright notice, it is not copyrighted. All Internet users must assume that the work is copyrighted, unless otherwise specified by the author.

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!

### CLASSROOM POLICY ON AI

The use of **Grammarly** is encouraged. Rutgers students get complimentary access here: <https://it.rutgers.edu/grammarly/>. Grammarly improves your writing without taking over your voice.

You may use Generative AI programs, e.g. ChatGPT, Gemini, Copilot, to help generate ideas and brainstorm. Rutgers currently offers free AI tools and ChatGPT at a discount at this link: <https://it.rutgers.edu/ai/>

However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own (including images, slides, texts, etc.). Suppose you include material generated by an AI program. In that case, it should be cited (on slides and in papers) like any other reference material (with due consideration for the quality of the reference, which may be poor). Teachers would rather read a student's real writing with errors over AI-polished generic text; you're in school, no one is expecting perfection. It's ok to make mistakes, it's not ok to plagiarise.

To cite ChatGPT, we follow APA guidelines treating it as a software or online source. You'll need to include the author (OpenAI), the specific tool name (ChatGPT) and its version, the date of access, and a link to the tool. You'll also need to describe the content in your in-text citation or footnote, often including the specific prompt you used. Here's an example:

*In-text (on slides or within the body of your paper) you'd explain your query and quote the AI response this way:*

“When prompted with “Is the left brain right brain divide real or a metaphor?” the ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialized, “the notation that

people can be characterized as ‘left-brained’ or ‘right-brained’ is considered to be an oversimplification and a popular myth” (OpenAI, 2023).

*In your References page at the end of your paper (or presentation), you’d include:*

OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

### Helpful Environmental Study Resources:

- BBC Earth: <https://www.bbcearth.com/nature>
- UN / Climate Action: <https://www.un.org/en/climatechange>
- [The Guardian Environment](#)
- [Living on Earth](#)
- [Nature](#)
- [ScienceDaily](#)
- Traffic (international wildlife crime tracking): <https://www.traffic.org/>
- National Geographic
- [Wildlife Conservation Society / Newsroom](#)
- [Mongabay.com](#) and [Mongabay.org](http://Mongabay.org)
- Common Dreams / Climate: <https://www.commondreams.org/climate>
- [Environmental Defense Fund](#)
- National Wildlife Foundation / news: <https://www.nwf.org/Latest-News>
- [United Nations Environment Program](#)
- [NASA](#)
- [IUCN](#) and [IUCN Red List](#)
- Environmental Investigation Agency
- <https://www.audubon.org/>
- <https://www.conservation.org/>
- <https://www.worldwildlife.org/>
- [Grist](#)
- [350.org](#) (Climate Activism Network) <https://350.org/>
- [Extinction Rebellion / newsblog](#)
- People for the Ethical Treatment of Animals (PETA) / News: <https://www.peta.org/blog/>
- British Broadcasting Company at: <http://www.bbc.com/news>
- Reuters World News at: <http://www.reuters.com/news/world>
- World Press Review: [www.worldpress.org/wprw.htm](http://www.worldpress.org/wprw.htm)
- The International New York Times online edition: <http://international.nytimes.com/?ihht>
- RT NEWS (Russian, w global coverage): <http://rt.com/news/>
- Times of India: <https://timesofindia.indiatimes.com/us>
- Al Jazeera <http://english.aljazeera.net/>
- Washington Post: <https://www.washingtonpost.com/>
- New York Times: <https://www.nytimes.com/>
- Foreign Affairs at: [www.foreignaffairs.com/](http://www.foreignaffairs.com/)
- PBS Frontline Documentaries at: <http://www.pbs.org/wgbh/pages/frontline/>
- TED talks at: <https://www.ted.com/>
- [National Geographic](#)

LIBRARY SERVICES: to find a subject-specific librarian at Rutgers:  
<http://www.libraries.rutgers.edu/subject-librarians>

Credible Sources info: <https://studycorgi.com/blog/credible-sources-101-how-to-evaluate-them-reliable-websites-for-students/>

### 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.

#### Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. It is on you to initiate these helpful services and you should. 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>.

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

#### Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/> Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

Bias Incident Reporting and Support (DICE) <https://diversity.rutgers.edu>

The Division of Diversity, Inclusion, and Community Engagement works to advance, promote, and advocate for inclusiveness, diversity, and equity at Rutgers University.

If you believe you are the victim of or a witness to an alleged bias incident, you may report the incident, in person or by phone, to the Dean of Students Office, ResidenceLife staff, or another member of the Student Affairs staff <https://studentaffairs.rutgers.edu/resources/bias-prevention>. Individuals may also report an alleged bias incident online: <https://studentaffairs.rutgers.edu/resources/bias-prevention/bias-incident-reporting>

#### Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ <http://health.rutgers.edu/medical-counseling-services/counseling/>

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. Same-day walk-in appointments available.



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).

Crisis Intervention: <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

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.

Suicide Prevention: National Suicide Prevention Hotline - available 24/7

<https://www.nimh.nih.gov/health/topics/suicide-prevention> ; Call or text the [988 Suicide & Crisis Lifeline](#)

Trevor Project: LGBTQIA+ mental health support 24/7, get help if thinking of harming yourself anytime.

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.

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://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 and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Reporting of sexual harassment, sexual assault, dating or domestic violence and/or stalking

Reports of sexual harassment, sexual assault, dating or domestic violence, and/or stalking may be made using any of the following options:

Report to a Title IX Coordinator directly (a list of each campus's Title IX Coordinator is provided below). Such a report may be made at any time (including during non-business hours) via telephone or email, or by mail to the address listed for the Title IX Coordinator. Report online, using the reporting form posted here. Individuals may also report crimes of sexual violence to the Rutgers University Police Department.

Multifaith Council: [ruoffcampus@echo.rutgers.edu](mailto: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](mailto:health@rutgers.edu)

After hours RSH Advice Nurse Line, Phone: 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 provide additional support.

Rutgers Student Food Pantry <http://ruoffcampus.rutgers.edu/food/>; 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.

Dean's Office: <https://deanofstudents.rutgers.edu/>

When life gets too crazy, you get really sick, or you are thrown off by external drama you can document -- as significant, extraordinary (not the average burden carried by most students), impeding your ability to focus on school -- it's time to get a Dean involved. Don't wait -- if you have documentation, they will help you.

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> [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](mailto:deanofstudents@echo.rutgers.edu)

Deans are student advocates. They bridge the gap between school and home life when these two aren't cooperating. Most importantly, they will send all of your professors an email saying to work with you as you resolve personal issues or medical challenges. Don't wait to get them involved, it's their job and whatever you tell them will be private/not disclosed to your teachers.

Open Door: Please feel free to talk with me at any time about your interests, needs, concerns, challenges, or limitations this semester. I'm here for you. You're not alone. I can help you navigate the student support services above. It is best to let me know before the course begins: Examples might include being on academic probation, caring for kids or relatives at home, pronouns / gender preferences you want the class to respect, being food insecure, broke, or homeless (no judgment), honors coursework, interest in doing research, becoming a Human Ecology / EPIB, Geography or Environmental Studies Major, disability, personal crisis, etc. It helps me to help you if I know what's going on.

Disclosure of personal details is voluntary. Know that I am obligated by law to report illegal or concerning behaviors to the extent that these may be impacting your coursework or putting health and safety (yours and others') at clear risk. Reporting is for your protection, and it is in your interest to not deal with such difficulties alone.

Syllabus Contract: (Please electronically sign and submit this page in Canvas, or see Assignment for alternate completion method within Canvas)

I have read the syllabus in its entirety and agree to abide by the rules and expectations herein.

I will check the syllabus, consult the TA, and use online Chat to answer my questions before emailing the Professor.

I will regularly monitor my Rutgers student email, Canvas, and any server pages (TBD).

I give Professor Isaacs my permission to present my exemplary student works in her teaching portfolio.

I will use appropriate behavior in all my interactions with Instructors and students. I will take action to help others if they are in trouble and report concerning behavior.

In class, I promise to respect others, including their need to focus and succeed in class. I will not be scrolling or doing other work during class.

I understand that I will be writing and hand-writing a lot in class, for information retention and testing security reasons. In person, I will bring and use a paper notebook, and I will not have devices out in class unless directed. [Hand-written notes using a stylus or smart pen on tablet, e.g., LiveScribe for ADS accommodations, must be pre-approved.]

I will show up for my teammates – I will contribute my equal share of work in group projects and understand that two meetings missed or slides deadline missed is grounds for a zero on group work.

I promise to communicate my needs for success to Professor Isaacs early and often.

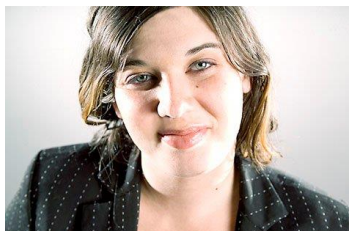
I will not pass off AI content as my own.

I understand that if I break class rules, as spelled out in this syllabus, I may lose participation points or face other penalties, as discussed above or in conference.

Let's talk if you have any concerns.

Signature of Student:

Date:



Jenny R. Isaacs, PhD  
Human Ecology Department  
Rutgers University, New Brunswick, NJ