

## SYLLABUS

**CATALOG DESCRIPTION:** Diversity and similarity of *human adaptation, cultural evolution, cultural change, and environmental modification* in African, Asiatic, Oceanic, and Latin American cultural groups. Emphasis: Traditional non-western conservation practices and their lessons for the modern-day resource manager. Prerequisites: EnvS 01, 10, & 100W, or instructor consent. (3 units).

**DEFINITION OF HUMAN ECOLOGY:** Human Ecology is the *interdisciplinary* study of the relationships between the human community and its environment. It *crosses traditional academic and scientific boundaries* and represents attempts to integrate scientific, behavioral, sociological, political, economic, and ethical functions in human relationships to the environment.

**COURSE OBJECTIVES:** The course is designed . . .

- A. . . . *to first give the student an introduction to the field of human ecology* by looking at a local region that they are familiar with--the Monterey Bay area (**Part I of course: Book analysis**).
- B. . . . *to then expand upon that local regional study* to see how professional human ecologists conduct their studies in African, Asiatic, Oceanic, and Latin American cultural areas--to analyze the types of research done, the methodologies used, and the conservation lessons learned (**Part II of course: Journal analysis**).
- C. . . . *to finally give the student an opportunity to explore*, investigate, photograph, and report back about a piece of land that they have now seen as a budding human ecologist (**Part III of course: Field site analysis**).

**COURSE OUTLINE:** See separate file, "*Course Outline*," on his faculty web page.

**APPROPRIATENESS:** ENVS 117 is a core requirement for majors. Students interested in other cultures and world regions, and in particular international development (e.g., Peace Corps), will find this course not only interesting, but useful.

### COURSE MATERIALS:

- A. Required materials to be purchased:
  1. Gordon, Burton. 1996 (3d Edition). Monterey Bay Area: Natural History and Cultural Imprints. Pacific Grove: Boxwood Press.
  2. Palumbi, Stephen R. and Carolyn Sotka. 2011. The Death and Life of Monterey Bay. Washington: Island Press.
  3. Stewart, George. 1949. Earth Abides.
  4. Turabian, Kate. 2007. 8<sup>th</sup> Edition. A Manual for Writers. University of Chicago Press.
- B. Required: Gary's web materials: <http://www.sjsu.edu/people/gary.klee/courses/>

- C. Optional reading: Klee, Gary A., ed. 1980. World Systems of Traditional Resource Management. London: Edward Arnold. Copies are available in the Library. This book was specifically written for this class and might be of use.

**COURSE EVALUATION:** This course will run as an undergraduate seminar, wherein there are no exams but rather daily "engaging" with the instructor and fellow students regarding the subject matter, oral reports, written papers, **and a required field trip. Field Trip Date: \_\_\_\_\_(TBA).** **Temporarily keep the following dates open: \_\_\_\_\_; \_\_\_\_\_; \_\_\_\_\_; \_\_\_\_\_.** **A missed field trip = 1 letter grade off of what your term grade would have been (e.g., your term grade of "B" now becomes a "C" as a result of missing this very important (and extremely fun) field trip.** There will also be an optional kayaking field trip of Elkhorn Slough, with bonus points (*just in my head*) offered for attending. You will be evaluated in three major categories:

**Seminar Performance (includes daily "engaging" and several formal presentations) .....40%**

**Written Article Analysis ..... 10%**

**Written Field Site Analysis .....50%**

**Other Important Factors:** The points from the above are first subtotaled. Then, I may (or may not) raise or lower the original points based on the following: *Bonus points are given for errors you discover in my own work; likewise, points are taken away for each day you miss participating in class.* I also consider such **important intangibles** as your attitude, improvement over the semester, initiative, motivation, dependability, quality of participation, and ability to work with fellow colleagues. In other words, I'm always asking myself . . .

***Would I want to work with you as a colleague; would I write you a letter of recommendation if requested; and would I offer you a job if I had a chance???***

**PREREQUISITES:** EnvS. 01, 10, and 100W are absolutely required, **and none may be taken concurrently with 117.** Exceptions may be allowed for graduate students.

#### **STATEMENT REGARDING REQUIRED HOURS FOR A 3-UNIT, IN PERSON**

**COURSE:** At SJSU, students are expected to spend at least two hours outside of class for every one hour of in-person class time. Because this is a 3 unit course, **you can expect to spend a minimum of 6 hours per week** completing class-related assignments in addition to the in-person class meeting. Assignments include analysis of three books; library and field research, site photography, and local interviews; two written assignments; three power-point presentations, participation in a class debate, and daily class engagement. These assignments may require work beyond the minimum 6-hours of work outside the classroom. **Careful time management is required** to keep up and succeed.

**STATEMENT REGARDING DISABILITY:** If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with the Accessible Education Center (AEC). Presidential Directive 97-03 requires that students with disabilities requesting accommodations

must register with AEC to establish a record of their disability. *[If you are aware of a disability now, register within the first three weeks of class. Do not wait until an assignment is due].*

**STATEMENTS REGARDING PLAGERISM:** See “Addendum to all Course Syllabi” on my faculty web page.

**QUALIFICATIONS OF THE PROFESSOR:** The course is taught by Dr. Gary A. Klee, Professor, Department of Environmental Studies, San José State University. He has taught human ecology for over **45 years** (University of Oregon, University of Wisconsin, San Diego State University, The Pennsylvania State University, and San Jose State University). His principal research and teaching interests are human ecology, coastal resource management (especially regarding wetlands), sustainable landscape gardens, and nature & conservation photography. He has lived, traveled and taught widely in Oceania and carried out extensive field research in Micronesia. Furthermore, he has published numerous journal articles on human ecology, and has written and edited a book for this course entitled, World Systems of Traditional Resource Management, London: Edward Arnold. He has served on the Editorial Boards of the following journals: Human Ecology Review, Etnoecológica (Ethnoecology), and Coastal Management. He has published two other books, Conservation of Natural Resources (Prentice Hall 1991) and The Coastal Environment (Prentice Hall, 1999). Currently, he is working on a new book tentatively entitled California Coastal Wetlands.

**KLEE'S OFFICE AND HOURS:** WSQ (Washington Square Hall) **Room 115A**, which is part of the main office suite for the Department of Environmental Studies. Office hours are on a self-appointment basis. In other words, there is a sign up sheet on his office door. **Important: You must be signed up at least 2-3 days prior to your visit**, so that he can better plan out his day's activities. Appointments are in 10 or 15 minute blocks. You may sign up for more than one consecutive time period. Office hours this semester are as follows: \_\_\_\_\_ (TBA). He does use his school office phone, so contact him by his personal e-mail site: kleegary@comcast.net. You can reach him day, night, and weekends, and get a “same day” response, often within a couple of hours. *If he fails to get back to you within 24 hours, he'll buy you a cup of coffee. Guaranteed!* Please do not use his SJSU E-MAIL site. He only occasionally checks it.

## COURSE OUTLINE

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Mon.  
2/1

**Introduction**

117, 118, 144, 166, 189 or other Course Descriptions.  
Course Logistics: Initial Adds/Drop.

[Download and review for today: Syllabus; Course Outline; Guidelines for Field Site Analysis; Possible Project Sites; Things to Consider Before Taking This Class; To Help You Avoid Procrastination; A Personal Reminder to Myself; Information Regarding Human Ecology Journal; Speaker Evaluation; Term Evaluation Results; Grading Policy for Term Project; Grading Policy for Article Analysis; Article Analysis—Assignment Guidelines; Article Analysis—Michael Pettit’s Model; Speaker Evaluation; Failed Technology Project; Finding Human Ecology Revised; Seminar Performance Evaluation; Evaluation Sheet.]

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Wed.  
2/3

Discuss Research Project in Greater Detail (Possible Project Example by Previous 117 Student).  
Assign Seminar Leaders for EnvS. 117/Gordon Book.  
Kayaking Elkhorn Slough Slide Show  
Discuss Failed Technology Project (if time).  
Course Logistics/Adds & Drops.

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Mon.  
2/8

**Introduction (Con’t)**

Assign More Seminar Leaders for Gordon Book.  
Preparing for Life after Graduation (e.g., Getting a high school teaching credential; going to graduate school (M.A., Ph.D); international service, e.g., Peace Corps).

[Download and review for today: Preparation for Life after the B.A.]

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Wed.  
2/10

***TWO DEADLINES:*** (1) *Journal Article Choice*; (2) *Term Project Field Site Choice*. ***IMPORTANT:*** *Seek approval via TWO SEPARATE E-MAILS (i.e., do not merge requests into one e-mail).*

Slide Presentation: Human Ecology Field Work in Palau, Micronesia.

[Download and review for today: World Systems Tables; Hidden Treasures; Student Discussant Days; Changes in American Occupancy; Speaker Evaluation.]

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Mon.  
2/15

**PART I HUMAN ECOLOGY OF A REGION: THE MONTEREY BAY AREA (Book Analysis)**

**A. Introduction**

*Reading Assignment: Gordon: Preface & Ch. 1*

*Seminar Leader: Gary*

**B. The Natural Landscape**

*Reading Assignment: Gordon: Ch. 2*

*Seminar Leaders: \_\_\_\_\_ & \_\_\_\_\_*

[Download and review for today: Gordon’s Preface and Introduction]

[General Reading Assignment: Palumbi & Sotka: Ch. 1&2]

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Wed.  
2/17

**C. The Cultural Landscape**

**1. Indian Occupancy**

*Reading Assignment: Gordon: pp. 30-56*

*Seminar Leaders: \_\_\_\_\_ & \_\_\_\_\_*

**2. Spanish-Mexican Land Use**

*Reading Assignment: Gordon: pp. 56-62*

*Seminar Leaders: \_\_\_\_\_ & \_\_\_\_\_*

[General Reading Assignment: Palumbi & Sotka: Ch. 3&4]

*[Collect I.D. cards (with photos only)—2 bonus points if received today only]*

*[Assign rest of student discussants]*

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Mon.  
2/22

**3. Changes Attending American Occupancy**

*Reading Assignment: Gordon: pp. 62-87*

*Seminar Leaders: \_\_\_\_\_ & \_\_\_\_\_*

*Reading Assignment: Gordon: pp. 87-101*

*Seminar Leaders: \_\_\_\_\_ & \_\_\_\_\_*

[General Reading Assignment: Palumbi & Sotka: Ch. 5&6]

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Wed.  
2/24

*Reading Assignment: Gordon: pp. 101-121*

*Seminar Leaders: \_\_\_\_\_ & \_\_\_\_\_*

*Reading Assignment: Gordon: pp. 121-142*

*Seminar Leaders: \_\_\_\_\_ & \_\_\_\_\_*

[General Reading Assignment: Palumbi & Sotka: Ch. 7&8]

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Mon.  
2/29

*Reading Assignment: Gordon: pp. 142-161*

*Seminar Leaders: \_\_\_\_\_ & \_\_\_\_\_*

**D. Faunal Changes**

**1. Mammals**

*Reading Assignment: Gordon: pp. 162-173*

*Seminar Leaders: \_\_\_\_\_ & \_\_\_\_\_*

[General Reading Assignment: Palumbi & Sotka: Ch. 9]

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Wed.  
3/2

*Reading Assignment: Gordon: pp. 173-191*

*Seminar Leaders: \_\_\_\_\_ & \_\_\_\_\_*

**2. Birds**

*Reading Assignment: Gordon: pp. 191-218*

*Seminar Leaders: \_\_\_\_\_ & \_\_\_\_\_*

[General Reading Assignment: Palumbi & Sotka: Ch. 10]

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Wed.  
3/23

Student Presenter: \_\_\_\_\_ = Written Grade: \_\_\_\_\_ Oral Grade: \_\_\_\_\_  
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Monday 3/28-Friday 4/1 = SPRING BREAK

Mon.  
4/4

Student Presenter: \_\_\_\_\_ = Written Grade: \_\_\_\_\_ Oral Grade: \_\_\_\_\_  
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Wed.  
4/6

Student Presenter: \_\_\_\_\_ = Written Grade: \_\_\_\_\_ Oral Grade: \_\_\_\_\_  
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Mon.  
4/11

**IMPORTANT: ALL RESEARCH FIELD PROJECTS TO BE COLLECTED WITHIN THE FIRST 5 MINUTES OF CLASS; PRESENTATION DATES ASSIGNED. ONE LETTER GRADE OFF PER DAY (INCLUDING WEEKENDS & HOLIDAYS) FOR LATE PROJECTS. STUDENTS SUBMITTING LATE PAPERS WILL NOT BE ALLOWED TO PRESENT, HENCE A LOWER SEMINAR GRADE. STUDENTS SUBMITTING A PAPER FOUR (4) OR MORE DAYS LATE MAY BE ADVISED TO STOP COMING TO CLASS, AND THEREFORE RECEIVE AN "F" TERM GRADE.**

***[Important: This day's class session meets in WSQ 115; Go directly]***

[Download and have reviewed for today: Pemon Perspectives; Presentation of Term Project; Elkhorn Slough Trip Prep; Potluck Sign-up Sheet. ]

Wed.  
4/13

**PART III STUDENT FIELD PROJECT PRESENTATIONS (Field Site Analysis)**

Student Presenter: \_\_\_\_\_ = Written Grade: \_\_\_\_\_ Oral Grade: \_\_\_\_\_  
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[START READING **EARTH ABIDES**, AND PACE YOURSELF. Prepare for our debate. See **PART IV: COURSE SUMMARY** below for actual date].

[Download and review for today: Earth Abides Questions.]

Mon.  
4/18

Student Presenter: \_\_\_\_\_ = Written Grade: \_\_\_\_\_ Oral Grade: \_\_\_\_\_  
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Wed.  
4/20

Student Presenter: \_\_\_\_\_ = Written Grade: \_\_\_\_\_ Oral Grade: \_\_\_\_\_  
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Mon.  
4/25

Student Presenter: \_\_\_\_\_ = Written Grade: \_\_\_\_\_ Oral Grade: \_\_\_\_\_  
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Wed.  
4/27

Student Presenter: \_\_\_\_\_ = Written Grade: \_\_\_\_\_ Oral Grade: \_\_\_\_\_  
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Mon.  
5/2

#### **PART IV: COURSE SUMMARY**

##### **A. Summary/Section #1 (via debate of the book Earth Abides)**

*[Today in class only—2 additional bonus points for submitting detailed word-processed answers to Earth Abides questions].*

*[Download and review for today: Earth Abides Debate Rules]*

Wed.  
5/4

Earth Abides Continued

Mon.  
5/9

##### **B. Summary/Section #2 (via lecture by Gary)**

*[Download and study for today: Perspectives on Culture; Systems Model on Human Ecology; The Nature of Culture; What is Environmental Studies; and Human Environment Relations]*

Wed.  
5/11

*Human/Environment Relations* lecture (Con't)

Mon.  
5/16

**(Gary's Summary Lecture Con't)** Please download and **INTENSELY STUDY** for today: *Ethnoecologica*. You will be called upon to provide examples from your own field studies.

**C. Summary/Section #3 (via required field trip). [Our SATURDAY summary field trip has already passed.**

**D. Unofficial Class Evaluation & Potluck Celebration.**

\*\*\*\**HOPE YOU ENJOYED THE 117 CLASS; I ALWAYS DO!*\*\*\*\*