

**San José State University**  
**College of Social Sciences**  
**Department of Environmental Studies**  
**ENVS 117 Human Ecology, Section #2, Spring 2019**

**Course and Contact Information**

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|-------------------------|---|
| <b>Instructor:</b>      | Dr. Gary A. Klee  |
| <b>Office Location:</b> | WSQ 115A  |
| <b>Telephone:</b>       | (831) 454-8719 (Home Office Phone). For extreme emergencies only.   |
| <b>Email:</b>           | <a href="mailto:kleegary@comcast.net">kleegary@comcast.net</a> You can reach him day, night, <u>and weekends</u> , and get a “ <u>same day</u> ” response, often within a couple of hours. Please do <u>not</u> use his SJSU e-mail site, SJSU phone, or home office phone.   |
| <b>Office Hours:</b>    | Fridays 8:30-9:30 a.m., and by special arrangement. Office hours are on a self-appointment basis. In other words, there is a sign up sheet on his office door.<br><u>Important:</u> <u>You must be signed up at least 2-3 days prior to your visit</u> , so that he can better plan out his day’s activities. Appointments are in 10 minute blocks. You <u>may</u> sign up for more than one consecutive time period. |
| <b>Class Days/Time:</b> | Fridays, 9:30-12:15 a.m.  |
| <b>Classroom:</b>       | WSQ 111   |
| <b>Prerequisites:</b>   | ENVS 1, 10, and 100W  |

**Course Format**

This is an undergraduate seminar, not a lecture class.

**MYSJSU Messaging and Canvas Files**

Students are responsible for regularly checking MYSJSU Messaging, and Dr. Klee’s 117 files on Canvas.

**Course Description**

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.

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 Learning Outcomes (CLO)

The course is designed 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**).
- *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**).
- *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**).

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

- *understand the role* of human ecology within the broader field of Environmental Studies.
- *understand how human ecology* plays an important role in local as well as international environmental issues, especially in African, Asian, Oceanic, and Latin American communities.
- *use the basic tools* for human ecological research at a site in the Monterey Bay area.
- *be familiar with the professional agencies* and organizations involved in human ecological research.
- *conduct professional interviews* of local representatives of such organizations as the California Department of Fish and Wildlife, the California Coastal Commission, the U.S. Bureau of Land Management, etc.
- *write a professional paper based* on their field research that is well written and formatted according to the Turabian book's reference list (author/date) format style and Dr. Klee's Addendum to Turabian..
- *give a clear and highly credible PowerPoint presentation* of their main field project.

### Required Texts/Readings

Required materials to be purchased:

- Gordon, Burton. 1996 (**3rd** Edition). Monterey Bay Area: Natural History and Cultural Imprints. Pacific Grove: Boxwood Press. (Out of print, but several copies available on reserve in MLK).
- Stewart, George. 1949. Earth Abides. (Buy Kindle Version from Amazon).
- Turabian, Kate. 2018. **9<sup>th</sup>** Edition. A Manual for Writers. (Buy Kindle version from Amazon).

Required: Gary's 117 files on Canvas.

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

## Course Requirements and Assignments

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 may 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:

|  |            |
|--|------------|
| <b>Seminar Performance (includes daily "engaging" and several formal presentations</b> | <b>40%</b> |
| <b>Written Article Analysis</b>  | <b>10%</b> |
| <b>Written Field Site Analysis</b>   | <b>50%</b> |

## Final Examination or Evaluation

During the regularly scheduled final examination period, students will do an anonymous written evaluation of their colleague's performances that will be eventually returned to them. Finally, the class will do an unofficial written evaluation of the instructor and T.A.

## Grading Information

On Dr. Klee's 117 Canvas page, there are three rubrics—one for your *Seminar Performance*; one for your *Written Article Analysis*, and one for your *Written Field Site Analysis*. See above for how they are weighted.

## Determination of Grades

- The points from your Seminar Performance, Written Article Analysis, and Written Field Site Analysis are first subtotaled. Then, Dr. Klee may (or may not) raise or lower the original points based on the following important intangibles: attitude, improvement over the semester, initiative, motivation, dependability, quality of participation, and ability to work with fellow colleagues. In other words, Dr. Klee is always asking himself, *would he want to work with you as a colleague; would he write you a letter of recommendation if requested; and would he offer you a job if he had a chance???*
- Opportunity for Extra Points. Bonus points are given for errors you discover in his own work, as well as an optional assignment called "*Failed Technology*." (See Klee's 117 Canvas file for details).

## Classroom Protocol

Students are expected to attend and "engage" daily, and arrive on time. Laptops may be used for taking notes and giving visual presentations. Cell phones are to be turned off. And, without question, being courteous and respectful to all classmates is absolutely mandatory.

## University Policies

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. For additional details, see file “*University Guidelines for Units/Workload*” on Dr. Klee’s Canvas page.

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 CHEATING & PLAGERISM: It is the **student’s responsibility** to be familiar with SJSU policies on cheating & plagiarism. See SJSU Home>CS 100W: Technical Writing>SJSU Policies: Prerequisites. You must also be familiar with the ENVS 100W Instructor’s Handbook on Plagiarism and Academic Integrity.

One example of cheating: 1.1.3.: “Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments.”

One example of plagiarism: 1.2.1.: “The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another’s work, without giving appropriate credit, and/or representing the product as one’s own work.”

THERE ARE MANY OTHER EXAMPLES. STUDY THE ABOVE DOCUMENTS, OR BE CAUGHT IN ONE OF THE GREATEST SINS YOU CAN COMMIT IN ACADEMIA, AND WATCH YOUR GRADE AND MORE IMPORTANTLY YOUR REPUTATION, GO DOWN IN FLAMES. If you have questions, always ask prior to submitting any written document to the instructor.

## ENVS 117/Human Ecology/Spring 2019/Course Schedule

*The schedule is subject to change with fair notice. Students will be informed of any changes within a class period or via e-mail.*

| Date                               | Activity  | Assignment Due                |
|------------------------------------|---|-------------------------------|
| <p><b>Fri.</b><br/><b>1/25</b></p> | <p>Introduction</p> <p>Course Description<br/>Course Logistics: Initial Adds/Drops.</p> <p>[Download and review for today: Syllabus; Guidelines for Field Site Analysis; Possible Project Sites; Grading Policy for Term Project; Grading Policy for Article Analysis; Article Analysis Guidelines; Article Analysis Model; Step by Step Finding Human Ecology Journal; Student Speaker Guide; Failed Technology Project; Seminar Performance Evaluation]</p> <p style="text-align: center;">--BREAK--</p> <p>Discuss Research Project in Greater Detail (Possible Project Example by Previous 117 Student).<br/>Assign Seminar Leaders for ENVS 117/Gordon Book.<br/>Discuss Failed Technology Project (if time).<br/>Course Logistics/Adds &amp; Drops.</p> | <p>Review files for today</p> |



| Date                       | Activity   | Assignment Due  |
|----------------------------|--|---|
| <b>Fri.</b><br><b>2/15</b> | <p><b>3. Changes Attending American Occupancy</b><br/> <i>Reading Assignment: Gordon: pp. 62-87</i><br/> <i>Seminar Leaders: _____ &amp; _____</i></p> <p><i>Reading Assignment: Gordon: pp. 87-101</i><br/> <i>Seminar Leaders: _____ &amp; _____</i></p> <p style="text-align: center;">--BREAK--</p> <p><i>Reading Assignment: Gordon: pp. 101-121</i><br/> <i>Seminar Leaders: _____ &amp; _____</i></p> <p><i>Reading Assignment: Gordon: pp. 121-142</i><br/> <i>Seminar Leaders: _____ &amp; _____</i></p>                          | <p><i>Gordon: pp. 62-87</i><br/> <i>Gordon: pp. 87-101</i></p> <p><i>Gordon: pp. 101-121</i><br/> <i>Gordon: pp. 121-142</i></p>    |
| <b>Fri.</b><br><b>2/22</b> | <p><i>Reading Assignment: Gordon: pp. 142-161</i><br/> <i>Seminar Leaders: _____ &amp; _____</i></p> <p><b>D. Faunal Changes</b><br/> <b>1. Mammals</b><br/> <i>Reading Assignment: Gordon: pp. 162-173</i><br/> <i>Seminar Leaders: _____ &amp; _____</i></p> <p style="text-align: center;">--BREAK--</p> <p><i>Reading Assignment: Gordon: pp. 173-191</i><br/> <i>Seminar Leaders: _____ &amp; _____</i></p> <p><b>2. Birds</b><br/> <i>Reading Assignment: Gordon: pp. 191-218</i><br/> <i>Seminar Leaders: _____ &amp; _____</i></p> | <p><i>Gordon: pp. 142-161</i><br/> <i>Gordon: pp. 162-173</i></p> <p><i>Gordon: pp. 173-191</i><br/> <i>Gordon: pp. 191-218</i></p> |

| Date                      | Activity  | Assignment Due  |
|---------------------------|---|---|
| <b>Fri.</b><br><b>3/1</b> | <p><b>3. Fish, Amphibians, Reptiles, Mollusks</b><br/> <i>Reading Assignment: Gordon: pp. 218-236</i><br/> <i>Seminar Leaders: _____ &amp; _____</i></p> <p><b>4. Insects and Mites</b><br/> <i>Reading Assignment: Gordon: pp. 236-248</i><br/> <i>Seminar Leaders: _____ &amp; _____</i></p> <p style="text-align: center;">--BREAK--</p> <p><b>E. Cultural Origins and Local Ecological Conditions</b><br/> <i>Reading Assignment: Gordon: Ch. 5</i><br/> <i>Seminar Leaders: _____ &amp; _____</i></p> <p><b>F. Physiographic and Hydrographic Changes and Their Effects</b><br/> <i>Reading Assignment: Gordon: Ch. 6</i><br/> <i>Seminar Leaders: _____ &amp; _____ &amp; _____</i></p> <p><i>[For Gordon's Chapter 7 &amp; his Concluding Remarks, just read on your own if you wish. Many of the major points will be brought out in your Final Term Project Presentations, so no need to elaborate on now].</i></p>  | <p><i>Gordon: pp. 218-236</i><br/> <i>Gordon: pp. 236-248</i></p> <p><i>Gordon: Ch. 5</i><br/> <i>Gordon: Ch. 6</i></p> |
| <b>Fri.</b><br><b>3/8</b> | <p style="text-align: center;">[MIDTERM I COURSE EVALUATION]</p> <p><b><u>IMPORTANT: JOURNAL ARTICLE ANALYSIS DUE WITHIN THE FIRST 5 MINUTES OF CLASS. YOUR JOURNAL ANALYSIS PRESENTATION DATE WILL NOW BE ASSIGNED: FINAL INSTRUCTIONS FOR YOUR PRESENTATION WILL BE GIVEN. ONE LETTER GRADE OFF PER DAY (INCLUDES WEEKENDS &amp; HOLIDAYS) FOR LATE PAPERS. STUDENTS SUBMITTING LATE PAPERS WILL NOT BE ALLOWED TO PRESENT, HENCE A LOWER SEMINAR GRADE. OF COURSE, STUDENTS WITH SERIOUS MEDICAL OR FAMILY PROBLEMS [AND HAVE AN EXCELLENT TRACK RECORD IN THE CLASS SO FAR] MIGHT BE GIVEN A FEW EXTRA DAYS TO GET THEIR PAPER SUBMITTED.</u></b></p> <p style="text-align: center;">--BREAK--</p> <ul style="list-style-type: none"> <li>• Klee Presentation: Project Details &amp; Helping Hints When Using Turabian &amp; A.T.T., plus several "A" papers from past semesters might be available. <b>Today's session may be in a different room, so be sure to ask. Critical: Bring Turabian &amp; A.T.T.</b></li> </ul> <p>[Download and have reviewed for today: Addendum to Turabian; Introduction]</p> | <p><b>JOURNAL ANALYSIS DUE</b></p> <p>Review files for today</p>  |

| Date                       | Activity  | Assignment Due  |
|----------------------------|---|---|
| <b>Fri.</b><br><b>3/15</b> | <p align="center"><b>PART II <u>INTERNATIONAL RESEARCH, METHODOLOGIES, AND PERSPECTIVES IN HUMAN ECOLOGY (Journal Analysis)</u></b><br/> <i>(Class enrollment by this date will determine who/what/how long?)</i></p> <p>Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____</p> <p align="center">--BREAK--</p> <p>Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____</p> |   |
| <b>Fri.</b><br><b>3/22</b> | <p>Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____</p> <p align="center">--BREAK--</p> <p>Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____</p>   |   |
| <b>Fri.</b><br><b>3/29</b> | <p><b>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 &amp; 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.</b></p> <p align="center">[Download and have reviewed for today: <i>Pemon Perspectives; Presentation of Term Project; Elkhorn Slough Trip Prep; Dining in 117, 144, 161</i>]</p>  | <p align="center">TERM PROJECT DUE</p> <p align="center">Review files for today</p> |
| <b>Fri.</b><br><b>4/5</b>  | <p align="center">SPRING BREAK</p>  |   |

| Date                 | Activity   | Assignment Due   |
|----------------------|--|--|
| <b>Fri.<br/>4/12</b> | <p><b>PART III STUDENT FIELD PROJECT PRESENTATIONS (Field Site Analysis)</b></p> <p>Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____</p> <p>[START READING <b>EARTH ABIDES</b>, AND PACE YOURSELF. Prepare for our debate. See <b>PART IV: COURSE SUMMARY</b> below for actual date].</p> <p>[Download and review for today: <i>Earth Abides Questions</i>.]</p> <p style="text-align: center;">--BREAK--</p> <p>Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____</p> | <p><b>Start reading <u>EARTH ABIDES</u></b></p> <p>Review files for today</p>                |
| <b>Fri.<br/>4/19</b> | <p>Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____</p> <p style="text-align: center;">--BREAK--</p> <p>Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____<br/> Student Presenter: _____ Written Grade: _____ Oral Grade: _____</p>   |  |
| <b>Fri.<br/>4/26</b> | <p><b>PART IV: COURSE SUMMARY</b></p> <p><b>A. Summary #1 (via <u>debate</u> of the book <u>Earth Abides</u>)</b></p> <p><i>[Today in class only—2 additional bonus points for submitting <u>detailed word-processed</u> answers to <u>Earth Abides</u> questions].</i></p> <p>[Download and review for today: <i>Earth Abides Debate Rules</i>]</p>   | <p><b>EARTH ABIDES BOOK DUE</b></p> <p><b><u>PRINT OUT EARTH ABIDES DEBATE RULES</u></b></p> |
| <b>Fri.<br/>5/3</b>  | <p><b>B. Summary #2 (via <u>lecture</u> by Dr. Klee)</b></p> <p>[Students: <u>Download and study for today: <i>Perspectives on Culture; Systems Model on Human Ecology; What is Environmental Studies; Human Environment Relations; Sailing the Monterey Bay</i></u>]</p>  | <p><b><u>STUDY</u> all files for today</b></p>   |
| <b>Fri.<br/>5/10</b> | <p><b>C. Summary Lecture (Con't)/Potluck/Unofficial Course Evaluation</b></p>  |  |

**FINALS WEEK**

*Evaluation Period Date/Time/Place (TBA)*

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