

San José State University
Department of Environmental Studies
ENVS 117, Human Ecology, Section 80, Fall 2021

Course and Contact Information

Instructor: Dr. Kathryn Davis
Office Location: NA for Fall 2021 semester
Telephone: N/A for Fall 2021 semester
Email: Kathryn.davis@sjsu.edu
Office Hours:

Wednesday 4:00 – 5:00 PM and Thursday
10:30-11:30 AM.

- Sign up in Canvas Calendar and we'll meet via Canvas zoom

Contact me via Inbox if you need to make an appointment outside my office hours'

Class Days/Time: Fully online course – no required meetings

Prerequisites: ENVS 1, 10, and ENVS 100W, or instructor consent



Artwork: "Mother Nature" by Jim Warren

Course Format: Online Course

This is a fully online course with no required zoom meetings. Students should log into the course at least 2-3 times per week. It is essential that you remember this is not a "work at your own pace" course. There are assignments and deadlines to meet and I expect work to be submitted on time.

Course 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.

Office Hours

This is time I set aside for YOU each week, so please sign up to talk to me. You can make an appointment to talk with me about anything at all. Even if you just want to chat and get to know me a bit or want me to know you better. You are never bothering me or taking up time you shouldn't, and it's okay if you aren't completely sure what you want to talk about. I am here for you and want you to visit with me.

Intention and Inclusivity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are antiracist and respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, culture. I am committed to the principle of universal learning. This means that our

classroom, other virtual spaces, our practices, and our interactions be antiracist and inclusive. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Active, thoughtful, and respectful participation in all aspects of the course will make our time together this semester as productive and engaging as possible. Your suggestions for accomplishing these goals are encouraged and appreciated.

In order to learn, we must be open to the views of people different from ourselves. In this time we share together over the semester, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect each other's' opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.

Contacting Professor Davis

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

Course Learning Outcomes (CLO)

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

1. Demonstrate understanding of the field of human ecology and the theories and techniques used by practitioners by exploring a local region as a case study. *Students will accomplish this through written analysis of course reading materials.*
2. Demonstrate the ability to use methods of the field of human ecology for synthesis and analysis of research, methodologies, analyses, and conservation theories and techniques. *In class discussion of reading, written Packback discussions.*

Library Liaison

Peggy Cabrera (peggy.cabrera@sjsu.edu or 408-808-2034) is the Library Liaison for the Department of Environmental Studies. She is a great resource. Email her for help via email or to set up a Zoom appointment.

Required Texts/Readings

Textbooks

Robin Wall Kimmerer. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis: Milkweed Editions, 2013. ISBN: 9781571313560. This book is available as an e-book through MLK Library.

Winona LaDuke. *To Be a Water Protector: The Rise of the Wiindigoo Slayers*. Halifax & Winnipeg: Fernwood Publishing. ISBN: 9781773632674.

Seminar Classes

This course is classified as a seminar, which is much different from a lecture course, so you won't find a lot of lectures on our Canvas site. We will organize our class as a learning community in which we are all participants. There are no exams in this class. There are "facts" I want you to know, but I want to focus on what *you* think about these facts. Think of this as a semester-long conversation about human ecology in which we exchange ideas, debate, discuss, and think deeply about our topics.

Course Requirements and Assignments

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

Please read the following assignment descriptions carefully. Failing to comply with the specific directions given below may result in a loss of credit points for each assignment.

First Week Hands on Practice Assignments (30 points)

In the module you'll find four short assignments to complete by Sunday 8/29.

Packback Reading Discussions (550 pts):

You will be expected to participate in weekly discussion assignments during the semester (50 pts each). Active participation in the online discussions helps create a learning community and gives you opportunities to work with and get to know other students. The topic of each discussion is a reading from our textbook. These discussions also provide an opportunity to exchange ideas and learn from your classmates. This assignment will take place in *Packback*. The link to Packback can be found on our Canvas site.

- ✓ Begin your Packback posting with an *open-ended question* for your classmates to think about and respond to – the question cannot be answered with a yes or no.
- ✓ Write a 250-word (minimum) reflection on the reading. This must include something that you do not want to forget from the reading. Expressing an opinion is not enough. I will be looking for critical thinking and inquiry as well as depth of engagement. I will also look for how well you support your comments with reference to the course reading (no quotes) and any outside material that you might include (no quotes). All sources, including our books, must be properly cited.
- ✓ Respond to 2 classmate's questions. Each of your responses to classmates must include a compliment, a comment, a connection, an answer to their question, and a question their posting brought up for you. These responses must be written in narrative form, not a list or bullet points (100 word minimum for each response).

Contributions to discussion must be:

- ✓ **Substantive in content.** While it's nice to give brief feedback like "thanks" and "good idea" to your classmates and such messages are not discouraged, they do not count toward your graded contributions.
- ✓ **Address your classmates by name.**
- ✓ **Posts should be relevant** to the topic discussed in the reading for that discussion.
- ✓ **Are thoughtful and well composed.** Spelling and grammar both count as does punctuation and vocabulary appropriate for a university-level course.

- ✓ **Extend the conversation in meaningful ways.** Don't just repeat what others have said, but make a new point, provide a new piece of evidence, or ask an insightful question. You might introduce a new point of view or piece of information that furthers the discussion.

Weekly Reading Synthesis (360 pts):

Each week you will write a one-page (no more, no less) essay responding to a prompt I will post for each section of our reading. Sometimes I will give one prompt and other times I may give you a choice of prompts.

- One single-spaced page with 1" margins all around, 12 pt. Times or Times New Roman font
- You may use 1 quote in your essay but if you do, then you must discuss what the quote means to your understanding of the material. If you use a quote, you must also include a full citation properly formatted.
- Each essay is worth 30 points. Your score may be reduced by 5 points for excessive writing errors, including spelling, sentence structure, punctuation, etc.
- *You may not use any part of your essay in your Packback discussion posting!*

Final Reflection (60 pts)

In lieu of a final exam, you will be asked to write a reflection essay that synthesizes ideas, thoughts, information from throughout course reading and discussion. More detailed information will be available on Canvas in the last couple weeks of the semester.

Online Citation Resources

For this class, you will be able to use whichever citation style you prefer, as long as you are consistent throughout your papers. Here are some links to useful citation guides for three different citation styles.

✓ **MLA:**

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

✓ **APA:**

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_formatting.html

✓ **CHICAGO:**

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

Plagiarism, intentional or not, will not be tolerated in this course. This course is designed to provoke critical thought and writing, and plagiarism will not help you to become a better thinker or writer. For an extensive read of the University guidelines for dealing with plagiarism, see the [University Academic Integrity Policy F15-7](https://sjsu.edu/senate/docs/F15-7.pdf) at sjsu.edu/senate/docs/F15-7.pdf. *The first incidence of plagiarism will result in a zero (0) for the assignment and a report filed with the Office of Student Conduct and Ethical Development as required by SJSU. A second incidence of plagiarism may result in a failing grade for the course and a second report filed.* Here is an idea of what plagiarism looks like – this does not replace the definition of plagiarism found at the above link to the Academic Integrity Policy.

You are plagiarizing or cheating if you:

- ✓ For written work, copy anything from a book, article, or website and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number.
- ✓ For written work, summarize/paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source (including page number in the humanities).

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

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

Classroom as Community

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are antiracist and respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, culture. I am committed to the principle of universal learning. This means that our classroom, other virtual spaces, our practices, and our interactions be antiracist and inclusive. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Active, thoughtful, and respectful participation in all aspects of the course will make our time together this semester as productive and engaging as possible. Your suggestions for accomplishing these goals are encouraged and appreciated.

A significant part of university education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion. Our conversations may not always be easy; we sometimes will make mistakes in our speaking or writing and listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. **Always we will need to show respect for others.**

Grading Information

Assignment	Point Value
Weekly reading synthesis	360
Packback Discussions	550
Final Reflection	60
First Week Assignments	30
Total	1000

Grades

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>100%</i>
<i>A</i>	<i>95 to 99%</i>
<i>A minus</i>	<i>90 to 94%</i>
<i>B plus</i>	<i>87 to 89%</i>
<i>B</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>80 to 82%</i>

<i>Grade</i>	<i>Percentage</i>
<i>C plus</i>	<i>77 to 79%</i>
<i>C</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>67 to 69%</i>
<i>D</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>60 to 62%</i>

NOTE: Attendance is not part of your grade evaluation per [University policy F69-24](https://www.sjsu.edu/senatedocs/F69.24.pdf) at [sjsu.edu/senatedocs/F69.24.pdf](https://www.sjsu.edu/senatedocs/F69.24.pdf) states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.

Grading Information

Grading will be based on evidence of mastery indicated by accuracy, originality, and effort. 80-90% of the points allocated will be for content, 10-20% of the points reflect careful and accurate use of English prose. Use <https://www.grammarly.com> or another electronic service to check your writing. All papers will be submitted through Canvas and will be vetted by Turnitin.com.

Determination of Grades

Assessment will always be part of our academic and professional lives. Grades earned in this class reflect the instructor’s assessment of the student’s quality of work. A grade of A+ is typically reserved for exceptional or distinguished work that significantly exceeds the instructor’s expectations. My firm expectation is that your work reflects the fact that you are advanced students in a top university. Please be sure your effort is equal to the task. I expect correct format, spelling, grammar, punctuation, and citations. If you have any concerns about your writing, please visit the writing center early and often! Use Turabian (or Chicago) author-date citation format. (<https://www.chicagomanualofstyle.org/turabian/citation-guide.html>)

- Use inclusive language (i.e., be conscious of your use of gender pronouns and referents).
- Use “people” or “humankind” instead of “man” and “he or she” instead of simply “he”.
- Be honest.
- Use your own words and express your own thoughts. Don’t fall into the habit of using others’ words without giving them the proper credit.
- Avoid long quotes in your writing; work to express your understanding of an author’s ideas in your own words.

Late Work

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

Extra Credit

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

Classroom Guidelines

Throughout the semester we will address and discuss a variety of issues which may bring out strong and opposing views. As a community of learners and colleagues, it is critical that we respect one another's thoughts and address comments to the IDEAS and not the person. Our classroom is not a forum for demeaning or threatening language/comments.

Harassment of any kind (sexual, racial, class, sexual preference, gender, gender identity, etc.) between students or towards/from the instructor will not be tolerated. As a community member of this classroom, I expect everyone to act in a respectful and mature manner. Should any problems arise we as a class will promptly take action.

Here are some guidelines for "Netiquette", or the etiquette of cyberspace:

- **Remember the human:** When you communicate electronically, all you see is a computer screen. You don't have the opportunity to use facial expressions, gestures, and tone of voice to communicate your meaning; words – lonely written words – are all you've got. That goes for your correspondence as well. Remember the Prime Directive of Netiquette: Those are real people out there. Ask yourself, "would I say this to the person's face?" If the answer is no, rewrite and reread. Repeat the process until you are sure that you'd feel as comfortable saying these words in person as you do sending them through cyberspace.
- **Adhere to the same standards of behavior online that you follow in real life:**
 - **Be ethical:** if you encounter an ethical dilemma in cyberspace consult the code you follow in your life. Chances are good you'll find the answer.
 - **Don't break the law:** If you're tempted to do something that's illegal in cyberspace, chances are it's also bad Netiquette.
- **Know where you are in cyberspace:** When you enter a domain of cyberspace that's new to you, take a look around. Spend a while listening to the chat or reading the archives. Get a sense of how the people who are already there act. Then go ahead and participate. In this case, you are in an online classroom, and you should behave the same as you would behave in a live classroom.
- **Respect other people's time and bandwidth:** When you send email or post to a discussion group, you're taking up other people's time (or hoping to). It's your responsibility to ensure that the time they spend reading your posting isn't wasted. Use correct grammar, spelling, punctuation and make sure your posting is well organized and coherent.
- **Make yourself look good online:** You won't be judged by the color of your skin, eyes, or hair, your weight, your age, or your clothing. You will, however, be judged by the quality of your writing. For most people who choose to communicate online, this is an advantage; if they didn't enjoy using the written word, they wouldn't be there. So spelling and grammar do count.
- **Share your expert knowledge:** The strength of cyberspace is in its numbers. The reason asking questions online works is that a lot of knowledgeable people are reading the questions. And, if even a few of them offer intelligent answers, the sum total of world knowledge increases. The internet itself was founded and grew because scientists wanted to share information. Ask questions when you need an answer, and always share what you learn with your classmates or help answer their questions.
- **Help keep flame wars under control:** 'Flaming' is what people do when they express a strongly held opinion without holding back emotion. It's the kind of message that makes people respond, "Oh come on, tell us how you really feel." Tact is not its objective. People are welcome to their opinions and strong emotions. Flame wars result when contrary opinions are argued back and forth in a flaming manner. Agree or disagree professionally, and if you can, support your opinions with facts. Respect the opinions and emotions of your classmates.

- **Respect other people's privacy:** Do not share your classmate's private information in any open communication in an online classroom. This includes discussions, or group emails. And do not share a classmate's private information with your instructor unless the classmate has given you permission.

Failure to meet classroom guidelines will result in a loss of up to 10% from your final course grade.

Class Access Statement

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without an Accessible Education Center accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting the [Accessible Education Center](#) (408-924-6000; aec-info@sjsu.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications or accommodations.

University Policies

Per [University Policy S16-9](#) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

ENVS 117/Human Ecology, Fall 2021, Course Schedule

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

Week	Date	Topics, Readings, Assignments	Assignments & Due Dates
1	8/24	<i>Introduction and course expectations</i>	Complete First Week Hands on Practice Module, Sunday 8/29 11:59 PM
2	8/31	Our Guides on this trip: Introductions of Kimmerer and LaDuke	No written assignment due
3	9/7	Kimmerer Part 1: Preface and Planting Sweetgrass	<i>Packback Discussion:</i> ✓ Posting Due Mon. 9/6, 11:59 PM ✓ Response Due Thurs. 9/9, 11:59 PM <i>Reading Synthesis Essay Due Sunday 9/12, 11:59 PM</i>
4	9/14	Kimmerer Part 2: Tending Sweetgrass	<i>Packback Discussion:</i> ✓ Posting Due Mon. 9/13, 11:59 PM ✓ Response Due Thurs. 9/16, 11:59 PM <i>Reading Synthesis Essay Due Sunday 9/19, 11:59 PM</i>
5	9/21	No Reading assigned	No Packback Discussion
6	9/28	Kimmerer Part 3: Picking Sweetgrass	<i>Packback Discussion:</i> ✓ Posting Due Mon. 9/27, 11:59 PM ✓ Response Due Thurs. 9/30, 11:59 PM <i>Reading Synthesis Essay Due Sunday 10/3, 11:59 PM</i>

Week	Date	Topics, Readings, Assignments	Assignments & Due Dates
7	10/5	Kimmerer Part 4: Braiding Sweetgrass	<i>Packback Discussion:</i> ✓ Posting Due Mon. 10/4, 11:59 PM ✓ Response Due Thurs. 10/7, 11:59 PM <i>Reading Synthesis Essay Due Sunday 10/3, 11:59 PM</i>
8	10/12	Kimmerer Part 5: Burning Sweetgrass	<i>Packback Discussion:</i> ✓ Posting Due Mon. 10/11, 11:59 PM ✓ Response Due Thurs. 10/14, 11:59 PM <i>Reading Synthesis Essay Due Sunday 10/10, 11:59 PM</i>
9	10/19	LaDuke Introduction & Part 1 "Omaa Akiing: Here on Earth"	<i>Packback Discussion:</i> ✓ Posting Due Mon. 10/18, 11:59 PM ✓ Response Due Thurs. 10/21, 11:59 PM <i>Reading Synthesis Essay Due Sunday 10/17, 11:59 PM</i>
10	10/26	LaDuke Part 2: Relatives	<i>Packback Discussion:</i> ✓ Posting Due Mon. 10/25, 11:59 PM ✓ Response Due Thurs. 10/28, 11:59 PM <i>Reading Synthesis Essay Due Sunday 10/24, 11:59 PM</i>
11	11/2	LaDuke Part 3: Mni Wiconi	<i>Packback Discussion:</i> ✓ Posting Due Mon. 11/1, 11:59 PM ✓ Response Due Thurs. 11/4, 11:59 PM <i>Reading Synthesis Essay Due Sunday 10/31, 11:59 PM</i>

Week	Date	Topics, Readings, Assignments	Assignments & Due Dates
12	11/9	LaDuke Part 4 (to p.187 only): The Last Tar Sands Pipeline	<i>Packback Discussion:</i> ✓ Posting Due Mon. 11/8, 11:59 PM ✓ Response Due Fri. 11/12, 11:59 PM (Thurs is Veterans Day holiday) <i>Reading Synthesis Essay Due Sunday 11/7, 11:59 PM</i>
13	11/16	LaDuke Part 4 (p. 188-228)	<i>Packback Discussion:</i> ✓ Posting Due Mon. 11/15, 11:59 PM ✓ Response Due Thurs. 11/18, 11:59 PM <i>Reading Synthesis Essay Due Sunday 11/14, 11:59 PM</i>
14	11/23	<i>No Reading or Assignments Due this Week</i>	
15	11/30	LaDuke Part 5: Eighth Fire	<i>Packback Discussion:</i> ✓ Posting Due Mon. 11/29, 11:59 PM ✓ Response Due Thurs. 12/2, 11:59 PM <i>Reading Synthesis Essay Due Sunday 11/28, 11:59 PM</i>
<i>Final Reflection Essay Due Thursday December 9, 10:00 PM</i>			