

COURSE INFORMATION:

Communities & Environmental Change

11:374:335:01

Spring 2016 M/TH 10:55-12:15, Communities & Environmental Change, Loree 020
T/TH 2:30-3:25, Intro Lecture, Loree 022, (Sections 1-6)
T/TH 4:10-5:05, Intro Lecture, Loree 022, (Sections 7-12)
T/TH 5:35-6:55 Population, Resources & Environment, Loree 024

CONTACT INFORMATION:

Instructor: George F. Clark
Office Location: Room 209, Cook Office Building
Office Hours: T/TH 12:00-2:00 & by arrangement
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Email: clark@aesop.rutgers.edu

COURSE MATERIALS:

The main text is When the Chips are Down, by Prof. George E. B. Morren, and the companion book is Contaminated Communities, by Michael R. Edelstein, available at New Jersey Books and Barnes and Noble. Any other materials will be supplied for you. We shall be doing some in-class exercises and use a few films as well.

LEARNING OBJECTIVES/ASSESSMENTS:

Students who complete this course will:

1. Be able to discuss environmental challenges at all levels, from individual to global, incorporating a variety of natural and especially social sciences
 - The main text features a comprehensive list of potential environmental threats, with special emphasis on New Jersey, but also with numerous case studies
 - Environmental topics in the news are incorporated and discussed as well
 - The companion book is a case study of the Legler Landfill in Jackson New Jersey and serves to illustrate points made in the text via a close to home example
 - A class walk across New Brunswick with commentary on its history and change by the course instructor

Assessed through class discussions and essay examinations

2. Explain factors necessarily considered in producing change at the individual and social levels
 - Class exercises such as the “Learning Style Inventory” and “Lost at Registration”
 - Consideration and evaluation of past policies and their efficacy or lack thereof, case studies in both texts that show instances of successful and unsuccessful change and adaptation
 - Familiarity with the range of groups and strategies involved in environmental disputes – e.g., bureaucracies versus segmented groups
 - Class discussion of relevant contemporary issues

Assessed through class discussions and essay examinations

3. Use greater knowledge and critical thinking skills to relate to the world as well as achieving more successful environmental policies in the future
 - Historical examples are employed via films – *The Atomic Café* and the original *Reefer Madness*
 - Exposure to an array of possible strategies that have or could be attempted and discussion of how to approach change from the micro to the macro level
 - Taking context into account in matching strategy to situation
 - Learning from what has worked and what has not

Assessed through class discussions and essay examinations

Assessment for all of the above also includes students choosing to do one of the following: a case study, a presentation on a relevant topic, keeping a journal that records their thoughts and reactions throughout the semester, or three reaction papers describing their thoughts on a discussion, reading or film from the course.

REQUIREMENTS:

By mutual agreement, course requirements will consist of the following: attendance and participation (15%), a take home midterm (25%), a take home final (25%) and one of the following: three reaction papers or an 8-10 page term paper or a class presentation or a class journal (35%). There will also be an optional final exam.

OTHER INFORMATION:

In order to receive a final grade for the course, ALL requirements must be completed; otherwise, a "T" grade will be assigned.

Students will be responsible for adhering to the academic integrity policies found at <http://academicintegrity.rutgers.edu>.

It is important that students have the tools to succeed in this course. Please see the instructor *as soon as possible* with any difficulties or questions regarding the course materials. In addition, the Office of Student Affairs is available at <http://studentaffairs.rutgers.edu> for any other needs or concerns.

COURSE SCHEDULE:

Below is an approximate schedule for the semester, dates subject to change according to our pace. Additional materials and exercises may also be used. You will be kept apprised of such matters as we proceed via the schedule on Sakai.

<u>Date</u>	<u>Topics and Materials</u>
9/4	Intro Session
9/8-9/22	"Lost at Registration" & "Learning Styles Inventory" Exercises Chapter 1 in "CHIPS" – "Behavior in Changing Environments"
9/25-10/2	Chapter 2 in "CHIPS" – "Environmental Perception, Awareness & Empowerment" Chapter 1 in "Communities"
10/6-10/9	Chapter 3 in "CHIPS" – "Hidden in Plain View" Case Study G Chapters 2 & 3 in "Communities"
10/13-10/20	Chapter 4 in "CHIPS" – "Environmental Problems: Acts of Man or Nature" Case Studies A, B, C, & E
10/23-10/30	Chapter 5 in "CHIPS" – "Measuring Environmental Problems" Case Study F Chapter 4 in "Communities"
11/3-11/10	Chapter 6 in "CHIPS" – "Responses, Flexibility and Survival" Case Study D Chapter 5 in "Communities"
11/13-11/24	Chapter 7 in "CHIPS" – "Individual, Group, and Movement" Case Studies H, I, & J
12/1--12/8	Chapter 8 in "CHIPS" – "Next Steps" Chapters 6 & 7 in "Communities"

Optional Final Exam TBA Take Home Final due TBA

All requirements must be fulfilled in order to receive a final grade for the course; otherwise, a "T" grade will be assigned.