

Fall 2024 Undergraduate Program Director (UPD) Report

Natalia Robles Carre - 12/1/2024 8:45:06 PM -05:00

Received

Date:

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Instructions

This is a form for SEBS Governing Council major representatives. The purpose of this form is to encourage student engagement with faculty/department representatives and to identify academic issues that may be addressed by the council.

1. Talk to students in your major, ask around if there are any current academic issues (ex: class conflicts within the major, issues with professors or department, lack of resources).
2. Look at Degree Navigator, write down the course requirements
3. Formulate a list of things you would like to know about the program (corporate connections with the university, current research projects, opportunities for students to get involved, recent changes to the program)
4. Email Undergraduate Program Director and Arrange Appointment
5. Fill out this form and submit by 11:59pm on November 17th, 2024.

n/a

General Information

Your Name

Natalia Robles

Your Email

ncr64@scarletmail.rutgers.edu

Represented Major

Environmental Policy Institutions and Behavior

Date of Meeting with UPD

11/14

Class Year

2025

UPD Name

Cara Cuite

UPD Email

cuite@sebs.rutgers.edu

Major/Departmental Website Link (if applicable)

<https://humanecology.rutgers.edu/> & <https://humanecology.rutgers.edu/academic-programs/epib/>

Major Information

Major Options -- What options are offered within the major? How do they differ?

The requirements are the same for all students and there are no different tracks for the major.

Total Number of Students within the Major (estimate if unknown from UPD)

The total number of students with an EPIB major is between 75 and 80. The number of students with an EPIB minor is 22.

Goals within the Major -- What are expectations of students post-graduation?

The expectations for students post-graduation is that they will be able to attend grad school, PhD programs, work in multidisciplinary jobs and participate in policy making and government. There are three main goals within the major (Based

on the "Learning goals for the Environmental Policy, Institutions and Behavior major (Edited Spring 2017)" document available: <https://humanecology.rutgers.edu/wp-content/uploads/2023/06/Learning-Goals-EPIB.pdf>: Goal 1: Students graduating from the major will understand and analyze the varied perspectives offered by the social and natural sciences regarding the causes and consequences of social, ecological, and environmental change. This includes interactions among natural resources, climate, population, energy use and technology, health, forces of globalization, social institutions, and cultural values. Goal 2: Students will acquire the skills to use appropriate conceptual and methodological tools to structure inquiries about human-environment interactions Goal 3: Students will undertake their work guided by ethical considerations.

List Upper-Level major courses -- What is the goal of each course?

300 and 400 Level courses as listed in <https://humanecology.rutgers.edu/academic-programs/epib/course-descriptions/> 300 Level Courses 1. 11:374:305 Globalization, Development and Environment Goal: Understanding the social, political and economic factors that have contributed to globalization and development, and the environmental impacts of these trends, and the degree to which communities, nations and global institutions have the ability to manage these problems, and with what solutions. 2. 11:374:310 Storytelling about Science Goal: Students will have the opportunity to develop their writing and communication for both the academic and public context and hone their critical reading skills. Course topics will include knowing your audience, reading like a writer, unpacking structure, staging uncertainty, delivering a pitch, research techniques, and working responsibly with sources. Students will develop techniques for conveying the story of research work to a range of audiences. 11:374:311 Environmental Writing: Rhetorical Strategies for Complex Ecological Issues Goal: Students will be able to develop their writing skills oriented by examining the range of rhetorical strategies that environmental writers have used to create a sense of urgency or even doom. 11:374:312 Environmental History Goal: This course examines environmental problems from a historical perspective. The guiding question of the course is: to what extent are individuals, households, and local communities contributing to our, as yet largely unsuccessful, collective efforts to control and stabilize the global environment? This question will lead us into an historical examination of sustainable development in both developed and developing countries. 11:374:313 US Environmental Policy Goal: To further develop your capacity to evaluate environmental policy issues. 11:374:314 Natural Resource Policy Goal: Exploration of major theoretical and methodological approaches to the formulation, evaluation, and implementation of natural resource use policies. 11:374:319 Corporate Sustainability Reporting Goal: Learn to define corporate sustainability reporting to include not only private sector businesses, but nonprofits, social enterprises and ventures, and government agencies. 11:374:322 Behavior and The Environment Goal: Understand the role played by the environment, genes, and culture in shaping human behavior through the exploration of some of the most important theories from Anthropology, Biology, and Psychology that study how individuals behave, adapt to their environment, and interact among each other. 11:374:399 Practicum in Sustainability Goal: The practicum is an opportunity to work collaboratively with your peers and with the wider community on a project which enhances the culture of sustainability at Rutgers. 400 Level Classes 11:374:416 Environmental Education Goal: An opportunity to foster ideas and discussion about environmental and scientific literacy while developing plans to target and assess learning goals for all audiences. Students will learn best practices for improving environmental literacy in informal and formal contexts. 11:374:426 Climate Change Policy Goal: To develop a basic understanding of the sources and impacts of climate change and key state, national and international climate change policies. 11:374:428 Marine Fisheries Policy: GLOBAL FISHERIES: Human-Environment Interactions in Marine and Coastal Ecosystems Goal: To explore major theoretical and methodological approaches to the study of human environmental interactions in coastal and marine landscapes, and to identify the major approaches that have been proposed to understand how societies and environments can reciprocally influence each other. 11:374:430 Risk, Health and Safety Goal: In this course, students will explore many scientific, cultural, and perceptual aspects of environmental risk issues. We will discuss, in depth, toxicological and epidemiological concepts, psychological aspects of risk perception and coping, and influences on self-protective behavior. We will also spend time discussing risks and the media, and how to communicate with the public about risks. 11:374:437 Culture & Health Goal: To provide an overview of the rapidly growing area of culture and health with a perspective of medical anthropology. 11:374:460 Environmental Law: Nature, Law and Society Goal: This course is intended to prepare students entering environmental science, policy and law professions to understand the laws, regulations, and court decisions you will encounter; and to introduce you to related history and regulatory theory so that you can identify, apply and begin to design governance tools to achieve sustainability goals. 11:374:462 International Environmental Law & Policy Goal: Develop an understanding of a range of environmental issues, legal sources, and institutions with a focus and consideration of international environmental treaties, the role of the International Court of Justice in identifying and establishing international environmental law, international regulation of private conduct that affects the environment, trade and the environment, human rights and the environment, and the relationship between domestic and international law. Experiential Learning: 11:374:481 Internship in Watershed Management 11:374:482 Internships in Climate Action 11:374:483 Internships in science communication 11:374:490/491 Readings and Practicum in Human Ecology 11:374:492 Environmental Studies Internship 11:374:499 Capstone in Human Ecology

Student Issues

Are there concerns with classes within the major? Are there any suggestions for solutions to these concerns?

The biggest concern among students is scheduling conflicts for classes. The department attempts to make schedules work based on the year students are expected to take a class and aim to schedule with the best days and times within possibilities.

From the perspective of the UPD or other major faculty members, what can currently be improved upon in the major or department? Are there any suggestions for solutions to these issues?

The current main issue with the EPIB major is that there is a lack of understanding of what the department name means and major name means. There are current debates on what names could work better to represent what the students in the major do.

Are there any Visitor Events/Talks/Seminars/etc. going on within the major?

There have been several events, talks and seminars throughout the semester. Most of these are advertised through email or on the Instagram page @epibatrutgers and at the website <https://humanecology.rutgers.edu/2024/08/24/against-sacrifice-zones/>.

Suggestions for students in this major (ex: organizations to join, news to pay attention to)

The main suggestions for students in the major is for them to be on the lookout for email updates and to follow the EPIB Instagram page. Some organizations that EPIB students would profit from by joining are SEA, Climate Reality Rutgers. There are also available positions to students as EPIB Communications interns, the Rutgers Climate Action Office. Other academic and social opportunities include joining the EPIB Trail as a writer, editor and/or designer.

Changes within the major for the upcoming year

There are no changes that are being made for the upcoming year.

Any other suggestions, comments, concerns?

The co-representatives of the EPIB major are working on a survey with Dr. Cuite to collect any information that will be useful for the students and faculty. This is being submitted by Natalia Robles Carré, also on behalf of Jack Sventy.