

## People-Plant Relationships

11:776:201 (formerly 11:776:432) (3 credits)

Fall Semester (yearly)

Hybrid Format

### CONTACT INFORMATION

Instructor: Gary L. Altman  
Office Location: 184 Foran Hall, 59 Dudley Rd., New Brunswick, NJ 08901  
Phone: 848-932-6321  
E-mail: gla32@sebs.rutgers.edu  
Office Hours: by arrangement

### COURSE DESCRIPTION

This is an introductory course in human issues in horticulture. The roles and meanings of plants and vegetated settings in human well-being and social development will be explored in this course using the framework proved by the four broad areas of human issues in horticulture: Plants and the Individual, Plants and Communities, Plants and Human Culture, and Horticultural Therapy. Research in each area of human issues in horticulture is also examined, and students will collaborate to identify potential applications for the findings among diverse user groups.

### COURSE WEBSITE, RESOURCES AND MATERIALS

- Course website: Canvas; lectures provided through Kaltura video platform
- Required textbook: People- Plant Relationships: Setting Research Priorities. Flagler and Poincelot, Haworth Press. ISBN: 1-56022-050-3
- Optional textbook: Horticulture as Therapy. Simson and Straus, CRC Press. ISBN: 978-1-56022-279-8

### CURRICULUM LEARNING GOALS



**This course satisfies SAS Core Curriculum Goals: Contemporary Challenges (CCO -1)**

- Analyze a contemporary global issue from a multi-disciplinary perspective.

### PREREQUISITE

None

**COURSE LEARNING GOALS (link to Plant Biology Undergraduate Program Goals:  
(<http://plantbiology.rutgers.edu/undergrad/plantbiology/>)**

The primary focus of this course is to provide students with an understanding of the psychological, physiological, and social responses of people to plants in their environment.

By the end of this course, the student will be able to:

1. Identify the concepts of human issues (such as physiological and psychological responses to plants) in horticulture (addresses program learning goal 1, technical proficiency)
2. Describe the effects of plants and gardens on community growth and development, as well as the significance and role of plants in human culture (addresses program learning goal 2, context)
3. Describe the unique principles that make plants useful as a therapeutic modality (addresses program learning goal 3, communication)
4. Identify priorities for future research in the people-plant connection (addresses program learning goal 4, critical thinking)

**ASSIGNMENTS/RESPONSIBILITIES AND ASSESSMENT**

This course is a hybrid course, which means there will be web-based and in-person classroom coursework, with discussion, activities, and exercises and projects used throughout the course. Students will complete a semester project assignment that will facilitate an in-depth understanding of the people-plant relationship and human issues in horticulture.

**Grading:**

|                        |     |
|------------------------|-----|
| • Hourly exam          | 10% |
| • Midterm exam         | 20% |
| • Final exam           | 20% |
| • Semester project     | 20% |
| • Project presentation | 20% |
| • Class participation  | 10% |

Grades will be classified based on Rutgers approved system: A, B+, B, C+, C, D, and F.

**Course project:**

One project and the presentation of this project is assigned. Using the framework of human issues in horticulture (HIH), develop a presentation for the class explaining the role of plants in the human experience. All areas of HIH (plants and human culture, plants and the individual, plants and the community, and horticultural therapy) should be included in the presentation. The presentation will include a review of relevant literature findings. Research may include library research and internet research. A literature review paper will be submitted and due the same day as the presentation. Your presentation should be based from the literature review you completed.

**Learning goals assessment:**

Student achievement will be based on:

1. Specific questions on exams (all course learning goals)
2. Specific, multicomponent semester project (all course learning goals)

3. Specific topics of oral participation in class (course learning goals 2 and 3)

The percentage score on these assessments will determine the level of mastery: >90% outstanding; 80-89% good; 70-70% satisfactory; <69% unsatisfactory.

**PARTICIPATION GRADE AND ABSENCE POLICY**

Participation has two elements: attending class and taking part in discussions and exercises. Attending class is an essential component of participation. In an online course environment, attending class means that you read/review/complete all activities for each week’s lesson and participate in all required discussions and activities. Participating in class discussions and activities includes giving and receiving feedback. In giving and receiving feedback, students should focus on behavior, frame feedback suggestions in positive terms, and maintain a professional approach.

Students who expect to miss class may contact the instructor via e-mail prior to the missed class or may use the University absence reporting website (<https:sims.rutgers.edu/ssra/>) to indicate the date and reason for the absence. An e-mail is automatically sent to the instructor.

**COURSE SCHEDULE (Sample, Fall)**

| Schedule |          | Topic   | Reading   |
|----------|----------|---|---|
| Week 1   | In class | Introduction<br>Ethnobotany and Human Dependence on Plants<br>Human Issues in Horticulture (HIH)  |   |
| Week 2   | Online   | The People-Plant Relationship<br>Plants and the Individual: Physiological Responses               | Flagler and Poincelot, Ch. 17, 18<br>Simson and Straus, Ch. 2 |
| Week 3   | In class | Plants and the Individual: Psychological Responses<br>Floriculture Greenhouse Tour<br>Exam Review | Flagler and Poincelot, Ch. 16, 19,<br>21                      |
| Week 4   | In class | <b>Hourly exam</b>  |   |
| Week 5   | Online   | Plants in the Community: Gardening Changes a<br>Community   | Flagler and Poincelot, Ch. 11, 12                             |
| Week 6   | Online   | Plants in the Community: Impact on Human Behavior   | Flagler and Poincelot, Ch. 13, 14                             |
| Week 7   | In class | Plants in Human Culture: The “Proto-Paysage” Concept<br>Exam Review                               | Flagler and Poincelot, Ch. 1, 7, 8                            |
| Week 8   | In class | <b>Mid-term exam</b>  |   |
| Week 9   | In class | Walking Tour of Rutgers Gardens: The Evolution of<br>Plants, Trees, and Grasses                   |   |
| Week 10  | Online   | Horticultural Therapy   | Flagler and Poincelot, Ch. 22, 23                             |

| Schedule |          | Topic  | Reading                           |
|----------|----------|--|-----------------------------------|
| Week 11  | Online   | Horticultural Therapy<br>Plant Propagation   | Flagler and Poincelot, Ch. 24, 26 |
| Week 12  | Online   | Research Implementation  | Flagler and Poincelot, Ch. 28, 31 |
| Week 13  |          | <b>Thanksgiving recess</b>   |                                   |
| Week 14  | In class | No class – work on semester project<br>Optional final exam review at Floriculture Greenhouse |                                   |
| Week 15  | In class | <b>Semester presentations</b>  |                                   |
|          | In class | <b>Final Exam: Date to be determined</b>   |                                   |

## FINAL EXAM/PAPER DATE AND TIME

The Online Final exam Schedule: <http://finalexams.rutgers.edu/>

## ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Please follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full policies and procedures are at <https://ods.rutgers.edu/>

## ACADEMIC INTEGRITY

The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/>

The principles of academic integrity require that a student:

- Properly acknowledge and cite all use of the ideas, results, or words of others.
- Properly acknowledge all contributors to a given piece of work.
- Make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- Uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that:

- Everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- All student work is fairly evaluated and no student has an inappropriate advantage over others.
- The academic and ethical development of all students is fostered.
- The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

## STUDENT WELLNESS SERVICES

**Just In Case Web App** <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

**Counseling, ADAP & Psychiatric Services (CAPS)**

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

**Violence Prevention & Victim Assistance (VPVA)**

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

**Disability Services**

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Scarlet Listeners**

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.