

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ENVS 108

Year: 2024-2025

Course Title: Environmental Psychology

Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

A review of various topics and concerns regarding our environment, human behavior, the power of place on our mind and body, and the reciprocal nature of human-environment interactions. Current environmental problems will be examined from a variety of psychological perspectives. Emphasis will be placed on how our surroundings shape our thoughts, emotions, and actions. ENVS 108 fulfills the SUNY General Education Social Sciences requirement. Cross-listed as ENVS 108. Prerequisites: Prior completion or concurrent enrollment in ENGL 100 or ESL103; prior completion or concurrent enrollment in MATH 090 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Spring semester.

Course Context/Audience

This course is intended for social science majors, those planning to major in psychology at their transfer institutions, students in the environmental studies program, students in the outdoor recreation program, students wishing to have a sustainability designation added to their degree, or anyone with a general interest in the topic of the psychology of environmental problems.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course prerequisites for details.

Math: M1 If required, the student must be concurrently enrolled in MATH 090. Very basic mathematical skills are required.

Reading: R3 If required, the student must be concurrently enrolled in RDNG 116. The course requires reading of mostly beginning college-level materials and limited higher college-level materials that will also be covered in class

Course Goals

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

1. Review the various psychological bases of environmental issues.
2. Investigate theories of behavior change as they relate to environmental issues.
3. Introduce practical strategies that encourage behavior change.
4. Understand the connection between human-environment interactions.
5. Learn how our own attitudes, beliefs, values, decision-making, and actions directly and indirectly create pollution or damage the sustainability of the natural environment.

Course Objectives/Topics

Objective/Topic	% Course
1. Identify the conditions that foster or impede responsible environmental behavior.	30%
2. Describe the psychological approaches to understanding environmental issues.	30%
3. Analyze problematic behaviors and apply knowledge on developing a plan on how to overcome these barriers.	20%
4. Integrate the knowledge of the psychology of environmental problems/issues into their own life and reflect on how on this can create change individually and societally.	20%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none">➤ develop meaningful questions to address problems or issues.➤ gather, interpret, and evaluate relevant sources of information.➤ reach informed conclusions and solutions.➤ consider analytically the viewpoints of self and others.	<p>Students will engage in weekly online and/or face-to-face discussions based around their questions and comments from their readings.</p> <p>Students will read and evaluate a relevant scholarly journal article in the field of environmental psychology.</p> <p>Students will develop their own conclusions in film reviews, special projects and activities, and other written assignments of their choosing.</p> <p>Students will be required to read about these issues, view films reflecting other viewpoints, and to discuss, reflect, and engage in behavior changes to show what they've learned and its impact on others.</p>

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>The nature of this course requires that students become more socially and globally aware of how their actions and attitudes may impact the environment locally and globally. Students will be required to read information on these issues and to discuss these topics with their peers, produce a research and/or reflection paper, and how their actions can be changed for the greater good of society. Students will also understand how worldviews and the environment have created and shaped their thoughts, attitudes, behaviors, and beliefs.</p> <p>Students will participate in group work, class discussions, listen to lectures, watch films, go on class field trips, and in engage in hands-on activities to develop an understanding of their impact on the world's social, economic, and environmental problems.</p>

Instructional Methods:

Methods may depend, in part, if the course is conducted fully online or traditionally (face-to-face). Teaching methods may therefore include one or more of the following: lecture demonstration, discussion, use of videos, use of Internet, small activities, group activities, projects, presentations, guest speakers, field trips, etc.

Methods of Assessment/Evaluation

Method	% Course Grade
Special Projects (includes activities, presentations, field trips, etc.)	0-50%
Exam(s) Cumulative Course Knowledge	0-40%
Research Methodology Assignments	0-30%
Class Participation	0-20%
Written Assignments (includes in-class writing, research papers, journal entries, reflection papers, on-line discussions and written requirements)	0-100%
Tests (includes in-class and take home quizzes and exams)	0-80%
Attendance	0-10%

Text(s)

Nann Winter, D.D. & Koger, S.M. (2010). *The Psychology of Environmental Problems*, 3rd Edition. New York, NY: Taylor and Francis Group, LLC.

Gallagher, W. (1994). *The Power of Place: how our surroundings shape our thoughts, emotions, and actions*. New York, NY: HarperCollins Publishers, Inc.

Bibliography

Clayton, S. & Myers, G. (2009). *Conservation Psychology: understanding and promoting human care for nature*. West Sussex, UK: Wiley-Blackwell.

Office of Teaching Resources in Psychology (2011). Retrieved from <http://teachpsych.org/otrp/syllabi/index.php>

Scott, B.A. & Koger S.M. (2005). Teaching Psychology for Sustainability. Retrieved from <http://www.teachgreenpsych.com>

The Society for the Psychological Study of Social Issues. (n.d.). Retrieved from <http://www.spssi.org>

Veitch, R. & Arkkelin, D. (1995). *Environmental Psychology: an interdisciplinary approach*. Englewood Cliffs, NJ: Prentice Hall.

Other Learning Resources

Audiovisual: There are various films, documentaries, YouTube videos, etc. available for use in this course.
Electronic: Various electronic sources such as the <i>Journal of Environmental Psychology</i> and others can be used and are available through our library system for assignments in the course.
Other: TBD

Library Review

Print Collection Resources

The print collection is inadequate to support student research in this area. The Master Course Syllabus as proposed provides leeway for teachers to use various kinds of assignments for assessment. As a more specific course outline is developed, the faculty responsible and the liaison librarian should confer about assignments and necessary purchases. Books recommended in the bibliography will be added to the collection when the course is approved and scheduled. All involved in this process should be aware that, under the current budget restraints, building this collection will be a gradual process that could take several years.

Databases and Periodicals Resources

Our two psychology databases are weak in this area. Students will find more in the *Academic Search Complete* and *Science Direct* databases.

Media Resources

I have been unable to locate any recordings in our physical or online collections that would support this course. If there are titles the faculty would like to add to the collection we will purchase them.

LibGuide for Course

Librarians can create an online libguide if desired, to serve as a finding guide for information available in library resources or online. Libguides can be used as stand-alone web pages or linked into ANGEL. Alternatively direct links to articles, films and e-books can be embedded in an ANGEL course space.

Consultation about Assignments

In developing the course outline, faculty should alert librarians to research/writing assignments so that we can purchase materials accordingly.

Instructional/Research Support

Depending on the assignments chosen, faculty may want to have an instruction session in the library to help students with research sources. Shorter demo versions of the instructional lesson can be offered in the classroom or online.

Librarian's Signature and Date:

Barbara E. Kobritz October 16, 2011