

General Education Course Proposal

Proposed Course: Psych. 173 Environmental Psychology Units 3
Prefix No. Title

Department: Psychology School: Natural Sciences

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D___; E___
Integration: B___; C___; D X; International/Multicultural___

Existing Course ___; Revised Course X; New Course ___

Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Prerequisites: General Education Area D Breadth Requirements. The scientific study of the effects of human behavior on the environment, and the psychological effects of the environment on human behavior. Topics studied will include issues related to over-population, pollution, urbanization, noise, environmental disasters, environmental policies, and grass-roots movements worldwide.

Enrollment limit per section: 35

Expected number of sections per semester – Year 1 2; Year 3 2

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

[Signature] 9/19/98
Department Chair Date

[Signature] 10/1/98
School Dean Date

[Signature] 2/20/01
Associate Provost Date

[Signature] 10/1/98
School Curriculum Committee Date

[Signature] 2/20/01
General Education Subcommittee Date

Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S 54

General Education Course Proposal

Proposed Course: Psychology 173 Environmental Psychology 3 units

Department: Psychology School of Natural Sciences

GE Category: D (Integrative upper division)

Prerequisites: None.

Proposed Catalog Description:

The scientific study of the reciprocal relationship between humans and the environment: the effects of human behavior (e.g., overpopulation, pollution, noise, crowding, urbanization, environmental hazards) on the environment and the psychological effects of the environment (e.g., weather, natural disasters) on human behavior.

1. Statement of specifications

Psychology 173 clearly meets specifications 1, 2, and 3 of Area D (see Table). First, with respect to specification 1, students will learn about research methods (i.e., experimental, correlational, descriptive, historical), analyses (i.e., quantitative and qualitative), and ethical considerations necessary to critically evaluate environmental conditions and how they affect the current and future states of society. Thus, this course will integrate biological topics (e.g., overpopulation, limited natural resources, and environmental hazards like the greenhouse effect, ozone layer depletion, and the rapid loss of tropical forests and genetic diversity), urban studies (e.g., community development, community management of the commons, and environmental solutions to urban problems), political science (e.g., grass-roots environmental movements, environmental policies, interventions, and regulations), and behavioral science (e.g., changing both individual and collective attitudes and behaviors that negatively affect the environment). Students will learn about environment-behavior theories and their application to real world problems. Students will also learn about effective strategies to change detrimental human behavior towards the environment and to how to encourage proenvironmental behavior that effectively improves humanity and nature.

Second, Psychology 173 will meet specification 2 of Area D by examining the role of humans in nature, and the influence of society, economics, and political power on individual and group behavior. Further, this course will investigate how these forces contribute to individual and collective environmental activism. Grass-roots organizations, public policies, and government institutions related to the environment will be studied in this course.

Third, a theme that will be focused on throughout Psychology 173 is multiculturalism and the way in which diversity benefits the future of our environment. Thus, Psychology 173 meets specification 3 of Area D in that cutting-edge cross-cultural research on environmental values, attitudes, and behaviors will be integrated and examined in this course. Further, proenvironmental education, interventions, and legislation will be compared across cultures. Finally, environmentalism across different ethnic groups and across gender will be studied.

Thus, topics covered are clearly interdisciplinary, and will elicit critical thinking of cutting-edge issues related to the environment.

2. Statement of common elements

Topics common to all sections of this course are listed in the Table. They are: the reciprocal relationship between the environment and human behavior, experimental and nonexperimental research methods and analyses, environmental ethics, environment- behavior theories, changing behavior to improve the environment, barriers to behavior change, individual and collective social activism, cultural influences on environmental attitudes, values and behaviors, costs-benefits of environmental policies and the role of government in environmental improvement, comparison of environmental policies worldwide, the global environmental future--working towards sustainability.

Objectives common to all sections of this course would be to have students learn about the psychological, social, cultural, economic, and political influences upon environmental behavior, as well as the role of nature on human behavior; understand theories that explain and predict environmental behavior; acquire research skills to investigate environmental issues; and gain practical skills to improve the future of the environment.

Student activities common to all sections of this course would include examinations, in-class activities and discussions, homework, and papers. The combination of the essay examinations, homework and research papers meet the 4,000 word G.E. writing requirement. The grading policy involves assessed competence on examinations, in-class activities and discussions, homework, and papers, such that 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, and 1-59% = F.

GE specifications for D	Common content topics covered in this course	Example readings	Total % time
Introduce students to methodologies and analytical concepts necessary to evaluate society today	experimental and nonexperimental research methodology and analysis, ethics, theories of environment-behavior relationships	Chapters 1, 2, 3 4	10%
Promote more effective participation in the human community	changing environmental attitudes and behaviors to save the environment (e.g., conservation of resources, recycling, urban revitalization), environmental activism, effective environmental educational interventions, engineering for human behavior, community development, management of the commons, environmental policies, global environmental future--towards sustainability	Chapters 1, 2, 10, 11, 12, 13, 14, 15	25%

<p>Study the influence of major social...forces on societal behavior and institutions</p>	<p>Social psychological theories that relate to environment-behavior relationships, theories related to environmental perception and cognition, behavior under negative social conditions (e.g., noise, crowding, polluted domains, poorly planned living, learning, and leisure environment),</p>	<p>Chapters 3, 4, 5, 7, 8., 10, 11,12</p>	<p>30%</p>
<p>Study the influence of major cultural...forces on societal behavior and institutions</p>	<p>cross-cultural perspectives on environmentalism, socioeconomic, gender and ethnic differences on environmental attitudes and behaviors, environmental benefits of multiculturalism, comparison of environmental activism and policies across cultures</p>	<p>Chapter 5, 6,</p>	<p>10%</p>
<p>Study the influence of major economic...forces on societal behavior and institutions</p>	<p>commons dilemma, cost/benefit analysis of environmental programs and policies, economic power and the distribution of environmental resources, comparison of environmental conditions in developed countries versus third world countries, materialistic values and environmentalism</p>	<p>Chapters 14</p>	<p>10%</p>

Study the influence of major political...forces on societal behavior and institutions	environmental activism, grass-roots organizations, environmental policies, government institutions,	Chapter 5, 13,14	10%
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Representative texts are given below.

Bell, P.A., Greene, T.C., Fisher, J., & Baum, A. (1996). Environmental Psychology. Harcourt Brace College Publishers: Fort Worth. (Required)

Gardner, G.T., & Stern, P.C. (1996). Environmental Problems and Human Behavior. Allyn and Bacon: Boston. (Required)

Winter, D.D. (1996). Ecological Psychology. Harper Collins College Publishers: New York. (Recommended)

3. Ideal syllabus

An ideal syllabus is attached.

4. Special costs

No special costs are associated with this course.

COURSE SYLLABUS

Fall 2000

PSYCHOLOGY 173 (S)(W)

Environmental Psychology

**Tuesday/Thursday 10:00 to 11:50
PHS 253**

INSTRUCTOR: DR. LYNNETTE ZELEZNY
OFFICE: PHS 243
PHONE: 278-5135
278-2691 (Department Office)
EMAIL: lynnette@csufresno.edu
OFFICE HOURS: Tuesday and Thursday noon to 2 p.m.
Wednesday noon to 2 p.m.

COURSE DESCRIPTION:

The study of the effects of human behavior on the environment, and the psychological effects of the environment on human behavior. Topics studied will include issues related to over-population, pollution, urbanization, noise, environmental disaster, and environmental policies and grass-roots movements worldwide. This course also actively involves students in environmental issues through service learning, and meets the upper-division writing requirement for graduation.

TEXT:

Gardner, G. T., & Stern, P. C. (1996). Environmental Problems and Human Behavior, Allyn and Bacon: Boston. (Required)

GRADING:

Final grades will be based on the percentage of points earned out of 800 points, as follows:

A - - 90% = 720 to 800 points
B - - 80% = 640 to 719 points
C - - 70% = 560 to 639 points
D - - 60% = 480 to 559 points
F - - less than 480 points

PROJECTED SCHEDULE:

One chapter per class session will be studied.

<u>Week</u>	<u>Date</u>	<u>Chapter</u>	<u>Topic</u>
1	8-26	1	Earth's Environmental Problems and the Role of Human Behavior
2	9-2	2	What is Environmental Psychology? How is Research in Environmental Psychology Done?
3	9-9	3	Environmental Attitudes, Behavior and Ethics
4*	9-16	4	Theories of Environment-Behavior Relationships
5	9-23	5	The "Nature" of Western Thought and Cross Cultural Comparisons
6	9-30	6	Gender, Ethnicity, and Cultural Influences on Environmental Values, Attitudes, and Behavior
7	10-7	7	Overpopulation, Crowding, and Urbanization
8*	10-14	8	Effect of Pollution: Air, Water, Land, and Noise
9	10-21	9	Weather, Climate and Natural Disasters
10	10-28	10	Changing Behavior to Save the Planet
11	11-4	11	Effective Environmental Educational Interventions
12*	11-11	12	Environmental Activism: Individual and Collective
13	11-18	13	Environmental Policy Worldwide
14	11-25	14	Economics, Government Institutions, and the Environmental Agenda
15	12-2	15	The Global Environmental Future: Psychology for a Sustainable World

COURSE REQUIREMENTS:

EXAMS -----200 points total

A midterm and a final exam will be given based on lectures, assigned readings, films, handouts, and discussions. Exam format will be a combination of multiple choice questions and long essays.

SERVICE LEARNING EXPERIENCE -----100 points total

Students will participate in an environmentally related service learning experience (i.e., 10 hours minimum over the semester). Service learning contract and verification are included in this syllabus.

OPTION

Students may participate (i.e., 10 hours minimum over the semester) in environmental field research supervised by the instructor (e.g., collecting data, entering data into the computer, verifying and cleaning data, data analysis, etc.).

ESSAYS: Five separate essays. Specific criteria and focus questions will be given for each essay assignment. On each essay, students will be expected to integrate and apply discussions, readings, and theories related to the environment, and to demonstrate critical and independent thinking. Essays will be graded on content, quality, structure and grammar.

- 1. What Environmental Problems Concern You Most?**
1000 word essay written in class
Due: August 31, 1999
100 points total

- 2. Book Review**
1000 word essay
Due: September 25, 1999
100 points total

- 3. Reflection Paper on Service Learning Experience.**
1000 word essay
Due: October 20, 1999
100 points total

- 4. How Can Human Behavior be Changed to Save the Planet.**
1000 word essay
Due: Nov. 15, 1999
100 points total

5. Environmental Sustainability: What's Your Role?

1000 word essay

Due: Dec. 5, 1999

100 points total

CLASS PARTICIPATION-----150 points total

Students will be evaluated on class participation. Attendance is required. In addition, students will turn in discussion questions on class readings on a weekly basis.

STUDENT DISABILITIES

Students with disabilities who have registered with Disabled Student services will be accommodated to their specific needs.

PLAGIARISM AND CHEATING

Students caught cheating or plagiarizing will receive an automatic F in this class and the incident will be reported immediately to Dr. Aroldo Rodrigues, Chair of the Psychology Department, for review and a scheduled hearing. The consequences of this process, according to Section 41301, may lead to a student being expelled, suspended, placed on probation or given an F for the course in which a memorandum explaining the offence will be placed in the student's permanent file.

If a student observes one or more students cheating and/or plagiarizing, it would be appropriate for the student to confront those students directly and/or notify the instructor so that the instructor can take appropriate action described above.

Definitions:

Cheating is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term "cheating" not be limited to examination situations only, but that it include any and all actions by a student which intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work.

Policy on Cheating and Plagiarism, CSUF Faculty Handbook, p. 87-90, Section 41301: title 5: Executive Order No. 148.

Non Profit Agency

This agency agrees to engage the student under the same conditions and rules that govern other employees and/or volunteers without regard to race, creed, color or sex. We agree to hold the California State University, Fresno, its employees and agents, free and harmless from any claims and causes of action resulting from our voluntary participation in this program. We also agree to provide general work site orientation, supervision and make every reasonable effort to provide a safe working environment. We understand that we are accepting the student as a volunteer, that we are not responsible for providing wages, but agree to assist California State University, Fresno by certifying that the student completed the minimum hours of community service required by the Psychology 255 course (8 hours for the semester). We also understand that the University provides no insurance coverage for this program (including Worker's Compensation Insurance).

Agency Name, Address & Zip (Please Print)

Name and Title of Agency Representative/Supervisor (Please Print)

Phone Number

Signature of Agency Representative/Supervisor

Date

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Student

I agree to abide by the requirements of the Psychology course and the guidelines set forth by the above agency. I agree to hold the California State University, Fresno, its employees and agents, free and harmless from any claims and causes of action resulting from my voluntary participation in this program. I understand that I am responsible for turning in all forms to the University at the required times and for meeting all deadlines. I understand that I must complete the required hours as a volunteer with a non-profit organization, and complete a summary paper to receive academic credit. I also understand that the University provides no insurance coverage for this program (including Worker's Compensation Insurance).

Name, Address and Zip of Student (Please Print)

Phone Number

of Units Enrolled in Psych 255

Social Security/I.D. #

Term and Year Enrolled (Fall, Winter, Spring, or Summer)

Signature of Student

Date

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University

California State University, Fresno will provide guidance and supervision for any accredited educational training associated with this program. We will assist the agency and student with all related matters and, when appropriate, will assist the agency in appraising student performance. The University will provide credit to qualified students but will not provide the student or agency with any kind of insurance coverage (including Worker's Compensation Insurance) for this program.

Lynnette Zelezny, Ph.D.
(559) 278-5135

Student must return completed form to:

**Dr. Lynnette Zelezny
Department of Psychology
California State University, Fresno 93740**

SUBMITTAL DEADLINE: BEFORE BEGINNING SERVICE HOURS and no later than the end of the fourth week of the semester. **Please Note:** If this form is not submitted by the required date, students could risk the right to use the hours volunteered with the agency listed for the purpose of satisfying Psychology 255 course requirements.