Bemidji State University

PSY 2925: People of the Environment: Psychology Perspective

A. COURSE DESCRIPTION

   Credits: 4
   Lecture Hours/Week: 0
   Lab Hours/Week: 0
   OJT Hours/Week: *.*
   Prerequisites: None
   Corequisites: None

   MnTC Goals: Goal 10 - People/Environment

   This class will provide an opportunity for students to reflect on concepts presented in class and apply them to their own life. The emphasis will be on using social scientific approaches to design and implement effective, ethical, research-based programs that address environmental problems. [Core Curriculum Goal Area 10]

B. COURSE EFFECTIVE DATES: 08/01/2024 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

   1. Community based behavior change strategies related to environmental problems and sustainability
D. LEARNING OUTCOMES (General)
1. distinguish between the multiple levels of analyses in psychology that are evolving to deal with environmental and natural resource challenges.
2. describe the ways in which climate change represents an equity and social justice issue.
3. explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
4. discern patterns and interrelationships of bio-physical and socio-cultural systems.
5. evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
6. propose and assess alternative solutions to environmental problems.
7. articulate and defend the actions they would take on various environmental issues. Apply ethical concepts to specific issues (e.g., politics, rights and obligations, justice, liberty, etc.).
8. practice the following: Examine their own ethical views. Communicate their own ethical views. Apply their own ethical views. Apply ethical concepts to specific issues (e.g., politics, rights and obligations, justice, liberty, etc.).
9. communicate ways to exercise the rights and responsibilities of citizenship.
10. identify and describe various psychological factors involved in supporting/inhibiting sustainability behaviors. These include but are not limited to social-cognitive, attitudinal, motivational, identity, groups, and cultural-ecological.
11. apply psychological insights and create a plan to affect change towards more environmentally sustainable behaviors at the personal and the collective levels.
12. explain the bi-directional psychological relationship between environment and person, especially how levels of engagement with natural resources affects a person’s physical and psychological health.
13. identify positive coping strategies recommended by psychology for the psychological distress that can come from acute awareness of and experience with climate change.
14. develop one’s sense of self, identity, and connection to place as it relates to their environmental context.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
Goal 10 - People/Environment
1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
2. Discern patterns and interrelationships of bio-physical and socio-cultural systems.
3. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
4. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
5. Propose and assess alternative solutions to environmental problems.
6. Articulate and defend the actions they would take on various environmental issues.

F. LEARNER OUTCOMES ASSESSMENT
As noted on course syllabus

G. SPECIAL INFORMATION
None noted