



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name Environmental Psychology
Teaching staff (Also indicate the Professor in charge) José Manuel da Palma Oliveira
ECTS 6
Functioning 4 hours per week in a integrated (theory and practical exercises) setting
Learning goals This is a course that has as main objective the systematic identification and use of Social and Cognitive Psychology to the human – environment interaction. The identification and application of those theories in the different analyzed human – environment contexts will be the main focus of the course.
Skills to be developed This course considers that the Psychology application, by and large, have to be attained following a set of clear methodological and conceptual rules. Managing those rules (Turner's conceptual external validity) in a array of diverse contexts will the basic skill to be developed.
Prerequisites (precedences) * Social Psychology (or equivalent)
Contents



1. PATH: A model for the application of (Social) Psychology to problems
2. Main theories of Human Environment Interaction
 - a) Environmental Stress
 - b) Risk perception
 - c) Local and Social Identities
3. Main application contexts
 - a) Healthy urban and housing design
 - b) Promotion of sustainable Environmental behaviors
 - c) Risk and Security. Crisis and pandemics. Risk communication.

Bibliography

Bernardo, F. & Palma-Oliveira, J. M. (2016) Urban neighbourhoods and intergroup relations: The importance of place identity *Journal of Environmental Psychology* 45 (2016) 239 - 251

Bernardo, F. & Palma-Oliveira, J. (2016): Identification with the neighborhood: Discrimination and neighborhood size, *Self and Identity*, DOI: 10.1080/15298868.2016.1178665.

Buunk, A., Van Vugt, M. (2007) *Applying social psychology: from problems to solutions*. Sage

Palma-Oliveira, J., Trump, B., Wood, M., Linkov, I. (2018). Community-Driven Hypothesis Testing: A solution for the Tragedy of the Anticommons. *Risk Analysis*, Vol. 38, 620-645. DOI: 10.1111/risa.12860.

Palma-Oliveira, J., Gaspar, R., Mendes, J. (2017). Riscos: da comunicação da resposta à resposta da comunicação. *Riscos e Alimentos, ASAE*, 14, 7-20.

Teaching methods

Classes will be centered in the discussion of different problems in order to be able to apply the PATH methodology and identify clearly both the theories and intervention methodologies

Evaluation Regimes (General and/or Alternative)



General
Evaluation Elements (Dates due, weights, minimum required grades) The evaluation has essentially two components of equal value (50%), i.e., a) a group work (1 up to 5 students) that have to present a report, following the APA rules, where they present either a revision and / or empirical research discussed previously with the teaching staff, and b) and exam with consultation where the students have to answer to a question within a certain amount of space. The exam will be undertaken at the students premises (on-line) through a question send by e-mail inn 120 minutes. The students can be requested, at their will, to serve as experimental subjects.
Rules for grade improvement The students can improve their grades either presenting new group work or answering to new exam
Rules for students having previously failed the course unit *
Requirements on attendance and punctuality /3 of the classes are obligatory
Rules for special students (workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *
Language of instruction Portuguese and English.
Disciplinary violations and penalties According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:



- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable

João de OLIVEIRA