



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2021/2022

Name Environment and Human Behavior
Teaching staff (Also indicate the Professor in charge) José Manuel Palma-Oliveira (in charge) Sergio Moreira
ECTS 6
Functioning 4 hours per week in an integrated (theory and practical) setting
Learning goals To identify the main psychosocial processes that are involved in the human – environment interaction in order to identify the proper psychological theories and models. Thus those theories will be applied in the understanding of Environmental attitudes and values, noise, crowding, urban design, environmental cognition, social and local identities, etc.
Skills to be developed Aptitude to identify the main psychosocial factors that allow the understanding of human behavior in an environmental context
Prerequisites (precedences) *



Contents

Environmental psychology: History, methods and main approaches

Environmental Cognition (city), Place Identity and attachment

Environmental stress (noise, crowding, disasters, etc.)

Climate, temperature and social behavior

Attitudes, Values and Social dilemmas and environmental behavior

Risk perception of Natural and Technological risks

An Integrated Vision of the relation between Human Behavior and Environment across History

Bibliography

Antunes, D., Bernardo, F., & Palma-Oliveira, J. (2011). Psicologia do Ambiente. In M. Lopes, P. Palma, R. Bártolo-Ribeiro, & M. Cunha, *Psicologia Aplicada* (pp. 189-210). Editora RH.

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

Gifford R. (2002). Making a Difference: some ways Environmental Psychology has improved the world. In R. Becthel & A. Churchman (Eds.), *Handbook of Environmental Psychology*. J. Wiley and Sons. (p. 323-334.)

Palma-Oliveira, J. (2011). Homo sapiens versus homo artiflex: a inevitabilidade (?) da destruição ambiental. In B. Fernandez-Ramirez, C. Hidalgo, C. Salvador, & M. Martos (Eds.), *Psicologia Ambiental: entre os estudos urbanos y el análisis de la sustentabilidad* (pp. 23-40). Universidade de Almeria, PSICAMB

Steg, L., Berg, A., & de Groot, J. (2013) *Environmental Psychology, An introduction*. John Willey & Sons.

Teaching methods

Despite the focus on theory, it will be presented a large array of practical cases that will allow a global understanding of environmental psychology and its type of explanation level.



Evaluation Regimes (General and/or Alternative)

The Evaluation has two components: a work assignment (up to 5 students) and a exam. The exam will be performed on-line. The students will receive a mail with a question that they have to answer in 120 minutes.

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, (that has to be presented two weeks before the end of the term) and b) and exam with consultation where the students have to answer to a question within a certain amount of space. 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 after the first evaluation and always before the end of the term, or answering to new exam (the second call)

Rules for students having previously failed the course unit *

They can perform the evaluation the following year but, depending on the performance do the 2 or only one of the evaluative elements

Requirements on attendance and punctuality

2/3 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