SUBJECT DATASHEET

Human Nature vs. Natural Environment?

BMEGT42V104

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name
Human Nature vs. Natural Environment?

ID (subject code)	BMEGT42V104

Type of subject
contact unit

Course types and lessons

Type	*Lessons*
Lecture	2
Practice	0
Laboratory	0

Type of assessment
mid-term grade

Number of credits
2

Subject Coordinator

Name	*Position*	*Contact details*
Csigéné Dr. Nagypál Noémi Éva	senior lecturer	csigene.noemi@gtk.bme.hu

Educational organisational unit for the subject
Department of Environmental Economics and Sustainability

Subject website
https://edu.gtk.bme.hu

Language of the subject
magyar - HU

Curricular role of the subject, recommended number of terms
Programme: **Elective subjects**
Subject Role: **Elective**
Recommended semester: **0**

Direct prerequisites

Strong	None
Weak	None
Parallel	None
Exclusion	None

Validity of the Subject Description
Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580251/13/2023 registration number. Valid from: 29.03.2023.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The aim of the course is to provide interdisciplinary knowledge to students about the relationship between humans and their natural environment by sharing informations and data provided by both soft and hard sciences.

Academic results

Knowledge

1. Knows the theoretical background of basic psychological and social psychological concepts that are relevant in understanding the human-nature relationship
2. is familiar with environmental philosophies, and environmental ethics
3. is familiar with ecopsychology and integral ecology
4. is familiar with the principles and practical possibilities of integrated water resources management
5. knows the historical background of how we define nature
6. is familiar with social reproduction and the care economy and their relevance to sustainability
7. knows inequalities between countries, gender inequalities globally, in the Eu, and in Hungary and their significance to sustainability

Skills

1. to see sustainability problems from different perspectives,
2. to apply both hard and soft sciences in problem-solving and decision-making within the field of sustainability,
3. to identify ethical and environmental ethical questions,
4. to represent the basic processes of integrated water resources management,
5. to analyse sustainability decisions and documents from a social equality point of view,
6. to communicate and present orally and in writing in a professionally adequate manner,
7. to process and use domestic and international literature.

Attitude

1. Cooperates with the lecturers and fellow students in expanding the knowledge,
2. open to learn about interdisciplinary approaches,
3. open to use information technology tools,
4. open to the practical application of sustainability principles.

Independence and responsibility

1. Prepares project works independently during the semester,
2. independently selects and applies the relevant problem-solving and analytical methods in solving the analytical tasks belonging to his / her field,
3. is open to critical feedback,
4. cooperates with fellow students,
5. feels responsible for achieving sustainable development.
6. -

Teaching methodology

Lectures, discussions, application of IT tools and network.

Materials supporting learning

- Costanza, R. (1989) What is ecological economics? Ecol. Econ. 1989, 1, 1–7. doi: 1016/0921-8009(89)90020-7
- von Werlhof, C. (2007) No Critique of Capitalism Without a Critique of Patriarchy! Why the Left Is No Alternative, Capitalism Nature Socialism, 18:1, 13-27, DOI: 10.1080/10455750601164600

- Dietz T., Stern P. & Guagnano G. (1998), Social Structural and Social Psychological Bases of Environmental Concern. Environment and Behavior, 30 (4) doi: 10.1177/001391659803000402
- Esbjörn-Hargens, S. & Zimmerman, M. E. (2009): Integral Ecology: Uniting Multiple Perspectives on the Natural World, New York, NY: Random House/Integral Books doi: 10.1080/13668790903195776
- Kruse-Graumann (1996) Ökologische Psychologie, Psychologie Verl. Union, Weinheim
- LaFont, S. (2001). One step forward, two steps back: women in the post-communist states. Communist And Post-Communist Studies, 34(2), 203-220. doi:10.1016/s0967-067x(01)00006-x
- Meadows, D.; Meadows, D.; Randers, J.; Behrens, W.W., III. (1972) The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind; Universe Books: New York, NY, USA
- Nelson, J.A. (1997) Feminism, ecology and the philosophy of economics. Ecol. Econ, 20, 155–162.
- Elin, P. (2007)
- Roszak, T. (1995) Ecopsychology, Sierra Club Books, San Francisco
- Ruder, S. & Sanniti, S. (2019). Transcending the Learned Ignorance of Predatory Ontologies: A Research Agenda for an Ecofeminist-Informed Ecological Economics. Sustainability 11. doi: 10.3390/su11051479.
- Spéder, Zs. (2009). How are time-dependent childbearing intentions realized? Realization, postponement, abandonment, bringing forward. European Journal of Population 25, 503-523.
- Xie, Y. & Shauman, K. A. (2003). Women in science. Career processes and outcomes. Cambridge, MA, London: Harvard University Press.

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

The evaluation of learning outcomes set out in point 2.2. is as follows: summative assessment of the competencies acquired during the semester (2 mid-term exams);

Performance assessment methods

Detailed description of performance evaluations during the instruction period: Summative evaluation of learning outcomes (summative assessment): a complex, written evaluation method of the subject and knowledge and ability-type competence elements in the form of a mid-term exam. The thesis focuses on the assessment of the acquired knowledge and its application, thus focusing on problem recognition
and solution. The course material on which the evaluation is based is determined by the lecturer of the subject, the available working time is 35 minutes.

Percentage of performance assessments, conducted during the study period, within the rating

- **1st summative assessment**: 50
- **2nd summative assessment**: 50
- **total**: 100

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

-

Issuing grades

Excellent	90
Very good	85–89
Good	73–84
Satisfactory	65–72
Pass	50–64
Fail	0-49

Retake and late completion

1) The two summative assessments can be retaken. 2) The summative assessment can be retaken or corrected for the first time during the replacement period free of charge. In the event of a correction, the new result always overwrites the old one. 3) If the student is unable to obtain a grade other than 'Fail' even with the replacement according to point 1), he/she may make a second attempt to successfully complete the course by paying the fee specified in the regulations.

Coursework required for the completion of the subject

Attending contact lessons	24
Preparing for contact lessons	14
Preparing for summative assessments	10
Independent studying	12
összesen	60

Approval and validity of subject requirements

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

In order to achieve the learning outcomes set out in point 2.2., the subject consists of the following thematic blocks. In the syllabi of the courses announced in each semester, these topics are scheduled according to the calendar and other conditions.

1 The interpretation of environmental protection from a historical perspective - changes in the conceptual interpretation of the natural environment in a cultural, scientific approach (natural peoples, Christianity, materialism, dualism), the development of environmental protection movements, environmental protection institutions

2 Psychological aspects of environmental protection - presentation of consumer behavior, environmental education, technology dependence, environmental stress theories, neurotic society, other relevant psychological theories

3 Social psychological aspects of environmental protection - consumer culture, group pressure, other relevant social psychological theories (social norm, attitude, reference group, normative influence, groupthink, conformity, minority influence, cognitive dissonance, first impression)

4 Environmental philosophical approaches - environmental ethics, deep ecology, anthropocentrism, ecotheology, animal ethics, postmodern environmental ethics, ecofeminism

5 Human factor in integrated water management - presentation of integrated water management and its social aspects, Dublin guiding principles, social needs, social learning in practice, integrated water management vs. Water Framework Directive

6 Ecopsychology - environmental awareness, well-being and the relationships of the natural environment

7 Climate anxiety/denial/skepticism; fake news and what is behind it - presentation of background studies in psychology, social psychology and critical psychology

8 Environmental protection institutions, civil organizations and the psychology of decision-making

9 Integral ecology - the model, interpretation and possibilities of approaching environmental problems by combining soft and hard sciences

10 Equal opportunities and sustainable development goals - SDG 1, 2, 5; inequalities between countries, gender inequality in our country, in the EU and globally, its impact on sustainability efforts, opportunities to support the increase of equality

11 Natural capital and reproductive services - the economic and social foundations of the exploitation of environmental resources and free care work, such as child rearing, housework, elderly/sick care

12 Ecohumanism - theoretical foundations, economic possibilities, sustainability aspects

Additional lecturers

Ijjas Flóra, PhD egyetemi adjunktus / senior lecturer ijjas.flora@gtk.bme.hu

Approval and validity of subject requirements