

COURSE SYLLABUS

The Psychology of Environmental Crisis



PSY 367/567
Spring 2018
Monday, 11:30 – 14:15

Lecturer: Dr. Joseph Dodds, PhD
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Office hours: By appointment
Website: www.psychoanalysis.cz/ecopsy.html

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| Semester Credits | 3 | Language of Instruction | English |
| ECTS | 6 | Level | Advanced |
| Length | 3 weeks | Pre-requisites | Introduction to Psychology required. Recommended also to have taken a psychoanalysis course before. |
| Contact hours | 42 hours | Course type | HSC, PS, JC Elective HUM Elective |

1. Course Description

The course studies the relationship between mind and nature including from a variety of psychological perspectives, in order to better understand the psychological aspects of the environmental crisis. In our era of anxiety, denial, paranoia, apathy, guilt, hope, and despair in the face of climate change, this course introduces various psychological approaches to understanding environmental crisis, our relationship to nature and the nonhuman world, and the difficulties of psychological and social change. We shall apply a range of psychological methods and theories to the problem, with a focus on psychoanalytic contributions. The nonlinear sciences of complexity and chaos, as well as the philosophies of Bateson, Deleuze and Guattari, are also studied, together with new clinical applications from ecopsychology and ecotherapy, helping to contribute towards a critical dialogue between psychology and ecology.

2. Student Learning Outcomes

Students must demonstrate:

- Students will demonstrate abilities to apply definitions and main concepts of

different psychological theories to explain and interpret different aspects of the environmental crisis.

- Students will learn theoretically and experientially about the clinical practice of ecotherapy
- Students will provide evidence of their abilities to analyze, synthesize and evaluate the studied material through active participation in class.
- Students will be able to compare and contrast difference between the psychological theories, outline the limits and controversies individual theories imply when describing the same phenomena.
- Students will select 2 theories of choice and in presentation and paper demonstrate their in-depth familiarity with theories' conceptual frameworks, and ability to apply those in interpretation of an ecological/environmental phenomena of choice.
- Will demonstrate and defend their individual critical evaluation and critically review other fellow students' positions.
- Students will show active pursuit of in-depth discussions in seminars, ability to lead a class debate on a topic of choice, and demonstrate attainment of interpretive psychoanalytic perspectives applicable not just to the realm of ecology/nature but also phenomena ranging from culture, politics and psychology to psychopathology and the media.

3. Course Materials

Psychology of Environmental Crisis Website: www.psychoanalysis.cz/ecopsy.html.

Required book: Dodds, J. (2011) *Psychoanalysis and Ecology at the Edge of Chaos: Complexity Theory, Deleuze|Guattari, and Psychoanalysis for a Climate in Crisis*. Routledge

4. Prerequisites:

All students need to have taken 'Introduction to Psychology'. In addition it is highly recommended for AAU students to have taken either *Psychoanalysis and Art* or *Psychoanalysis and Society* (but not required). For all students who have not taken a psychoanalysis course before (whether at AAU or elsewhere) some additional reading will be given on the first week of class.

5. Course Plan and Readings:

Class 1. Environmental Crisis: The Science of the Problem. February 5th.

Dodds (ch1). Plus further readings: to be assigned

Class 2. Psychological Approaches to Ecological Crisis 1. Evolutionary, Cognitive and Behavioural. February 12th. Readings: Dodds: (ch. 2-3). Winter & Koger and BPS

Class 3. Psychological Approaches to Ecological Crisis 2. Humanistic, Jungian and Social Psychology. February 19th. Readings: Winter & Koger and BPS. Out of class activity: conduct psychological survey/research on an optional topic in relation to ecological crisis

Class 4. Psychoanalysis, Freud, Civilization, Nature. February 26th.

Readings: Dodds (ch. 4), Winter & Koger (ch.1)

Class 5. Exam 1 (25%).

Defence Mechanisms Against Eco-Anxiety. March 5th. Readings: Readings: Dodds (ch. 5). Plus one optional reading

Class 6. Object Relations and Ecological Relations 1. March 12th. Readings: Dodds (ch. 6). Plus *either* Martin Jordan or Rosemary Randall

Class 7. Object Relations and Ecological Relations 2. March 19th. Either Dodds: Animal Totems and Taboos *or* Minding the Ecological Body: Neuropsychanalysis and Ecopsychanalysis

Midterm Break and Easter no class March 26th and April 2nd

Class 8. Ecopsychology, Ecotherapy and Jungian Psychology. April 9th.

Readings: Dodds (ch. 7), Mary-Jayne Rust, plus one optional chapter from Ecopsychology or Ecotherapy books

Class 9. Ecology without Nature: Postmodern Approaches. April 16th.

Readings: Dodds (ch. 8) plus *either* Slavoj Zizek or Timothy Morton

Class 10. Exam 2 (25%)

Geophilosophy and Ecosophy. April 23rd. Readings: Dodds (ch. 9 and 10) plus *either* Deleuze and Guattari, DeLanda, or Bonta and Protevi

Class 11. Complexity Theory and Swarm Intelligence. April 30th. Readings: Dodds (ch. 11) plus one optional reading on complexity in biological and ecological systems. Out of class activity: get to know the complexities of a local eco-system

Class 12. Nonlinear Psychoanalysis and Social Systems. May 7th. Readings: Dodds (ch. 12) plus *either* Palombo, Stacey, Marks-Tarlow, or Galatzer-Levy.

Student presentations

Class 13. Ecopsychanalysis. May 14th. Readings: Dodds (ch. 13-14). **Student presentations**

Class 14. Final Exam. May 21st (25%)

Final paper. May 25th (25%)

6. Course Requirements and Assessment (with estimated workloads)

| Assignment | Workload (average) | Weight in Final Grade | Evaluated Student Learning Outcomes | Evaluated Institutional Learning Outcomes |
|---------------|--------------------|--------------------------|--|---|
| Participation | 90 hours | Up to 10% of their grade | Students are expected to join in and actively participate in class discussions and respond to other students presentations. This will include the overall participation as well as | 1, 2, 3 |

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| | | | attendance. Students will make a presentation the class based on their project/final paper. Failure to participate in the key areas of the course will cost up to 10% to the final grade. | |
| 1 st Exam | 15 hours | 20.00% | The first exam will cover the first third of the course and include multiple choice, short answers and essays. On the essays students should show a high level of comprehension of the area involved and good analytical abilities. They are expected to show a good grasp of the theoretical issues and make a good case to support their argument. | 1, 2, 3 |
| 2 nd Exam | 15 hours | 20.00% | The second exam will cover the second third of the course and include multiple choice, short answers and essays. On the essays students should show a high level of comprehension of the area involved and good analytical abilities. They are expected to show a good grasp of the theoretical issues and make a good case to support their argument. | 1, 2, 3 |
| Final Exam | 15 hours | 20.00% | The final exam will cover the final third of the course and include three essay questions. On the essays students should show a high level of comprehension of the area involved and good analytical abilities. They are expected to show a good grasp of the | 1, 2, 3 |

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| | | | theoretical issues and make a good case to support their argument. | |
| Final Paper | 15 hours | 30.00% | A final paper, approximately 7 pages (double-line spacing), is due on last class before the exam, on a topic the student's choice in relation to the course. It must incorporate at least two different psychological approaches and show good abilities of analysis, synthesis and application of theory to a relevant topic. It should be well researched and referenced and include a bibliography. The student is expected to take an independent position and be able to defend their point of view. | 1, 2, 3 |
| TOTAL | 150 hours | 100% | | |

7. Detailed description of course assignments and assessment breakdown

Assignment 1: Readings, preparation for class, participation, and presentation

| Assessed area | Percentage |
|---|------------|
| Reading, analyzing and recording main ideas, problems and questions | 10% |
| Posing relevant questions on readings in class | |
| Mindful presence and thoughtful involvement in class | |

Assignment 2: Exams

| Assessed area | Percentage |
|--|--------------------|
| The three exams will cover three sections of the course and include multiple choice, short answers and essays. | 60% (20% per exam) |
| Show a high level of comprehension of the area involved and good analytical abilities. | |
| Demonstrate a good grasp of the theoretical issues | |

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| Make a good case to support their argument. | |
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Assignment 3: Final Paper

| Assessed area | Percentage |
|---|------------|
| Demonstrating knowledge of concepts and essential issues, in writing | 30% |
| Providing relevant discussion and examples | |
| Writing well-documented and well-argued essays | |
| Incorporate at least two different psychological approaches | |
| Show good abilities of analysis, synthesis and application of theory to a relevant topic.. | |
| Scholarly researched, referencing, and bibliography. | |
| Demonstrate ability to take an independent position and be able to defend their point of view | |

8. General Requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity.

Electronic Communication and Submission

The university and instructors shall only use students' university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS. Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and the course code in the subject, for example: "COM101-1 Mid-term Exam. Question".

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take home exams and essays) can be submitted outside of NEO LMS.

Attendance is required. AAU recommends a minimal policy that students absent 35 % of the course be failed (or withdrawn from the course administratively if the absences were excused).

Absence Excuse and Make-up Options

Should the student be absent from a class for relevant reasons (illness, serious family matters), s/he needs to submit an Absence Excuse Form supplemented with documents proving the reasons for absence to the Assistant Dean. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if they submit an Absence Excuse Form along with the finalized add/drop form. The form and documents must be submitted within one week of absence. If possible inform the instructor about the absence in advance. Students whose absence has been excused by the Dean are entitled to make up exams they missed provided that the nature of the exam allows for a make-up. The students are responsible for contacting their instructor within one week from the date the absence was excused, and for making arrangements with the instructor about make-up options as necessary.

Unexcused Absences

Students are allowed two unexcused absences. Absences above that may result in failure of the course.

Late work: Deadlines are provided and late submissions are not accepted.

Electronic devices

Any electronic devices (phones, tablets, laptops...) may be used only for class-related activities (taking notes, looking up related information...). Any other use will result in being marked absent and/or being expelled from the class. No electronic devices may be used during the exams.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean. Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior the student will be expelled from the exam and the exam will be marked as failed.

Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation.
6. HYBRID: Combining perfectly cited sources with copied passages without citation in a single paper.
7. MASHUP represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate sources
9. AGGREGATOR includes proper citation, but the paper contains almost no original work.
10. RE-TWEET includes proper citation, but relies closely on the text's original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at:

<http://atc.simplybook.me/sheduler/manage/event/1/>.

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.

| Letter Grade | Percentage* | Description |
|--------------|-------------|---|
| A | 95 – 100 | Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject. |
| A- | 90 – 94 | |
| B+ | 87 – 89 | Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort. |
| B | 83 – 86 | |
| B- | 80 – 82 | |
| C+ | 77 – 79 | Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work. |
| C | 73 – 76 | |
| C- | 70 – 72 | Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives. |
| D+ | 65 – 69 | |
| D | 60 – 64 | |
| F | 0 – 59 | Fail. The student has not succeeded in mastering the subject matter covered in the course. |

* Decimals should be rounded to the nearest whole number.