

**Psychology 495/695 (3cr): Humans and Their Natural Environment**  
**Northern Studies 495/695(3cr): Humans and Their Natural Environment**



**Summer 2019 (May 20-June 28)**  
**Location Duckering 352 (and via video)**  
**Meeting Times: Monday & Wednesday 10-11:50am**

**Instructor:** Dr. Jen Peterson

Office: Gruening 706B

Phone: 907-474-5214 (please note: I am not in my office in the summer - use email to contact me)

Email: [jen.peterson@alaska.edu](mailto:jen.peterson@alaska.edu)

Office Hours: By appointment

**Prerequisites:** Before taking NORS/PSY 495, you must have successfully completed PSY 101, ENG111X and ENG211X or ENG213X. Enrollment in NORS/PSY 695 requires a graduate standing or permission of the instructor.

**Course Description:**

This course explores the effects of the environment on human behavior, health, and well-being. Critical evaluation of human interactions with nature and consideration of arctic environments are emphasized. Students will explore the unique relationships between humans and nature while examining the role of nature on health, mental health, and behavior.

**Upon successful completion of this course students will be able to:**

- Explain the intricate relationship between humans and their environments
- Explain how spending time in nature may positively and negatively affect health, mental health, and behavior.
- Demonstrate improved writing skills through course exercises and assignments
- Demonstrate awareness of the unique features of our local natural environment and why these are critical to our way of life.
- Effectively evaluate research verbally and in writing

**Required Text:**

There are no required texts for this course. Readings will consist of peer reviewed journal articles, scholarly articles, and other literature provided by the instructor.

**Blackboard:**

- You will need to use Blackboard to access useful tools such as announcements, course documents, and grades.
- You can access Blackboard at the following link: <https://classes.alaska.edu/webapps/login/>
- Please save all of your assignments as **PSY 495/695, YOUR LAST NAME, and ASSIGNMENT TITLE**
- All typed assignments must be submitted in .doc or .docx format. Assignments submitted in any other format will not be accepted.

**UA email:** You are expected to use your university email account (xxx@alaska.edu). If this account is not your primary email account, you can adjust your settings so that all your messages are forwarded from the UA server to your primary account. However, you must access this account in order to send messages to me directly from that UA account behind the UA firewall. If you email me and I haven't responded within 12-24 hours, do not assume I received the email. Please resend the email. I will not discuss grades via email. Please check your scores on blackboard and schedule a time to meet with me (in person or via video) to discuss your grade.

**Course Policies:**

**Attendance.** Attendance and class participation are required. Absence in no way relieves you from the responsibility of completing assignments or giving presentations. Arrive to class prepared to discuss the topics from the readings, to answer and ask questions, and to integrate class concepts into discussions. Class discussions are more interesting and productive when students arrive prepared. If you are not present, you will miss a lot of interesting information that is critical to your understanding of the course and its content.

**General Absences.** If you miss class, you are responsible for contacting Dr. Peterson concerning your absence and to discuss the possibilities for arranging alternative learning opportunities. Please make arrangements with a classmate to get notes for missing classes.

**UAF-Sanctioned Absences.** If you are scheduled to miss class for an academic requirement or to represent UAF in an official capacity (e.g., NCAA athletic competition, music performance), you must notify your instructor in writing prior to the event(s). The notification should list all scheduled absences and bear the signature of a UAF school official.

**Course Format:**

Guided discussion, presentations, and activities.

**Late Assignments.** Late assignments will be accepted with score reductions (see exceptions below).

**Assignments that are submitted late will be penalized 20% of the possible points for each calendar day (or portion thereof) that it is late. All assignments are due at midnight on the assigned day. Exceptions: No late discussion board posts or replies will be accepted (at any time) and no late assignments of any type will be accepted the last week of class (June 24-28th ).**

**Incomplete Grades.** An incomplete grade (I) for the course will be assigned only if two conditions have been met:

- The student has completed 50% of coursework at the time of the request for an incomplete with a grade of "C" or better.
  - And documented evidence is submitted to substantiate the fact that course completion was prevented (e.g. medical or family emergency).
- Failure to complete the course or portions of the course in a timely manner, whether due to negligence or indifference will result in an "F" letter grade for the course. UAF policy automatically changes "I" to "F" after one year.*

**Academic Misconduct.** Although you may consult with other students about assignments in this class, you must complete all assignments on your own. Handing in work that is based even partially on the work of other students constitutes academic misconduct and may be reported to the University for disciplinary action. Failing to properly cite sources of information is plagiarism (in other words, representing the ideas of others as your own). This includes information from classmates, books, websites, or any other source. You may not "reuse" assignments from previous or current classes to fulfil graded assignments in this course. Avoid copying and pasting from sources (such as websites), put information in your own words AND cite the source of the ideas. Providing your work to other students for their use also constitutes academic misconduct. Acts of academic misconduct will result in a grade of zero for the assignment(s) in question as well as possible additional disciplinary action.

**Accommodations.** Students with disabilities who need accommodations, access to technology, or information about emergency building/campus evacuation processes should contact <https://www.uaf.edu/disability/>, Whitaker Building, Room 208, Phone: (907) 474-5655, TTY: (907) 474-1827, Fax: (907) 474-5688.

**Support services.** There are many services available if you are struggling academically or personally.

- The Writing Center (8th floor, Gruening Building)
- The Math Lab (305 Chapman) provide excellent advice, tutoring and assistance.
- Health and counseling services are available at the Student Health and Counseling Center ([www.uaf.edu/chc](http://www.uaf.edu/chc)).
- Services for Veterans are available from the Veterans Resource center. Contact Jackie Morton, Director, Department of Military and Veteran Services 907-474-7400, 104 Eielson Building. Email: [jemorton@alaska.edu](mailto:jemorton@alaska.edu)
- The Speaking Center is located on 5th floor of Gruening (474-5470 or [fyspeak@uaf.edu](mailto:fyspeak@uaf.edu)). Coaches are available to help you organize, rehearse, and refine presentations.

**Title IX Protection.** University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior.

- If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident.
- Your choices for reporting include the following:
- You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
- You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- You may file a criminal complaint by contacting the University Police Department at 474-7721.

**Student Protections and Service Statement:** Every qualified student is welcome in my class. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc. to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. As required, if I notice or am informed of certain types of misconduct, then I am required to report it to the appropriate authorities. For more information on your rights as a student and the resources available to you to resolve problems, please go to the following site: <http://www.uaf.edu/oeo/resources/>



I support the Green Dot movement. The UAF Green Dot strategy is a violence prevention program based on empowering bystanders. For more information visit <https://greendot.alaska.edu/> or the UAF Green Dot Facebook page.

**Classroom Disruptions.** Please do not use your cell phone in class, if you must make a call (or text), please leave the room. You are welcome to use computers/tablets to take notes, but please do not engage in activities that will distract those around you (emailing, playing games, checking Facebook, internet shopping, so forth). Please do not talk while others are talking, but please join in class discussion. It is important that everyone has an opportunity to speak and to be able to hear others speak.

**Readings and Class Time.** We will cover (and you will be expected to read) a number of articles per week. Because this course is discussion based, **it is important that you come to class prepared so that you can participate effectively in these discussions. This means you should finish reading the assigned articles before class.** Although you will not be graded on your class participation directly, the concepts we discuss during class will be paramount in your understanding of the course content and in guiding your written assignments.

## **Requirements for PSY/NORS 495**

**Evaluation:** This course consists of a literature review, presentations, and discussion board conversations.

**Literature Review:** This assignment will consist of researching a topic relevant to the course and writing a literature review of supporting research articles. Students will create drafts and provide constructive feedback for classmates mid-course and will then submit final papers at the end of the course. Detailed instructions are located after the course calendar.

**Please be sure that ALL writing assignments are typed using 12 point Times New Roman font, with 1-inch margins and page numbers. No particular writing style is required but be sure to use complete sentences, proper grammar, and correct spelling. All assignments must be submitted in .doc or .docx format via safeassign. If you submit an assignment that I cannot access, I will notify you via your UA email.**

**Article Presentations:** Each student will present an article on a topic of interest relevant to the course at two points during the semester. This will entail choosing the articles, reading and assessing the content, creating presentations, writing guideline questions for discussion, and leading the group discussions on the topics. Detailed instructions are located after the course calendar.

**Discussion Board Conversations:** Each week topics of discussion from in-class discussion, reading assignments, or current events will be posted on blackboard. All students will be required to provide well thought-out responses to the questions as well as responding to the posts of others. Detailed instructions will be provided with each post.

**The grading criteria (points values) used for Discussion Board Posts and Responses are as follows:**  
**Partial credit will be given for answers that fall between categories (for example a statement that is slightly above average may score 17 points). Please note that responses to classmates are worth the same number of points as the original posts and should include equal effort and detail.**

**20 Points:** Statement/argument is well constructed. Thoughtful considerations of facts and opinion are evident. Examples and relevant sources are used.

**15 Points:** Statement/argument is of average construction. The statement was lacking somewhat in one element (length of response or sources).

**0-10 Points:** Statement/argument is merely present. The statement lacks critical thinking, is short, not detailed, or lacks supporting information/examples.

**Grading:**Literature Review Paper: **500 Points**

- First Draft 100 Points
- Feedback Assignment 100 Points
- Final Draft 300 Points

Article Presentations (2x150): **300 Points**

Discussion Board Posts

(5 initial posts x 20 points)

(5 responses to classmates x 20 pts) **200 Points****Total Possible****1000 Points****Final Grades:****A 90-100% 900-1000 Total Points****B 80-89% 800-899****C 70-79% 700-799****D 60-69% 600-699****F <60% <600****NORS/PSY 495 Course Calendar**

<b>Course Schedule**</b>	<b>Dates</b>	<b>Topic</b>	<b>Read</b>	<b>Assignments</b>
Week 1	May 20-24	Overview of nature and its effects on human health and well-being	Assigned Articles- see reading list	
Week 2	May 27-30 *May 27 holiday	Special topics of local interest	Assigned Articles	Discussion Board (DB) #1 initial post due <b>Tuesday, May 28</b> DB Response to Classmate Due <b>Thursday, May 30</b>
Week 3	June 3-7	Special topics and health related topics	Assigned Articles	First Draft Lit Review Due <b>Monday, June 3rd</b> DB #2 initial post due <b>Tuesday, June 4</b> DB Response #2 Due <b>Thursday, June 6</b>
Week 4	June 10-14	Special topics and health related topics	Assigned Articles	DB #3 initial post due <b>Tuesday, June 11</b> DB Response #3 Due <b>Thurs, June 13</b> Feedback for Lit Review Due <b>Friday, June 14</b>
Week 5	June 17 - 21	Cognition and the natural environment	Assigned Articles	DB #4 initial post due <b>Tuesday, June 18</b> DB Response #4 Due <b>Thursday, June 20</b>
Week 6	June 24 - 28	Connections with nature: Imagery, meditation, and beyond	Assigned Articles	DB #5 initial post due <b>Tuesday, June 25</b> DB Response #5 Due <b>Thursday, June 27</b> Final Lit Review Due <b>Friday, June 28</b>

\*\*This is a tentative schedule that may be adjusted as needed throughout the semester; advance notice of all changes will be given

\*\*\*All assignments are due at midnight Alaska time on the date specified

## Requirements for PSY/NORS 695

**Evaluation:** This course consists of a writing assignment, article presentations, and discussion board conversations. The requirements for graduate level credit includes additional weekly reading assignments, a final Literature Review paper that is 50% longer with more required sources than the 495 guidelines, as well as facilitating and participating in group discussion boards.

**Literature Review Paper:** This assignment will consist of researching a topic relevant to the course and writing a literature review of supporting research articles. Students will create drafts and provide constructive feedback for classmates mid-course and will then submit final papers at the end of the course. Detailed instructions are located after the course calendar. **Papers for graduate level course credit are 50% longer and require more sources. Additionally, graduate students are encouraged to choose topics that are related to their thesis. This provides an integration of ideas across disciplines that will lead to a more informed thesis project.**

**Please be sure that ALL writing assignments are typed using 12 point Times New Roman font, with 1-inch margins and page numbers. No particular writing style is required but be sure to use complete sentences, proper grammar, and correct spelling. All assignments must be submitted in .doc or .docx format via safeassign.**

**Article Presentations:** Each student will present an article on a topic of interest relevant to the course at two points during the semester. This will entail choosing the articles, reading and assessing the content, creating presentations, writing guideline questions for discussion, and leading the group discussions on the topics. Detailed instructions are located after the course calendar.

**Discussion Board Conversation Leader:** Students taking 695 credits will be assigned to creating discussion board conversations from in-class discussion, reading assignments, or current events and posting them on blackboard each week. Additionally, all students will be required to provide well thought-out responses to the questions as well as responding to the posts of others. Details for discussion board assignments are located at the end of the syllabus.

### Grading:

Literature Review Papers:	<b>500 Points</b>
• First Draft 100 Points	
• Feedback Assignment 100 Points	
• Final Draft 300 Points	
Article Presentations (2x150):	<b>300 Points</b>
Discussion Board Leader Assignments	<b>200 Points</b>
Total Possible	<b>1000 Points</b>

**Final Grades:**

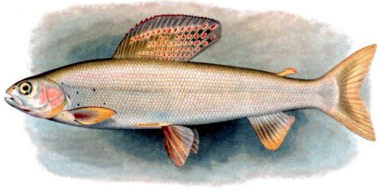
<b>A</b>	<b>90-100%</b>	<b>900-1000 Total Points</b>
<b>B</b>	<b>80-89%</b>	<b>800-899</b>
<b>C</b>	<b>70-79%</b>	<b>700-799</b>
<b>D</b>	<b>60-69%</b>	<b>600-699</b>
<b>F</b>	<b>&lt;60%</b>	<b>&lt;600</b>

**NORS/PSY 695 Course Calendar**

<b>Course Schedule**</b>	<b>Dates</b>	<b>Topic</b>	<b>Read</b>	<b>Assignments</b>
Week 1	May 20-24	Overview of nature and its effects on human health and well-being	Assigned Articles	<b>5/26</b> Discussion Leader Questions
Week 2	May 27-30 *May 27 holiday	Special topics of local interest	Assigned Articles	<b>5/28</b> Discussion Board (DB) #1 initial post <b>5/30</b> DB Response to Classmate <b>6/2</b> Discussion Leader Questions
Week 3	June 3-7	Special topics and health related topics	Assigned Articles	<b>6/3</b> First Draft Lit Review <b>6/4</b> DB #2 initial post <b>6/6</b> DB Response #2 to Classmate <b>6/9</b> Discussion Leader Questions
Week 4	June 10-14	Special topics and health related topics	Assigned Articles	<b>6/11</b> DB #3 initial post <b>6/13</b> DB Response #3 to Classmate <b>6/14</b> Feedback for Lit Review <b>6/16</b> Discussion Leader Questions
Week 5	June 17 - 21	Cognition and the natural environment	Assigned Articles	<b>6/23</b> Discussion Leader Questions
Week 6	June 24 - 28	Connections with nature: Imagery, meditation, and beyond	Assigned Articles	<b>6/25</b> DB #5 initial post <b>6/27</b> DB Response#5 to Classmate <b>6/28</b> Final Lit Review Due

\*\*This is a tentative schedule that may be adjusted as needed throughout the semester; advance notice of all changes will be given in class and via Blackboard. \*\*\*All assignments are due at midnight Alaska time on the date specified





## Humans and Their Natural Environment Literature Review Guidelines

### What is a literature review?

A literature review paper examines and synthesizes the current understanding of a particular topic. It is a great way to learn about the background of a particular research area. Writing a review paper is good practice for synthesizing and organizing a lot of information into a concise product (i.e. a written document).

The **purpose** of a literature review is to (1) identify various important issues/questions raised in the literature, and (2) sort and categorize experts' views according to the issues/questions identified in the literature. This process will require multiple drafts and edits.

Completion of this assignment will build your skills in the following areas: critical reading, evaluation, analysis, synthesis, report organization, use and integration of sources.

1. Decide on a topic
2. Search for reputable scholarly sources
3. Read the literature
4. Sort the literature
5. Take notes
6. Create an outline
7. Begin writing - weave your sources

**Decide on a topic.** Find a topic that is of interest to you relating to the class. We will talk about this in class and I encourage you to speak to me if you have trouble choosing a topic. If you are enrolled in NORS/PSY 695 you should attempt to find a topic that complements your thesis topic.

**Search for reputable scholarly sources.** Peer reviewed scientific journals, texts, and some books are reputable scholarly sources. We will discuss acceptable sources in class as well as techniques for how to locate articles. If you are unsure what qualifies, please ask me. Web sites are not acceptable sources for literature reviews unless they are online peer reviewed journal sites.

**Read the literature.** Read the articles and books you have chosen. Next, read these sources a second time. If you have difficulty with content, ask for assistance. These articles can make great sources for classroom discussions.

**Sort the literature.** You may find that after you read an article, the article doesn't really "fit" with other information (it may be off topic for example). In this case, you will discard some articles/sources and

keep others.

**Take notes.** Take notes on every article you decide to keep for your review. Make a habit of writing in your own words (this helps to avoid inadvertent plagiarism). Use very few direct quotes but use sufficient citations.

**Create an outline.** Use your article notes to formulate an outline with logical progression of ideas. Put your articles in a logical order within your review, this may be chronological or some other method of organization.

**Begin writing - weave your sources.** Connect your source notes with explanations of the articles, describe how the studies relate, what is missing, and so forth. Each source should be connected to another. This means that you won't simply provide a list of the articles and their descriptions (as in an annotated bibliography). The connection between the articles is very important.

### **Literature Review Paper Scoring**

#### **(1) First Draft 100 Points**

- The first draft is a rough draft of your paper. For this part of the assignment you will need to turn in your outline and notes along with a draft of your paper. You must have all articles cited along with some information from each article, you will fill in more details later.

**(2) Feedback Assignment 100 Points.** You will use a provided feedback form and give detailed comments on a classmate's draft.

#### **(3) Final Draft 300 Points.**

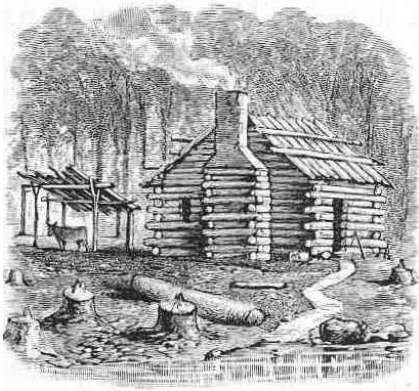
##### **Your paper should include:**

- A title (no title page is needed)
- A statement of objectives/description of purpose
- Headings and subheadings to assure flow and organization
- Citations for all information that is not your own original thoughts
- Limited quotes (use quotes very sparingly or not at all = 1-2 for the entire paper)
- A references page. All articles that are cited on the paper must be in the references and all references must be cited in the paper

##### **Requirements and format guidelines:**

- All papers must be typed, double spaced, and size 12 Times New Roman font, with 1 inch margins.
- Must be in doc or docx format. If you prepare your paper using a Mac or some other format, please convert it before submitting it to me.
- Ensure that your paper is free of grammar and spelling issues.
- Use complete sentences and correct any typos prior to submitting.
- Include page numbers on your document.

- Students enrolled in NORS/PSY 495 are required to use a minimum of 10 scholarly sources and to produce a literature review of at least 10 full pages.
- Students enrolled in NORS/PSY 695 are required to use a minimum of 15 scholarly sources and to produce a literature review of at least 15 full pages.



### **Article Presentation/Discussion Instructions**

**Purpose of this Assignment:** Humans are directly and indirectly affected by their environments in a myriad of ways. The relationship humans have with the environment is a complex and reciprocal one - and the main focus of this course. One very important and effective way to learn is through discussion. This assignment asks you to give an overview of an article and to lead a class discussion.

#### **Part One: Preparation & Materials**

1. Sign up for a time and date to present in class. You must present on the day you are scheduled. Your second article presentation will be conducted using Voicethread Online. I will discuss how to record these presentation during the first week of class.
2. Find an article of interest that relates to the theme of your chosen week. Article has to be from a peer reviewed journal. Read the paper. Make notes and research anything you do not understand. Ask me (prior to your presentation date) if you need help or have questions.
3. Create a visual aid to lead your discussion. This can be a powerpoint, a handout, an outline, or whatever you would like.
  - Your visual aid must provide a summary of your article. Describe and define the main concepts of the paper.
  - You must turn in a digital copy of your visual aid. Email this document to me before your presentation.

#### **Part Two: Discussion**

4. Present your visual aid. Discuss the main ideas of the article. The presentation portion of this assignment should be about 10 minutes.

5. Discussion. This should be the focus of this assignment. Provide the class with several discussion questions relating to the article. Moderate the discussion by asking questions and facilitating the interaction between students. The discussion portion should last between 5 - 10 minutes. Use questions and answers to relate the article to concepts from the class. (Voicethread presentations will also include discussion but in a recorded format, we will discuss this in class.)
6. The total duration of your presentation to the class should be between 15 and 20 minutes (part 1 & 2). Practice your presentation to ensure that you stay within these timelines. Extremely short or long assignments will lose points.
7. Be prepared to answer questions from the audience.
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### **Discussion Board Leader Conversion Instructions for NORS/PSY 695**

The purpose of this assignment is to strengthen critical thinking skills and to further immerse yourself in literature relevant to the class. Each week you will be required to obtain and read a research article. You will use the article to create questions for the class discussion board. Please use articles that will be useful for your literature review assignments.

#### **Weekly Instructions:**

- Part One:
  - Conduct a literature search for an article that relates to the content of the class
  - Read the article in detail
  - Write a short summary to share with the class (3-4 sentences)
  - Create questions for thought using the article
  - Remember that others may not have read these articles
    - Use the summary to “set up” the background for your question
    - For example “Smith and Quaker (2018) described the effects of climate change on the indigenous people of North West Alaska. They discussed the strain on resources as well as changes to native ways of life. The authors detailed the decrease in available game to hunt during the winter and how this affected the financial and physical health of this population. They found increased levels of depression and anxiety in those living in areas most affected by climate change.”
    - Then create a question or series of questions.
      - For example: “How would climate change impact your local economy, way of life, as well as your personal health?”
    - Your questions to your classmates can include other instructions and information as well. Such as relating a video to the summary you provided.

- Following the above example : “Watch this video on climate change and relate it to the summary I provided as well as explaining how climate change might impact your health and well-being”.
- Include special instructions. For example, if you require supporting citations, make sure to explain this with your question (I always recommend requiring sources or answers will be based purely in opinion).
- Submit your questions and materials to me so that I can post them on Blackboard
  - Questions are due each Sunday
- Provide me with link or pdf copy of your article (and any other materials) when you submit your questions
- Part Two:
  - Respond to the posted discussion board question for the week. Provide well thought-out responses to the questions.
  - Respond to the post of a classmate.

### **Scoring:**

Your discussion board scores will be dependent on the timely creation of detailed, thought provoking questions (including posting an answer of your own) and interaction with your classmates. Your discussion board assignment will be graded based on your post and interactions with classmates (response to classmate). However, if you do not complete Part One, your score for the week will be zero.

**The grading criteria (points values) used for Discussion Board Posts and Responses are as follows:**

**Partial credit will be given for answers that fall between categories (for example a statement that is slightly above average may score 17 points). Please note that responses to classmates are worth the same number of points as the original posts and should include equal effort and detail.**

**20 Points: Statement/argument is well constructed. Thoughtful considerations of facts and opinion are evident. Examples and relevant sources are used.**

**15 Points: Statement/argument is of average construction. The statement was lacking somewhat in one element (length of response or sources)**

**0-10 Points: Statement/argument is merely present. The statement lacks critical thinking, is short, not detailed, or lacks supporting information/examples.**