Courses that Satisfy Each Department of Human Ecology Learning Goals for the Environmental Policy, Institutions and Behavior Major

1-Students graduating from the EPIB major will understand and analyze the varied perspectives offered by the social and natural sciences regarding the causes and consequences of social, ecological, and environmental change. This includes interactions among natural resources, climate, population, energy use and technology, health, forces of globalization, social institutions, and cultural values.

110 Theories and Reasoning
312 Environmental History

1.1 Describe major patterns and drivers of natural resource use, pollution, and climate and environmental change.
110 Theories and Reasoning
115 Water and Society
225 Environment and Health in Society and the Mass Media
299 Introduction to Sustainability
312 Environmental History
416 Environmental Education

1.2 Identify different approaches to the governance and management of human activities that affect the environment, both in the US and abroad, including institutions, property relations, management regimes, politics, and policies
110 Theories and Reasoning
115 Water and Society
225 Environment and Health in Society and the Mass Media
279 Politics of Environmental Issues
312 Environmental History
314 Natural Resource Policy
460 Environmental Law 1: Nature, Law and Society
462 International Environmental Law

1.3 Explain characteristics of human populations, including population growth, demographic transitions, social stratification, consumption, and indicators of human welfare.
110 Theories and Reasoning
141 Health and Society
220 Environmental Solutions
225 Environment and Health in Society and the Mass Media
269 Population, Resources, and Environment
312 Environmental History
435 Communication in the Life Sciences

1.4 Describe technological trends affecting human well-being and the environment including energy use and development, biotechnology, and geospatial and communication technologies
110 Theories and Reasoning
175 Energy and Society
225 Environment and Health in Society and the Mass Media
312 Environmental History
429 Agrarian Landscapes
1.5 Evaluate major issues in health, including race, gender, and socio-economic position, food and nutrition access and policies, cultural factors, and understandings of risk and vulnerability.

1.6 Discuss the dynamics of development and globalization, including historical antecedents, current trends and pathways, and local responses to global forces.

1.7 Explain how social forces, cultural values, and behavior affect human-environmental interactions, including issues such as political and economic relations, inequality, access to resources, and interactions between human diversity and biological diversity.

2- Students will acquire the skills to use appropriate conceptual and methodological tools to structure inquiries about human-environment interactions:
2.1. Assess the relevant contexts for addressing the question this problem, at the appropriate spatial, temporal, and organizational scale(s).

2.2. Identify the relevant biological, historical, sociocultural, governance and political issues that need to be addressed.

2.3. Identify what constitutes valid and relevant evidence to address the question and demonstrate an ability to understand and work with quantitative information.

2.4. Conduct ethical primary and secondary research using appropriate methods and considering relevant community norms.
2.5. Analyze and interpret evidence.

2.6. Identify appropriate governance tools to manage human-environment impacts and be capable of engaging with regulatory, legislative and other democratic processes.

2.7. Apply this (a-e) understanding to identify policies and plans that address the problem.

2.8. Identify different decision-making processes and criteria for selecting from among alternatives.

2.9. Evaluate the alternatives' environmental and differentiated social consequences.
2.10. Identify relevant audiences, determine communication goals and communicate the results in oral and/or written form in a manner effective for each targeted audience.

2.11. Work effectively in team settings.

3. Students will undertake their work guided by ethical considerations. They will identify their own values with respect to environmental, health, and food issues. They will evaluate and address the ethical dimensions and implications of related problems, assessments, plans, and communication, including their differentiated social impacts.