



## Teaching Guide

| Identifying Data    |   |        |                          | 2015/16 |
|---------------------|---|--------|--------------------------|---------|
| Subject (*)         | Ecología humana   | Code   | 610G02041                |         |
| Study programme     | Grao en Bioloxía  |        |                          |         |
| Descriptors         |   |        |                          |         |
| Cycle               | Period  | Year   | Type                     | Credits |
| Graduate            | 1st four-month period   | Fourth | Obligatoria              | 6       |
| Language            | Spanish   |        |                          |         |
| Teaching method     | Face-to-face  |        |                          |         |
| Prerequisites       |   |        |                          |         |
| Department          | Bioloxía Animal, Bioloxía Vexetal e Ecología  |        |                          |         |
| Coordinador         | Fuentes Lopez, Marcelino  | E-mail | marcelino.fuentes@udc.es |         |
| Lecturers           | Fuentes Lopez, Marcelino  | E-mail | marcelino.fuentes@udc.es |         |
| Web                 | sites.google.com/site/microensayos  |        |                          |         |
| General description | The transformation of nature by humans has created both human well-being and environmental problems. People aim to become more prosperous and to keep enjoying the benefits provided by ecosystems. In this course we study how to reconcile these two goals. |        |                          |         |

## Study programme competences / results

| Code | Study programme competences / results  |
|------|--|
| A19  | Analizar e interpretar o comportamento dous seres vivos.   |
| A23  | Avaliar o impacto ambiental. Diagnosticar e solucionar problemas ambientais.   |
| A24  | Xestionar, conservar e restaurar poboacións e ecosistemas.   |
| B1   | Aprender a aprender.   |
| B2   | Resolver problemas de forma efectiva.  |
| B3   | Aplicar un pensamento crítico, lóxico e creativo.  |
| B4   | Traballar de forma autónoma con iniciativa.  |
| B5   | Traballar en colaboración.   |
| B6   | Organizar e planificar o traballo.   |
| B7   | Comunicarse de maneira efectiva nunha contorna de traballo.  |
| B8   | Sintetizar a información.  |
| B9   | Formarse unha opinión propia.  |
| B10  | Exercer a crítica científica.  |
| B11  | Debater en público.  |
| B12  | Adaptarse a novas situacións.  |
| B13  | Comportarse con ética e responsabilidade social como cidadán e como profesional.   |
| C2   | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.  |
| C4   | Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común. |
| C5   | Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.   |
| C6   | Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.  |

## Learning outcomes

| Learning outcomes | Study programme competences / results |
|-------------------|---------------------------------------|
|                   |                                       |



|   |                   |  |                      |
|---|-------------------|--|----------------------|
| Apply conceptual tools and theoretical knowledge to the resolution of environmental problems.         | A19<br>A23<br>A24 | B1<br>B2<br>B3<br>B4<br>B5<br>B6<br>B7<br>B8<br>B9<br>B10<br>B11<br>B12<br>B13 |                      |
| Communicate effectively these analyses, using oral and written language and information technologies. |                   | B2<br>B3<br>B4<br>B5<br>B6<br>B7<br>B8<br>B9<br>B10<br>B11<br>B12              | C2<br>C4<br>C5<br>C6 |

| Contents                                  |   |
|---|---|
| Topic                                     | Sub-topic   |
| Human behavior and environmental problems | Objectives, rationalaty, preferences, costs and benefits<br>Supply, demand and prices<br>Market failure<br>Government failure |

| Planning                       |  |                                      |                               |             |
|--------------------------------|--|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests          | Competencies / Results   | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Online discussion              | A5 A6 A19 A23 A24<br>A27 A28 B2 B3 B4 B5<br>B6 B7 B8 B9 B10 B11<br>B12 B13 C1 C2 C3<br>C4 C5 C6 C8 | 0                                    | 10                            | 10          |
| Field trip                     | A5 A6 A19  | 15                                   | 0                             | 15          |
| Long answer / essay questions  | A5 A6 A19 A23 A24<br>A27 A28 B2 B3 B4 B5<br>B6 B7 B8 B9 B10 B11<br>B12 B13 C1 C2 C3<br>C4 C5 C6 C8 | 0                                    | 28                            | 28          |
| Guest lecture / keynote speech | A5 A6 A19 A23 A24<br>A27 A28 A29 B2 B3<br>B11 C4 C5 C6 C8  | 28                                   | 56                            | 84          |



|                               |  |   |   |   |
|-------------------------------|--|---|---|---|
| Long answer / essay questions | A5 A6 A19 A23 A24<br>A27 A28 A29 B1 B2<br>B3 B4 B6 B7 B8 B9<br>B10 B11 B12 B13 C1<br>C2 C3 C4 C5 C6 C8 | 1 | 7 | 8 |
| Directed discussion           | A6 A19 A23 A24 A28<br>B2 B3 B7 B8 B9 B10<br>B11 B12 B13 C1 C4<br>C5 C6 C8                              | 4 | 0 | 4 |
| Personalized attention        |  | 1 | 0 | 1 |

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

**Methodologies**

| Methodologies                  | Description  |
|--------------------------------|--|
| Online discussion              | Online debates of student essays   |
| Field trip                     | Natural reserves of Galicia  |
| Long answer / essay questions  | Students write seven essays arguing their opinions on environmental topics proposed by the teacher       |
| Guest lecture / keynote speech | Lectures on human social behavior and environmental problems   |
| Long answer / essay questions  | Economic games   |
| Directed discussion            | Classroom debates on student essay topics and any other differences of opinion arising during the course |

**Personalized attention**

| Methodologies   | Description                               |
|---|---|
| Long answer / essay questions<br>Long answer / essay questions<br>Online discussion | Human behavior and environmental problems |

**Assessment**

| Methodologies                 | Competencies / Results   | Description                               | Qualification |
|-------------------------------|--|---|---------------|
| Long answer / essay questions | A5 A6 A19 A23 A24<br>A27 A28 A29 B1 B2<br>B3 B4 B6 B7 B8 B9<br>B10 B11 B12 B13 C1<br>C2 C3 C4 C5 C6 C8 | Human behavior and environmental problems | 45            |
| Directed discussion           | A6 A19 A23 A24 A28<br>B2 B3 B7 B8 B9 B10<br>B11 B12 B13 C1 C4<br>C5 C6 C8                              | Human behavior and environmental problems | 5             |
| Long answer / essay questions | A5 A6 A19 A23 A24<br>A27 A28 B2 B3 B4 B5<br>B6 B7 B8 B9 B10 B11<br>B12 B13 C1 C2 C3<br>C4 C5 C6 C8     | Human behavior and environmental problems | 45            |



|                   |  |   |   |
|-------------------|--|---|---|
| Online discussion | A5 A6 A19 A23 A24<br>A27 A28 B2 B3 B4 B5<br>B6 B7 B8 B9 B10 B11<br>B12 B13 C1 C2 C3<br>C4 C5 C6 C8 | Human behavior and environmental problems | 5 |
| Others            |  |   |   |

### Assessment comments

For first-time students the grade depends on a written test (in which competencies A5, A6, A19, A23, A24, A27, A28, A29, B2, B3, B7, B8, B10, C1 and C8 are assessed) worth 10 points or seven essays, up to 10 points in all (in which competencies A5, A6, A19, A23, A24, A27, A28, A29, B2, B3, B4, B6, B5, B7, B8, B9, B10, B11, B12, B13, C1, C4, C5, C6 and C8 are assessed). For each essay the teacher chooses a topic and students argue their opinions on that topic. Alternatively students may choose to argue against any idea previously defended by the teacher in class. Students must take care to argue opinions that run contrary to what the teacher explains during lectures. Each essay is graded from 0 to 10. If a student uses a string of words previously used by another author the grade will be -20. The points obtained in all essays are added up, giving more weight to the last essays, and the sum is divided by 7. More information in <https://sites.google.com/site/microensayos/>. Students that choose to take the written test renounce the points obtained in the essays. A student can make this choice at any time during the course. Students that submit an essay cannot get a "No show" grade. Students who do not submit any essay and do not take the test will get a "No show" grade. Non-first-time students will be graded with a written test and they can get the "Honors" grade. Points obtained in previous attempts at passing the course are not taken into account.

### Sources of information

|                      |  |
|----------------------|--|
| <b>Basic</b>         | <ul style="list-style-type: none"> <li>- Dasgupta, Partha (2006). Economics : a very short introduction . Oxford University Press</li> <li>- Landsburg, S. E. (2012). The armchair economist: economics and everyday life. Free Press</li> <li>- Landsburg, S. E. (2008). More sex is safer sex: the unconventional wisdom of economics. Free Press</li> <li>- Cowen, T. y Tabarrok, A. (2010). Modern principles: microeconomics. Worth Publishers</li> </ul> |
| <b>Complementary</b> |  |

### Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.