

PSYCHOLOGY OF SUSTAINABILITY and ITS APPLICATIONS ON SOUTH AMERICAN CONSTITUTIONAL LAW

by
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I. Rationale:

This course aims to evaluate the field of eco-psychology, also called Psychology of Sustainability, and its relevance towards understanding the relationship between humans and the so called natural world and finding a more sustainable and harmonious means of living on the planet.

II. Course Aims and Objectives:

Aims

This course aims to get students to have some insights into the origins and complexity of contemporary environmental crisis in relationship to human consciousness and psychology. We will get some psychological insights into how we view ourselves, society and the greater than human world, in terms of our ideas of self, the other and our ecological interconnections. We will consider how these factors affect our behavior and attitudes towards other beings and natural systems, and how our psychopathologies may reflect our psychological and physical separation from nature. From a more legal level, this course aims also to study the concepts of Environmental Democracy and Ecological and Environmental Citizenship as an suggest solution to the ecological crisis. In particular the course studies the South American Constitutional Law as an example of how the concepts and tools of eco-psychology can be used at legal level to reach environmental goals. The course will also debate forests protection in Brazil and at international level, climate change and its major challenges after the Paris Agreement including the protection of human rights and those of indigenous peoples.

Specific Learning Objectives:

By the end of this course, students will be able to think critically in relationship to environmental psychology and will have gained a range of intellectual perspectives enabling them to analyze environmental rhetoric and unpack positivist tropes related to anthropocentric world-views and isolating and debilitating psychological models of consciousness.

III. Format and Procedures:

The course will be structured as a series of lectures and discussions during class time. Students are expected to read around the course themes and actively engage in the debates debate and intercourse.

IV. My Assumptions

I assume that students will be entering the course with interest, commitment and open minds. I hope that new perspectives will be introduced to students and that they will actively contribute to the classes, both intellectually and personally.

V. Course Requirements:

1. Class attendance and participation policy:

In all courses a minimum of 85% attendance of the total course hours is mandatory.

2. Primary Course readings are from following texts:

- Emoto, M. 2005, 'The hidden Message from water', Atria Books.
- Harding, S. 2006. 'Animate Earth, Science, Intuition & Gaia.' Green books.
- Fracchia F. *The Legal Definition of Environment: From Rights to Duties*, Research Paper No. 06-09, <http://ssrn.com/abstract=850488>
- Parola, G. 2013, *Environmental Democracy at Global Level, Rights and duties towards a new citizenship*, Versita
- Avzaradel Pedro C. S., Parola Giulia., *Climate Change, Environmental Treaties and Human Rights*. Rio de Janeiro: Multifoco, 2018.
- CARLI, Ana Alice de.; AYDOS, Elena L. P.; **AVZARADEL, Pedro Curvello Saavedra**. *O Estado Regulador no Cenário Ambiental*. São Paulo : Instituto O direito por um Planeta Verde, 2017, v.1. p.466 (articles written in english)

VI. Grading Procedures:

Grades will be calculated on the basis of:

(a) 40% Presentation (n^o2).

(b) 30% The students can choose between 2 options: or a Translation of one section of one book (English to Portuguese) or Writing paper/article

=> **IMPORTANT**: The **dead-line** for the article or translation will be the **1[^] of September 2019**

(c) 30% exam, students participation and punctuality, english punctuality!

=> **IMPORTANT**: **in our Mestrado, student can not miss more that 4 lessons!**

	Course topics	Other assignments and course details
March, 22 1 [^] Lesson	Introduction - Technical information about the course	<u>Print</u> the program of the course
April, 5 2 [^] Lesson	<u>1[^] part of the course:</u> <u>ECO-PSYCHOLOGY or PSYCHOLOGY of SUSTAINABILITY</u> <u>Topics: (Prof. Giulia)</u> => What is Psychology and Eco-psychology => Anima Mundi: => The scientific Revolution and the sense of separation	Documentary about the situation of the Earth http://movienight.ws/before-the-flood-2016/ Assignment of presentation topics
April, 12 3 [^] Lesson	<u>Topic: (Prof. Giulia)</u> => In service to Gaia	Documentary "Trashed" http://www.trashedfilm.com
April, 26 4 [^] Lesson	<u>Topic: (Prof. Giulia)</u> => How our consciousness and awareness influences the Environment? => Water example	Documentary "Plastic Paradise" http://putlocker.is/watch-plastic-paradise-the-great-pacific-garbage-patch-online-free-putlocker.html https://www.youtube.com/watch?v=-

		qDzicROpaM&fbclid=IwAR09iyTdcZQeWTLU7H22Q8_bpCpMxt1QaEBXXiM8YplhI03ZASyF824J4nY
Mai, 3 5 [^] Lesson Morning 10-13	Exam about the first part of the course	Send the article that you want to present
Mai, 3 6 [^] Lesson Afternoon 14-16	Exam about the first part of the course	
Mai, 17 7 [^] Lesson	<p style="text-align: center;">2[^] part of the course: ENVIRONMENTAL DEMOCRACY: at International, European and South American levels</p> <p><u>Topic: (Prof. Giulia)</u> => Environmental Crisis and solutions: => Theoretical solution: construction of Environmental Democracy => <u>International Environmental law</u></p> <p>Topic (Prof. Giulia) => Escazu Agreement and => <u>Aarhus Convention</u></p>	
Mai, 24 8 [^] Lesson	Topic (Prof. Mestre André Ricci) => Environmental Refugees	
Mai, 31 9 [^] Lesson Morning 10-13	1 [^] Students presentations	
Mai, 31 10 [^] Lesson Afternoon 14-16	1 [^] Students presentations	
June, 7 11 [^] Lesson	<p style="text-align: center;">3[^] part of the course: Climate change, environmental treaties and human rights</p> <p><u>Topic: (Prof. Pedro)</u> => Climate protection since Rio-92 (brief historical note) => The Paris Agreement and the coming climate agenda => What about human rights? Some debates concerning climate and social environmental issues.</p>	<p>*Compulsory reading: Solange TELES DA SILVA; RAMOS, Marina C.. Climate justice in Brazil: challenges and perspectives. Avzaradel Pedro C. S.. Parola Giulia., Climate Change, Environmental Treaties and Human Rights. Rio de Janeiro: Multifoco, 2018, p. 527-556.</p> <p>-Additional/free reading: Daniel Baird e Elena de Lemos Pinto A y d o s . CLIMATE CHANGE, ECONOMIC INSTRUMENTS AND THE LAND SECTORS: THE AUSTRALIAN EXPERIENCE. In:</p>

		CARLI, Ana Alice de.; AYDOS, Elena L. P.; AVZARADEL, Pedro Curvello Saavedra. O Estado Regulador no Cenário Ambiental. São Paulo: Instituto O direito por um Planeta Verde, 2017, v.1. p.45-71.
June, 14 12 [^] Lesson	<u>Topic: (Prof. Pedro)</u> <u>International Forest Protection</u> => UN's Non Binding initiatives => Forest Europe and other regional policies	Avzaradel, Pedro C. S.. First impressions on the forest's protection as world heritage on the edge of climate change and the rights of indigenous peoples. In: Avzaradel Pedro C. S.. Parola Giulia., Climate Change, Environmental Treaties and Human Rights.Rio de Janeiro: Multifoco, 2018.
June, 21 13 [^] Lesson	<u>Topic: (Prof. Pedro)</u> Forest Protection in South America: the case of Brazil => The protection of Forests in Brazil after 2012 and the "new forest code". => Some other examples in South America	Avzaradel, Pedro C. S.. First impressions on forests and climate change in Brazil after the law 12.651/2012 and the Paris Agreement. In: LEITE, José Rubens Morato; Melo, Melissa Ely (orgs.). Summer School Brazil-Australia. Environmental Disasters, Climate Change and the role of Environmental Law. São Paulo: Planeta Verde, 2018.
June, 28 14 [^] Lesson Morning	2 [^] Students' Presentation One article from Climate Change, Environmental Treaties and Human Rights	Name of the students: - - -
June, 28 15 [^] Lesson Afternoon	2 [^] Students Presentation	