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**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
NAMED AFTER PATRICE LUMUMBA**

Institute of Environmental Engineering

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

Social Ecology

course title

Recommended by the Didactic Council for the Education Field of:

44.04.02 Psychological and Pedagogical Education

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

Environmental Pedagogy

higher education programme profile/specialisation title

Moscow, 2024

1. COURSE GOALS AND OBJECTIVES

The purpose of the course "Social Ecology" is to study the dynamics of human attitudes to the surrounding social and natural environment and the impact of the environment on humans in various historical periods.

2. REQUIREMENTS TO LEARNING OUTCOMES

The mastering of the discipline "Social Ecology" is aimed at developing the following competencies among students: GC-5, GC-5.1, GC-5.2, GC-6, GC-6.1, GC-6.2, GPC-2, GPC-2.1, GPC-2.2, GPC-2.3, GPC-8, GPC-8.1, GPC-8.2, GPC-8.3, PC-2, PC-2.1.

Table 2.1. List of competencies formed by students during the development of the discipline

Code	Competencies	Competence achievement indicators (within this discipline)
GC-5	Able to analyze and take into account the diversity of cultures in the process of intercultural interaction	GC-5.1 Adequately explains behavior and motivation of people of different social and cultural backgrounds in the process of interacting with them, based on knowledge of the causes of social customs emergence and differences in people's behavior
		GC-5.2 Owns skills to create a non-discriminatory interaction environment when performing professional tasks
GC-6	Able to determine and implement the priorities of his own activities and ways to improve it on the basis of self-assessment	GC-6.1 Able to analyze large amounts of information of professional content
		GC-6.2 Able to analyze, synthesize and optimize solutions to the tasks
GPC-2	Able to design basic and additional educational programs and develop scientific and methodological support for their implementation	GPC-2.1 Knows the principles, methods and approaches to the design of basic and additional educational programs, the main approaches to the development of scientific and methodological support for the implementation of programs
		GPC-2.2 Able to develop target, content and organizational sections of the main and additional educational programs of the educational process; to develop elements of the content of programs and carry out their selection taking into account planned educational results; to select elements of the content of programs, determine the principles of their continuity, determine planned educational results; to develop scientific and methodological support for the implementation of programs
		GPC-2.3 Able to develop target, content and organizational sections of basic and additional educational programs taking into account planned educational results; to design basic and additional educational programs taking into account planned educational results; to select and structure the content of basic and additional educational programs; develops scientific and methodological support for

Code	Competencies	Competence achievement indicators (within this discipline)
		the implementation of basic and additional educational programs
GPC-8	Able to design pedagogical activities based on special scientific knowledge and research results	GPC-8.1 Knows modern methodology of pedagogical design, the state and trends in the development of international and domestic pedagogical research; methodology and technology of designing pedagogical activities, the content and results of research in the field of pedagogical design
		GPC-8.2 Able to identify and systematize the main ideas and results of international and domestic pedagogical research; to apply modern scientific knowledge and materials of pedagogical research in the process of pedagogical design; to determine the purpose and objectives of designing pedagogical activities based on the conditions of the pedagogical situation; to evaluate the pedagogical situation and determine pedagogical tasks, use the principles of the project approach in the implementation of pedagogical activities
		GPC-8.3 Able to use modern scientific knowledge and the results of pedagogical research in pedagogical design; independently determine the pedagogical task and design the pedagogical process to solve it; to choose methods of pedagogical design taking into account the given conditions of the pedagogical process; to analyze and adjust the simulated pedagogical project taking into account scientific developments
PC-2	Able to design and implement the educational process in the natural sciences under the programs of basic general, secondary general and additional education, including vocational education	PC-2.1 Able to design educational process in natural sciences according to the programs of basic general, secondary general and additional education, including vocational education

3. COURSE IN HIGHER EDUCATION PROGRAM STRUCTURE

The discipline "Social ecology" refers to Compulsory Disciplines of the Higher Education Program.

Within the framework of the higher education program, students also master other disciplines and/or practices that contribute to expected learning outcomes of the discipline "Social Ecology".

Table 3. List of Higher Education Program components that contribute to expected learning outcomes

Code	Competence	Previous Disciplines (Modules)	Subsequent Disciplines (Modules)
GC-4	Ability to apply modern communication technologies,	Ecology	-

Code	Competence	Previous Disciplines (Modules)	Subsequent Disciplines (Modules)
	including in a foreign language(s), for academic and professional interaction		
GC-4	Ability to analyze and take into account the diversity of cultures in the process of intercultural interaction	History	-
OPIK-4	Ability to apply regulatory legal acts in the field of ecology and nature management, norms of professional ethics	Fundamentals of Economics and Management	-

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The course workload of "Social Ecology" is 3 credits.

Table 4. Types of academic activities during the period of the HE program mastering

Types of academic activities	TOTAL	Semesters			
		1	2	3	4
Contact academic hours	<i>108</i>		<i>108</i>		
Including:					
<i>Lectures</i>	-		-		
<i>Lab works</i>	-		-		
<i>Seminars (workshops/tutorials)</i>	10		10		
<i>Self-study</i>	94		94		
<i>Evaluation and assessment (exam; pass/fail grading)</i>	4		4		
Total course workload	hours	108	108		
	credits	3	3		

5. COURSE CONTENTS

Table 5. Course modules and contents

Modul	Content	Type of academic activity*
1. The history of the development of ecological ideas from ancient times to the present day	Ideas about nature in the era of antiquity. Ancient Greek philosophers on the relationship between man and nature. The development of scientific views in the Middle Ages. The beginning of the development of ecological ideas - the works of Malthus, Gumbolt, Darwin. Haeckel introduced the term ecology. Development of the main directions of ecology.	Lectures, Seminars

Modul	Content	Type of academic activity*
2. The emergence, formation and development of social ecology as an independent science	The works of R. Park, E. Burgess, R. Mackenzie law of social ecology (S.E.). The main difficulties in the formation of S.E. as an independent science. Different views on the concept of the subject, goals and objectives of research (A.P. Oshmarin, V.I. Oshmarina; D.J. Markovich; T.A. Akimova and V.V. Haskin; E.V. Girusov) Contributions by E.V. Girusov, A.N. Kochergin, Yu.G. Markov and others in the development of S.E. in Russia.	Lectures, Seminars
3. The subject of social ecology, basic concepts, laws and principles	The development of a unified approach to understanding the subject of S.E. is one of the most important tasks at the present stage. The principle of complex consideration of phenomena. Two approaches to the analysis of phenomena 鈥減reductionist, holistic. The principle of natural chain reactions. The law of internal dynamic equilibrium. The law of reducing the energy efficiency of environmental management. The principle of incompleteness of information about ecosystems. The principle of deceptive well-being. The rule of one and ten percent. The principle of optimality. The principle of accumulation of pollutants in food chains. The principle of self-purification of ecosystems by N.F. Reimers on the rules and laws of S. Etym.	Lectures, Seminars
4. Human and the environment	The place of human in the system of the organic world. Human characteristics, levels of consideration. The human environment as a complex formation integrating many components. D.J. Markovich about the human environment. The natural and social component of the environment. Atmosphere, lithosphere, hydrosphere, flora and fauna. Classification of N.F. Reimers. The social environment and its impact on a person. A model of the human environment by L.V. Maksimova. General properties of the human environment. The main aspects of the study of human relations with the environment. Problems of human adaptation to the environment. Human adaptation to the natural and social environment. V.P. Alekseev on phenomenoacclimatization and genoacclimatization. The concepts of acclimation and acclimatization. Adaptation mechanisms.	Lectures, Seminars

Modul	Content	Type of academic activity*
5. Relationship between society and nature in the history of civilization	Historical periodization of the relationship between society and nature from the point of view of human economic activity according to B.B. Prokhorov. The era of hunting-gathering culture. Animism, totemism, fetishism, magic as ways of explaining the relationship between man and nature. Agrarian culture. Neolithic revolution and its consequences. Population growth in different eras. The first legislative acts on environmental protection. The development of relations to nature in the era of industrial society and the post-industrial era. Way to harmonize relationship between man and nature.	Lectures, Seminars
6. Biosphere and noosphere	E. Suess about the biosphere as a space filled with life. The doctrine of the biosphere, created by V.I. Vernadsky. Hydrosphere, atmosphere and lithosphere. Functional connections in the biosphere. The biosphere as an integral system. Biodiversity is a fundamental condition for the sustainable existence of life. Man's place in the biosphere. The concept of the noosphere, developed by V.I. Vernadsky. The duality of the position of man in the biosphere. Man is a biological object; man is a social system.	Lectures, Seminars
7. Human impact on the environment	Changes related to human activity and violations of the laws and principles of ecology. Changing the boundaries of optimal and limiting factors. Changing factors and mechanisms of population size regulation. Human impact on the functioning of ecosystems. Violation of the rule of ecological pyramids. Impact on ecosystem dynamics, functions of living matter. Strengthening of destructive processes. Consequences of differences in the rates of social and technological progress. The problem of human alienation from nature. Ecological crises in the development of the biosphere and civilizations by N.F. Reimers.	Lectures, Seminars
8. Pollution of the environment	Atmospheric pollution. Problems of water resources. Ways to solve water problems. Problems of land resources and soil use.	Lectures, Seminars
9. Protection of the environment. The problem of biodiversity	Problems of forest use and other biological resources. The impact of recreational loads on forests. Recreational forestry. Conservation of biodiversity as a basis for sustainable development. The role of man in preserving the species diversity of living organisms. Specially protected areas.	Lectures, Seminars
10. Global socio-ecological problems	The problem of population growth. Demographic problems in different countries. Pyramids of age	Lectures, Seminars

Modul	Content	Type of academic activity*
	composition in developed and developing countries. Demographic explosion. Regional features of the dynamics of the world population. The reasons for the high birth rate in developing countries. Demographic forecasts. Concepts of stabilization and population reduction. Demographic transition according to B. Nebel. Population regulation through the policy of birth control. V.A. Krasilov on the negative consequences of population growth.	

* - filled in only by FULL-time study.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6. Classroom equipment and technology support requirements

Classroom for Academic Activity Type	CLASSROOM EQUIPMENT	Specialized learning, laboratory equipment, software and materials for the mastering the course
Lecture	An auditorium for conducting lecture-type classes, equipped with a set of specialized furniture; a board (screen) and technical means of multimedia presentations	-
Seminars	A classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release), Skype	-
Self-studies	An auditorium for independent work of students (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to an electronic information and educational environment	-

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading:

1. Bganba V.R. Social ecology: study.pos. - M.: Higher School, 2005.
2. Sitarov, Pustovoitov. - M.: Dashkov and K, 2008.
3. Malofeev V.I. Social ecology: textbook. - M.: Dashkov and K, 2008.
4. Gorelov A.A. Social ecology: a textbook. – M.: Flint, 2008.

Additional sources:

1. Voronkov N.A. Ecology general, social, applied.
2. Vernadsky V.I. Biosphere. Selected works on biogeochemistry. –M.: Thought, 1967, 374 s.
3. Gilyarov A.M. Population ecology. – M.: publishing house of Moscow State University, 1990, 184 s.
4. Duvigno P., Tang M. The biosphere and the place of man in it. –M.: Progress., 1968, 253 s.
5. Kashkarov D.N. Fundamentals of animal ecology. – L.: Uchpedgiz, 1945, 383 s.
6. Konstantinov A.S. General hydrobiology. – M.: Higher School, 1967, 405 s.
7. Kultiasov I.M. Plant Ecology. –M.: publishing house of Moscow State University, 1982, 379 s.
8. Naumov N.P. Animal ecology. 2nd ed. M.: Higher School., 1963, 618 s.
9. Novikov G.A. Fundamentals of general ecology and nature protection. –L.: publishing house of LSU, 1979, 352 s.
10. Odem Yu. Ecology. –M.: Mir, 1986, Vol.1 –325s., Vol.2 – 373 s.
11. Riklefs R. Fundamentals of General ecology. Moscow: Mir, 1979, 419 s.
12. Sitarov V.A. Social ecology.
13. Stebaev I.V., Pivovarova Zh.F., Smolyakov B.S. Nedelkina S.V. General biogeosystem ecology. – Novosibirsk: Nauka, 1993, 286 s.
14. Watt K. Ecology and management of natural resources. –M.: Mir, 1971, 463 s.
15. Fedorov V.D., Gilmanov T.G. Ecology. – M.: Publishing house of Moscow State University, 1980, 433 s.
16. Chernova N.M., Bylova A.M. ecology, 2nd ed. –M.: Enlightenment, 1988, 265 s.
17. Schwartz S.S. Ecological laws of evolution. –M.: Nauka, 1980, 277 s.
18. Shilov I.A. Ecology. -M.: Higher School, 2000, 512 s.
19. Maksimov A.A. Natural cycles: the causes of the repeatability of ecological processes. – L.: Nauka, 1989, 236 s.
20. Ecology in Russia at the turn of the XXI century. Terrestrial ecosystems. –M.:Scientific world, 1999, 426 s.

Topics of reports:

1. Theories of the origin of life on Earth.
2. Dynamics of relations in the “man-environment” system.
3. The connection of social ecology with other sciences.
4. Evolution of the biosphere.
5. The noosphere and the prospects of humanity.
6. Dynamics of biological and social human needs in the history of civilization.
7. Ozone holes. Causes and consequences.
8. Acid precipitation and its impact on natural ecosystems.
9. Pollution of aquatic environment.
10. Wind and water erosion of soils.
11. Mineral fertilizers and the consequences of their use.
12. Anthropogenic impact on flora and fauna in the modern world.
13. Human impact on forest ecosystems within the Republic of Karelia.
14. Recreational loads on the natural environment.
15. Specially protected territories within the Republic of Karelia.
16. The Red Book of the Republic of Karelia. Review.
17. Ways to solve problems of irrational use of natural resources.
18. The role of environment in the development of personality.
19. The main components of social environment.
20. Civil liberties as a condition for functioning of social environment.

21. Moral norms of communication and behavior as an element of social environment.
22. Universal values as the optimal form of human interaction with the world.
23. The problem of improving social environment.
24. A person's confidence in the future (in the world, in Russia).
25. Children in the modern world.
26. Human behavior in the area of natural disaster.
27. Socio-ecological consequences of nuclear energy use.
28. Fertility and mortality as elements of state demographic policy.
29. Demographic problems in developing and developed countries.
30. Environmental problems of cities.
31. Social diseases. Causes, development, prospects.
32. Influence of environment quality on the lifestyle and human health.
33. Ecological crisis: myth or reality?
34. Ways to overcome ecological crisis.
35. Scientific and technological progress and its impact on the natural and social environment.
36. Problems of environmental management.
37. Environmental monitoring and its functions.
38. International activities of environmental organizations.
39. The main ethical and ecological doctrines of the relationship between man and nature.
40. Natural foundations of ecological culture.
41. Moral norms of communication and behavior as an element of the social environment.
42. Ecological thinking.
43. A. Schweitzer. Reverence for life.
44. Environmental ethics.
45. Ecologization of upbringing and education as a necessary condition of social progress.

Independent study of additional theoretical material is carried out by students in an individual mode; the list of recommended information sources is given above.

Requirements for the preparation of reports:

Academic ethics, copyright compliance. At the first lesson, students are informed about the need to comply with the norms of academic ethics and copyright during training. When preparing a report with a presentation, when using citations and borrowed illustrations, it is necessary to indicate the source. The prepared report should be presented at one of the classes in consultation with the teacher. The use of PowerPoint presentations is welcome, but is not mandatory. The approximate time of the report is up to 15 minutes. The structure of the report and additional requirements for the quality of materials are determined by the chosen topic.

Questions for the test:

1. The development of ecological concepts from ancient times to the present day.
2. The emergence and development of social ecology. Different views on the concept of the subject, goals and objectives of research (A.P. Oshmarin, V.I. Oshmarina, D.J. Markovich, etc.)
3. The doctrine of the biosphere by V.I. Vernadsky.
4. Hydrosphere, atmosphere and lithosphere as components of the biosphere.
5. The place of man in the biosphere.
6. A person and environmental factors.
7. Basic principles and laws of social ecology (the principle of complex consideration of phenomena, the principle of natural chain reactions, the law of internal dynamic equilibrium, the law of reducing the energy efficiency of environmental management, etc.).
8. N.F. Rymers on the rules and laws of S.E.
9. Human and habitat.

10. The human environment as a complex education. Classification of N.F. Reimers.
11. Social environment. A model of the human environment by L.V. Maksimova.
12. The problem of human adaptation to the environment.
13. The relationship between society and nature in the era of hunting and gathering culture.
14. The relationship between society and nature in the period of agrarian culture.
15. The nature of the relationship between man and nature after the Industrial Revolution.
16. The influence of the urban environment on nature since the emergence of cities.
17. Features of population dynamics in the history of civilizations.
18. The development of man's attitude to nature in the era of industrial society and the post-industrial era.
19. The place of man in the biosphere.
20. The concept of the noosphere by V.I. Vernadsky. Modern understanding.
21. Problems of the use of biological resources in the modern world.
22. The problem of pollution of the biosphere.
23. Human impact on ecosystem functioning.
24. Consequences of social and technological progress.
25. The problem of human alienation from nature.
26. Ecological crises in the development of the biosphere and civilizations according to N.F. Reimers.
27. Atmospheric pollution.
28. Problems of water resources. Solutions.
29. Water pollution. The concept of MPC. Methods of water purification.
30. Problems of land resources (erosion, depletion, alienation).
31. Soil erosion and measures to combat it.
32. The problem of sustainability of forest ecosystems under anthropogenic pressure.
33. Recreational use of forests.
34. Conservation of biodiversity as a basis for sustainable development.
35. Classification of resources.
36. Protection of the natural environment. Red Books, specially protected areas.
37. Environmental monitoring. Bioindication.
38. Environmental problems of cities. Solutions.
39. Conditions of the social and household environment (urban, labor, housing).
40. The main factors of urban pollution.
41. Social diseases. "The sadness of new cities".
42. The concept of human recreational environment.
43. Global socio-environmental problems.
44. Demographic problems. Concepts of stabilization and population reduction.
45. Problems of energy in the modern world.
46. Ways to solve the most common environmental problems (the concept of "sustainable development", the modern teaching about the noosphere by N.N. Moiseev).
47. Ecological consciousness (structural components and properties) and environmental ethics.
48. Environmental education and upbringing.
49. The concept of behavior. Behavior in critical and extreme situations.
50. The concept of sustainable development.

8. MID-TERM ASSESSMENT AND EVALUATION TOOLKIT

Evaluation materials and a point-rating system* for assessing the level of competence formation (part of competencies) based on the results of mastering the discipline "Социальная экология / Social ecology" are presented in the Appendix to this Work Program of the discipline.

* - evaluation toolkit and ranking system are formed on the basis of the requirements of the relevant local regulatory act of the RUDN (regulations / order).

Developers:

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