



SYLLABUS

ENR 5400

Interventions to Promote Pro-Environmental Behavior
Autumn 2019

COURSE OVERVIEW

Instructor

Instructor: Nicole Sintov, Ph.D.

Email address: sintov.2@osu.edu

Office hours: Kottman Hall 469B, Wednesdays 12-1p and by appointment

Classroom Meetings

Time: W F 10:20 – 11:40 am **Location:** 333C Kottman Hall

Course description (3 units)

Welcome to **Promoting Pro-environmental Behavior!** Psychology is the scientific study of behavior. This course will build your expertise in Conservation Psychology, focusing on how psychology can be used to change behavior and encourage environmental sustainability. Conservation Psychology is an applied field, meaning that it involves the use of psychological principles, theories, or methods, to understand and solve a social issue. Readings will be drawn from several areas of psychology, including behavioral, social, cognitive, moral, and experimental psychology. At the end of this course, you should know several psychological theories relevant to pro-environmental behavior, be able draw up on them to design interventions that promote sustainability, and be able to design studies to evaluate whether those interventions are effective in achieving their goals. Class discussions, assignments, and projects will give you the opportunity to practice applying psychology to promote sustainability.

The course is divided into roughly two parts. In the first part, we will review the evidence regarding factors that influence how humans interact with the environment. You should be familiar with at least some of this material from prior coursework. In this course, you will extend

your knowledge by applying it to behavior change efforts. The second and largest section of the course will cover approaches for intervening with -or changing- human behavior. We will learn about a variety of 'tools' and explore how well-suited they are for intervening with behaviors of all kinds, including transportation choices, dietary choices, recycling, energy use, and more. There will be many in-class activities designed to give you opportunities to practice developing interventions and gain feedback from your peers and the instructor on your approach. You will also learn the mechanics of how to build an intervention program, as well as how to evaluate its success.

This class is designed to be both enjoyable and useful for you; please let me know if at any time you are not enjoying or learning from it and we will work together to improve the situation!

Prerequisites

ENR 3400 or PSYCH 1100, or by instructor permission

Content Topic List

Environmental psychology, human behavior, behavior change, behavior modification, decision-making, intervention, sustainability

Course learning outcomes

By the end of this course, students should be able to:

1. Build on your understanding of the psychological bases of environmental problems.
2. Understand behavioral theories relevant to conservation psychology.
3. Apply these theories in designing intervention programs to promote sustainability.
4. Develop approaches to evaluate whether behavioral interventions are effective in achieving sustainability goals.
5. Understand and critique research methods in conservation psychology (and apply this knowledge to critique mass media claims and other policies/interventions, including assumptions about human nature embedded therein)

Course Format

This is a highly interactive course, designed to help students analyze problems and master course content through frequent interaction with the instructor and with one another. Course content will be delivered via lectures, discussions, small group activities, and a few

documentary films. Lectures will incorporate some of the reading material; however, readings are meant to supplement classroom learning. The midterm exam will incorporate material from both readings and classroom activities.

COURSE MATERIALS AND TECHNOLOGIES

Required Textbooks

- Clayton, S. & Myers, G. (2009). Conservation Psychology: Understanding and promoting human care for nature. Wiley. ISBN: 978-1-40519409-9
- Koger, S. & Winter, D. D. (2010). The psychology of environmental problems: Psychology for sustainability (3rd ed.). Taylor & Francis. ISBN: 978-1-84872-809-7
- Additional required readings will be posted on Carmen.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

REQUIRED SOFTWARE

- **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

GRADING AND FACULTY RESPONSE

How your grade is calculated

COURSE REQUIREMENTS

PERCENTAGE OF

	FINAL GRADE (POINTS)
Cool Climate footprint reflection (pass/no pass)	5% (20 pts)
Research article analysis and discussion facilitation	15% (60 pts)
Participation	15% (60 pts)
Self-change project and journal	15% (60 pts)
Midterm Exam	25% (100 pts)
Conservation Program Design Project	25% (100 pts)
Total	100% (400 pts)

See course schedule, below, for due dates.

Course Requirement Summaries

PARTICIPATION

This class is designed to be an *interactive* exchange between the instructor and students and between students themselves. It is your responsibility to complete all the assignments and readings, including those added by article discussion leaders, before class. For your own learning and the learning of your classmates, you are expected to come to class prepared and energized to be an active class participant. That is, ask questions, request clarifications, discuss the material, and complete in-class activities. Be prepared to actively commit yourself in front of the class. Offer ideas that link material across readings, lectures, and across weeks. Ask questions about things you don't understand. It is essential to complete all required readings to be able to participate fully.

COOL CLIMATE FOOTPRINT REFLECTION

To understand the impact of your own behaviors on the environment, you will take an "ecological footprint" quiz. To see how your footprint compares to others, you will also look up the average footprint of others in Columbus, and/or those in your home town using an online comparison tool. You will be asked to respond to a few short-answer questions about your footprint relative to others, and which behaviors you think contribute most. Graded pass/fail based on completion of questions. Additional details will be provided in an assignment sheet. Due dates below.

SELF-CHANGE PROJECT AND JOURNAL

Because you will be actively engaged in applying theories to promote more environmentally sustainable behaviors, it is important for you to gain first-hand experience in understanding some of the challenges (e.g., thoughts, emotions) that can arise during the process of behavior change. You will select one conservation behavior you deem as important in your life (e.g., drive slower, reducing paper use, taking reusable bags to the grocery store) and attempt to incorporate it into your behavioral repertoire over the course of the semester. For ideas on conservation behaviors, refer to your footprint results. Your behavior needs to be operationalized, and therefore measurable; you must have a plan for how you will quantitatively track your progress throughout the assignment. For this assignment, you'll be asked to keep weekly journal entries in which you describe your experience (e.g., did you meet your goal? What were some challenges / successes encountered?) as well as document the measurable progress you have made, for a total of five short entries. A completed assignment includes: submission of your initial behavior, your five entries, and a thoughtful 1-page reflection plus quantitative measurement of your overall experience. Additional details will be provided in an assignment sheet. Due dates below.

RESEARCH ARTICLE ANALYSIS AND DISCUSSION FACILITATION

One of the objectives of this class is understanding and critiquing behavioral science research studies. To help you master these skills, you will write up an outline and facilitate a discussion (with the course instructor's support) of one of the eligible scholarly articles (denoted by * in the reading list) of your choice for class. The outline should be brief. It is intended as a guide to help you and your classmates focus on the key aspects of the research; this can guide your discussion facilitation as well. The key to this assignment is to apply methodological concepts you have learned to the evaluation of a research article. You demonstrate your ability by linking the methods and conclusions discussed in the article to your understanding of sound research design and measurement. A grading rubric and additional details are available in the assignment sheet provided. This assignment has multiple due dates. You must notify the instructor of your article preferences by the date listed below. You will be informed of your article assignment by week 3 of class. In-class discussion due dates are listed below. Your outline must be posted to Carmen before midnight 2 days before your in-class discussion is scheduled.

MIDTERM EXAM

There will be a midterm exam to help you master the course material. The exam will consist of short answer and multiple-choice questions. No make-up exams will be given, except in the event of a "good excuse" (e.g., severe illness or emergency). You will be asked to provide documentation of the event. Make-up exams will be more difficult, so it is in your best interest to take the exam on the day it is scheduled.

CONSERVATION DESIGN PROJECT

Imagine that you are a team of scientists employed by an environmental organization or government agency (or a group of students at OSU working to enhance campus sustainability!). In teams of 2 students (ideally you have different majors, so you can benefit from each others' respective areas of expertise), you will design a program to address a specific environmental problem that is dependent on human behavior, such as habitat loss, air pollution, etc. Your program must aim to decrease one behavior that is harmful to the environment, or increase an alternate behavior that is better for the environment. The program should apply theories and approaches that we learn in class. A complete assignment includes the following:

Part 1: Concept Summary. 3 pts for turning in, but not graded- you'll get feedback to improve the turned in version. First, research the current unsustainable behaviors and behavioral predictors that are contributing to environmental problems. Settle on specific behavior that is problematic. Then, brainstorm psychological strategies derived from conservation psychology that may change the chosen behavior. Finally, propose a program that employs specific psychological strategies to address the behavior in question. Write a summary that describes and justifies your program.

Part 2: Research Design. 3 pts for turning in, but not graded- you'll get feedback to improve the turned in version). Design and propose a research study to evaluate the effectiveness of your proposed program (about 2-3 pages). Ideally, this will be an experiment, but such a design is not possible for all projects.

Part 3: Final paper. Graded per a rubric for 55 pts. This 9-12 page combines material from your Concept Summary (Part 1) and Research Design (Part 2). In addition, it will include a Discussion section covering expected results, implications, and strengths/limitations of your approach, along with an APA-style bibliography.

Part 4: Oral presentation. Worth 30 pts and graded per a rubric. You and your partner will be responsible for a 10-minute in-class presentation to be delivered the last day of class. The purpose of the presentation is for your team to share your conservation program/ evaluation plan with the class and to obtain feedback on your ideas. Visuals (e.g., PowerPoint, Prezi, or similar) must be included.

Part 5: Peer evaluation. Worth 9 pts. You and your partner will evaluate one another.

If social loafing or other unproductive group dynamics occur, please contact me as soon as possible so we can work towards a solution. Additional details will be provided in an assignment sheet. Due dates below.

Late assignments

Unless otherwise stated, you must turn in hard copies – typed, printed, and stapled or paperclipped (no loose or dog-eared assignments please) -- of all assignments on the stated due date at the beginning of class, if not before, for your assignment to be considered on time. Papers or assignments turned in electronically will be considered late until hard copies are provided. Assignments that are turned in late are subject to a minimum penalty of 25% for each 24-hour period or fraction thereof that the assignment is late.

Grading scale

93–100: A	73–76.9: C
90–92.9: A-	70 –72.9: C-
87–89.9: B+	67 –69.9: D+
83–86.9: B	60 –66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

PARTICIPATION AND ATTENDANCE

Student participation requirements

Attendance and participation are very important for your success in this course. If you have a situation that might cause you to miss class, discuss it with me *as soon as possible*. The following is a summary of everyone's expected participation:

- **Classroom attendance:** To do well in this course, it is important that you attend class. Additionally, it is in your best interest to attend class to take advantage of periodic in-class extra credit opportunities. If you have an emergency or severe illness, please notify me of your absence prior to class or as soon as possible. Remember to get notes from a classmate and make up any work that you missed.
- **In-class presentations:** Some assignments include in-class presentations. For the final project, all presentations are scheduled for the last day of class. For other assignments, your presentation date will be determined with your input. After a presentation date is scheduled, you may not change it, except in the event of a “good excuse” (e.g., severe illness or emergency). You will be asked to provide documentation of the event.
- **Classroom participation:** This course is designed to be an interactive exchange between the instructor and students and between students themselves. It is your responsibility to complete all the assignments and readings before class. For your own

learning and the learning of your classmates, you are expected to come to class prepared and energized to be an active class participant. That is, ask questions, request clarifications, discuss the material, and complete in-class activities. Be prepared to actively commit yourself in front of the class. Ask questions about things you don't understand. Being an active class participant also requires that you are mentally engaged in the class (see class decorum below).

- **Class Decorum:** You or others may hold strong opinions about topics we may discuss in class. We will practice the art of being respectful to other people's academic ideas, opinions, and values, regardless of whether we agree or disagree. The art of being respectful also includes being mentally engaged and not being disruptive. Please refrain from: talking to your peers during class (if you have a question, feel free to ask me), using cell phones, text messaging, and using laptops for non-course related material (e.g., checking facebook).

OTHER COURSE POLICIES

POLICIES FOR THIS COURSE

- **Exams:** You must complete the midterm yourself, without any external help or communication.
- **Written assignments:** Your written assignments should be your own original work. Nobody else should revise or rewrite your work. In formal assignments, you must follow APA style to cite the ideas and words of your research sources to get full credit.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on an exam or assignment is not permitted. If you're unsure about a particular situation, please ask the instructor.
- **Group projects:** This course includes a group project, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions. If social loafing or other unproductive group dynamics occur, please contact me as soon as possible so we can work towards a solution.

- **Communicating with instructor:** Please use email (sintov.2@osu.edu). In general, you can expect a response within 3 business days (Monday-Friday, excluding holidays).

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes

associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency, if travel to campus is not feasible, OSU leadership may announce an electronic means for instructors to teach students remotely using a combination of Carmen, teleconferencing, and/or other technologies.

University Escort Service: 614.292.3322. Service available after 6 PM.

Statement on Diversity and Inclusion

The School of Environment and Natural Resources promotes a welcoming and inclusive environment for all students and staff, regardless of race, gender, ethnicity, national origin, disability or sexual orientation. There is no tolerance for hateful speech or actions. All violations of this policy should be reported to the *OSU Bias Assessment and Response Team* (BART, <https://studentlife.osu.edu/bias/>). SENR encourages diversity at all levels, particularly among the next generation of colleagues. Students are encouraged to participate in organizations that provide support; see for example College of Arts and Sciences resources: <https://artsandsciences.osu.edu/academics/current-students/get-involved/asc-student-orgs>

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

OTHER IMPORTANT TOPICS

Office hours: Feel free to come to office hours to talk about your questions, concerns, experiences in the course, course material, or anything else. You may also contact me via email.

Changes to Syllabus: This course syllabus (including the breakdown of assignments and points), schedule, and assigned readings are subject to change and may be modified at my discretion. I will announce any changes in class or via email.

COURSE SCHEDULE

*Asterisk denotes article available for Research Article Analysis assignment

Date	Class Topic	Readings and Assignments Due
Week 1		
WED 8/21	Syllabus review	<p>Scott et al. 2016. Psychology for Sustainability. Ch. 1: There are no environmental problems. pp. 3-30.</p> <p>Bell, P.A., Greene, T. C., Fisher, J.D. & Baum, A. (2001). Excerpt from Chapter 1: How is research in Environmental Psychology done?. Environmental Psychology, New York: Harcourt, 10-19.</p> <p>In class: Icebreaker</p>
FRI 8/23	Course Overview: there are no “environmental” problems	<p>Clayton et al. (2016). Expanding the role for psychology in addressing environmental challenges. <i>American Psychologist</i>, 71, 199-215.</p>
Week 2		
WED 8/28	Conducting research in Conservation Psychology	<p><i>Due at start of class: Cool Climate footprint quiz results and reflection write-up</i></p> <p>Swim, J., Stern, P.C., Doherty, T.J., Clayton, S., Reser, J.P., Weber, E.U., Gifford, R., & Howard, G.S. (2011). Psychology’s contributions to understanding and addressing global climate change. <i>American Psychologist</i>, 66: 241-250.</p> <p>In class: Self-affirmation exercise</p>
FRI 8/30	Cognition and Biases in Information Processing	<p><i>Due today: Email instructor with top 3 article analysis choices.</i></p> <p>Clayton and Myers, p. 22-27</p> <p>Koger & Winter, Chapter 7</p>

Week 3		
WED 9/4	Habit formation and change	<p><i>Due at start of class: 1-paragraph description of chosen self-change behavior</i></p> <p>Walker, I., Thomas, G.O., & Verplanken, B. (2014). Old habits die hard: Travel habit formation and decay during an office relocation. <i>Environment and Behavior</i>, 47: 1089-1106. DOI: 10.1177/0013916514549619</p>
FRI 9/6	Social influence	Koger & Winter – pp. 95-106
Week 4		
WED 9/11	Social influence Part II	<p>*Fielding, K. S., Spinks, A., Russell, S., McCrea, R., Stewart, R., & Gardner, J. (2013). An experimental test of voluntary strategies to promote urban water demand management. <i>Journal of Environmental Management</i>, 114: 343-351.</p> <p>*Loschelder, D.D., Siepelmeyer, H., Fischer, D., & Rubel, J.A. (2019). Dynamic norms drive sustainable consumption: Norm-based nudging helps café consumers avoid disposable to-go cups. <i>Journal of Economic Psychology</i>, in press.</p> <p>In class: Develop PSA</p>
FRI 9/13	Humans and nature	<p>Clayton & Myers, Ch. 6-8</p> <p>*Grajal, A., Luebke, J.F., DeGregoria Kelly, L.-A., Matiasek, J., Clayton, S., Karazsia, B.T., et al. (2017). The complex relationship between personal sense of connection to animals and self-reported proenvironmental behaviors by zoo visitors. <i>Conservation Biology</i>, 31: 322-330.</p>
Week 5		
WED 9/18	Morals and Values I	<p>Clayton & Myers, pp. 17-19</p> <p>Clayton & Myers, Chapter 3</p>
FRI 9/20	Morals and Values II	Schultz, P.W. & Zelezny, L. (2003). Reframing environmental messages to be congruent with American

		values. <i>Human Ecology Review</i> , 10(2): 126-136. In class: Blackfish
Week 6		
WED 9/25	Morals and Values III	*Feinberg, M., & Willer, R. (2012). The moral roots of environmental attitudes. <i>Psychological Science</i> . DOI: 10.1177/0956797612449177 In-class: Surprise activity ☺
FRI 9/27	Identity, Consumerism, and Happiness I	Koger & Winter, p. 122-128 *Griskevicius, V., et al. (2010). Going green to be seen: status, reputation, and conspicuous conservation. <i>Journal of Personality and Social Psychology</i> , 98, 392-404.
Week 7		
WED 10/2	Identity, Consumerism, and Happiness II	Clayton & Myers, Chapter 4 *Noppers, E., Keizer, K., Milovanovic, M., and Steg, L. (2014). The importance of instrumental, symbolic, and environmental attributes for the adoption of smart energy systems. <i>Energy Policy</i> , 98: 12-18. In class: The True Cost
FRI 10/4	Identity, Consumerism, and Happiness III	<i>Due at start of class: Self-change journal</i> In class: Concept mapping
Week 8		
WED 10/9		<i>Midterm</i>
FRI 10/11	No class- fall break	
Week 9		
WED	Putting The	Stern et al. (1999). Value-belief-norm theory of support for

10/16	Pieces Together: Theories of Behavior	social movements: The case of Environmentalism. Research in Human Ecology, 81-97. Koger & Winter, pp. 107-118 In class: Theoretical modeling exercise
FRI 10/18	Behaviorist Approaches to Behavior Modification	Clayton & Myers, Chapter 9 Koger & Winter, Chapter 5
Week 10		
WED 10/23	Persuasion Part I	*Asensio, O.I. and Delmas, M.A. (2015), "Nonprice incentives and energy conservation", <i>Proceedings of the National Academy of Sciences</i> , Vol. 112 No. 6, pp. E510-E515.
FRI 10/25	Persuasion Part II	*Nolan, J.M., Schultz, P.W., & Knowles, E.S. (2009). Using public service announcements to change behavior: No more money and oil down the drain. <i>Journal of Applied Social Psychology</i> , 39(5): 1035-1056. *Sintov, N.D., Dux, E., Tran, A., & Orosz, M. (2016). What goes on behind closed doors? How college dormitory residents change to save energy during a competition-based energy reduction intervention. <i>International Journal for Sustainability in Higher Education for special issue on campus sustainability and social sciences</i> , 17, 451-470. In class: campus persuasion campaign
Week 11		
WED 10/30	CBSM Programs	McKenzie-Mohr, D. (2009). Fostering sustainable behavior: Community-Based Social Marketing (CBSM). Read pp. 1-37; Skim pp. 38-71
FRI 11/1	Evaluating the Success of your Program	In class: Audience segmentation

Week 12		
WED 11/6	Spillover Part I: 2 behaviors with one stone?	<i>Due at start of class: Final Project Part 1 write-ups</i>
FRI 11/8	Spillover Part II: Spillover and the food-energy- water nexus	Doidge, M., Irwin, E., Sintov, N., & Wilson, R. (in press). Human behavior and adaptation. In P. Saundry, & B. Ruddell (Eds.), Introduction to the Food-Energy-Water Nexus, Springer. *Lacasse, K. (2016). Don't be satisfied, identify! Strengthening positive spillover by connecting pro- environmental behaviors to an "environmentalist" label. <i>Journal of Environmental Psychology, 48:</i> 149-158. doi:10.1016/j.jenvp.2016.09.006 In class: Cowspiracy
Week 13		
WED 11/13	Spillover continued	
FRI 11/15	Structural Approaches and Sustainability in Practice	In class: A Convenient Truth
Week 14		
WED 11/20	Course synthesis	<i>Due at start of class: Final project part 2 write-ups</i> Final Quiz (not graded) In class: Concept mapping phase 2
FRI 11/22	Final project workshop	In class: Opportunity for instructor / peer feedback on final projects
Week 15		
WED	Happy Thanksgiving! No class meeting today	

11/27	
FRI 11/29	Happy Thanksgiving! No class meeting today
Week 16	
WED 12/4	Class presentations <i>Due at the beginning of class: All Power point presentations (electronic) and Final Conservation Program Papers</i>