

ENR 3400 Syllabus

The Psychology of Environmental Problems Fall 2024 (updated August 23, 2024)

Course Information

- **Course times and location:** Tuesdays and Thursdays, 2:20pm-3:40pm (in person)
- **Location:** Kottman Hall 103
- **Credit hours:** 3

Instructor

- **Name:** Naseem (nah-SEEM) Dillman-Hasso. Please call me Naseem!
- **Email:** dillman-hasso.1@buckeyemail.osu.edu
- **Office location:** Kottman 461 (I'm not often here)
- **Office hours:** Mondays from 10-11am over zoom; by appointment, over zoom or in person.
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**. Please try to avoid using Carmen to message me; these get lost easily.

Prerequisites

ENR 2300 or PSYCH 110

Course Description

Welcome to **The Psychology of Environmental Problems!**

Environmental science emerged during the 1960s and 70s as an interdisciplinary field integrating the biological and physical sciences toward the protection and preservation of the environment. In recent decades, the field has broadened in scope to include study of the social, psychological and economic dimensions of environmental problems. Likewise, traditional resource management fields (i.e., forestry, fisheries, wildlife) now recognize the importance of integrating “human dimensions” into professional training and practice. Coincident with these changes, psychologists began investigating the psychological aspects of environmental dilemmas, noting that the discipline can provide powerful insight into *why* humans make the choices that they do in relation to the environment. Armed with this information, practitioners are capable of devising interventions that influence environmentally relevant choices and behaviors. Thus, was born the field of *Conservation Psychology*.

Decades of research across a variety of fields show that helping people *understand* the magnitude of environmental problems often fails to elicit behavioral change; knowledge gained from such interventions is insufficient. Rather, information about a problem must be provided in ways that

captures public attention and appeals to fundamental values, aligns with social norms, as well as removes any barriers to the ideal behavior. ENR 3400 is designed to provide an overview of psychological perspectives on human behavior with a focus on behaviors that are impactful to the environment, and to provide students with the ability to apply this knowledge to improve communication, policy and outreach for public audiences.

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!

Course Learning Goals and Outcomes

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

- ... *recognize* and *articulate* different perspectives concerning how human thought and behavior contribute to environmental problems.
- ...*recognize* basic psychological concepts (e.g., values, attitudes, beliefs, norms, risk perceptions), and *articulate* how these concepts are used to explain environmentally significant behavior.
- ...*recognize* how to design interventions that are likely to be more effective at influencing human beliefs and behaviors and be able to select appropriate intervention strategies to address environmental issues.
- ...*demonstrate* critical thinking concerning how context (i.e., the social and physical environment), human thought, and public policy combine to shape human behavior.

General Education Expected Learning Outcomes

As part of the **Sustainability Theme** of the General Education curriculum, this course is designed to prepare students to:

- 1.1 Engage in critical and logical thinking about the topic or idea of sustainability
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of sustainability
- 2.1 Identify, describe, and synthesize approaches or experience as they apply to sustainability
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of those systems
- 3.2 Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future
- 3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values

This course fulfills these learning outcomes by exploring the links between human behavior and both environmental degradation and solutions to build more effective solutions that involve promoting more sustainable human behavior.

How this course works

Mode of delivery: This course is in-person. We will meet in the assigned classroom. The style of the course is a mix of lectures and group activities, with discussions throughout. Lecture slides will be posted before each class session for students who prefer to take notes on the slides.

Credit hours and work expectations: This is a **3 credit-hour course**. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: The following is a summary of my expectations for you:

- **Attending Lecture: REQUIRED 2 TIMES PER WEEK.** You are expected to attend every class session. Given the size of the room, it is also required that all students sit in the front 2/3 of the auditorium. This is to ensure that our class discussions and small group activities can be carried out effectively and efficiently.
- **Readings and Topical Videos: ~3-4 PER WEEK.** Readings and other assigned materials are meant to augment and inform the lecture and in-class discussions and must be completed prior to each class session where they are assigned. *Main takeaways* from the readings will be the focus of in-class quizzes through TopHat. Readings also serve as the basis of the annotated bibliography assignments (see Descriptions of Major Course Assignments)
- **Office hours: OPTIONAL.**

Course Materials & Technologies

Required Materials

- All readings will be posted on Carmen.

TopHat

This course will use the TopHat response tool during lectures. This system requires that each student have access to either a computer with internet access, a smartphone with the free mobile app, or a phone capable of sending text messages. In order to fully participate in class you will need to have one of these devices with you every day. As an OSU student your TopHat account will be free of charge. You can sign up at <https://tophat.com>. You must select "Ohio State University" and then you can login with your University login and password. You should sign up for your account on a computer rather than a mobile device to make sure your account syncs properly. **The join code for this course is 245555.** Detailed instructions for getting started with TopHat are available at the Office of Distance Education and eLearning's Resource center: see <https://resourcecenter.odde.osu.edu/top-hat/getting-started-top-hat/>

Required Equipment

- **Computer:** current computer with word processing software
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication



If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](https://go.osu.edu/student-tech-access) (go.osu.edu/student-tech-access).

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and Faculty Response

How Your Grade is Calculated

Course Assignments	Points
Attendance & Participation	20
Let's Find Out Paper	20
Group Systems Model Project (in class)	10
Exam 1	15
Exam 2 (cumulative)	15
Exam 3 (cumulative)	20
Total	100 points
ESSREP (extra credit)	2

See Carmen for up-to-date deadlines and full assignment details.

Descriptions of Major Course Assignments

Attendance & Participation (20 points)

Description: Attendance will be taken every day via TopHat and will account for approximately 50% of your attendance and participation grade. Attending and participating in the interactive lecture is critical to your learning. Every student will be allotted up to 3 excused absences, no questions asked. Additional excused absences will be considered for documented illnesses/medical appointments (e.g., doctors note), family emergencies, religious accommodations, or University-sanctioned events (e.g., sporting event, conference, etc.). **Please do not email me about absences.** There are almost 100 of you, and only 1 of me. There is no need to alert me for the 3 freebie absences, those will just be accounted for at the end of the semester. For additional excused absences, please fill out the Carmen survey for each date you plan to miss.

In addition to attendance, there will be daily in-class quizzes at the start of class and sprinkled throughout the lecture. In-class quizzes may cover takeaways from the day's readings, concepts from the previous class sessions, or may ask you to apply what you have learned previously in the class to some other context. Grading will be lenient here, with part of your grade coming from "completion" of the question, and part of it from accuracy. The accuracy portion of these grades will be curved up at the end of the semester. The point is not to penalize you for not understanding, but to encourage active learning and engagement.

- **Submission:** TopHat
- **Deadline:** Daily



Let's Find Out (20 points)

Description: You may find yourself throughout this course drawing connections to the real world or your life and wondering how topics and concepts may apply in new situations, or how interventions that we won't have time to cover may work. This project will give you the opportunity to answer a question or explain a topic that is related to our class content but is not explicitly covered. These questions may arise from class, readings, or your own life, but should be related to course content in the previous module. For example: "How do nudges influence behavior?" or "Does climate anxiety translate to climate action?" or "What role do emotions play in helping or hindering environmental action?" You will define the question and answer it in a no more than 2 pages single-spaced paper, targeted towards an educated but unaware audience (i.e., assume that they are where you were at the beginning of this course).

- **Submission:** Carmen
- **Deadline:** Variable (5 opportunities during semester, signups happen first week).

Group Systems Model Project (10 points)

Description: Throughout the course, you will work with a group of your peers to design and update a systems model of an environmental problem of your choosing. You will define the problem, identify barriers, and propose a solution. This assignment will be completed fully in class. Optionally, groups can decide to present their model to the course in a 5-minute presentation at the end of the semester for up to 2 extra credit points.

- **Submission:** Carmen
- **Deadline:** November 26

Exams (15, 15, and 20 points)

Description: There will be three exams throughout the semester, each one will be cumulative but will focus primarily on new concepts introduced since the previous exam. All exams will be administered via Carmen during the proposed class session (see Carmen schedule), while the third exam will take place during our assigned final exam slot. The lecture learning goals and summaries will serve as your exam guide. All exams will be open note/book, but use of classmates or AI will be strictly prohibited.

- **Submission:** Carmen, in person facilitation.
- **Deadline:** September 19, November 7, December 6

Environmental and Social Sustainability Research Experience Program (ESSREP; 2 extra credit points)

The goal of ESSREP is to enhance student's understanding of social scientific research methods and help apply class lessons to their lives. As a way to gain extra credit for this class you can get hands-on experience participating in research studies conducted by Faculty and Graduate Students in the Environmental and Social Sustainability (ESS) Lab in SENR. Research studies may take the form of online or in-person surveys, interviews, or focus groups and will be related to current research in a variety of topics in resource management, environmental science, psychology, and rural sociology.

- In order to sign up for research opportunities you will first need to create a Sona account using your .osu email address at <https://osu-essrep.sona-systems.com>. You will then be able to view and sign up for studies and monitor your credit accumulation through Sona Systems. Please see our website <https://ess.osu.edu/subject-pool/research-option> for more detailed sign-up instructions, credit amounts, policies, and Frequently Asked Questions.
- If you do not wish to participate in research OR are under the age of 18, a written assignment alternative is also available. Papers will be based on approved research articles and due at set dates throughout the semester. See our website <https://ess.osu.edu/subject-pool/papers-option> for grading criteria and other information about the ESSREP paper option. If you wish to select the paper option, enroll by emailing the lab manager at eilers.14@osu.edu by January 22, 2024.

A total of up to 2 research credits will be possible as extra credit for this course, constituting 2% of your final grade.

If you have any questions about the research or paper options, or encounter difficulties with Sona systems please contact the lab manager Ellen Eilers at: eilers.14@osu.edu. Your instructors and TAs do not have access to Sona systems and will not be managing the paper option; please direct all ESSREP-related questions to the lab manager.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Given the flexibility in choosing a deadline ahead of time, missing the deadline for a Let's Find Out assignment will result in a 10% dock of the grade if up to 48 hours late, and 20% dock if more than 48 hours late. Obviously, extenuating circumstances are allowed. **However, you must notify me of non-emergency circumstances at least 2 days advance to avoid incurring a penalty.**

Instructor Feedback and Response Time

- **Email:** In general, you can expect email responses within 72 hours on school days, excluding holidays. Please keep in mind that you should not send me an email about missing a class; please enter it in the Carmen survey.
- **Grading and feedback:** For assignments submitted by the due date, you can expect feedback within **7-14 days**.

Grading Scale

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



AI Policy

Within this class, you are welcome to use large language/AI models (ChatGPT, Bard, Gemini, etc) for **pre-determined assignments**. However, you should note that all large language models still tend to make up incorrect facts and fake citations, code generation models tend to produce inaccurate outputs, and image generation models can occasionally come up with highly offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or a foundation model. If you use a foundation model, its contribution must be acknowledged in the assignment as a source, **and you must attach a copy of the full conversation**; you will be penalized for using a foundation model without acknowledgement. The university's policy on plagiarism still applies to any uncited or improperly cited use of work, or submission of work that you did not solely create as your own.

Examples of acceptable use of AI models:

- “How can I reframe this sentence to be clearer?”
- “What is another word for [blank] that conveys a [this] meaning as opposed to [that] meaning?”
- “Can you explain [course concept] to me?”
 - *Please note that AI models may not always provide accurate output. If you are unclear about a course concept, I encourage you to reach out to a classmate, review lecture slides/readings, and then reach out to me. I’m more than happy to answer any questions you have.*
- “What is the difference between [concept x] and [concept y]?”

Examples of unacceptable use of AI models:

- “Proofread my essay.”
- “Write an essay for this prompt:”
- “Outline an essay for this prompt:”
- “What is the answer to [exam question]?”
- “List arguments for/against [blank].”
- “What is a citation for [blank]?”

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:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <https://cbasc.osu.edu/>

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles can be found at <https://cfaesdei.osu.edu/about-us/cfaes-principles-community>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://cfaesdei.osu.edu/>). If you have been a victim of or a witness to harassment or discrimination or a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline**.

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

Naseem's Mental Health Policy: Bottom line, your mental health is *always* more important than your grades, even if it feels like it isn't. If you're experiencing any mental health troubles or events that are affecting your ability to do the work for this course, you are welcome to reach out to me and we will work things out. You may also reach out to Student Life Disability Services (SLDS) for accommodations, which include mental health accommodations.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable



accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the Carmen page for up-to-date due dates.

Week	Date	Class Topic	Reading/Videos and Assignments Due
Module 1: Introduction to Human Behavior and Environmental Impacts			
1	Aug. 20	Linking Human Behavior to Environmental Degradation	Optional Watch: Intro to Psychology (Crash Course)
1	Aug. 22	Understanding Human Behavior & Psychological Research	Read: Clayton & Myers (2010) Chapters 1 and 2 Watch: Psychological Research & Measurement Due: Let's Find Out signups
2	Aug. 27	Linking Human Behavior to Environmental Solutions	Read: Heberlein (2012) Chapter 1 Skim: Heberlein (2012) Chapter 2
2	Aug. 29	Changing Human Behavior <i>In-class Group Systems Model Day 1</i>	Read: Schultz (2011): Conservation Means Behavior Read: McKenzie-Mohr et al. (2012): Fostering Sustainable Behavior
Module 2: The Irrational Mind			
3	Sept. 3	The Rational Actor and The Cognitive Miser	Read: Koger & Winter (2010) Chapter 7 Watch: Cognition (Crash Course) Due: Let's Find Out Opportunity 1
3	Sept. 5	Heuristics and Biases	Read: Thaler & Sunstein (2008) Chapter 1 Optional Watch: Heuristics & Biases in Decision Making, Explained
4	Sept. 10	The Need to Feel	Read: Gardner (2008) Chapters 1 and 2 Optional Watch: Feeling all the Feels (Crash Course)
4	Sept. 12	An Aversion to Loss and Focus on the Short Term	Read: Hardisty & Weber (2009) Read: "How I taught prospect theory to my son"
5	Sept. 17	Exam Review	Nothing!
5	Sept. 19	Exam 1	Nothing!
Module 3: Motivation (not Education) for Pro-Environmental Behavior			
6	Sept. 24	Science Communication and the Myth of Information Deficits <i>In-class Group Systems Model Day 2</i>	Read: Simis et al. (2016) Watch: The Deficit Model Due: Let's Find Out Opportunity 2
6	Sept. 26	Universal Human Values	Read: Dietz et al. (2005) pages 335-352
7	Oct. 1	Values and the Environment	Read: Dietz et al. (2005) pages 356-362 Watch: Environmental Value Systems



7	Oct. 3	Attitudes and the Environment	Read: Heberlein (2012) Chapters 3 and 4
8	Oct. 8	Environmental Risks and Related Beliefs	Read: Gardner (2008) Chapter 4 Watch: The risk perception gap
8	Oct. 10	Fall Break	No class/assignments
Module 4: The Importance of Social (and Cultural and Physical) Context			
9	Oct. 15	<i>In-class Group Systems Model Day 3</i>	Due: Let's Find Out Opportunity 3
9	Oct. 17	Experiences in Nature & Place Attachment	Read: Clayton & Myers (2010) Chapter 5
10	Oct. 22	Social Identity, Intergroup Conflict, and Motivated Reasoning	Read: Fielding & Hornsey (2016)
10	Oct. 24	Social Trust and Environmental Hazards	Read: Tuler & Kasperson (2014) Chapter 6
11	Oct. 29	Conformity and Social Norms	Watch: Social Influence (Crash Course), first 6 minutes
11	Oct. 31	Exam Review	Nothing!
12	Nov. 5	Election Day	No class/assignments
12	Nov. 7	Exam 2	Nothing!
Module 5: Bringing it all together to promote Pro-Environmental Behavior			
13	Nov. 12	<i>In-class Group Systems Model Day 4</i>	Due: Let's Find Out Opportunity 4
13	Nov. 14	Best Practices for Behavior Change	Read: Schultz & Kaiser (2012)
14	Nov. 19	Strategic Messaging, The Power of Framing, & Persuasion	Read: McKenzie-Mohr & Smith (1999) Watch: The Science of Persuasion
14	Nov. 21	Promoting Structural and Technological Fixes	Skim: Heberlein Chapters 8-10 Read: A Nudge in the Green Direction
15	Nov. 26	Matching the Approach with the Behavior <i>In-class Group Systems Model Extra Credit Presentation</i>	Read: Schultz (2013) Due: Group Systems Model Project
15	Nov. 28	Thanksgiving Break	No class/assignments
16	Dec. 3	Exam Review	Due: Let's Find Out Opportunity 5
16	Dec. 6	Final Exam Slot: 4pm-5:45pm	Nothing!

