

Term Information

Effective Term Autumn 2022
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Addition of new learning outcomes for new GE requirements and updates to topics; addition of offerings on other campuses are required by the new GE;
removal of recitation component in Curriculum system

What is the rationale for the proposed change(s)?

To align with the new GE; the recitation component has not been offered for some time - removed from system to align with offering

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Environment & Natural Resource
Fiscal Unit/Academic Org Sch of Enviro&Natural Res - D1173
College/Academic Group Food, Agric & Environ Science
Level/Career Undergraduate
Course Number/Catalog 3400
Course Title Psychology of Environmental Problems
Transcript Abbreviation Psych Environ Prob
Course Description The theory and psychology behind individual and group behavior as it relates to environmental problems.
[Previous Value](#) *The theory and psychology behind individual and group behavior as it relates to environmental problems. Au Sem.*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
[Previous Value](#) *Lecture, Recitation*
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
[Previous Value](#) *Columbus*

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: 2300 or Psych 1100

[Previous Value](#)

[Prereq: 2300 \(203\) or Psych 1100 \(100\).](#)

Exclusions

[Previous Value](#)

Not open to students with credit for 615.

Electronically Enforced

Yes

[Previous Value](#)

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

03.0103

[Previous Value](#)

[42.2101](#)

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
Sustainability

[Previous Value](#)

[Required for this unit's degrees, majors, and/or minors](#)

Course Details

Course goals or learning objectives/outcomes

- 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
- [To explore psychological theory as it relates to current environmental problems](#)
- [Understand different psychological approaches to understanding human attitudes and behavior in the context of environmental problems](#)
- [Know how to measure human attitudes and behavior through hands-on social science research](#)

[Previous Value](#)

Content Topic List

- Linking Human Behavior to Environmental Degradation
- Understanding Human Behavior
- Linking Human Behavior to Environmental Solutions
- Changing Human Behavior
- The Rational Actor vs. The Cognitive Miser
- Heuristics and Biases
- The Need to Feel
- The Need to Avoid Loss and Win (in the short-term)
- Application: Public Support for Wildfire Management
- Science Communication and the Myth of Information Deficits
- Universal Human Values
- Values and the Environment
- Attitudes and the Environment
- Environmental Risks and Related Beliefs
- Application: Farmer Support for Soil and Water Conservation
- Experiences in Nature
- Place, Environment, and Identity
- Social Identity and Motivated Reasoning
- Social Trust and Environmental Hazards
- Conformity and Social Norms
- Application: Public Support for Carnivore Conservation
- Best Practices for Behavior Change
- Strategic Messaging & The Power of Framing
- Promoting Structural and Technological Fixes
- Matching the Approach with the Behavior
- Application: Public Support for Climate Change

Previous Value

- *Psychology*
- *Human behavior*
- *attitudes*
- *decision making*
- *Environmental problems*
- *Social science research methods*

Sought Concurrence

No

Attachments

- ENR 3400 GE Proposal Revision.pdf: ENR 3400
(Syllabus. Owner: Fries, Sara Nicholson)

COURSE CHANGE REQUEST
3400 - Status: PENDING

Last Updated: Osborne, Jeanne Marie
06/27/2022

Comments

- All requested revision documents are in the attached pdf: cover letter, Sustainability theme document, and syllabus.
(by Fries, Sara Nicholson on 06/24/2022 11:36 AM)
- Please see Panel feedback email sent 03/07/2022. *(by Hilty, Michael on 03/07/2022 12:11 PM)*
- Revise as per email 3 January 2022 *(by Osborne, Jeanne Marie on 01/03/2022 10:09 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Fries, Sara Nicholson	12/16/2021 10:07 PM	Submitted for Approval
Revision Requested	Osborne, Jeanne Marie	01/03/2022 10:09 AM	Unit Approval
Submitted	Fries, Sara Nicholson	01/05/2022 01:53 PM	Submitted for Approval
Approved	Osborne, Jeanne Marie	01/10/2022 01:14 PM	Unit Approval
Approved	Osborne, Jeanne Marie	01/10/2022 01:16 PM	SubCollege Approval
Approved	Osborne, Jeanne Marie	01/10/2022 01:16 PM	College Approval
Revision Requested	Hilty, Michael	03/07/2022 12:11 PM	ASCCAO Approval
Submitted	Fries, Sara Nicholson	06/24/2022 11:36 AM	Submitted for Approval
Approved	Osborne, Jeanne Marie	06/27/2022 11:24 AM	Unit Approval
Approved	Osborne, Jeanne Marie	06/27/2022 11:24 AM	SubCollege Approval
Approved	Osborne, Jeanne Marie	06/27/2022 11:25 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	06/27/2022 11:25 AM	ASCCAO Approval

To whom it may concern:

We considered the ASC Curriculum Committee feedback, and addressed what we see as three requests:

- 1) Incorporate the concepts in the course description within the course syllabus and connect them to the Theme-specific GE ELOs.
- 2) Add details regarding how the assignments connect to the GE ELOs within the proposal rather than simply denoting which ELOs the assignments meet.
- 3) Add any course readings to the course syllabus, including bibliographic information.

To be completely honest, we really struggled to understand what was desired in the first two points. We assume you didn't literally mean the concepts in the course description, as these concepts are reflected in the topics and assignments table on page 19. It is also unclear what "connect them to the GE ELOs" means in practice. So, to address point 1, we added a reference to each theme-specific GE ELO in the topics and assignments table on page 19 to be clearer about how course concepts align with each GE ELO.

To address point 2, we reviewed how the assignments were connected to the GE and theme specific ELO's in the proposal. In some cases, it seems we were quite clear about how the assignments met the specific ELO. For example, in ELO 1.1 and ELO 2.2, it is unclear to us what extra detail you need. However, we did add more detail to GE ELO 1.2 (highlighting how we discuss sustainability in the context of this course), GE ELO 2.1 (identifying how the textbook we use highlights three approaches to solving environmental problems that students then practice applying throughout the course), and GE ELO 2.2 (highlighting how the activities and assignments create opportunities for self-reflection). For the theme specific ELOs, we clarified how they align with each topic in the table on page 19 (e.g., GE ELO 1.1 now highlights just the first lecture, while GE ELO 1.2 aligns with the half of the course focused on understanding causes of sustainability problems through the lens of human behavior while GE ELO 1.3 aligns with the half of the course focused on identifying and designing solutions to sustainability challenges through the lens of human behavior).

To address point 3, all course readings are on Carmen. A textbook that we use is already listed in the syllabus, but a PDF of the course Carmen page is now included in the proposal to indicate what videos and/or readings are assigned for each session topic.

Sincerely,

Jeremy Bruskotter and Robyn Wilson

Attachments: Revised proposal, revised syllabus and appended list of readings/activities from Carmen

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

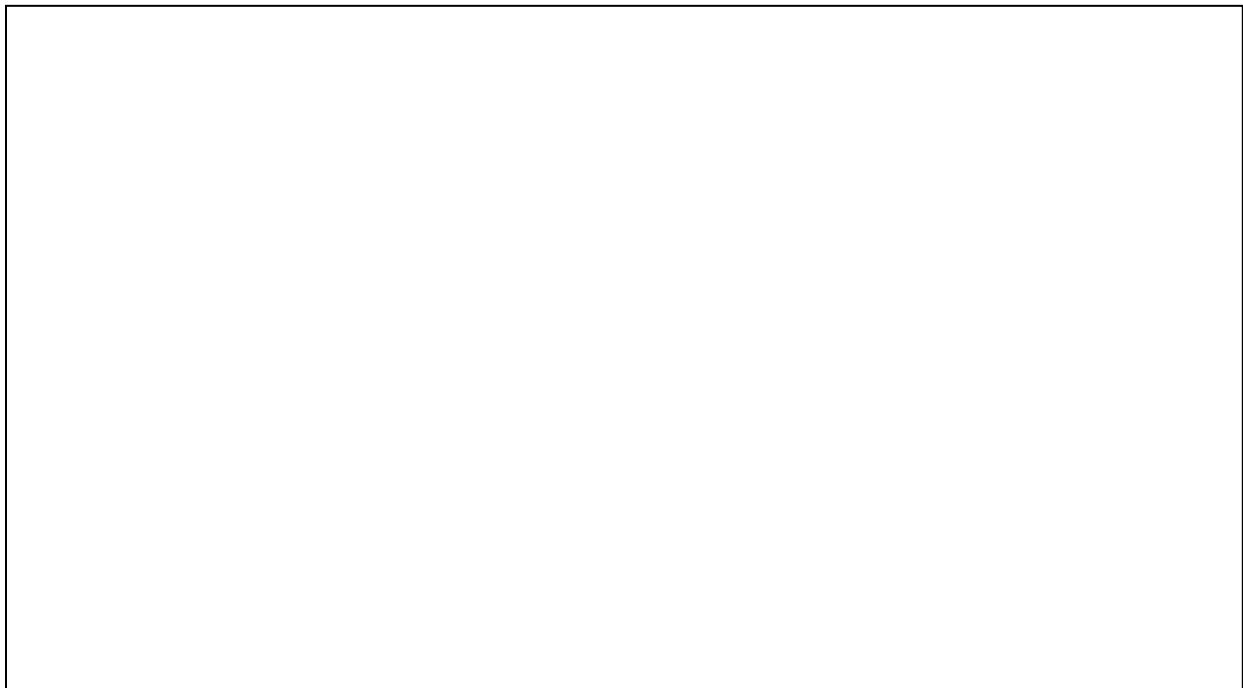
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELOs. It occupies the lower half of the page.

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Sustainability

GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

1.3 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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



SYLLABUS

ENR3400

The Psychology of Environmental Problems

Autumn 2022 (full term) – TuTh 2:20-3:40 PM Location TBD

3 credit hours

COURSE OVERVIEW

Instructor

Dr. Robyn Wilson, Professor

Email address: wilson.1376@osu.edu (preferred method of communication)

Phone number: 614-247-6169 (Kottman office phone)

Office Location: 316D Kottman Hall

Office hours: Email to request a chat in-person before or after class

TA

Logan Hobbs

Email address: hobbs.255@osu.edu (preferred method of communication)

Office hours: Mondays 2-3 pm and Thursdays 12:30-1:30 pm via Zoom (in person by appointment)

Prerequisites

ENR 2300 or PSYCH 1100

Course description

Catalog description: The theory and psychology behind individual and group behavior as it relates to 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.

Course learning 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 Goals & Expected Learning Outcomes

As part of the **Sustainability Theme** of the General Education curriculum, this course addresses the following goals:

1. Successful students will analyze sustainability at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to sustainability by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will analyze and explain how social and natural systems function, interact and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors and institutions impact multifaceted potential solutions across time.

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 in order to build more effective solutions

that involve promoting more sustainable human behavior. This course achieves this through course assignments, readings, and in-class and online discussions. Learning will be demonstrated through assessment of assignments, discussions, and exams.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% in-person; lecture slides will be posted before each class session for students who prefer to take notes on the slides, but recordings will only be made available for pre-planned absences and anyone who submits evidence of an unexpected illness or other family emergency (see *Attending Lecture* below). After the final class session before an exam (which is typically a Thursday for a Tuesday exam), we will release all of the recordings in case you want to go back to anything as you study.

Pace of activities: This course is divided into five modules that each cover 2 to 3 weeks of content. All modules and the daily sessions contained in each will be visible on Carmen at the start of the course. However, some content (e.g., Dr. Wilson's lecture files) will be posted just prior to each session in which they are presented. All out-of-class assignments and exams have deadlines. If there are any changes in due dates, we will make an announcement in Carmen.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (in-class instructor content) in addition to 6 hours of homework (readings, online discussion and assignment prep) to receive a grade of (C) average.

Attendance and participation requirements: The following is a summary of students' expected participation:

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, assuming this can be done comfortably with current distancing guidelines. 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 may be the focus of in-class quizzes through TopHat, and readings also serve the basis of the annotated bibliography assignments (see *Descriptions of Major Course Assignments*)

- **Participating in PackBack discussions: ~2-3 TIMES PER WEEK.** Packback Questions is an online community where you can ask open-ended questions to build on what we are covering in class. Our goals are to 1) facilitate critical thought and exchange of ideas concerning course topics, and 2) apply course topics to real-world observations. Packback will also help you: (a) develop writing skills necessary in your career, (b) learn to communicate clearly and concisely about complex topics, and (c) reinforce critical life skills, such as the ability to justify thoughts and claims with credible evidence. See details in *Descriptions of Major Course Assignments*.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required:

- Heberlein T.A. (2012) *Navigating Environmental Attitudes*. Oxford University Press: New York, NY. [Any format, including e-readers, will work.]

Recommended/optional

- Suggested: Clayton, S and G. Myers. (2009) *Conservation Psychology: Understanding and promoting human care for nature*. Wiley-Blackwell: West Sussex, UK
- Suggested: Koger, S.M. and Winter, D.D. (2010) *The psychology of environmental problems: Psychology for sustainability*. Psychology Press: New York, NY.

Other fees or requirements

Packback

Packback Questions platform will be used for online discussion about class topics. Typically there is a nominal (~\$29) fee for use of PackBack (the fee goes down if you have multiple courses). Refer to www.packback.co/product/pricing for more information.

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (check your spam), you may register by following the instructions below:

1. Create an account by navigating to <https://questions.packback.co> and clicking "Sign up for an Account". Note: If you already have an account you can log in with your credentials.
2. Then enter our class community's lookup key into the "Looking to join a community you

don't see here?" section in Packback at the bottom of the homepage.

Community Lookup Key: **1160edb5-42e5-498b-98ce-40871840cfff**

3. Follow the instructions on your screen to finish your registration.

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co. For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions

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 351525.** Detailed instructions for getting started with TopHat are available at the Office of Distance Education and eLearning's Resource center: see <https://resourcecenter.odee.osu.edu/top-hat/getting-started-top-hat/>

Course technology

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
- PackBack online discussion forum (vimeo.com/packback/Welcome-to-Packback-Questions)
- Navigating Carmen (go.osu.edu/canvasstudent)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

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 MAJOR COURSE ASSIGNMENTS

How your grade is calculated

ASSIGNMENT CATEGORY	%
Attendance & In-class Reading and Review Quizzes	10
PackBack Discussions	15
Annotated Bibliographies	15
Exam 1	15
Exam 2 (Cumulative)	20
Exam 3 (Cumulative)	25
Total	100

See detailed course schedule on Carmen for due dates.

Descriptions of major course assignments

Attendance and In-Class Quizzes

Attendance will be taken every day via TopHat. Attending and participating in the interactive lecture is critical to your learning. Every student will be allotted up to two excused absences without notifying the instructor or submitting documentation. Additional excused absences will be given if you have a situation that you already know will cause you to miss a particular session (e.g., an upcoming wedding, a sports commitment). Please let us know within the first two weeks about that planned absence via the google form provided on Carmen. If you have an unplanned absence due to illness or a family emergency, you may use the google form to notify us so that we can provide you with a recording of lecture. Additional excused absences will only be considered for extended absences related to documented illness. All communication via absences must be submitted via the google form.

We will also use in-class quizzes via TopHat for which you will get additional participation credit when you answer correctly. In-class quizzes may cover takeaways from the day's reading, concepts from the previous class sessions, or may also ask you to *apply*

what you have learned previously in the class to some other context. While there is no set amount of points to be earned for in-class quizzes, a typical in-class quiz may offer an opportunity to earn up to 1 point per question in the quiz (with partial credit given for getting part of the question right). Your final in-class quiz grade will be based out of the maximum number of points earned by the highest performing student (e.g., if there are 100 points to be earned, and the most earned by any given student is 80, then the scores will be calculated out of 80 total possible points).

Packback Discussions

Students are required to submit at least 1 question and 2 answers to questions every week (beginning in week 2 for a total of 10 graded weekly submissions). Grades will be calculated based on the following:

- 1 open-ended Question every week with a minimum Curiosity Score of 50, worth 33.33% of each assignment grade
- 2 Responses every week with a minimum Curiosity Score of 50, worth 66.67% of each assignment grade
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.
- If you complete all three posts at the minimum curiosity score you will receive 100% for that week. All 10 weeks will be averaged for your final grade.

All questions must be submitted by Thursday at 11:59 PM each week following the final class session for that week; answers can be posted any time, but to receive credit for the week you must submit answers to questions no later than Sunday 11:59PM. The Carmen Canvas deadline will be set for Thursdays to make sure you don't miss the earlier question deadline. While you will get just one cumulative grade for your Packback assignment, you can see how you are doing in Packback by going to "Track my Participation", and we will post your current grade to Carmen multiple times during the semester so that you can track your performance there as well.

Please Note: It takes ~24 hours for the Packback team to moderate a post and send a coaching email. If for any reason your post is moderated because it does NOT meet the Community Guidelines, you will need to edit and re-publish your post to receive credit for the week. This is why it is important that you complete your Packback questions and responses far before the deadline in case your post is moderated. Packback discussions allow us to determine the extent to which students comprehend the concepts presented in course. Your questions and answers should be your own, and where your logic relies on the work of others, this work should be cited. See the *Discussion and Communication Guidelines* for more detail.

Annotated Bibliographies

Each student will be required to submit 3 annotated bibliography assignments. In each assignment, students will summarize the takeaways from 3 readings in that module (note: the course is divided into 5 modules – so you will need to turn in a bibliography for 3 of the 5 modules). While all 5 assignments are included in your schedule in Carmen, you will be excused from 2 of the 5 assignments when grades are calculated. If you choose to do more than 3 of the bibliography assignments, we will only count your 3 highest scores for your final grade. Each assignment should include 1) a brief summary of each of the 3 readings (~150 words per reading), and 2) a brief discussion or application (300 to 500 words) of how the ideas conveyed across the readings could be used to modify environmentally relevant behavior (see example template below). We are looking for the application of the readings to observations you have made of real-world behavior, or ideas you have about using the course concepts to change behavior. Note: All bibliography assignments should be placed in the Canvas dropbox before midnight on the day that they are due.

Bibliography Assignment Template

Zwickle et al. 2021

In this paper, the authors...(~150 words)

Heberlein 2012 (CH 1)

In this chapter, the author introduces...(~150 words)

Schultz 2011

In this paper, the author lays out...(~150 words)

Discussion/Application

Schultz's reasons for why behavior change is hard resonated with me, I often see the issue with X when I look at Y...I could see using the ideas from Heberlein and Zwickle about structural fixes to overcome this problem by...(300-500 words)

Exams

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. The first two 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 reading questions provided for each reading, and the lecture learning goals and summaries will serve as your exam guide. There will also be three optional exam review sessions with the TA via Zoom that will be recorded for those that cannot attend. Given the exams will be administered remotely, this will allow you to access your notes, but we ask that you work alone.

Bonus Points

You may receive bonus points by participating in the Environmental and Social Sustainability Research Experience Program (ESSREP). 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 Slagle.44@osu.edu by September 9th.

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 Kristina Slagle at:

Slagle.44@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

Late assignments and excuses for unplanned absences above the initial 2 "freebies" will not be accepted (unless in the case of an extended documented illness). All reasonable planned absences that the instructor is notified about via the google form by the end of the second week of class will be excused. Please refer to Carmen for due dates for the bibliography assignments, Packback discussions and exams.

Extenuating circumstances (only for exams)

Students who miss an exam because they are sick or taking care of someone who is sick must provide a written doctor's note. Other extenuating circumstances (e.g., sports travel) should be cleared with the instructor by the end of the second week of class.

Grading

Per OSU policy, letter grades will be assigned accordingly:

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-	
80–82.9: B-	67–69.9: D+	

Instructor feedback and response time

We are providing the following list to give you an idea of our intended availability throughout the course. (You can call **614-688-4357 (HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For exams, you can expect feedback within **7 days**, usually sooner. For the bibliography assignments, you can expect feedback within **14 days**.
- **Email:** Generally, we will reply to emails within **24 hours of a business day**. If you have questions about the course, please start by emailing the course TA.
- **PackBack discussion board:** Generally, while Packback moderates the questions posted to the discussion board, Dr. Wilson and the TA will monitor and participate in discussions as well. Because of the volume of posts on the discussion board, we cannot monitor all posts. Thus, if you have a specific question that requires our attention, please email us.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Whether writing posts for PackBack or your annotated bibliography, please be sure to pay attention to grammar, spelling, and punctuation.
- **Tone and civility:** Before you start posting to PackBack, be sure to read the Community Guidelines found in the tutorial on PackBack. If your post doesn't follow the PackBack **Community Guidelines**, there is a chance it will be removed and you won't receive points for that post. Please maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online, and often is the cause of negative interactions.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and if quoting the page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

COVID policy

The mode of instruction for each class is determined by the university and is subject to change at the discretion of the university. Unless altered by the university, all classes must be taught in the listed mode of instruction. Instructors are not expected to present sections in multiple teaching modes. Students who are uncomfortable taking courses in-person should consult with their advisor about distance learning options.

Student Life Disability Services can provide guidance and assistance to students with disabilities who require accommodations. Failure to return to Ohio State's campuses due to travel restrictions or anxiety about travel and exposure are not qualifying conditions. Significant immuno-suppressed, cardiac and cancer related conditions comprise most of the high-risk factors identified by the CDC.

Academic integrity policy

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* (studentconduct.osu.edu), 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.

Copyright for instructional materials

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.

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 Statement

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>
- <http://mcc.osu.edu/>

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. 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. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 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 with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Packback (<https://www.packback.co/resources/>)

COURSE SCHEDULE

Please refer to the Carmen course page for details on the readings required for each class session, as well as assignment due dates. Note, any change to the content or schedule will be announced on Carmen (in the announcements).

WEEK		TOPICS AND ASSIGNMENTS
ELO¹	Module 1: Introduction to Human Behavior and Environmental Impacts	
3.1	1	Linking Human Behavior to Environmental Degradation
3.2	1	Understanding Human Behavior
3.3	2	Linking Human Behavior to Environmental Solutions: What is sustainability?
3.3	2	Changing Human Behavior (Packback & Optional Bibliography Assignment Due)
Module 2: The Irrational Mind		
3.2	3	The Rational Actor vs. The Cognitive Miser
3.2	3	Heuristics and Biases (Packback Due)
3.2	4	The Need to Feel
3.2	4	The Need to Avoid Loss and Win (in the short-term) (Packback & Optional Bibliography Assignment Due)
3.3	5	Application: Public Support for Wildfire Management
	5	Exam 1
Module 3: Motivation (not Education) for Pro-Environmental Behavior		
3.3	6	Science Communication and the Myth of Information Deficits
3.2	6	Universal Human Values (Packback Due)
3.2	7	Values and the Environment
3.2	7	Attitudes and the Environment (Packback Due)
3.2	8	Environmental Risks and Related Beliefs
	8	Fall Break (No Class) (Optional Bibliography Assignment Due)

3.3	9	Application: Farmer Support for Soil and Water Conservation
Module 4: The Importance of Social (and Cultural and Physical) Context		
3.2	9	Experiences in Nature (Packback Due)
3.2	10	Place, Environment, and Identity
3.2	10	Social Identity and Motivated Reasoning (Packback Due)
3.2	11	Social Trust and Environmental Hazards
3.2	11	Conformity and Social Norms (Packback & Optional Bibliography Assignment Due)
	12	Exam II
	12	Veterans Day (No class)
3.3	13	Application: Public Support for Carnivore Conservation
Module 5: Bringing it All Together to Promote Pro-Environmental Behavior		
3.3	13	Best Practices for Behavior Change (Packback Due)
3.3	14	Strategic Messaging & The Power of Framing
	14	Thanksgiving Break (No Class)
3.3	15	Promoting Structural and Technological Fixes
3.3	15	Matching the Approach with the Behavior (Packback & Optional Bibliography Assignment Due)
3.3	16	Application: Public Support for Climate Change
	Finals	Exam III

¹ GE Sustainability Theme Expected Learning Outcomes (ELO) from page 4 of the syllabus

Collapse All

View Progress



▼ **Start Here: Critical Course Information**



Instructor and TA Contact



How this Course Works



Course Materials and Technologies



Reading Questions.docx



Grading and Assignments



Link here to the google form for documenting absences!



Link here to best practices for studying!



Read about the ESSREP extra point opportunity here!



Link here to our Packback page!



Get an overview of Packback here!



Learn about community guidelines for posts on PackBack here!
(<https://blog.packback.co/2013/03/05/packback-questions-community-guidelines/>)



Learn about Top-Hat through ODEE and sign up for a Top-Hat account




CLICK HERE FOR THE FULL SYLLABUS!!!!



▼ **Module 1: Introduction -- Human Behavior and Environmental Impacts**




Session 1: Course Introduction and Linking Human Behavior to Environmental Degradation (8/24)

 Session 1 Lecture Slides: Linking Human Behavior to Degradation.pptx 

 DO: Packback Intro Post (link in details)
Aug 29, 2021 | 5 pts 



 WATCH VIDEO (optional): Are We Living In the Sixth Extinction?
(<https://www.youtube.com/watch?v=z9gHuAwxwAs>)

 WATCH VIDEO (optional): Intro to Psychology (helpful if you have never had a psych course)

Session 2: Understanding Human Behavior (8/26)

 Session 2 Lecture Slides: Understanding Human Behavior.pptx 

 WATCH: Psych Research & Measurement

 TAKE: Anonymous 1st week participation quiz
Aug 29, 2021 | 5 pts 

Session 3: Linking Human Behavior to Environmental Solutions (8/31)

 Session 3.Linking Human Behavior to Environmental Solutions.pptx 

READ: Heberlein CH 1 & 2

 Heberlein Navigating Environmental Attitudes CH 1.pdf 

 Heberlein Navigating Environmental Attitudes CH 2.pdf 

 READ: Zwickle.etal.2021.pdf 

Session 4: Changing Human Behavior (9/2)



Session 4.Changing Human Behavior.pptx



READ: Schultz (2011) "Conservation means behavior"



READ: McKenzie-Mohr et al (2012) "Fostering Sustainable Behavior" in "Social Marketing to Protect the Environment"



DO: #1 Packback Q&A - Question due by 9/2, 2 responses due by 9/5
Sep 2, 2021



Bibliography Assignment 1 due 9/5 (must choose 3 of 5)



Bibliography 1
Sep 5, 2021 | 30 pts



▼ Module 2: The Irrational Human Mind



Session 5: The Rational Actor vs. the Cognitive Miser (9/7)



Session 5.Rational Actor v Cognitive Miser.pptx



WATCH: Thinking Fast and Slow Animated Book Summary



READ: Koger & Winter (2010) CH 7 "Cognitive Psychology: Information Processing"



READ: Sotala (2010) A Taxonomy of Bias: The Cognitive Miser



WATCH: Cognition (Crash Course) (<https://www.youtube.com/watch?v=R-sVnmmw6WY&feature=youtu.be>)

Session 6: Heuristics and Biases (9/9)



Session 6.Heuristics and Biases.pptx



WATCH: Heuristics and Biases in Decision Making, Explained



READ: Thaler & Sunstein (2008) CH 1: "Biases and Blunders"



DO: #2 Packback Q&A - Question due by 9/9, at least 2 responses due by 9/12
Sep 9, 2021



Session 7: The Need to Feel (9/14)



Session 7.The Need to Feel.pptx



READ: Gardner.2008.The Science of Fear CH 1 and 2.pdf



Optional Video: Feeling all the Feelings (Crash Course) (<https://youtu.be/gAMbkJk6gnE>)

Session 8: The Need to Avoid Loss and Win (in the short-term) (9/16)



Session 8.The Need to Avoid Loss Now.pptx



READ: "How I taught prospect theory to my son" on BehavioralEconomics.com



READ: Ackerman & Heinzerling (2004) CH8 "Honey I Shrunk the Future" in
"Priceless" pp 179-194 required



Optional Video: Loss Aversion & Reference Dependence (<https://www.youtube.com/watch?v=LBntChg4t4k>)



DO: #3 Packback Q&A - Question due by 9/16, at least 2 responses due by 9/19
Sep 16, 2021



Exam Review Session via Zoom with Logan Friday 9/17

Bibliography Assignment 2 due 9/19 (must choose 3 of 5)



Bibliography 2
Sep 19, 2021 | 30 pts



Session 9: EXAMINATION I (9/21)



Exam #1
Sep 21, 2021 | 62 pts





Lecture Recording Links



Session 10: Application: Public Support for Wildfire Management (9/23)



Session 10.Wildfire Application.pptx



WATCH: Humans are making wildfire worse, but here's what we can do about it



READ: Wilson et al. 2017.Wildfire Communication and Climate Risk Mitigation.pdf



▼ Module 3: Motivation (not Education) for Pro-Environmental Behavior



Session 11: Science Communication and the Myth of Information Deficits (9/28)



Session 11.Science Comm and the Info Deficit Myth.pptx



WATCH: The Deficit Model



READ: Simis et al.2016.The lure of rationality.pdf



Session 12: Universal Human Values (9/30)



Session 12.Universal Human Values.pptx



Dietz et al (2005) Environmental Values (pp 335-352 for Session 12 & pp. 356-362 for Session 13)



DO: #4 Packback Q&A - Questions due by 9/30, at least 2 responses due by 10/3
Sep 30, 2021



Session 13: Values and the Environment (10/5)



Session 13.Envl Values.pptx





READ: Dietz et al (2005) Environmental Values (Session 12 pp 335-352, Session 13 pp. 356-362)



WATCH: Environmental Value Systems

Session 14: Attitudes and the Environment (10/7)



Session 14.Attitudes.pptx



READ: Heberlein CH 3 - 4



READ: Attitudes and Behavior on Simply Psychology



DO: #5 Packback Q&A - Questions due by 10/7, at least 2 responses due by 10/10
Oct 7, 2021



Session 15: Environmental Risks and Related Beliefs (10/12)



Session 15.Risk Perception.pptx



READ: Gardner.2008.The Science of Fear CH 4.pdf



WATCH: The risk perception gap, David Ropeik (<https://www.youtube.com/watch?v=vIFT6nEFaLQ>)



WATCH (optional): Why do people fear the wrong things? Gerd Gigerenzer (https://www.ted.com/talks/gerd_gigerenzer_why_do_people_fear_the_wrong_things)

Session 16: OSU Closed for Fall Break (10/14)

Bibliography Assignment 3 due 10/17 (must choose 3 of 5)



Bibliography 3
Oct 17, 2021 | 30 pts



Session 17: Application: Farmer Support for Soil & Water Conservation (10/19)



Session 17.Soil and Water Application.pptx





WATCH: Battling the Bloom - Lake Erie



READ: Wilson.etal.2019.Achieving targets for Lake Erie.pdf



▼ Module 4: The Importance of Social (and Cultural and Physical) Context



Session 18: Experiences in Nature (10/21)



Session 18.Experiences with Nature.pptx



READ: Clayton & Myers (2010) "Theoretical foundations for the human response to nature" in "Conservation Psychology"



WATCH: Nature Deficit Disorder - What is it?



DO: #6 Packback Q&A - Questions due by 10/21, at least 2 responses due by 10/24
Oct 21, 2021



Session 19: Place, Environment and Identity (10/26)



Session 19.Place Identity and Attachment.pptx



READ: Fornara et al_2021_Place attachment and environmental behavior.pdf



READ: Clayton & Meyers (2010) Environment and Identity in: Conservation Psychology



Session 20: Social Identity and Motivated Reasoning (10/28)



Session 20.Social Identity and Motivated Reasoning.pptx



READ: Fielding and Hornsey (2016) A social identity analysis of climate change and environmental attitudes and behaviors.pdf



WATCH: Why do our brains love fake news? (<https://www.youtube.com/watch?>)





v=dNmwwntMF5A)



DO: #7 Packback Q&A - Question due by 10/28, at least 2 responses due by 10/31
Oct 28, 2021



OPTIONAL: Social Identity Theory on Simply Psychology

Session 21: Social Trust and Environmental Hazards (11/2)



Tuler and Kasperson 2014 CH 6 Effective Risk Comm.pdf



Session 21 Social Trust.pptx



READ: "Trust and Climate Policy" in "Understanding Social Trust"
(<https://understandingsocialtrust.wordpress.com/2015/03/11/trust-and-climate-policy-applying-the-tcc-model/>)

Session 22: Conformity and Social Norms (11/4)



Session 22.Social Norms and Conformity.pptx



READ: Heberlein CH 5-7



Watch Social Influence (Crash Course -- First 6 minutes)



DO: #8 Packback Q&A - Question due by 11/4, at least 2 responses due by 11/7
Nov 4, 2021



Watch: Elevator Experiment



Watch: The Crying Indian, Keep America Beautiful Campaign (1970)



Watch: The Bystander Effect, Phillip Zimbardo



READ: Social Roles and Norms on Simply Psychology



READ: What is Conformity? on Simply Psychology



Watch: Tedx. The Secret Life of Social Norms, Michele Gelfand



Read: Cialdini (2003) Crafting normative messages to protect the environment



Exam Review Session via Zoom with Logan Friday 11/5

Bibliography Assignment 4 due 11/7 (must choose 3 of 5)



Bibliography 4

Nov 7, 2021 | 30 pts



Session 23: EXAMINATION II (11/9)



Exam 2

Nov 9, 2021 | 100 pts



Exam #2

Nov 9, 2021 | 63 pts



Session 24: OSU Closed - Veterans Day (11/11)

Session 25: Application: Public Support for Carnivore Conservation (11/16)



Carnivore Conservation Case Study.GuestLecture.pptx



WATCH: When are we done protecting the gray wolf?



Bruskotter.Wilson.2014.Determining where the wild things will be.pdf



▼ Module 5: Bringing it all Together To Promote Pro-Environmental Behavior



Session 26: Best Practices for Behavior Change (11/18)





Session 26.Best Practices for Behavior Change.pptx



Session 26 Recording Part 1


Session 26 Recording Part 2


 READ: Schultz & Kaiser (2012) Promoting Pro-Environmental Behavior ⋮

 DO: #9 Packback Q&A - 3 Responses due by 11/21
Nov 18, 2021 ⋮


Session 27: Strategic Messaging & the Power of Framing (11/23)

 Session 27.pptx ⋮

 McKenzie-Mohr and Smith 1999 Communication Creating effective messages.pdf ⋮

 READ: McKenzie-Mohr & Smith (1999) Communication: Creating effective messages
(read pp 82-102) ⋮

 WATCH: Six Principles of Persuasion (<https://www.youtube.com/watch?v=cFdCzN7RYbw>)

 WATCH (optional): Crash Course: Influence & Persuasion Media Literacy

 READ OR LISTEN: Hidden Brain: Facts Aren't Enough: The Psychology Of False Beliefs

Session 28: Thanksgiving Break (11/25)

Session 29: Promoting Structural and Technological Fixes (11/30)

READ: Heberlein "Navigating Environmental Attitudes" CH 8, 9 and 10

 Session 29.Promoting structural and tech fixes.pptx ⋮

 READ: A Nudge in the Green Direction on BehavioralEconomics.com

Session 30: Matching the Approach with the Behavior (12/2)

 Session 30.Matching Approach with the Behavior.pptx ⋮

READ: Heberlein "Navigating Environmental Attitudes" CH 11



READ: Schultz (2013) Promoting Pro Environmental Behavior.pdf



DO: #10 Packback Q&A - 3 responses due by 12/5
Dec 2, 2021



Bibliography Assignment 5 due 12/5 (must choose 3 of 5)



Bibliography 5
Dec 5, 2021 | 30 pts



Session 31: Application: Public Support for Climate Change (12/7)



READ: Markowitz et al (2014) Connecting on Climate



This is a long reading, but it's a good synthesis of course materials we've covered the past 2 weeks. Just skim it, ensuring that you are familiar with the concepts covered in each section.



WATCH: Why Humans are so Bad at Thinking about Climate Change

Exam Review Session via Zoom with Logan Thursday 12/9



Ackerman & Heinzerling Honey I shrunk the future in priceless.pdf



▼ FINAL EXAM (EXAM III) Friday, Dec 10th, 4:00 - 5:45 PM



Exam 3
Dec 10, 2021 | 100 pts



Exam #3
Multiple Due Dates | 63 pts



▼ **M6. Attitudes & Cognitive Consistency**



Cognitive Consistency and Dissonance



McLeod (2008) Simply Psychology: Cognitive Dissonance

▼ **M14: Case Study on Climate Change**



Case Study: Conserving the GYE Grizzly Bear



Read: Bruskotter et. al. (2016) Of bears and biases: scientific judgment and the fate of Yellowstone's grizzlies



Read: Does Nature have Value Beyond What it Provides to Humans?
(<https://theconversation.com/does-nature-have-value-beyond-what-it-provides-humans-47825>)