

# Summer 2021 - Mod5

# Psychology of Sustainable Behavior - ENVI/PSYC 270

**Monday-Friday 1:45-3:00 - Theater 202**

**Prof. Christie Manning**

Contact: [cmanning@macalester.edu](mailto:cmanning@macalester.edu)

Office hour: Sign up for an appointment on my appointment calendar.

(<https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUtDS2FpcE45a1ZYfGRIZmF1bHR8NmY4NWMxNWMxMDIwMTljOTFjMGVIZjNjOWYwOWYwMGU>)

**Course preceptor: Clare Mazack**

Contact: [cmazack@macalester.edu](mailto:cmazack@macalester.edu)

Office hour: TBA

## Course Description

Psychology of Sustainable Behavior is built around the argument that so-called “environmental problems” are actually *human behavior* problems. Global crises such as climate change, ocean acidification, plastic pollution, and deforestation ultimately stem from individual and collective human actions. Understanding the foundations of behavior is thus critical in addressing these issues. In addition, the deterioration of ecological systems has significant social justice implications; the world’s most vulnerable are disproportionately impacted.

This course approaches environmental degradation and environmental justice through a psychological lens. We will use psychological principles, theories, and methods to explore the complex web of factors underlying how people satisfy their needs, express their identities, participate in their communities, and experience nature. We will also apply psychological knowledge to real-world sustainability case studies at the individual level, on our campus, and in our larger urban community. Throughout the course we will emphasize the central importance of justice, equity and anti-racism, often overlooked in environmental initiatives.

Psychology of Sustainable Behavior is a project-based class. Students will participate in a self-change project (2.5 weeks) and a campus- and community-based collaborative project (4.5 weeks).

## Course goals

- Introduce students to psychological perspectives on global environmental crises, particularly climate change and climate justice
- Examine human behavior at multiple levels: individual, social-network, organizational, community, governmental
- Explore the varying perspectives on sustainability held by different US social groups and identities
- Develop and enhance student analytical skills through critical reading and discussion
- Demonstrate the practical implications and limitations of psychological theory with real-world testing and application of course material
- Encourage students to reflect upon their personal values and lifestyle choices
- Have a relaxed, fun summer learning experience

## Course materials

**Book:** Scott, B.A., Amel, E.L., Koger, S.M. and Manning, C.M. (2021). *Psychology for Sustainability*. New York, NY: Taylor & Francis.

**Other Readings:**

All other readings are available through the course Moodle website.

## Course requirements and evaluation

We will use the “Contract for B+” for this class. If you complete the assignments listed below, on time, with care, and with revisions (if required), then you are guaranteed a course grade of B+. With extra care and revision, you can earn an A- or an A as a final. More information on criteria for A-/A is in on Moodle.

Contract for B+ requirements:

- Be present for most class meetings and participate in in-person and asynchronous discussion activities
- Turn in assignments by their deadlines. (Note: I am relatively flexible with deadlines.)
- Demonstrate obvious care and effort on each assignment (e.g., practice your presentation, proofread/spellcheck your written work)
- Respond thoughtfully to instructor and preceptor feedback on your writing
- Attend your feedback meeting (Thursday, July 8) ready to talk about your writing and take notes on how to improve it. At this meeting I will look over your portfolio and give you an estimated grade. You can choose to keep that grade (it will be at least a B+), or you can make further revisions to your portfolio and resubmit it before 11:59pm on July 10 .

Assignments (Full assignment descriptions posted on Moodle.)

1. Engagement in class discussions and activities
2. Writing portfolio, containing:
  - a. Ten reading responses (300-500 words)
  - b. Three blog posts for your self-change project, with revisions
  - c. Community project report (written as a group), with revisions
  - d. Community project individual reflection
3. In-class group presentation

## My hopes/expectations of you

- Be present and engaged. Listen. Ask questions. Offer your perspective.
- Communicate with me. Early. Often. Especially if you are struggling with any aspect of the course.
- Take responsibility for your own learning and growth.
- Be open to the diversity of perspectives that are available from your peers in this class.
- Visit my office hours to chat – in person or on zoom - not just about class, but about your life and ambitions, who you are and what you want to do to help fix what’s broken in our world.
- Seek out Clare’s help – she is wonderful.

## Health and wellness

First and foremost, this class is a community of human beings. Let us be kind to ourselves and one another as we learn together and navigate the end (we hope...) of our pandemic era and our first experience with Mac summer courses. I strongly encourage you to make your well-being a priority. Reach out to me if you are struggling. You may also find support from other resources, including those offered by the Hamre Center.

## Accommodations

I am committed to providing assistance to help you be successful in this course, and I urge you to speak with me about unique learning needs or accommodations. Accommodations are available for students with documented disabilities. Please meet with the Director of Disability Services, Melissa Fletcher (mfletche@macalester.edu), who coordinates accommodations. It is important to speak with her at the beginning of the semester/Module to ensure that your accommodations are approved and in place so that you can begin class with greatest chance for success.

If you are working with Melissa, or someone else in the Office of Student Affairs, and need accommodations for this class, please speak with me at the beginning of the semester so that we can discuss arrangements. Additional information regarding the accommodations process for students with disabilities can be found at:

[www.macalester.edu/studentaffairs/disabilityservices/](http://www.macalester.edu/studentaffairs/disabilityservices/)

## **Religious observance**

Students may wish to take part in religious observances that occur during this module. If you have a religious observance/practice that conflicts with your participation in the course, please contact me before the end of the first week of the module to discuss appropriate accommodations.

In an effort to respect religious diversity, I request that students who desire to observe a religious holiday during a scheduled class meetings/ class requirements talk to me about reasonable consideration by the end of the second week of the course.

## **Academic Resources**

Library: Working to integrate the disciplinary literature into your research can be a complex process. Consulting with the research and instruction librarians for the discipline(s) in which you are studying will save you time and help you discover better, more scholarly sources. You can make an appointment using the Ask Us page on the library website, which can be accessed at <https://www.macalester.edu/library/askus/>, or email your librarian(s) directly.

MAX Center: The MAX Center is Macalester's academic resource center. I strongly encourage you to take full advantage of any and all of the excellent resources they provide there, as they are committed to supporting all students to succeed at Macalester.

# Plan

	Day	Date	Topic	Readings	Class plans and deadlines
1	W	May 19	Course Intro		
2	R	May 20	The state of things	Text: Ch. 1	Introduce self-change project
3S	F	May 21	Reading day // Individual meetings	Text: Ch. 2 & 3	
4A	M	May 24	Individual meetings		Small group reading response RR
5	T	May 25	Guest speaker: Alyssa Erding	Text: Ch. 5	Begin self-change project; RR
6	W	May 26	Physical and social context		Self-change check-in
7	R	May 27	NO CLASS - Optional trip to B'Dote		Blog 1
8S	F	May 28	Self-change writing day		Paired self-change writing support
		May 31	No class – Memorial Day		
9	T	June 1	Social context	Chapters on Moodle	RR; Self-change check-in
10	W	June 2	Guest speaker: Jiaying Zhao	Abstracts on Moodle	Submit questions for Dr. JZ; Blog 2
11	R	June 3	Waste and justice	Articles on Moodle	Brief RR; Introduce group project; Final day of zero waste
12S	F	June 4	Self-change writing day		Small group self-change feedback
13A	M	June 7	Group project meeting		Group contract
14	T	June 8	Who cares about the climate?	Articles on Moodle	Self-change check-in; Blog 3
15	W	June 9	Cognition and sustainability	Text: Ch. 6	RR
16	R	June 10	Identity	Text: Ch. 7	
17A	F	June 11	Individual meetings		Sign up for meeting w/Christie
18S	M	June 14	Individual meetings	Text: Ch. 7	Small group reading response RR
19	T	June 15	Motivation	Text: Ch. 8 (196-204)	Group project check-in; 1/2RR
20	W	June 16	Motivation	Text: Ch. 8 (204-218)	1/2RR
21	R	June 17	Guest speaker: Bob Blake		
22A	F	June 18	Group project meeting		
23A	M	June 21	Group project meeting		
24	T	June 22	Health and (un)sustainability	Text Ch. 9	RR; Group project check-in
25	W	June 23	Guest speaker: Ukasha Dakane	Links on Moodle	
26	R	June 24	Reconnecting to nature	Text Ch. 10	RR
27A	F	June 25	Group project meeting		
28A	M	June 28	Group project writing day		Group report first section due
29	T	June 29	Positive psychology	Text Ch. 11	RR
30	W	June 30	TBD		
31	R	July 1	Getting psyched	Text Ch. 12	RR
32A	F	July 2	Group meetings w/Christie		Group report full outline due
	M	July 5	No class – 4 <sup>th</sup> of July		
33	T	July 6	Group presentations (during class)		Draft group report due
34	W	July 7	Class reflections		Portfolio due
		July 8	Individual portfolio meetings		

