Cover Sheet: Request 11754

PSY 4XXX Psychology of Sustainability

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Michael Farrar farrar@ufl.edu
Created	8/8/2017 9:45:14 AM
Updated	12/11/2018 10:39:24 AM
Description of request	Psychology of Sustainability is the employment of psychology towards understanding human behavior in context of sustainability. We will examine how the application of psychological theories help explain prosocial action in general and sustainable behavior in particular. Topics will include social value orientation, environmental identity, altruism, social capital, and participatory action.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Psychology 011618000	Lise Abrams		8/8/2017
ucc_consult.thiele.sus.pdf					8/8/2017
College	Recycled	CLAS - College of Liberal Arts and Sciences	David Pharies	(1) Since this is an undergraduate course, no syllabus should be submitted (this is a change from policy two years ago), (2) contact hours should presumably be 3 rather than 5, (3) a 4000-level course must have a substantial academic prerequisite, (4) course objectives should be expressed in the format "Students who successfully complete this course will be able to…" Currently objectives are same as rationale, (5) write the description in catalog style ("application of psychology to understanding….through the examination of …", (6) assignment and grading information from syllabus must be transferred to the UCC1	11/2/2017
No document changes					
Department	Approved	CLAS - Psychology 011618000	Julia Graber		8/24/2018
No document changes					

Step	Status	Group	User	Comment	Updated
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following needed: 1) the course description still needs to be rewritten to comply with UF style guidelines (see http://clas.ufl.edu/curriculum/do gsty 2) SOP3004 already has a prerequisite of PSY2012, so the prereq could be just PSY2012 or just SOP3004; 3) the links and policies are incomplete (see http://www.syllabus.ufl.edu/sylla policy/); 4) there are gaps in the grade scale	9/21/2018
No document changes					
Department	Approved	CLAS - Psychology 011618000	Julia Graber		10/15/2018
No document changes					
College	Conditionall Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following: 1) remove "this course" from the course description; 2) remove the first and last course objectives, which don't really meet the "observable and measurable" standard; 3) fix the gaps in the grading scale (for example there's a gap between 447.5 and 450) and remove the grade points.	11/5/2018
No document changes					
Department	Approved	CLAS - Psychology 011618000	Julia Graber		11/5/2018
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		11/26/2018
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Lee Morrison	Added to December agenda.	12/10/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/10/2018
No document changes					
Statewide Course Numbering System					
No document changes					

Step	Status	Group	User	Comment	Updated
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 11754

Info

Request: PSY 4XXX Psychology of Sustainability
Description of request: Psychology of Sustainability is the employment of psychology towards understanding human behavior in context of sustainability. We will examine how the application of psychological theories help explain prosocial action in general and sustainable behavior in particular. Topics will include social value orientation, environmental identity, altruism, social capital, and participatory action.
Submitter: Michael Farrar farrar@ufl.edu
Created: 12/11/2018 10:32:11 AM
Form version: 8

Responses

Recommended Prefix PSY
Course Level 4
Number xxx
Category of Instruction Advanced
Lab Code None
Course Title Psychology of Sustainability
Transcript Title Psy of Sustainability
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Co-Listing No

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description An examination of the psychology of sustainability and its impact on human behavior. Students are provided with knowledge of social value orientation, environmental identity, altruism, social capital, and participatory action from a sustainability perspective.
Prerequisites General Psychology PSY2012
Co-requisites n/a
Rationale and Placement in Curriculum This course provides an essential interface between the psychological, biophysical, and built
environmental sciences as each of these areas of study and practice have considerable involvement in sustainability. Psychology of Sustainability was designed to provide this interface by giving students basic knowledge of a number of areas of psychological research that are particularly important to cultivating prosocial behavior in general and sustainability behavior in particular, and to apply this knowledge for complex problem resolution in social context.

The Psychology of Sustainability offers students a comprehensive, transdisciplinary approach to understanding the importance of and inextricable connections between environmental, physical, and agricultural sciences, art, and human and built ecology in creating a sustainable society. While other psychology courses offer valuable insight pertaining to the myriad factors effecting human behavior, none do so in the context of sustainability while also employing psychology to help students understand the critical importance of all fields of interest in the creation of a sustainable society.

Every problem is first and foremost a social problem. This includes sustainability problems, and implies that creation of effective resilient solutions to sustainability problems in the real world requires

first understanding the social context in which problems exit. Psychology is a principal science in the understanding of social context, and the psychology of sustainability is the application of psychology in real world context of sustainability problems.

As a 4930 special interest course, the psychology of sustainability continues to draw students from schools and programs across campus. Examples of this diverse interest include students majoring in Sustainability Studies, Sustainability in the Built Environment, Psychology, Anthropology, Environmental Engineering, Environmental Science, Forestry, Philosophy, Women's Studies, Business and Economics, Political Science, Landscape Architecture, pre-nursing, pre-law, and pre-med. I feel certain that the establishment of the Psychology of Sustainability as a permanent course will greatly facilitate student access to the course, thus allowing many more students to appreciate their areas of interest while also appreciating the interests of fellow students, and to do so in context of creating a sustainable society.

Course Objectives Students who successfully complete this course will

•	Will have a better understanding of personal thought processes, emotional experiences, and intentions for action in the context of sustainability.
•	Assess a situation from a psychological perspective, and frame this situation in social and ecological context.
•	Communicate personal meaning and values, as well as recognize meaning and values of others in context of sustainability.
• Develop holistic solutions to social-ecological problems.
Course Textbook(s) and/or Other Assigned Reading
Sample Readings:

Holland D., & Lachicotte W. (2007). Vygotsky, Mead, and the new sociocultural studies of identity. In H. Daniels, M. Cole, & J. Wertsch (Eds.), The Cambridge companion to Vygotsky (pp 101–135). New York, NY: Cambridge University Press, New York.

Kasser, T., & Kasser, V. (2001). The dreams of people high and low in materialism. Journal of Economic Psychology, 22, 693-719. doi:10.1016/S0167-4870(01)00055-1
Murphy, R., Ackerman, K., & Handraaf, M. (2011). Measuring Social Value Orientation. Judgment and Decision Making, 6, 771-781.

Robinson, O. & Smith, J. (2015). The Stormy Search for Self in Early Adulthood. The Humanistic Psychologist,38, 120-145. doi: 10.1080/08873267.2010.485916

Schultz, P., & Tabanico, J. (2007). Self, identity, and the natural environment: Exploring implicit connections with nature. Journal of Applied Social Psychology, 37, 1219-1247. doi:10.1111/j.1559-1816.2007.00210.x

Schultz, P., Shriver, C., Tabanico, J., & Khazian, A. (2004). Implicit connections with nature. Journal of Environmental Psychology, 24, 31-42. doi:10.1016/S0272-4944(03)00022-7

van der Werff, E., Steg, L., & Keizer, K. (2013). It is a moral issue: The relationship between environmental self-identity, obligation-based intrinsic motivation, and pro-environmental behaviour. Global Environmental Change, 1151-1157. doi:org/10.1016 j.gloenvcha.2013.07.018

Weekly Schedule of Topics Week 1: Introduction to the Psychology of Sustainability
Day 1
Lecture : Introduction to the psychology of sustainability and course review.

Readings: Introduction to the Psychology of Sustainability, PowerPointTM, Chandler (2012)

Day 2
Group Work: Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Week 2: In the Beginning
Day 1
Lecture: In the Beginning: Attachment Style, parenting, and ecology of family.

Readings
Day 2
Group Work: Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Week 3: Who We Are and Why
Day 1
Lecture: Lifespan Development Psychology, and effect of psychological, sociocultural, and socioecological factors.
Readings
Day 2
Group Work: Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Week 4: An Act of Kindness
Day 1
Lecture: Morals, ethics, compassion, empathy, and altruism, and the psychological, sociocultural, and socioecological factors affecting these.
Readings
Day 2
Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Week 5: The Ecology of Understanding
Day 1
Lecture: The nature of intelligence, and factors effecting reason, judgment and decision making, and perspective taking.
Readings
Day 2
Group Work: Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Week 6: Green Fear, Green Courage
Day 1
Lecture: We will discuss the effect of fear on sustainable behavior and especially the effects fear can have on perspectives of scarcity and abundance, security and insecurity, consumerism, prosocialness, cooperation, aggression, and existential meaning and value.
Readings
Day 2
Group Work: Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Week 7: Paradigm Shift: It's a Personal Experience
Day 1
Lecture: A discussion of how and why students and other individuals manifest the six essential outcomes or characteristics that facilitate successful prosocial action/sustainability agency: Reflective judgment, post-conventional moral reasoning, interest in lifelong learning, leadership, wellbeing, and intercultural effectiveness. Discussion also includes what takes place intrapersonally and interpersonally as we develop these six characteristics.
Readings
*See video presentation prior to reading this article.
Day 2
Group Work: Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Week 8: Developing a Reflexive Experience, Imagining a Sustainable Future
Day 1
Lecture: You will be introduced to the process of developing a reflexive (reflection + cause and effect) understanding of their lives to this point, and how to employ this personal understanding towards manifesting healthier relationships and a sustainable society.
In this week you will employ the theories learned thus far, as well as new theories (e.g., Social Value Orientation, Environmental Identity) presented this week, towards writing an accurate and descriptive

narrative. To help with this process you will respond in detail to a question provided by your instructor. You will receive thorough instruction on this process during the lecture as well as during group work. Note: Your work this week is also designed to improve your success with the midterm project
Readings:
Day 2
Narrative Lab: Bring your draft narratives to class for individual work with your instructor and TA(s)
IMPORTANT: Your midterm project "Thoughts on Four Questions" is due by midnight the last day (Saturday) of Week 8. See the section Midterm Project: Thoughts on Four Questions following the course schedule for specific instructions.

Week 9: Five Facets of Sustainability and the Centrality of Human Dignity
Day 1
Lecture: You will be introduced to the Five Facets of Sustinability (5-Facets Model) an approach to research and teaching that is used to communicate environmental, economic, and psychological relationships between water, food, energy, commerce, and human dignity, and centrality of human dignity in these relationships. You will also be introduced to techniques for identifying and describing these relationships in your own words while using the theories we have discussed thus far.
Day 2
Group Work: You will present your analysis using the 5-Facets Model to your group members (individual paper) and then collectively your group will write paper presenting a synthesis of results from each member's individual work.

Week 10: Mapping a Sustainable Future: Being an Agent on Our Own Behalf and on Behalf of Others.
Day 1
Lecture: In this week you will be introduced to numerous areas of research that can help us understand how we got to where we are, how we can direct our lives towards a sustainable future, and how we can help others do the same. We will also revisit our discussions about future scenarios, lifespan development, and identity to name a few.
Readings
Day 2
Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Week 11: We are the most Valuable Currency: Innate Value of Participatory Action
Day 1
Lecture: Drawing from our discussions and group work in Week 10, we will explore approaches to cooperation and collective action for common goals and why these are effective and resilient.
Readings
Day 2
Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Week 12: Learning to Listen, Learning to Hear: Interviewing and Interview Analysis Techniques – Part One
Day 1
Lecture: This will be the first of two classes devoted to your success with you final project: "You as a Sustainability Psychologist". In this week your instructor will review the instructions for your final project, and will help you begin learning how to memo and code (analyze) individual responses to open-ended questions. You will recall that we experimented with this in Week 9 when we identified relationships between the five facets of sustainability. Your instructor will provide additional examples in class as well as in your CANVAS course page for this week.
Note: Detailed instructions for your final project "You as a Sustainability Psychologist" can be found after the course schedule.
Readings
Review readings and your group work from Week 9. In addition read carefully the documents "Overview of Techniques" and "Coding and Dimensionalizing Example".

Day 2
Important: Your individual and group work will be considerably different from previous weeks and more time consuming, so begin preparing for your group class meeting further in advance than usual. For the individual work this week you will code and analyze your midterm project "Thoughts on Four Questions" and bring the results of your analysis to your group meeting.

Your group will develop a synthesis of each group member's analysis for each of the four questions. This will be your group report. You will find detailed instructions about this assignment in your course CANVAS page for this week.

Week 13: Analyzing Popular Press: Why does Fake News Exist
Day 1
Lecture: Drawing from the many discussions that we have had thus far, we will explore the phenomenon of Fake News, and how and why it has been and is being created. You will learn to employ what you have learned thus far in this course to more critically analyze media messages on a variety of topics related to sustainability.
Your instructor will bring media articles related to sustainability to class and together you will work on analyzing these for representativeness and accuracy.
Readings
Day 2
Your individual work for this group meeting will be to take the Factitious test three times and record your results (percentage of accurate responses). You will not be graded on your results so take the test "blind", that is do not stop and research the topic in question on the web but simply answer to the best of your ability. Then for each question you missed explore why you think you selected the wrong answer. In other words, state why you think you thought the Fake News headline was actually accurate news.
Your group work will first include each member sharing their scores and the reasons why they think Fake News was selected over accurate news. Your group report will include a consensus of the top five Fake News approaches that were the most effective, as well as a list of strategy recommendations to first avoid being by Fake News and second how to point out Fake News to someone that is advancing its message.
Note: Detailed instructions for this assignment can be found in your course CANVAS page for this week.

Week 14: Learning to Listen, Learning to Hear: Interviewing and Interview Analysis Techniques – Part Two
Day 1
Lecture: In this week your instructor will answer questions that you have pertaining to your interviews and initial interview response analysis. In addition, you will learn to more advanced approaches to further analyze initial results towards developing a synthesis of responses and developing your sustainability psychology theory.
Note: Be sure to refer to the detailed instructions for your final project provided in this syllabus and ask questions if you need help.

Day 2
For this meeting you are to bring your final project papers to class for individual assistance by your instructor and course TA(s).
IMPORTANT: Your final project "You as a Sustainability Psychologist" is due by midnight the first day of Finals Week. See the section Final Project: You as a Sustainability Psychologist in this syllabus for specific instructions.

Week 15: Putting it all Together: In Review for a Sustainable Future
Day 1
Lecture: For our last meeting we will review what you have learned through the course and collectively draw a map that highlights the possible paths to a sustainable future. This exercise has been found to provide valuable insight towards completing final projects but students have also reported that this helps them feel positive and agentic about the next semester, graduation, their future in general.
Day 2
Depending on the semester and often reorganization of the semester calendar there is not always a second class meeting in Week 15. If there will be a second meeting in this week your instructor will alter you to the work that will be done both in class and via a message in your course CANVAS page.

Links and Policies https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

https://www.dso.ufl.edu/drc/

https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

https://evaluations.ufl.edu/results/

http://www.counseling.ufl.edu/cwc/Default.aspx

Grading Scheme Assignment Total Points

Percent of Grade

Class Participation
and Attendance

150

30

Group Report

150

30

Thoughts on Four
Questions Narrative

100

20

You as a
Sustainability
Psychologist!

100

20

Total =

500

100

Score	Percent	Grade	
470-500	94-100	A	
450-469.5	90-93.5	A-	
435-449.5	87-89.5	B+	
420-434.5	84-86.5	B	
398-419.5	80-83.5	B-	
385-397.5	77-79.5	C+	
370-384.5	74-76.5	C	
350-367.5	70-73.5	C-	
335-347.5	67-69.5	D+	2.78
320-332.5	64-66.5	D	2.66
300-317.5	60-63.5	D-	2.54
0-297.5	0-59.5	E	2.38

There are four general components of your total grade: Attendance, group report, midterm project and final project. Refer to Evaluation of Grades table on the previous page for exact points per component. A detailed rubric will be provided in your course CANVAS page however following are

general grading method guidelines.

1. Attendance and Participation: For full credit you are expected not only be present in class but to contribute to conversation with thoughtful comments and questions. More specifically your attendance in class is worth three (3) points for each class meeting (total of 18% of final grade) and participation is worth two (2) points for each class meeting (total of 12% of final grade). While active participation (i.e., thoughtful verbal questions and comments during class) is strongly encouraged basic participation will be graded as follows. At the end of class you will submit in hardcopy a question and a comment pertaining to a theory or concept discussed in class. These submissions will not only satisfy the basic participation requirement but will also serve as an attendance record. I will verbally read and respond to each question and comment at the beginning of the next class meeting."
2.Group Report: Your group report will be assessed equally in three areas: Quality of synthesis of members' individual perspectives, length of report (>1<3pages), and quality of writing.

3. Midterm and Final Projects: Your midterm and final projects will be assessed in three areas: Opening material 15%, main body 75%, and closing material 10%. Each of these areas are described in detail in your course CANVAS page and will also be reviewed with you by your instructor in class.

Instructor(s) Ron Chandler, PhD

Psychology of Sustainability
PSY 4930 Section 13HC
Time: Tuesday 8:30-10:25am (Period T2&3) and Thursday 9:35-10:25am (Period R3)
Room: PSY 151
Spring 2017

"We look backward to our parents, and forward to our children and through their children to a future we will never see, but about which we must care." Carl Jung

Instructor
Ron Chandler, Ph.D
ronchandler@ufl.edu
352.215.8400
Office Hours: 2-4p Tu/Thu, Psychology Bldg. Room 257 by appointment.
Virtual (email & phone) Office Hours: 8a-Noon Wed/Fri.

Teach Assistants
Ms. Julia Jeanty and Mr. Sam Houle
Contact Ms. Jeanty and Mr. Houle via CANVAS website. Meetings with either teaching assistants are by appointment only.

Course Description
An exploration of psychological theory for comprehension of sustainable behavior. Emphasis is placed upon the characteristics of the effective sustainability agent.

Prerequisite Knowledge and Skills
There are two prerequisites for the course: General Psychology PSY2012. It is important to note that no sustainability studies or environmental science experience is required. This course is designed for anyone no matter your degree emphasis or status.

Purpose of Course
In this course "sustainability" is approached holistically, meaning that every aspect of the human experience–-cultural, emotional, biophysical, ecological, economic, and geographical—is considered to be inextricably linked and simultaneously of equal importance. Any effort to create a sustainable society must begin by understanding the thinking and emotions that are motivating behaviors at the individual level and how these behaviors affect culture and society.

Working from the premise that every sustainability problem is first and foremost a social problem, the psychology of sustainability course emphasizes the necessity of psychological science leading any effort to create a sustainable society. This is accomplished by "translating" psychological theories into layman's terms and employing these theories in real-world, practical situations first at the individual level and then at the group and university community level.

Rationale

This course provides an essential interface between the psychological, biophysical, and built environmental sciences as each of these areas of study and practice have consider involvement in sustainability. Psychology of Sustainability was designed to provide this interface by giving students basic knowledge of a number of areas of psychological research that are particularly important to cultivating prosocial behavior in general and sustainability behavior in particular, and to apply this knowledge for complex problem resolution in social context.

Course Objectives

Students who successfully complete this course will be able to:
- More fully employ critical thinking towards understanding sustainability problems in context.
- Will have a better understanding of personal thought processes, emotional experiences, and intentions for action in the context of sustainability.
- Assess a situation from a psychological perspective, and frame this situation in social and ecological context.
- Communicate personal meaning and values, as well as recognize meaning and values of others in context of sustainability.
- Develop holistic solutions to social-ecological problems.
- Appreciate more fully the importance of disciplines and areas of study different than your own.

Course Readings

- There is no textbook required for this course.
- Students will be required to read analysis of theories papers, and articles from peer-reviewed journals and popular press. Reading citations for each week are also provided in the course schedule below and these represent the full conversation for that week. Your instructor will assign just one or two of the articles cited for each week.

Course Schedule

Introduction

Each week during this course will have one day (single period) devoted to a lecture introducing a few psychological theories and the implications of these in the context of sustainability, and another day (double period) for individuals to share their understanding of these theories in context of sustainability, as well as to work within a group to develop a consensus of understanding or "group synthesis" paper.

Important: You will not be responsible for reading and reporting on all articles listed for each week. Articles listed represent many of the many topics your instructor will introduce you to, but you will only be assigned one or two articles each week for your individual paper and group work. Your instructor will assign specific articles in class and in your CANVAS course page before each week.

Just a few weeks into this course the student will notice the interrelatedness of the psychological theories being discussed in the context of sustainability. For example one can hardly discuss Attachment Theory and Social Value Orientation, in isolation of for example of Environmental Identity and vice versa.

Schedule
Week 1: Introduction to the Psychology of Sustainability
Day 1
Group Work: Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Readings: Introduction to the Psychology of Sustainability, PowerPoint™, Chandler (2012)

Day 2
Lecture : Introduction to the psychology of sustainability and course review.

Week 2: In the Beginning
Day 1

Lecture: In the Beginning: Attachment Style, parenting, and ecology of family.

Readings
Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental Psychology*, 28, 759-775.
Bronfenbrenner, U. (1986). Ecology of the family as context for human development: Research perspectives. *Developmental Psychology,* 22, 723-742.
Coan, J. A. (2008). Toward a neuroscience of attachment. In J. Cassidy & P. Shaver (Eds.) *Handbook of attachment: Theory, research and clinical applications, 2nd ed. (241-265).*
Merz, E-M., & Consedine, N.S. (2009): The association of family support and wellbeing in later life depends on adult attachment style. *Attachment & Human Development*, 11, 203-221.
Shaver, P. & Mikulincer, M. (2010). New directions in Attachment Theory and research. *Journal of Social and Personal Relationships, 27,163-172*. doi: 10.1177/0265407509360899

Day 2
Group Work: Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Week 3: Who We Are and Who We Can Be
Day 1
Lecture: Lifespan Development Psychology, and effect of psychological, sociocultural, and socioecological factors.

Readings

Holland D. & Lachicotte W. (2007). Vygotsky, Mead and the new sociocultural studies of identity. In H. Daniels, M. Cole, & J. Wertsch (Eds.), *The Cambridge companion to Vygotsky* (pp 101–135). New York, NY: Cambridge University Press.

Kasser, T., & Kasser, V. (2001). The dreams of people high and low in materialism. *Journal of Economic Psychology*, *22*, 693-719. doi:10.1016/S0167-4870(01)00055-1

Stryker, S., & Burke, P. (2000). The past, present, and future of Identity Theory. *Social Psychology Quarterly,* 63, 284-297.

Stryker, S. (2008). From Mead to a structural symbolic interactionism and beyond. *The Annual Review of Sociology*, 34, 15-31.

Thompson, R. (2007). The development of the person: Social understanding, relationships, conscience, self. In W. Damon & R. Lerner (Eds.), *Handbook of child psychology*. 3rd ed. (24-98). doi:10.1002/9780470147658

Siegfried, G. & Warlop, D. (2011). Are Social Value Orientations Expressed Automatically? *Personality and Social Psychology Bulletin*, *37*, *1080-1090. doi:*10.1177/0146167211405996

Day 2
Group Work: Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Week 4: An Act of Kindness
Day 1
Lecture: Morals, ethics, compassion, empathy, and altruism, and the psychological, sociocultural, and socioecological factors affecting these.

Readings

De Waal, F. (2008). Putting the Altruism back in Altruism. Annual Review of Psychology, 59, 279-300. doi:10.1146/annurev.psych.59.103006.093625

Jankowiak-Siuda, K, Rymarczyk, K., & Grabowska, A. (2011). How we empathize with others: A neurobiological perspective. *Medical Science Monitor*, 17, 18-24. doi: 10.12659/MSM.881324

Tomasello, M. & Vaish, A. (2012). Origins of Human Cooperation and Morality. *Annual Review of Psychology*, 64, 231–55. doi:10.1146/annurev-psych-113011-143812

Day 2
 Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Week 5: The Ecology of Understanding
Day 1

Lecture: The nature of intelligence, and factors effecting reason, judgment and decision making, and perspective taking.

Readings

Ahlfinger, N., & Esser, J. (2001). Testing the groupthink model: Effects of promotional leadership and conformity predisposition. *Social Behavior and Personality*, 29, 31-42.

Gardner, H. & Moran, S. (2010). The Science of Multiple Intelligences Theory: A Response to Lynn Waterhouse, *Educational Psychologist*, 41, 227-232. doi.org/10.1207/s15326985ep4104_2

Gardner, H. (2006). On failing to grasp the core of MI theory: A response to Visser et al. *Intelligence*, 34, 503-505.

Hardisty, D. & Weber, E. (2009). Discounting future green: Money Versus the Environment. *Journal of Experimental Psychology: General*, 138, 329-340.doi.org/10.1037/a0016433

Holmgren, D. (2009). Future scenarios: How communities can adapt to peak oil and climate change. White River Junction, VT: Chelsea Green.

Janis, I. L. (1971, November). Groupthink. Psychology Today, 43–46, 74–76.

Lucas, R. (1973). Status Passage: A Formal Theory by Barney G. Glaser and Anselm L. Strauss *Contemporary Sociology*, 2, 276-278. Stable URL: http://www.jstor.org/stable/2064175

McCauley, C. (1989). The nature of social influence in groupthink: Compliance and internalization. *Journal of Personality and Social Psychology*, *57*(2), 250-260.

Sternberg, R.J. (2004). Who Are the Bright Children? The Cultural Context of Being and Acting Intelligent. *Educational Researcher*, 36, 148-155.

Tigner, R. & Tigner, S. (2000). Triarchic Theories of Intelligence: Aristotle to Sternberg. *History of Psychology*, 3, 168-176. doi: 10.1037//1093-4510.3.2.16S

Weber, E. U. (2007, in press). Doing the Right Thing Willingly: Behavioral Decision Theory and Environmental Policy. In E. Shafir (Ed), *The behavioral foundations of policy*. New York: University Press.

Day 2
Group Work: Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Week 6: Green Fear, Green Courage
Day 1
Lecture: We will discuss the effect of fear on sustainable behavior and especially the effects fear can have on perspectives of scarcity and abundance, security and insecurity, consumerism, prosocialness, cooperation, aggression, and existential meaning and value.

Readings
Chandler, R. (2014). *I am the Paradigm Shift: A Grounded Theory of Learners' Sustainability Outcome Comprehension Experience.* Ann Arbor, MI: ProQuest.

Chandler, R. (2010). Overview of Terror Management Theory with general implications for sustainability: Society's Comprehensive Problem and Greatest Opportunity. *Unpublished manuscript*.

Cohen, F. & Solomon, S. (2011). The Politics of Mortal Terror. *Current Directions in Psychological Science*, 20, 316-320. doi: 10.1177/0963721411416570

Cozzolino, P.J., Staples, A.D., Meyers, L.S., & Samboceti, J. (2004). Greed, death, and values: From terror management to transcendence management theory. Personality and Social Psychology Bulletin, 30, 278-292.

Dickinson, J.L. (2009). The people paradox: Self-esteem striving, immortality ideologies, and human response to climate change. *Ecology and Society,* 14, 1-ww17.

Dyson, T. (2006). On development, demography and climate change: the end of the world as we know it? *Population and Environment,* 27, 274-321.

Greenberg, J., Simon, L., Pyszczynski, T., Solomon, S., & Chatel, D. (1992). Terror management and tolerance: Does mortality salience always intensify negative reactions to others who threaten one's worldview? *Journal of Personality and Social Psychology*, 63, 212-220

Wisman, A., & Koole, S. (2003). Hiding in the crowd: Can mortality salience promote affiliation with others who oppose one's worldviews? *Journal of Personality and Social Psychology*, 84, 511-526.

Day 2
Group Work: Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Week 7: Paradigm Shift and the Personal Experience of Sustainability
Day 1
Lecture: A discussion of how and why students and other individuals manifest the six essential outcomes or characteristics that facilitate successful prosocial action/sustainability agency: Reflective judgment, post-conventional moral reasoning, interest in lifelong learning, leadership, wellbeing, and intercultural effectiveness. Discussion also includes what takes place intrapersonally and interpersonally as we develop these six characteristics.

Readings
Chandler, R. (2014). *I am the Paradigm Shift: A Grounded Theory of Learners' Sustainability Outcome Comprehension Experience.* Ann Arbor, MI: ProQuest.*

Myers O. & Beringer, A. (2010). Sustainability in higher education: Psychological research for effective pedagogy. The Canadian Journal of Higher Education, 40(2), 51-77.

Seifert, T. A., Goodman, K. M., Lindsay, N., Jorgensen, J. D., Wolniak, G. C., Pascarella, E. T., & Blaich, C. (2008). The effects of liberal arts experiences on liberal arts outcomes. Research in Higher Education, 49(2), 107-125.

*See video presentation prior to reading this article.

Day 2

Group Work: Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Week 8: Developing a Reflexive Experience, Imagining a Sustainable Future
Day 1
*Lecture***:** You will be introduced to the process of developing a reflexive (reflection + cause and effect) understanding of your lives to this point, and how to employ this personal understanding towards manifesting healthier relationships and a sustainable society.

In this week you will employ the theories learned thus far, as well as new theories (e.g., Social Value Orientation, Environmental Identity) presented this week, towards writing an accurate and descriptive narrative. To help with this process you will respond in detail to a question provided by your instructor. You will receive thorough instruction on this process during the lecture as well as during group work.

Note: Your work this week is also designed to improve your success with the midterm project

Readings:

Holland D., & Lachicotte W. (2007). Vygotsky, Mead, and the new sociocultural studies of identity. In H. Daniels, M. Cole, & J. Wertsch (Eds.), *The Cambridge companion to Vygotsky* (pp 101–135). New York, NY: Cambridge University Press, New York.

Kasser, T., & Kasser, V. (2001). The dreams of people high and low in materialism. *Journal of Economic Psychology*, *22*, 693-719. doi:10.1016/S0167-4870(01)00055-1

Murphy, R., Ackerman, K., & Handraaf, M. (2011). Measuring Social Value Orientation. *Judgment and Decision Making, 6, 771-781.*

Robinson, O. & Smith, J. (2015). The Stormy Search for Self in Early Adulthood. *The Humanistic Psychologist,*38, 120-145. doi: 10.1080/08873267.2010.485916

Schultz, P., & Tabanico, J. (2007). Self, identity, and the natural environment: Exploring implicit connections with nature. *Journal of Applied Social Psychology*, *37*, 1219-1247. doi:10.1111/j.1559-1816.2007.00210.x

Schultz, P., Shriver, C., Tabanico, J., & Khazian, A. (2004). Implicit connections with nature. *Journal of Environmental Psychology*, *24*, 31-42. doi:10.1016/S0272-4944(03)00022-7

van der Werff, E., Steg, L., & Keizer, K. (2013). It is a moral issue: The relationship between environmental self-identity, obligation-based intrinsic motivation, and pro-environmental behaviour. *Global Environmental Change*, 1151-1157. doi:org/10.1016 j.gloenvcha.2013.07.018

Van Lang, P., De Cremer, Van Dijk, & Van Vugt (2007). In A. Gruglanski & E. Higgins (Eds.) *Social psychology: Handbook of basic principles* (540-561). New York: Guilford.

Van Lange, P.A.M., De Bruin, E.M.N., Otten, W., & Joireman, J.A. (1997). Development of prosocial, individualistic, and competitive orientations: Theory and preliminary evidence. *Journal of Personality and Social Psychology,* 73, 733-746.

Day 2
Narrative Lab: Bring your draft narratives to class for individual work with your instructor and TA(s)

IMPORTANT: Your midterm project "Thoughts on Four Questions" is due by midnight the last day (Saturday) of Week 8. See the section Midterm Project: Thoughts on Four Questions following the course schedule for specific instructions.

Week 9: Five Facets of Sustainability and the Centrality of Human Dignity
Day 1
Lecture: You will be introduced to the Five Facets of Sustinability (5-Facets Model) an approach to research and teaching that is used to communicate environmental, economic, and psychological relationships between water, food, energy, commerce, and human dignity, and centrality of human dignity in these relationships. You will also be introduced to techniques for identifying and describing these relationships in your own words while using the theories we have discussed thus far.

Readings
There are no articles for this week but there are important resources in your CANVAS course page for Week 9. Pay particular attention to the qualitative analysis tutorials "Word Association, Dimensionalization, and Thematic Analysis" and "An Overview of Techniques". Once you have perused these documents study the coding example images "Coding Image 1" and "Coding Image 2". These will help you understand how to approach using the 5-Facets Model to illustrate the psychological relationship of each facet.

Day 2
Group Work: You will present your analysis using the 5-Facets Model to your group members (individual paper) and then collectively your group will write paper presenting a synthesis of results from each member's individual work.

Week 10: Mapping a Sustainable Future: Being an Agent on Our Own Behalf and on Behalf of Others.
Day 1
Lecture: In this week you will be introduced to numerous areas of research that can help us understand how we got to where we are, how we can direct our lives towards a sustainable future, and how we can help others do the same. We will also revisit our discussions about future scenarios, lifespan development, and identity to name a few.

Readings
Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for?. *Child development perspectives*, 1(2), 68-73. doi**:** *10.1111/j.1750-8606.2007.00016.x*

Bandura, A. (2002). Social Cognitive Theory in cultural context. *Applied Psychology: An International Review,* 51, 269-290. doi/10.1111/1464-0597.00092

Kunnen, E. S., Sappa, V., van Geert, P. L., & Bonica, L. (2008). The Shapes of commitment development in emerging adulthood. *Journal of Adult Development*, *15*(3-4), 113-131. DOI 10.1007/s10804-008-9042-y

Nelson, L. J., Padilla-Walker, L. M., Carroll, J. S., Madsen, S. D., Barry, C. M., & Badger, S. (2007). " If you want me to treat you like an adult, start acting like one!": Comparing the criteria that emerging adults and their parents have for adulthood. *Journal of Family Psychology*, *21*(4), 665. doi:10.1037/0893-3200.21.4.665

Schwartz, S. J., Beyers, W., Luyckx, K., Soenens, B., Zamboanga, B. L., Forthun, L. F., & Whitbourne, S. K. (2011). Examining the light and dark sides of emerging adults' identity: A study of identity status differences in positive and negative psychosocial functioning. *Journal of Youth and Adolescence*, *40*(7), 839-859. doi: 10.1007/s10964-010-9606-6

Day 2
 Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Week 11: We are the most Valuable Currency: Innate Value of Participatory Action
Day 1
Lecture: Drawing from our discussions and group work in Week 10, we will explore approaches to cooperation and collective action for common goals and why these are effective and resilient.

Readings
Armitage, D. R., Plummer, R., Berkes, F., Arthur, R. I., Charles, A. T., Davidson-Hunt, I. J., & McConney, P. (2009). Adaptive co-management for social–ecological complexity. *Frontiers in Ecology and the Environment*, *7*(2), 95-102. doi:10.1890/070089

Beckes, L. & Coan, J. (2011). Social Baseline Theory: The role of social proximity in emotion and economy of action. *Social and Personality Psychology Compass*, 5, 976–988. doi:10.1111/j.1751-9004.2011.00400.x

Minkler, M.(2000).Using participatory action research to build healthy communities. *Public Health Reports*, *No. 2/3, Focus on Healthy Communities*, 115, 191-197. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1308710/pdf/pubhealthrep00022-0089.pdf

Wollenberg, E.K. (2008). Adaptive co-management for social–ecological complexity. Ecological Society of America, 7, 95-102. doi:10.1890/070089

Day 2
Individual statements of understanding (individual paper) discussed with group members and development of group synthesis paper.

Week 12: Learning to Listen, Listening to Hear: Interviewing and Interview Analysis Techniques – Part One
Day 1
Lecture: This will be the first of two classes devoted to your success with you final project: "You as a Sustainability Psychologist". In this week your instructor will review the instructions for your final project, and will help you begin learning how to memo and code (analyze) individual responses to open-ended questions. You will recall that we experimented with this in Week 9 when we identified relationships between the five facets of sustainability. Your instructor will provide additional examples in class as well as in your CANVAS course page for this week.
Note: Detailed instructions for your final project "You as a Sustainability Psychologist" can be found after the course schedule.

Readings
Review readings and your group work from Week 9. In addition read carefully the documents "Overview of Techniques" and "Coding and Dimensionalizing Example".

Day 2
Important: Your individual and group work will be considerably different from previous weeks and more time consuming, so begin preparing for your group class meeting further in advance than usual. For the individual work this week you will code and analyze your midterm project "Thoughts on Four Questions" and bring the results of your analysis to your group meeting.
Your group will develop a synthesis of each group member's analysis for each of the four questions. This will be your group report. You will find detailed instructions about this assignment in your course CANVAS page for this week.

Week 13: Analyzing Popular Press: Why does Fake News Exist
Day 1
Lecture: Drawing from the many discussions that we have had thus far, we will explore the phenomenon of Fake News, and how and why it has been and is being created. You will learn to employ what you have learned thus far in this course to more critically analyze media messages on a variety of topics related to sustainability.
Your instructor will bring media articles related to sustainability to class and together you will work on analyzing these for representativeness and accuracy.

Readings
Readings for this week will be in the form of a new game "Factitious" that tests your ability to recognize Fake News.

Day 2
Your individual work for this group meeting will be to take the Factitious test three times and record your results (percentage of accurate responses). You will not be graded on your results so take the test "blind", that is do not stop and research the topic in question on the web but simply answer to the best of your ability. Then for each question you

missed explore why you think you selected the wrong answer. In other words, state why you think you thought the Fake News headline was actually accurate news.

Your group work will first include each member sharing their scores and the reasons why they think Fake News was selected over accurate news. Your group report will include a consensus of the top five Fake News approaches that were the most effective, as well as a list of strategy recommendations to first avoid being by Fake News and second how to point out Fake News to someone that is advancing its message.
Note: Detailed instructions for this assignment can be found in your course CANVAS page for this week.

Week 14: Learning to Listen, Learning to Hear: Interviewing and Interview Analysis Techniques – Part Two
Day 1
Lecture: In this week your instructor will answer questions that you have pertaining to your interviews and initial interview response analysis. In addition, you will learn to more advanced approaches to further analyze initial results towards developing a synthesis of responses and developing your sustainability psychology theory.
Note: Be sure to refer to the detailed instructions for your final project provided in this syllabus and ask questions if you need help.

Readings: There are no readings for this week.

Day 2
For this meeting you are to bring your final project papers to class for individual assistance by your instructor and course TA(s).

IMPORTANT: Your final project "You as a Sustainability Psychologist" is due by midnight the first day of Finals Week. See the section Final Project: You as a Sustainability Psychologist in this syllabus for specific instructions.

Week 15: Putting it all Together: In Review for a Sustainable Future
Day 1
Lecture: For our last meeting we will review what you have learned through the course and collectively draw a map that highlights the possible paths to a sustainable future. This exercise has been found to provide valuable insight towards completing final projects but students have also reported that this helps them feel positive and agentic about the next semester, graduation, their future in general.

Readings: There are no readings for this week.

Day 2
Depending on the semester and often reorganization of the semester calendar there is not always a second class meeting in Week 15. If there will be a second meeting in this week your instructor will alter you to the work that will be done both in class and via a message in your course CANVAS page.

Evaluation of Grades, Grading Policy, and Grading Methods

Evaluation of Grades

Assignment	Total Points	Percent of Grade
Class Participation (12% of grade) and Attendance (18% of grade)	150	30
Group Report	150	30
Thoughts on Four Questions Narrative	100	20
You as a Sustainability Psychologist!	100	20
Total =	500	100

Grading Policy

Score	Percent	Grade	Grade Points
467-500	93.4-100	A	4.00
450-466.5	90-93.3	A-	3.67
433.5-449.5	86.7-89.9	B+	3.33
417-433	83.4-86.6	B	3.00
400-416.5	80-83.3	B-	2.67
383.5-399.5	76.7-79.9	C+	2.33
367-3823	73.4-76.6	C	2.00
350-366.5	70-73.3	C-	1.67
333.5-349.5	66.7-69.9	D+	1.33
317-333	63.4-66.6	D	1.00
300-316.5	60-63.3	D-	0.67
0-299.5	0-59.9	E	0.00

More information on grades and grading policies is here:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Grading Methods

There are four general components of your total grade: Attendance and participation, group report, midterm project, and final project. Refer to Evaluation of Grades table on the previous page for exact points per component. A detailed rubric will be provided in your course CANVAS page however following are general grading method guidelines.

Attendance and Participation: For full credit you are expected not only be present in class but to contribute to conversation with thoughtful comments and questions. More

Group Report: Your group report will be assessed equally in three areas: Quality of synthesis of members' individual perspectives, length of report (>1<3pages), and quality of writing.

Midterm and Final Projects: Your midterm and final projects will be assessed in three areas: Opening material 15%, main body 75%, and closing material 10%. Each of these areas is described in detail in your course CANVAS page and will also be reviewed with you by your instructor in class.

Class Attendance and Make-Up Policy

Students are required to attend all classes unless absence is excused. Excused absences include illness, family emergency, or personal/family tragedy. More than 3 unexcused absences will result in a reduction of one letter grade on you final grade. Excused absences are consistent with university policies in the undergraduate catalog (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx) and require appropriate documentation.

It is important to remember that not only can an absence negatively affect your grade it can also impact your group's grade. In the case of an excused absence a student may submit their individual paper as well as midterm project late for grade consideration. There will be no make-up permitted for the final project.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Materials and Supplies Fees

There are no materials or supply fees for this course.

Course Technology

At least one student in each group will need a laptop computer and access to UF web/email during group work days so that the group's report can be emailed to the instructor and TA(s) before the end of class.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

UNIVERSITY *of* FLORIDA

UCC: External Consultations

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
Phone Number	E-mail
Comments	

Department	Name and Title
Phone Number	E-mail
Comments	

Department	Name and Title
Phone Number	E-mail
Comments	