

Environmental Psychology
(PSY 362)
Tuesdays (10:00–11:15)
ASH 1310

Instructor: Prof. Eaaron Henderson-King
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Platform to subscribe or gain access to:
Kanopy.com (you give your GVSU information to access the site)

Readings:

Norman, D. (2013). *The Design of Everyday Things*. (e-book) available through the library

Bechtel, R. B. & Churchman, A. (2002). *Handbook of Environmental Psychology*. New York: John Wiley & Sons. e-book available through library. You will need this book in order to read Gifford (2002) and Carpman and Grant (2002).

All other readings will be available on Blackboard under “Course Documents”.

Overview: Environmental psychology is the study of how humans affect, and are affected by, the environment they inhabit. It examines human behavior, well-being, perceptions and attitudes and how each of these is influenced by the socio-physical environment. Environmental psychologists look at how the natural environment, homes, offices, educational settings, neighborhoods and communities, and technology shape, and are shaped by, those in the environment.

Thus, in this course we will ask, and address, questions such as: How do we find our way around the environments in which we live and work? What factors lead us to like, or dislike, the places in which we live? What are the effects of overcrowding, pollution, and noise on our psychological well-being?

Exams and Participation: There will be three exams in the course. The first will be based on the lecture and reading material that will be presented in the first three weeks of the semester, and the second will cover weeks 4 through 8. The final exam will be cumulative and will cover the readings assigned in the latter half of the semester as well as the material covered in the first eight weeks of the semester.

The exams will be both multiple-choice and essay questions. The questions will be taken from BOTH the lecture material and the course readings. THIS MEANS THAT YOU

MUST TAKE SOLID AND COMPLETE NOTES CLASS. The essay question(s) will be posted 5-7 days before the multiple-choice portion of the exam is due. The multiple-choice portion of the exam will be posted on a Sunday evening or Monday morning and you will have until Thursday of that week to start and complete the multiple-choice section. Once you begin the multiple-choice section you **MUST** complete it in the allotted time. There will be no exceptions to this policy. **You must complete both sections of the exam by the due date.**

While, under extraordinary circumstance, I may make an exception regarding taking an exam late there will be **4-points** taken off a person's score on the exam in such circumstances.

The participation grade will be based on your engaging in the online discussions throughout the semester. A minimum of one substantive comment in these discussions is required to receive a passing grade (defined as a C) but additional substantive comments are required to receive a higher grade.

Quizzes on readings (three) – 30 points (10 points each)

Exam 1 – 50 points

Exam 2 – 50 points

Final Exam – 80 points

Review Sheet (EXTRA CREDIT) – For each exam, students can submit a thoughtful review sheet that covers the material for that exam. It should consist of key points, summaries, and concepts that you deem important. The review sheet can take any form that you would like (e.g., multiple-choice questions, crossword puzzle, note-cards, text, etc.). These reviews sheets will be worth up to 3 extra credit points. You should use these reviews to assist in your studying.

Semester Long Group Project

Twelve groups consisting of four to five students each.

Submit one or two articles for the class to read, but you should have read more and submitted annotated bibliography of readings.

Annotated Bibliography – The annotated bibliography should consist of no less than **10** articles that you have completed a summary between **100 – 200-words** in length. The following link will bring you to Purdue Owl, it has an example of an APA style annotated bibliography (the example that says “Sample APA Annotation”).

https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html

Topics

Climate change
Environmental pollution
Species extinction

Choose one of the above topics and conduct a critical analysis of the current state of the problem and what the problem would be projected to be like in 20-30 years (so when you are 40-50 years of age). Examine and discuss the psychological, political, historical, cultural and economic factors that significantly influence how individuals and governments address the issue and how these may influence effectively addressing the problem in the future. Then using psychological theories and principles (these can be ones covered in the course but also ones that have not been discussed) discuss some potential eventualities and how they can be achieved, avoided, or why it/they may be unavoidable.

Each group will write an 8- to 10-page paper that incorporates all of the above elements and then present their project to the class at the end of the semester.

You will also select **two readings** for the class to read. These readings must give the class a clear understanding of what the issue is AND the psychological factors that influence how the issue is approached. These readings will be used as the basis for the group leading a class presentation and discussion of their action project. Also, note that the final exam will include questions based on these readings. The readings must be submitted to me in a **PDF** format by **February 25th**. A set of discussion questions, which may be revised, should also be submitted.

In the second half of the semester each group present their project to the class. Each presentation will last 35 minutes (20 minutes for the presentation of the paper and 15 minutes for discussion).

Every person in the group must be actively involved in the project, and will be evaluated by the group at various points during the semester.

One paragraph project proposal – 10 points

Paper – 50 pts

Class presentation – 40 pts

Annotated Bibliography – 20 pts

Group evaluation of individual member's contribution and performance – 40 pts

Submission of readings – 10 pts

Total points for the course -- 380 pts

Grade Distribution:

A -- 100-94%
B+ -- 89.9-87%
B- -- 82.9-80%
C -- 76.9-73%
D+ -- 69.9-67%
D- -- 62.9-60%

A- -- 93.9-90%
B -- 86.9-83%
C+ -- 79.9-77%
C- -- 72.9-70%
D -- 66.9-63%
F -- 59.9%-->

Schedule of classes and readings

(Week 1)
1/11 – 1/13

Introduction: What is Environmental Psychology?

Video: Advertising at the Edge of the Apocalypse (Sat July) access through Kanopy.com

Readings:

Gifford, R. (2002). Making a difference: Some ways environmental psychology has improved the world. In R. B. Bechtel and A. Churchman, *Handbook of Environmental Psychology*, John Wiley & Sons. **(e-book) (Chapter 21)**

Christakis, N. A. & Fowler, J. H. (2007) The spread of obesity in a large social network over 32 years. *The New England Journal of Medicine*, 357(4), 370-379.

Ulrich, R. S. (1984). View through a window may influence recovery from surgery. *Science*, 224, 420-421.

Norman, D. (2013). *The Design of Everyday Things. Chapter 1, The psychopathology of everyday things.*

Climate Change in the news:

https://www.nytimes.com/interactive/2020/04/19/climate/climate-crash-course-1.html?name=stylclimate®ion=TOP BANNER&block=storyline_menu_recirc&action=click&pgtype=Article&impression_id=50d7c4b3-39af-11eb-bf16-b1bc3114c5ab&variant=1 Show

<https://www.nytimes.com/2020/12/08/climate/arctic-climate-change.html?action=click&module=Top%20Stories&pgtype=Homepage>

(Week 2)
1/18 – 1/20

Readings:

Tasilis, T. A. & Nikolaou, I. E. (2017). Assessing the effects of climate change regulations on the business community: A system dynamic approach. *Business Strategy and the Environment*, 26, 826-843.

Government Policy Environmental Pollution:

https://www.nytimes.com/2020/12/03/climate/arctic-refuge-lease-sales.html?name=styl-climate®ion=TOP BANNER&block=storyline menu recirc&action=click&pgtype=Article&impression_id=832ca2e0-39b0-11eb-93ec-0ffbe5611593&variant=1 Show

https://www.nytimes.com/interactive/2020/climate/trump-environment-rollbacks-list.html?name=styl-climate®ion=TOP BANNER&block=storyline menu recirc&action=click&pgtype=Article&impression_id=c234b921-39ae-11eb-b531-db89d9c8dbdb&variant=1 Show

Water:

<https://www.nytimes.com/2021/01/03/business/colorado-river-water-rights.html?searchResultPosition=5>

Films:

Last Call at the Oasis (Tubi)

https://tubitv.com/movies/312545/last-call-at-the-oasis?start=true&utm_source=google-feed&tracking=google-feed

(Week 3)

1/25 – 1/27

Quiz 1 – Over the readings from Week 1 and Week 2

1/28 – Take-home Essay posted on Blackboard by NOON

Research Methods in Environmental Psychology

(Week 4)

2/1 – 2/3

2/3 – One paragraph project proposal due by 5 pm (submitted via email)

2/4– Take-home essay response submitted via Blackboard

Ecology and a Multi-Level Perspective

Readings:

Systems Theory Folder

Milgram, S. (1970). The experience of living in cities. *Science*, 167, 1461-1468.

Argyle, M. & Dean, J. (1965). Eye-contact, distance and affiliation. *Sociometry*, 28, 289-304.

Leather, P., Beale, D., & Sullivan, L. (2003). Noise, psychological stress and their interaction in the workplace. *Journal of Environmental Psychology*, 23, 213-222.

Moser, G. (1988). Urban stress and helping behavior: Effects of environmental overload and noise on behavior. *Journal of Environmental Psychology*, 8, 287-298.

Film: *Intelligent Trees*:
Free on Amazon Prime and Tubi

The American Political Context:
<https://www.nytimes.com/2020/12/16/opinion/trump-political-sectarianism.html>

(Week 5)
2/8 – 2/10

2/8–Multiple-Choice Portion of Exam (Weeks 1-4)

Perception, Cognition and the Environment

Readings:

Perception and Cognition Folder

Carpman, J. R. & Grant, M. A. (2002). Wayfinding: A broad view. In R. B. Bechtel and A. Churchman, *Handbook of Environmental Psychology*, John Wiley & Sons. **(e-book) (Chapter 28)**

Dalton, R. C., Hölscher, C., & Montello, D. R. (2019) Wayfinding as a social activity. *Frontiers in Psychology*, 4, 1-12.

Milgram, S. & Jodelete, D. (1977). The way Parisians see Paris. *New Society*, 3, 234-237.

(Week 6)
2/15 – 2/17

*****Annotated Bibliography and Selected Choice of Readings for Class Due 2/17*****

*****Readings from each group Submitted via email (henderse@gvsu.edu)*****

Quiz 2 – Over the readings from Week 5 and Week 6

Personality and Socio-cultural factors in Attitudes Toward the Environment

Readings:

Personality and Socio-cultural Folder

Kaiser, F. G. & Byrka, K. (2011). Environmentalism as a trait: Gauging people's prosocial personality in terms of environmental engagement. *International Journal of Psychology*, 46, 71-79.

Markowitz, E. M., Goldberg, L. R., Ashton, M. C., & Lee, K. (2012). Profiling the "Pro-Environmental Individual": A personality perspective. *Journal of Personality*, 80, 81-111.

Pelletier, L. G. Dion, S., Tuson, K., & Green-Demers, I. (1999). Why do people fail to adopt environmental protective behaviors? Toward a taxonomy of environmental amotivation. *Journal of Applied Social Psychology*, 29, 2481-2504.

Understanding Forests:

<https://www.nytimes.com/interactive/2020/12/02/magazine/tree-communication-mycorrhiza.html?searchResultPosition=1>

Suzanne Simard: *How trees talk to each another*

<https://www.youtube.com/watch?v=Un2yBgIAxYs>

(Week 7)
2/22 – 2/24

2/21 -- Take-home Essay posted on Blackboard by NOON (Weeks 5-8)

Determinants of Pro-Environmental Behaviors

Readings:

Attitudes Folder

Frantz, C. M. & Mayer, F. S. (2009). The emergency of climate change: Why are we failing to take action? *Analyses of Social Issues and Public Policy*, 9, 205-222.

Tobler, C., Visschers, V. H. M., & Siegrist, M. (2012). Addressing climate change: Determinants of consumers' willingness to act and support policy measures. *Journal of Environmental Psychology*, 32, 197-207.

Whitmarsh, L. (2009). Behavioral responses to climate change: Asymmetry of intentions and impacts. *Journal of Environmental Psychology*, 29, 13-23.

Hodson, G. (2015). Political polarization on climate change. *Psychology Today*.
<https://www.psychologytoday.com/us/blog/without-prejudice/201512/political-polarization-climate-change>

(Week 8)
3/1 – 3/3

2/29 – Take-home essay response submitted via Blackboard by NOON

3/1 Multiple-Choice Exam 2

Pro-Environmental Behaviors Continued.

(Week 9)

SPRING BREAK

(Week 10)
3/15 – 3/17

3/15 Groups 1 and 2 present
3/17 Groups 3 and 4 present

(Week 11)
3/22 – 3/24

3/22 Groups 5 and 6 present
3/24 Groups 7 and 8 present

(Week 12)
3/29 – 3/31

3/28 – Group Project Posted and Paper Submitted

3/29 Groups 9 and 10 present
3/31 Groups 11 and 12 present

(Week 13)
4/5 – 4/7

Sustainability & Human behavior and environmental problems

Readings:

Sustainability & Human Behavior Folder

Hanss, D. & Böhm, G. (2012). Sustainability seen from the perspective of consumers. *International Journal of Consumer Studies*, 36, 678-687.

Hirsh, J. B. (2014). Environmental sustainability and national personality. *Journal of Environmental Psychology*, 38, 233-240.

Derrick Jensen (2009) Forget Shorter Showers, *Orion Magazine*.
<https://orionmagazine.org/article/forget-shorter-showers/>

Films:

Forget Shorter Showers: <https://jore.cc/w/forget-shorter-showers/>

(Week 14)

4/12 – 4/14

4/14 Take-home essay for final exam posted
Quiz 3 – Over the readings from Weeks 13 and 14

Media and the Environment

Readings:

Bloodhart, B., Maibach, E., Myers, T., & Zhao, X. (2015). Local climate experts: The influence of local TV weather information on climate change perceptions. *Plos One*, 10(11): e0141526. doi:10.1371/journal.pone.0141526

Taddicken, M. (2013). Climate change from the user's perspective: The impact of mass media and internet use and individual and moderating variables on knowledge and attitudes. *Journal of Media Psychology*, 25, 39-52.

(Week 15)

4/19 – 4/21

4/21 – Take-home portion of final exam due by 5 pm.

(Week 16)

April 28 Multiple-Choice Final Exam
10:000-11:50