

Environmental Psychology
Online
Tues. 1 – 2:15 pm
(Meetings will be posted on Blackboard)

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

Participation – 50 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

Part 1: Produce a video/audio presentation on one of the following topics.

Part 2: Submit a 6-page paper based on the project. The paper should have an introduction which presents the relevant theoretical and empirical research that the project was based on (3-4 pages and no less than 8 references) and 2-3 pages that deal specifically with what you did, why you chose your particular focus, and what you want people to take away from the project. Please use either APA or MLA style in completing the paper.

Topics

1. What's been happening during Covid-19? Examine what has been happening with climate change, environmental policy, etc. during the Covid-19 pandemic. Use relevant psychological literature, course concepts and theories, as well as any other pertinent information in exploring the issue. You can focus on policy-makers, individuals and groups, the media, and corporations, or other relevant entities.
2. What happened during Trump Administration, and now, during the Biden administration? Examine what has been happening with climate change, environmental policy, etc. Use relevant psychological literature, course concepts and theories, as well as any other pertinent information in exploring the issue. You can focus on policy-makers, individuals and groups, the media, and corporations, or other relevant entities. You should probably focus on only one or two issues.
3. Examine climate change and/or other environmental issues in today's media landscape where people can attend to only that information that fits their worldview. Use relevant psychological literature, course concepts and theories, as well as any other pertinent information in exploring the issue. You can focus on policy-makers, individuals and groups, the media, and corporations, or other relevant entities.
4. Using the psychological literature, discussions with environmental scientists, literature on the impacts of climate change and environmental pollution, design a pamphlet explaining to parents what skills and knowledge their children should have developed and why these skills would be important as an adult in the year 2050.
5. Create a video that uses persuasive techniques to influence or create awareness of an environmental issue that needs addressing. It can be on a local, state, national, or international level, or it can, and most likely will, cut across all of them – you choose your emphasis but be cognizant of the extent to which the issue is applicable at each level.
6. Mindfulness and Environmental Issues. Create a mindfulness program, or employ an existing one, designed to get people to engage with the environment in a constructive rather than destructive way. Integrate and discuss the relevant theoretical and empirical work that would guide, or guides, the particular approach. Try to implement the program with a group of people and then, again, using the psychological literature discuss what factors lead to the program being effective and/or ineffective.

In the second half of the semester, each group will lead an online discussion on the readings, and the video/audio project that they posted. Groups will be graded on the quality and appropriateness of the readings they give the class to read; their leading of the online discussion; their understanding and grasp of the issue they have selected and their ability to link it to relevant course material (where appropriate).

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

Paper – 50 pts

Video/Audio Project – 50 pts

On-line 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 -- 470 pts

Grade Distribution:

A -- 100 -94%	A- -- 93.9-90%
B+ -- 89.9-87%	B -- 86.9-83%
B- -- 82.9-80%	C+ -- 79.9-77%
C -- 76.9-73%	C- -- 72.9-70%
D+ -- 69.9-67%	D -- 66.9-63%
D- -- 62.9-60%	F -- 59.9%-->

Schedule of classes and readings

(Week 1)
1/18 – 1/22

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)
1/25 – 1/29

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: *Blue Gold: World Water Wars* (Amazon Prime) and/or

FLOW For the Love of Water

<http://www.documentarymania.com/player.php?title=FLOW%20For%20Love%20of%20Water>

(Week 3)

2/1 – 2/5

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

2/5 – Take-home Essay posted on Blackboard by NOON

Research Methods in Environmental Psychology

(Week 4)

2/8 – 2/12

2/12– 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.

The American Political Context:

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

Climate Change and Race:

https://www.nytimes.com/interactive/2020/08/24/climate/racism-redlining-cities-global-warming.html?name=styl-climate®ion=TOP_BANNER&block=storyline_menu_recirc&action=click&pgtype=Interactive&impression_id=52e32513-39af-11eb-ad88-2355c3612a31&variant=1 Show

(Week 5)

2/15 – 2/19

Multiple-Choice Posted by Monday at 10 am (Weeks 1-4)

2/19–Multiple-Choice due by 5 pm.

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)

2/22 – 2/26

*****Annotated Bibliography and Selected Choice of Readings for Class Due
2/22*****

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

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)

3/1 – 3/5

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

3/5 -- 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)
3/8 – 3/12

Pro-Environmental Behaviors Continued.

3/12 – Take-home essay response submitted via Blackboard by NOON

(Week 9)
3/15 – 3/19

3/15 Multiple-Choice Exam 2 Posted by Monday at 10 am (Weeks 5-8)

3/19–Multiple-Choice due by 5 pm.

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/>

I am Greta: On Hulu or
<http://www.documentarymania.com/player.php?title=I+Am+Greta>

(Week 10)
3/22 – 3/26

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.

(Week 11)
3/29 – 4/2

3/28 – Group Project Posted and Paper Submitted

Discuss Groups 1-4

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 12)
4/5 – 4/9

Quiz 3 – Over the readings from Week 10 and Week 11

Discuss Groups 5-8

(Week 13)
4/12 – 4/16

Discuss Groups 9-12

4/12 Take-home essay for final exam posted

(Week 14)
4/19 – 4/25

4/19 – Take-home portion of final exam due by 5 pm.

4/21 – Final Exam Multiple-Choice posted

(Week 15)

April 28 Final Exam Completed by Noon