

DRAFT: Assignment Days/Times will be Edited Before Semester Opens

PSYCHOLOGY OF SUSTAINABILITY: PSY3626

Section 13H2 Class No. 20021

Meeting Days & Times Tuesday 11:45am – 1:40pm and Thursday 12:50 – 1:40pm

Meeting Locations: Tuesday and Thursday Room 100 Williamson Hall

“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.

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Office Hours & Zoom Locations

Monday 10am-Noon at <https://ufl.zoom.us/j/91612761850>

Wednesday 10:00-11:30am at <https://ufl.zoom.us/j/99958890588>

Teaching Team

TBA

Groups and Group Leaders: TBA

TBA

Teaching assistants do not hold office hours for this class, but if you have any questions about a topic or assignment, email your group leader (TA) first. If it requires a meeting, they can set up a time to meet with you via Zoom.

Course Description

The Psychology of Sustainability course is designed to provide the experience of employing psychology towards developing an understanding of why we do and do not act sustainably.

Prerequisite Knowledge and Skills

There are no prerequisites for this course and no prior knowledge in psychology, sustainability, or environmental science is required. This course is designed for anyone no matter your degree emphasis or status (undergraduate or graduate).

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.

Course Objectives

By the end of this course you will have encountered and explored a number of psychological concepts and principals, and attained the ability to:

- More fully employ critical thinking.
- Better understand your 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.
- More clearly recognize personal meaning and values as well as those of others.
- 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 one textbook required for this course: *The Psychology of Sustainability: Understanding the Relationship Between Self and Earth*. 1st Edition (Chandler, 2019)

The textbook for this course—the first-ever textbook on the psychology of sustainability—must be ordered through the publisher’s web portal linked below; you cannot obtain this textbook through the UF Libraries. Please each of you ***let me know when you have obtained your book*** and if you have an problems with the process. GOOD NEWS: 100% of all proceeds from book sales go to saving Asian elephants and the indigenous people sharing their habitat!

To purchase the PSY 3626 textbook, please follow this link:

<https://store.cognella.com/82666-1B-NI-003>

- 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 per week.

Instructional Approach

Learning is cultivated through the Coteacher/Colearner Teaching Team (CCTT) approach which provides a variety of ways for students to engage theories and concepts, while learning independently and from each other in groups, as well as from your teaching assistants and instructor. Benefits to the CCTT approach are numerous and include but are not limited to, development of knowledge in a reduced-stress environment, greater understanding and retention of material, and provision of practical skill in the application of psychological theories and concepts in real life. In addition, students can develop a

close connection with a knowledgeable peer educator (teaching assistant/group leader), receive personal scaffolding (one-on-one help with developing knowledge and understanding), faster turnaround regarding answers to questions, expert guidance with larger assignments, and faster access to your professor. While you are always free to contact Dr. Chandler, it is important that you keep the benefits of CCTT in mind before deciding to contact me especially if your question or concern is time sensitive.

The class will be divided into groups of approximately equal size. For example, a class of 100 students will have 12-15 groups of approximately 7-8 students each. Each group will be responsible for planning and presenting one group lecture in the semester.

Role of Teaching Assistants in the Teaching Team Structure

A Teaching Assistant (TA) will be assigned to each group. Your TA/group leader will be your first point of contact regarding questions about assignments, course material, course policy, and about grades for individual and group work, and guidance for developing your group's lecture. Your group leader will also facilitate your participation in lectures and discussions: see "Class Technology Requirements and Use" for more on this valuable role.

Students in the physical classroom will comprise the student group for which Dr. Chandler will provide group leadership, and online students will be formed into small groups that will each have a TA serving as their group leader. Dr. Chandler will also support each group being led by a member of the teaching team. Groups will be formed during the first week of classes and you will remain in your group for the duration of the semester. We will try to accommodate but will not guarantee preferences regarding group placement, for example being in a group with a friend.

Important: Your individual and group responsibilities are described in the syllabus. Read the syllabus carefully before asking questions about these responsibilities

Class Technology Requirements and Use

Class will meet through Zoom; we will not be using "hyflex". The Zoom attendees window will be projected on the large video screen in the classroom so that everyone can see each other and participate equitably. Introductory lectures and group presentations will be given in PowerPoint and these will be visible to all via screen sharing in Zoom.

During introductory lecture, group work, and group presentations, you may ask me a question at any time by simply speaking out or message your group leader via the Chat window and they will ask your question or raise your point for you. If during a lecture or presentation you have a question or comment for your group leader, please present that via the Chat window to avoid interrupting the lecture or presentation. If your group leader determines that I need to respond to your question or comment, they will do so verbally. Our class sessions will be audio and/or visually recorded in the case that there are students in class whose DRC accommodations requiring this form of access to class content. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a

profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Important: Each student will need a device that functions well with Zoom, can connect with the Internet for using Google Docs, and with which you can write documents in MS Word (no other format will be accepted).

Assignments

Your total grade is comprised of a number components (described below). All components are important and interconnected. Please see Course Schedule below to learn when assignments are due. Also, be sure to refer to the CANVAS course page for documents presenting detailed instructions for the midterm and final projects.

Attendance – Applies to in-person and synchronous online meetings: 130 Total Points

Attendance in class is mandatory as it is not only a significant part of your overall grade but also essential to your group's success. It is very important that students attend the lecture sessions on Thursdays. Attendance on Tuesdays is crucial in that you will not receive credit for your ISU or AIC, unless the absence is excused. Attendance is worth 5 points for each day of class, for a total of 130 points.

IF YOU ARE 5 MINUTES LATE = HALF OF ATTENDANCE PONTs TAKEN OFF
IF YOU ARE 10 MINUTES LATE = NO ATTENDANCE CREDIT WILL BE GIVEN

Individual Work: Individual Statement of Understanding (ISU) 60 Points (5 points each)

In most weeks you will be responsible for writing a **one page, single-spaced paper written Times New Roman** font in which you will address prompts if any that are specific to the conversation for that week **as well as** (unless otherwise instructed) you will always provide an explanation as to how you would employ what you learned from the in-class discussion on Tuesday, from journal articles and papers, and other resources in the context of human dignity and its relationship to holistic sustainability.

For purposes of this assignment "holistically sustainable society" is an allocentric society, one that attends to betterment of the individual as well as the collective whole, does so within natural limits, and "pays forward" for improvement of the human as well as nonhuman condition. For purposes of this project "dignity" is the individual composite experience of efficacy, esteem, agency, a sense of safety, freedom to be, and social capital.

Important: You must complete your ISU prior to your group meeting (11:45 AM) and submit it in Canvas. You must also post it to your group's Google Docs page.

Group Work: Application in Context (AiC) 110 Points (10 points each)

If you do not already have one, you will need to establish a Google Docs account. To receive full credit for the group work and AiC, **each group member must contribute equally to the document.** In addition, **each group member's ISU must be included at the bottom of the AiC document.**

At the beginning of each group meeting and while the other members read along and take notes, each group member will read aloud her/his ISU. Once everyone has read/heard all members' ISUs the group will employ "collective cognition" and create a **two-page, single-spaced paper written Arial or Times New Roman.** The group's AiC is a synthesis, not a cut-and-paste collage of ISUs, but a document that as comprehensively and intelligibly as possible represents how the group would address prompts if any that are specific to the conversation for that week *as well as* (unless otherwise instructed) you will always provide an explanation as to how you would employ what you learned from the in-class discussion on Tuesday, from journal articles and papers, and other resources in the context of human dignity and its relationship to holistic sustainability. For purposes of this assignment "holistically sustainable society" is an allocentric society, one that attends to betterment of the individual as well as the collective whole, does so within natural limits, and "pays forward" for improvement of the human as well as nonhuman condition. For purposes of this project "dignity" is the individual composite experience of efficacy, esteem, agency, a sense of safety, freedom to be, and social capital.

Midterm Project: "Thoughts on Four Questions" 100 Total Points

For your midterm project "Thoughts on Four Questions" you will explore and respond in narrative form to each of the four questions provided in the previous section. I say "explore and respond" as a reminder to not simply answer these questions, but to share and analyze what thoughts came to mind about experiences that were recalled when you read each question. This begins your research and the development of your narrative.

The first two questions are obviously about the past, so it is likely not difficult to see how to approach these reflexively (considering past events and decisions made towards understanding cause and effect). It may not be as intuitively obvious that questions three and four must also be considered reflexively as well as prospectively. Recall that writing an honest, representative, comprehensive, and authentic self-history narrative is profoundly important for understanding who we are—why we are thinking, feeling, and acting as we are—in the present, and the relationship of who we are now to who we want to be in the future.

Important: Detailed instructions regarding coding procedures and developing your paper will be discussed in class. Therefore it is essential that you attend class during the workshop session. Also, further information concerning the midterm is located on the assignment's description on the Canvas Page.

Final Project: "You as a Sustainability Psychologist" 100 Points

This is your chance to practice Sustainability Psychology, that is to use the psychology

of sustainability to resolve an aspect of the Comprehensive Problem and to educate the class about how to employ what you have learned towards creating New Normal: a sustainable human ecology. Recall from our discussions and your work with Five Facets of Sustainability that Human Dignity is the central facet, and that any action taken to create a sustainable human ecology that does not also work to improve individual as well as societal experience of dignity ultimately will not be sustainable.

For your final project your group will develop a presentation that explains how you would apply psychological theories, concepts, and examples (e.g., stories) that you have read and heard towards creating and maintaining a sustainable human ecology (recall from the definition that New Normal is ever-evolving), and *why* your application of those theories and concepts would be effective.

To prevent overlap and redundancy, I will assign each group one or two theories or concepts from what we have covered thus far in the semester. However, you are free to select the setting and situation to which you will apply those theories and concepts. Be creative and select a real-world problem that you are passionate about.

Important: I do not want you to select a global scale problem, for example Climate Change or war, but some aspect of a global scale problem. Use the Fresnel Lens Effect as a guide, think about the comprehensive problem, and all the problems (lenses) that comprise it. Ask yourself and the group, “Through what lens do I/we want to enter the comprehensive problem?”

General example: Remember the story of how I changed Conservation Initiative for the Asian Elephant from a Western wildlife conservation model to a human-centered conservation model and that this change resulted in a dramatic increase in our effectiveness at saving elephants. Why? We now first address the needs of the people sharing habitat with the elephants, and in so doing improved their situation (dignity), and consequently have received their cooperation and commitment to save the elephants.

Important: Begin sharing ideas for your final project with your group now! If you start early, this project will be meaningful and a lot of fun, but if you procrastinate it will be stressful and not likely successful. We will draw numbers to determine group presentation order a few weeks before you will present.

Your presentation will be evaluated equally (20 pts ea.) in the following areas:

- Contribution of all group members (via peer evaluations).
- Application of theories and concepts.
- Explanation as to why your approach could work.
- Staying with the **time limit of 15 - 20 min.**
- Quality of presentation.

Course Schedule

Enter Correct Days/Dates

Days & Dates	Class Activities	Readings & Assignments
	Orientation, purpose and benefits of course and overview of the coteacher/colearner approach.	Peruse the syllabus. A. Select one chapter/topic from the it that strikes you as interesting even intriguing. Write this down and in one paragraph explain why it stood out. B. Select one assignment about which you want to learn more now. Write it down.
	Discussion Everyone will share the chapter topic that interested them most and why, as well as the assignment about which they wanted more information now.	
	Introduction to the Psychology of Sustainability – Discussion and Group Work	Chapter 1 including feature article.
	Discussion: In the Beginning	Chapter 2 including feature article. Also see CANVAS for additional readings.
	Group Work: In the Beginning	Chapter 2 including feature article. Also see CANVAS for additional readings.
	Discussion: Lifespan Development - Who We are and Who We Can Be	Chapter 3 including feature article. Also see CANVAS for additional readings.
	Group Work: Lifespan Development - Who We are and Who We Can Be	Chapter 3 including feature article. Also see CANVAS for additional readings.
	Discussion: Human Ecology	Chapter 4 including feature article. Also see CANVAS for additional readings.

	Group Work: Human Ecology	Chapter 4 including feature article. Also see CANVAS for additional readings.
	Discussion: Ecology of Understanding	Chapter 5 including feature article. Also see CANVAS for additional readings.
	Group Work: Ecology of Understanding	Chapter 5 including feature article. Also see CANVAS for additional readings.
	Discussion: Green Fear & Green Courage	Chapter 6 including feature article. Also see CANVAS for additional readings.
	Group Work: Green Fear & Green Courage	Chapter 6 including feature article. Also see CANVAS for additional readings.
	Discussion: Developing a Reflexive Experience & Initial Coding for Midterm Project	Refer to CANVAS for instructions and required readings.
	Group Work: Developing a Reflexive Experience & Midterm Q&A	Refer to CANVAS for instructions and required readings.
	Discussion: I am the Paradigm Shift Theory	Chapter 7 including feature article. Also see CANVAS for additional readings.
	Midterm Project Papers “Thoughts on Four Questions” is due today before midnight. All Students.	
	Group Work: I am the Paradigm Shift Theory	Chapter 7 including feature article. Also see CANVAS for additional readings.
	Discussion: An Act of Kindness	Chapter 8 including feature article. Also see CANVAS for additional readings.

	Group Work: Discussion: An Act of Kindness	Chapter 8 including feature article. Also see CANVAS for additional readings.
	Introduction to the Final Project <i>and</i> Discussion: Social Capital and Participatory Action Research:	Refer to CANVAS for required readings and instructions.
	Group Work: Social Capital and Participatory Action Research	Refer to CANVAS for required readings and instructions.
	Discussion: Analyzing 5-Facets of Sustainability in Context of Human Dignity	Chapter 9 including two feature articles. See CANVAS for specific instructions and additional readings.
	Group Work: Analyzing 5-Facets of Sustainability in Context of Human Dignity	Chapter 9 including two feature articles. See CANVAS for specific instructions and additional readings..
Veterans Day		
	Group Work: Last Minute Final Work Day	
	Discussion: Special Problem 5 Facets v. 6 Facets as the Model for Holistic Sustainability	Chapter 9 including two feature articles. See CANVAS for specific instructions and additional readings.
	Group Work: Discuss & Defend 5 Facets v. 6 Facets Choice	Chapter 9 including the two feature articles. See CANVAS for specific instructions and additional readings.
Thanksgiving Break		
Final Presentations (All Students) Due by Midnight		

Grades and Grading

Evaluation of Grades

Assignment	Total Points
Class Participation and Attendance	130
Individual Statement of Understanding	60
Group Reports (AIC: Application on Context)	110
Thoughts on Four Questions Narrative	100
Human Dignity & Sustainability Group Presentation	100
Grade Total =	500

Calculating Your Grade

Percent	Grade
94-100	A
90-93.9	A-
87-89.9	B+
84-86.9	B
80-83.9	B-
77-79.9	C+
74-76.9	C
70-73.9	C-
67-69.9	D+
64-66.9	D
60-63.9	D-
0-59.9	E

Important: Use *total points presented in the CANVAS Grades page* to calculate your letter grade based on percentages above. Total point values presented in the syllabus are estimates that must be made at the first of each semester but do not account for addition and deletion of assignments, or extra credit points.

There are five general components of your total grade: Attendance, quality of your individual work, quality of your 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 contribute to conversation with thoughtful comments and questions.

Group Report: Your group report will be assessed equally in three areas: 1. Quality of ISUs, 2. Quality of synthesis of members' individual perspectives, and 3. Overall quality of paper especially intelligibility and length (>1<3pages).

Midterm Project: Your midterm will be assessed in the following areas.

Grading: Total of 100 possible points.

- Cover Page = 2 points.
- Introduction = 3 points.
- Meaning Narrative = 55 points.
- Conclusion = 5 points.
- Appendix (Exploration Narrative) = 35 points.

Late submissions will be deducted 2 points for every hour after the deadline.

These areas are described in detail in your course CANVAS page. Your instructor will also review these areas with you in class, and you will have one class period dedicated to a midterm project workshop.

Final Project: Your presentation will be evaluated equally (20 pts ea.) in the following areas.

Grading: Total of 100 possible points

- Contribution of all group members (via peer evaluations).
- Application of theories and concepts.
- Explanation as to why your approach could work.
- Staying with the **time limit of 15 - 20 min.**
- Quality of presentation.

Late submissions will be deducted 2 points for every hour after the deadline.

These areas are described in detail in your course CANVAS page. Your instructor will also review these areas with you in class,

Graduate Student Project: Your project will be evaluated in the following 8 areas.

Grading: Total of 150 possible points.

- Introduction.
- Methods and procedures.
- Description of land use, agricultural practices, food sources, diets, uses of water, and religious and cultural influences of these.
- Understanding the source(s) of limited access to clean water
- Identification and critical review of solutions to the water sustainability problem that have been attempted and either failed or fallen short of intended outcomes.
- Substantive recommendation possible or even probable solutions, and defense of recommendations.
- Conclusions and observations.
- References Cited.

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 your final grade. 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.

In-Class Recording Rule

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

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.

By design, the structure of assignments in this class provides 3X-4X more time than typical assignment structures in other classes. The CCTT approach and the structure of assignments have been shared with UF's Disabilities Resource Center and they agree that virtually all accommodation requests met are by the design in my courses and assignments; this is especially the case regarding online attendance. There are few exceptions pertaining to in person attendance however given COVID-19 precautions that are in place for Spring 2021: see following.

In person attendees will not be allowed to randomly leave the classroom for breaks or to bring food into the classroom. I will also not be able to provide you with another location out of or away from the designated in person classroom space for example in cases where an accommodation requests “low distraction environment”. If your accommodation request includes any or all of these requirements, you will need to participate via the online platform.

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.

Sexual Harassment

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF’s sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF’s Title IX coordinator. For more information about UF’s Title IX office visit their webpage at <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>.

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.

University Honesty Policy and Academic Integrity

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 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 Dr. Chandler or your team leader.

You are expected to be familiar with the University policy on academic dishonesty, as this policy applies to our class as well as to others. Failure to comply with academic integrity policies may result in failing the course and progression through standard university procedures.