

SYLLABUS: PSYC 419 Psychology of Sustainability [F22v1]

DATE: Fall 2022

COURSE NUMBER AND TITLE: PSYC 419 Psychology of Sustainability

CREDIT HOURS: 3

TIME AND PLACE: 9:00-10:15am TJH 108

PROFESSOR: Rhett Diessner, Ed.D. [diessner@lsc.edu](mailto:diessner@lsc.edu),

OFFICE HOURS: Office hours by Zoom. Feel free to email me to set up a Zoom office hour talk

Course Description/Purpose

An introduction to ecological psychology with an emphasis on the psychology of sustainability. Course focus is upon how psychological worldviews and human behavior are major causes of our environmental problems; and how changing those worldviews and behaviors can help lead to individual and collective flourishing. The course is designed as a variation on a service learning approach in which individual students will design personal self-change projects, based on the science of sustainability psychology, that cause them to become better stewards of our natural resources. The importance of the beauty of the natural world will be suffused throughout the course. Pre-requisite: PSYC 101 or PSYC 205 and ENGL 102 or ENG 109.

Prerequisites: "C" or better in PSYC 101 **or** PSYC 205 **and** ENGL 102.

A note to persons with disabilities. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and office hours are printed above.

Required Texts

Scott, B., Amel, E., Koger, S. M., & Manning, C. (2021). Psychology for sustainability (5th ed.). Routledge. eBook ISBN9781003037835

General Course Goals and Objectives

A. Goal: Gain or demonstrate broad knowledge of the field of Eco-Environmental Sustainability Psychology.

Objective: Demonstrate knowledge of the psychology of sustainability by achieving an average of 70-100% correct on multiple choice quizzes, and a final exam, over Sustainability Psychology topics.

B. Goal: Be of service to humanity and sustainability by taking some kind of "systems" action (i.e., write a senator, join Friends of the Clearwater, write to the Forest Service, etc.)

C. Goal: Reflect, plan, and execute a personal self-change project, based on the science of sustainability psychology, that causes you to become a better steward of our natural resources.

Methods of Instruction

1. Direct instruction by the professor.
2. Cooperative learning and "community of learning" approach in dyads and small groups and whole class
3. "Hands-on," applied learning through self-change project
4. Personal reflection

## Topics/Course Outline

1. “There are No Environmental Problems” rather we only have human behavior problems
2. How Did We Get Here (here = massive pollution and climate change)
3. Where Do We Go From Here? – how do we make human activity sustainable?
4. How Psychology Can Help Save Planet
5. The Power of the Unstable Situation
6. It’s Not Easy Thinking Green
7. Putting the “I” in Environment.
8. To Be (Green), or Not to Be
9. Making Ourselves Sick
10. Healing the Split Between Planet and Self
11. When the Going Gets Tough, the Tough Get ... Together
12. Getting Psyched for Sustainability

## Evaluation: Percentages and Points of Products toward overall grade

### 80% I. Quizzes/Exams over chapters from Scott et al. (2021)

800 pts. 12 quizzes. I will drop your two lowest (or missed) quizzes. Each quiz worth 80 points. 10 x 80 = 800. Take notes while you read the chapter related to the objectives for that chapter. Then make 3x5 cards to quiz yourself about the objectives (research shows “self-testing” is highly correlated with high grades on quizzes and exams). Practice the 3x5 cards frequently and briefly (“distributed study” research shows it is causal for high grades and achievement). **Note: Quizzes will be returned to students if you promise not to share them with anyone outside our class, and if you bring them all to the final exam and turn them back into me.**

### 5% II. A system-wide action – Write a politician or other powerful person about an environmental issue that is important to you

50pts. Document your system-wide action by: 1) Giving the professor a copy of what you wrote (print or email) and 2) share about it in class briefly (less than 1 minute; not a presentation, just an announcement of who you wrote and your topic).

### 5% III. Self-change project

50 pts. Write a mini-APA style case study about changing one of your behaviors to make it more sustainable.

### 10% IV. Final Exam

100pts. A multiple-choice comprehensive exam of major concepts from Scott et al. (2021).

>Bonus +5 points: Read Dr. Suess’s *Lorax* to a child or an adult and let me know that you did

> Bonus +5 to take VIA character strengths personality test

\* \* \*

Distinguished, A, or Excellent	950 points; A- = 920-949
Superior, B, or Very Good	850-899 points; B+ = 900-919; B- 800-849
Adequate, C, or OK	720-780 points; C+ = 781-799; C- = 700-719
Unsatisfactory D	600-699

## Congressional Delegation



### Senator Mike Crapo (R)

#### Website and E-mail Form

U.S. Senate  
239 Dirksen Senate Building  
Washington, D.C. 20510  
202-224-6142

#### Boise Office

251 East Front Street, Suite 205  
Boise, ID 83702  
208-334-1776

### Senator James E. Risch (R)

#### Website and E-mail Form

U.S. Senate  
483 Russell Senate Office Building  
Washington, D.C. 20510  
202-224-2752

#### Boise Office

350 North 9th Street, Suite 302  
Boise, ID 83702  
208-342-7985

### Congressman Russ Fulcher (R)

#### Website and E-mail Form

1st Congressional District  
U.S. House of Representatives  
1520 Longworth House Office Building  
Washington, DC 20515  
202-225-6611

#### Meridian Office

33 Broadway Ave., Ste. 251  
Meridian, ID 83642  
208-888-3188

### Congressman Mike Simpson (R)

#### Website and E-mail Form

2nd Congressional District  
U.S. House of Representatives  
2084 Rayburn House Office Building  
Washington, D.C. 20515  
202-225-5531

#### Boise Office

802 W. Bannock, Suite 600  
Boise, ID 83702  
208-334-1953

<https://legislature.idaho.gov/legislators/congressional-delegation/>

## Idaho State Congress (Robert Blair is D. Johnson's substitute)

### District 6

#### Senator Daniel G. Johnson (R)



[DJohnson@senate.idaho.gov](mailto:DJohnson@senate.idaho.gov)  
District 6  
6<sup>th</sup> term  
PO Box 2117, Lewiston, ID, 83501  
Home (208) 816-1164  
Statehouse (208) 332-1421 (Session Only)  
Semi-retired  
**Committees:**  
Agricultural Affairs  
Education  
Resources & Environment

Appointed December 2011, to fill a Senate vacancy in District 7; graduate of University of Idaho, B.S. in forest management, 1989; graduate of Virginia Tech, M.S. in forest economics, 1991; professional development completed in Leadership Idaho Agriculture program and State of Idaho Certified Public Manager program; spouse: Jean; six adult children; 12 grandchildren.

#### Representative Lori McCann (R)



[LMcCann@house.idaho.gov](mailto:LMcCann@house.idaho.gov)  
District 6  
House Seat A  
1<sup>st</sup> term  
1027 Bryden Avenue, Lewiston, ID, 83501  
Home (208)746-9544  
Bus (208) 743-5517  
Statehouse (208) 332-1184 (Session Only)  
Business Owner, Cattle Rancher, and Property Developer  
**Committees:**  
Agricultural Affairs  
Commerce & Human Resources  
Education

Born in Portland, Oregon; lived in Lewiston, Idaho, for the last 50 years; graduate of Lewiston High School and of the University of Idaho with a Bachelor of Science in education; served as program coordinator and professor in the Paralegal and Legal Assisting programs at Lewis Clark State College for 15 years; for the past 43 years, she has worked along with her husband to manage his law practice, their family corporation (consisting of a cattle ranch, timber, and commercial real estate development), and their personal partnership in residential and commercial rentals; past member of the Tammany School Board; past president of the Idaho Association for Legal Professionals; current president of Lewis Clark State College's Foundation Board; board member of the Idaho Community Foundation and the Idaho Business for Education; secretary of the Nez Perce County Republican Central Committee; spouse: William Vern McCann, Jr.; four children; ten grandchildren.

Representative Mike Kingsley (R)



MKingsley@house.idaho.gov  
 District 6  
 House Seat B  
 3<sup>rd</sup> term  
 3413 Bluebird Cir, Lewiston, ID, 83501  
 Home (208) 791-8600  
 Statehouse (208) 332-1133 (Session Only)  
 Semi-retired  
**Committees:**  
 Local Government - Vice Chair  
 Commerce & Human Resources  
 Health & Welfare

1978 Graduate of Lewiston High School; studied electronics and received first-class Radio Telephone license in 1979; former president of the Lewiston Gun Club; founder of the Red Cross advisory board in Lewiston; served on Lewis-Clark State College business division advisory board, Tri-State Hospital board, Lewiston Air Quality commission, and Region 2 Behavioral Health board; assisted with establishment of First Steps 4 Life recovery center in Lewiston; owned many businesses in the Lewis Clark Valley and sold them in 2010; semi-retired; spouse: Carolyn (36 years); children: Bradley, Lucas, and Katie.



**Friends of the Clearwater**  
*Keeping Idaho's Clearwater Basin Wild*

<https://www.friendsoftheclearwater.org/>

Click on "Get e-news" and sign up for newsletter, which will tell you what threats are in the area, and how and who to write to about the threats.

Columbia River Clean-up

<https://www.columbiariverkeeper.org/petition-bradford-island?eType=EmailBlastContent&eId=8c5ac9e0-d552-40b9-8d86-847788b9194d>

## Grading Rubric for Personal Change Paper (rev. 2022) 50 points total

Student's name: \_\_\_\_\_

+1 / / Cover page (title of paper, your name and school; running head)

+2 / / Abstract (summarizes your whole paper in 150 or fewer words)

/ / Introductory section

+2// Problem statement present? (What is the general &amp;/or specific problem that your paper addresses?)

+10// Literature review. Review a *minimum* of at **two data-based peer review journal articles** concerning your topicWhen reviewing, describe the *N*, the subjects and the findings of the studies you review, and, if relevant, the methods of the study. The "right" kind of article will be organized APA style: Intro, Methods, Results, Discussion.

+5// Formal hypothesis statement ("By rearranging my schedule I can walk to school" "By choosing plant based meals and I can reduce my meat consumption" "By wearing my clothes until they smell bad or have stains I can reduce my electricity and water use")

// Method section

+2// Participant (Subject): describes your demographics

+3// Procedure: describe what you did (I now walk to work or the college and have done so 8x; I prepare some plant based meals now, and have now eaten beans and rice for dinner/lunch 5x)

+5 // Results: Before the intervention I drove a mile to work or college 4x a week, now I walk; I used to eat meat every day, now it's 3x a week or less)

// Discussion section

+5// Summarize and explain results (if possible, explain some results by comparing your results back to the papers you cited in the lit review);

+3// Limitations and disclaimers (critiquing your own study) (include *at least two*)+2// Future directions for research on this same topic (include *at least two*)

+5// References (at least 2 data based).

+5// Miscellaneous factors in the quality of the paper (APA style, etc.)

Total # of points \_\_\_\_\_/50\_\_\_\_\_ Paper grade \_\_\_\_\_