

San José State University
Psychology
Psyc 195, Honors, Psychology of Climate Change
Section 01, Spring 2024

Course and Contact Information

Instructor:	Dr. Gregory Feist
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Office Hours:	Tue & Thurs 11am to 12noon
Class Days/Time:	T TH 9-10:15am
Classroom:	DMH 353

Faculty Web Page and MYSJSU Messaging

Logging Into Canvas

Canvas Login URL: <https://sjsu.instructure.com/>. All students and faculty must first set up their SJSUOne account before accessing Canvas. To do so, go to <http://its.sjsu.edu/services/sjsuone/>. You will see the courses you are taking (assuming the instructor is using Canvas).

Further Assistance with Canvas

Students should go first to <http://guides.instructure.com/m/4212> with problems and then to the University Help Desk for Canvas problems, including logging in (<http://www.sjsu.edu/helpdesk/>).

Course Description

Prerequisite: Psyc 100W, Psyc 118, and at least 18 units of Psyc; and overall GPA of 3.5, Senior Standing

Course Learning Outcomes (CLO) (Required)

Upon successful completion of this course, students will be able to:

1. Understand the nature and scope of climate change and its psychological and technological components
2. Think critically about the pros and cons of climate change solutions
3. Have a critical understanding of the connection between climate, food production, diet, behavior, culture, and technology
4. Apply their understanding of topics in #3 above to the real world and their lives.
5. Create and present a professional oral presentation
6. Discuss and coordinate different components of group projects with other students and take responsibility for one of those components.

This course meets the following Program Learning Outcomes (PLO) of the Psychology Department:

1. Knowledge Base of Psychology

Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

3. Critical Thinking Skills

Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

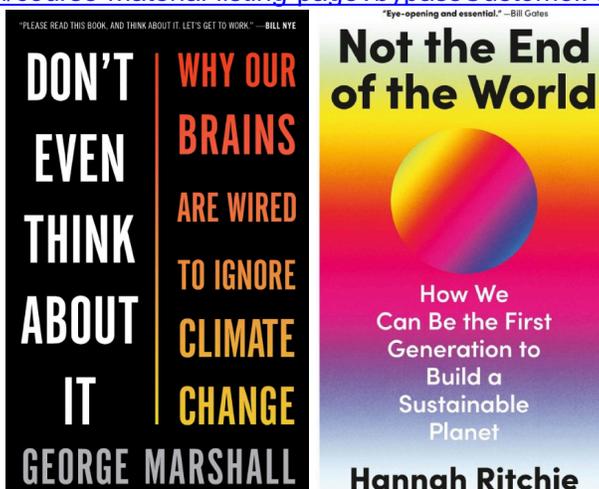
5. Values in Psychology

Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings

Textbooks

- George Marshall's *Don't Even Think About It: Why Our Brains Are Wired to Ignore Climate Change*. SJSU Textbook Store: New or Used (\$7.70 to \$17.10)
<https://sjsu.bncollege.com/course-material-listing-page?bypassCustomerAdoptions=true>



- Hannah Ritchie's *Not the End of the World: How We Can be the First Generation to Build a Sustainable Planet*, Little Brown Spark, ISBN 97803165536950, Amazon: Kindle: \$14.99; Hardcover \$27

Course Requirements and Assignments

1. **Classes:** This is an Honors Seminar and therefore I am treating it more like a graduate seminar than a typical undergraduate lecture class. I will lecture some, but there are daily questions that you are to turn in and I will incorporate those into discussion each day. There are no exams, but lots of reading, discussing, thinking, and integrating information. It is high level. But you are all good students and therefore can rise to the demands of the course. I chose the topic of Climate Change, however, because this is more than “just another class to try to get an A in.” The nature of climate change is so urgent that it requires we all act not just think and talk. The team projects are geared to you trying to work Climate Solutions into your everyday lives, so you become part of the solution rather than the problem. Class attendance, therefore, is crucial. If you miss more than a few classes, your performance and participation will suffer. Notify me in advance, if you have to miss a class.

2. Daily Discussion Questions (32%)

Two weekly written questions from that day's reading turned in **by midnight before each** (Mon and Wed, 11:59pm) class on Canvas Discussion board. They can be factual questions about the reading or conceptual questions. But they need to be specific questions concerning something in the reading (make it clear you read the material).

Questions won't be accepted late. Each missing set is 0 points. You do get two "gimmies" (i.e., only have to turn in 16 of the 18 questions). Turning them in on time will automatically earn you 4 out of 5 points. If I can tell you asked relevant and specific to the reading (i.e., can tell your question reflects that you read the weeks' material) and thoughtful questions for the week, you will get 5 out of 5. The submission time closes 11:59pm the day before the class we discuss them, so turn in before then. Late papers (even a min) can't be accepted.

Extra credit (up to 10 points): If you turn in 18 questions, you get extra credit for the 17th and 18th questions.

3. Personal Legacy Paper (17%)

A 2 page paper; be specific about your life and your goals; what do you hope to be most proud of 50 years from now; what might be your biggest regret?

4. Team Collaborative Oral Presentation (20%)

You will give a 30 minute oral (PowerPoint) presentation to class **on the Climate Solution your team selects**. Teams will consist of 4 students and each student will be responsible for presenting ONE of those four sections.

5. Team Collaborative Paper (33%)

The paper will be a write up of your team project/presentation. There are 4 components to the paper: 1) Overview; 2) Pros; 3) Cons; 4) Feasibility/Scalability/Promise. Teams will consist of 4 students and each student will be responsible for writing ONE of those four sections. But with this qualification: You have to write a section that you did NOT present on in the oral presentation. Each section should be 3 pages, so 12-page paper total. Each paper should have at least 10 references (articles, books, etc).

Two grades:

Individual: 50 points will come from your individual section (each person gets a different score)

- Style of your section (35 points)
- Content of your section (15 points)

Team: 50 points will be the overall paper grade (everyone gets that score)

- APA Format (title page, headers, headings, references, citations, margins, font, spacing) (5 points)
- Style (clarity of writing across all sections) (30 points)
- Content (do you have the required components) (15 points)

Due May 16 (11:59pm) on Canvas.

Late Papers: I do accept late papers. For every day, however, after May 16 paper will be automatically docked 5 points/day. That is ½ a letter grade. So it is in your own best interest to make sure the paper is turned in on time. Papers will be turned in on Canvas (more details later).

6. Participation (7%)

As an Honors Seminar it is very important that you attend seminar and participate by asking questions and discussing the week's readings. Quality of comments is valued more than quantity, so it is not simply a matter of speaking a lot. Some people are more introverted than others (I am a Personality Psychologist after all!). Participation also happens on the Canvas Discussion board and responding to fellow students' weekly questions. The point is, you need to be an active rather than passive participant in the seminar—critical thinking requires action. I will evaluate your overall course participation at the end of the semester.

Grading Information

Source of Grade	Points of 300	% of Course Grade
Daily Discussion Questions	80	26.7%
Personal Legacy Paper	50	16.7%
Class Participation	20	06.7%
Team Oral Presentation	50	16.7%
Team Paper	100	33.2%

Late papers are accepted at 5 points/day penalty (including weekends)

Determination of Grades

Your grade will be determined by the total number of points you earn throughout the semester. Calculate your exam grades and final course grades using the following percentages:

A+ = 94.5% and above	B+ = 86.5-89.4%	C+ = 76.5-79.4%	D+ = 66.5-69.4%
A = 91.5-94.4%	B = 81.5-86.4%	C = 71.5-76.4%	D = 61.5-66.4%
A- = 89.5-91.4%	B- = 79.5-81.4%	C- = 69.5-71.4%	D- = 59.5-61.4%

Rounding is Included in the Grading Scale

The point totals reflect rounding up to the nearest percentage. For example, an A- would normally require 90%. With rounding, it only requires 89.5%. Because rounding is built in to the grading scale, your grade will be based on your final point total, rounded to the nearest whole percentage point (so, 89.5% is an A-, but 89.4% is a B+). **To be fair to everyone in the class, these are FIRM cutoffs, so please do NOT ask for additional bumping up.**

Classroom Protocol

Attendance is strongly recommended, with careful note taking (no slides are posted on Canvas). Seminars require participation and contributions from everyone. So do not miss many classes. Be considerate of others and the instructor if you must show up late or leave early.

Laptops are allowed for note taking only. If I sense you surfing the web or doing something other than taking notes (and I can often tell by how long you look at your screen and facial expressions) I will ask you to stop. However, you should know that lots of research shows that because of the distracting nature of laptops, that students who use them do WORSE in the course than those who take notes by hand

<http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/09/25/why-a-leading-professor-of-new-media-just-banned-technology-use-in-class/>

Email Protocol: As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g., greg.feist@sjsu.edu). If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

- Do not leave the "Subject" empty:
- Be sure to identify yourself clearly by stating your full name and the specific course in which you are enrolled. I have other classes with many students.
- If needed, clearly request a reply.
- Do not expect an immediate reply. Electronic communication is available 24/7.
This is not true of your instructor or your classmates.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) at <http://www.sjsu.edu/gup/syllabusinfo>

Spring 2024, Course Schedule

Week	Date	Topic/Content	Reading (Marshall (M) & Ritchie (R))	Assignment
1	Jan 25	Introduction/Class Overview		
2	Jan 30	Special Guest: Jamie Hyneman (MythBusters)		
2	Feb 1	The Problem: Mass Extinctions and 500 Million Years of Climate Change Accept or Deny?	M-Ch1, Brannen/Lecture	Questions 1, Jan 31
3	Feb 6	Best and Worst of Times MEAT-B: Sources of GGE (Gates)	R-Ch 1	Questions 2 Feb 5
3	Feb 8	Pollution & Climate Change	R- Ch 2; (pp. 37-53); Ch 3 (pp. 84-87)	Questions 3 Feb 7
4	Feb 13	Deforestation & Food	Ch 4 (pp.115-133) Ch 5 (pp.144-166)	Questions 4 Feb 12
4	Feb 15	Biodiversity & Plastics	R- Ch 6 (pp. 193-210) Ch 7 (pp. 223-242)	Questions 5 Feb 14
5	Feb 20	Overfishing	R- Ch 8 (pp. 255-277)	Questions 6 Feb 19
5	Feb 22	The Psychology of the Problem: P-A-I-N & Two Brains & Conformity	M-Ch 2, 10, 11, 12	Questions 7 Feb 21
6	Feb 27	Disinformation & Denial	M-Ch 5, 15, 17	Questions 8 Feb 26
6	Feb 29	Confirmation Bias, Motivated Reasoning, Anxiety & Climate Denial	M-Ch 8	Questions 9 Feb 28
7	Mar 5	People not Facts & Figures	M- Ch 6, 22, 23	Questions 10 Mar 4
7	Mar 7	The Politics of the Problem: Right v Wrong?	M-Ch 4	Questions 11 Mar 6
8	Mar 12	The Psychology of Solutions Doom/Fear vs Hope/Action	M- Ch 27	Questions 12 Mar 11
8	Mar 14	Solutions: Pollution & Climate Change	R-Ch 2 (pp. 53-65); Ch 3 (pp. 87-114)	Questions 13 Mar 13
9	Mar 19	Solutions: Deforestation & Food	R Ch 4 (pp. 133-142); Ch 5 (pp. 166-191)	Questions 14 Mar 18
9	Mar 21	Solutions: Biodiversity & Plastics	Ch 6 (pp. 219-222) Ch 7 (pp. 242-254)	Questions 15 Mar 22
10	Mar 26	Solutions: Marshall's Plan	M-Ch 35 M-Ch 42	Questions 16 Mar 25 Legacy Paper
11	Apr 2	Spring Break	Break	
11	Apr 4	Spring Break	Break	

Week	Date	Topic/Content	Reading (Marshall (M) & Ritchie (R))	Assignment
12	Apr 9	Mortality & The End of the World? 6 th Mass Extinction?	Brannen (Lecture) R-Ch 6 (pp. 210-222) M- Ch 38	Questions 17 Apr 8
12	Apr 11	800 Million Years from Now: The Last Extinction	Brannen (Lecture)	Questions 18 Apr 10
13	Apr 16	Student Projects: Your Solutions (4 students per group) Work in Class on Project	Pick a technology/climate solution and research the overview, pros, cons, feasibility/scalability /promise of that solution. Each student picks one of the four sections	
13	Apr 18	Dr. Feist meets with each group for 10-15 min; give me your outline and overview of solution chosen		
14	Apr 23	Student Projects: Your Solutions (4 students per group) Work in Class on Project		
14	Apr 25	Student Projects: Your Solutions (4 students per group) Work in Class on Project		
15	Apr 30	Student Projects: Your Solutions (4 students per group) Work in Class on Project Jamie Hyneman returns		
15	May 2	Project Presentations (4 per group)		30 min
16	May 7	Project Presentations (4 per group)		
16	May 9	Project Presentations (4 per group)		
17	May 16	Team Paper Due, 11:59pm on Canvas	Based on student group project -- have the team turn in one paper, with each section written by different student 3 pages per section = 12pg Students switch from oral project: research, presentation, writeup	Final Paper: Critique and Analysis of One New Climate Technology/ Solution