

## PSYC4001F - THE PSYCHOLOGY OF CLIMATE CHANGE

<b>Instructor</b>	Stefania Maggi
<b>Course code/Term</b>	PSYC4001F Winter 2022
<b>Online synchronous meetings</b>	Mondays 11:35am – 2:25pm Location: MS Teams
<b>First day of class</b>	Monday January 10 <sup>th</sup> 2022
<b>Last day of class</b>	Monday April 11 <sup>th</sup> 2022
<b>Email Address</b>	stefaniamaggi@cunet.carleton.ca
<b>Office Hours</b>	Virtual/Phone Meetings - By Appointment
<b>Prerequisites</b>	There are no prerequisites for this class

**What are the goals of the course?** This seminar course has been designed to introduce students to the role that psychology plays in understanding how people feel, think, and behave in relation to climate change and its associated problems. You will advance your understanding of how theories from different sub-domains of psychology (e.g., cognitive, developmental, social, health) contribute to how individuals and social groups make sense to and address climate change in today's globalized society. Through a series of experiential assignments, you will also learn how to apply such knowledge in the context of your own life.

**Is this course for me?** This course is suited for all students, regardless of their familiarity with climate change or their involvement with environmental issues. The psychology of climate change encompasses multiple sub-disciplines of psychology including, but not limited to, developmental, social, health, organizational, personality, clinical, and neuroscience. Each student will be able to broaden their understanding of the contribution of their specific sub-discipline of interest to the resolution of the climate change crisis.

**Why should I take this course?** In August 2021, the IPCC declared 'Code Red for Humanity' underscoring the need for urgent and collective action to tackle this global issue. This course has been designed to address the misbelief that single individuals cannot contribute much to the resolution of the climate change crisis, and that only corporations and government can make a difference. The goal of this course is to educate students about how they can contribute to the resolution of this problem, by broadening their understanding of the psychological underpinnings of and applications to the climate change phenomenon. By learning the role psychological sciences play in understanding and addressing the climate change crisis, students will be able to become more actively involved with this issue not only in their personal lives but also through their careers.

**How is this course structured?** This course is both conceptual and experiential. The course is organized around 3 main topics:

1. Foundational principles of the psychology of climate change (e.g., risk perceptions; barriers to action; impacts).

2. Coping and resilience (e.g., emotional responses; Indigenous perspectives; nature connection).
3. Role of psychology in climate change adaptation (e.g., research and advocacy; clinical psychology; educational psychology).

Each topic is addressed over a 4-week period when students will learn new content pertaining to each topic, respond to multiple choice quizzes, participate in discussions, group work, and complete experiential assignments. Students will be divided into small groups and will stay with the same group of peers for the duration of the course. Each week, class will start on zoom where the instructor will assign topics for discussion and instructions for group work. Students will then be separated into breakout rooms where they will complete their work in collaboration with their peers. Between classes, students will complete other assignments individually.

**What are the learning objectives of the course?** By the end of the course, students will be able to:

1. Examine the psychological mechanisms implicated in attitudes, beliefs, emotions, and behaviours related to climate change.
2. Analyse psychological theories related to the concepts of risk perception, affect heuristic, social learning, behaviour change, resilience, and coping, and how they relate to climate change.
3. Explain how different fields of psychology research and professions can contribute to the resolution of the climate change crisis.
4. Apply cognitive, behavioral, and emotional strategies to their day-to-day lives to cope with climate change and contribute to its solution.

**How am I going to be evaluated in this course?** Students will be evaluated based on a series of assignments which include multiple choice quizzes, discussions, experiential assignments, and class participation.

**Multiple choice quizzes.** Over the course of the term, you will be assigned readings and then you will be tested with multiple choice quizzes that you will complete online at your own time. There will be a total of 9 quizzes, each worth 5% (except for one that will be worth 6%). Together, the quizzes will be worth 46% of your final grade.

**Discussions.** You will be asked to interact with your peers in a total of 9 online discussions. Each discussion is worth 2%. Together the discussions will be worth 18% towards your final grade.

**Experiential assignments.** You will be asked to complete 3 experiential assignments over the course of the term. Each experiential assignment will be worth 12%, for a total of 36% towards your final grade.

**Attendance.** With the Brightspace attendance register, we will keep track of who comes to class, and who comes in late or leaves early. Students can miss two classes without justification or penalty. Students will receive 1 point for each class that they are present; 0.5 points for every class they are more than 10 minutes late or leave more than 10 minutes

before end of class without justification. Students should refer to this scheme to calculate their penalties:

11-13 points - no penalty

0-10.5 points - 1% penalty for every point below 10.5 (e.g., 9.5 attendance points are equivalent to 1% penalty on the final grade; 8 points are equivalent to 2.5% penalty on the final grade, and so on). To avoid any undue penalty, make sure to notify me of your intention to miss class in advance of start of class, providing a justification for your absence.

**What is the class schedule for this course?** Classes will be held online starting Monday January 10<sup>th</sup>, 2022, on MS Teams. The links to live classes can be found on Brightspace. The table below shows the detailed class schedule

January 10 <sup>th</sup> – Course Introduction
January 17 <sup>th</sup> – Risk Perception and Human Behaviour as Contributors to Climate Change
January 24 <sup>th</sup> – Psychological Barriers to Climate Change Action
January 31 <sup>st</sup> – Psychological Impact of Climate Change
February 7 <sup>th</sup> – Foundational Principles in the Psychology of Climate Change
February 14 <sup>th</sup> – Emotional Responses and Coping
February 21 <sup>st</sup> – No Class - Reading Week
February 28 <sup>th</sup> – Indigenous Resilience
March 7 <sup>th</sup> – Nature Connection, Coping and Resilience
March 14 <sup>th</sup> – Coping and Resilience
March 21 <sup>st</sup> – Research and Advocacy
March 28 <sup>th</sup> – Clinical Psychology
April 4 <sup>th</sup> – Educational Psychology
April 11 <sup>th</sup> – The Role of Psychology in Climate Change Adaptation

**What happens if I miss an assignment?** Any assignment that has not been submitted in time (by the specified deadline) will automatically receive a grade of 0%. Students are strongly encouraged to reach out to me as soon as they realize that they may not be able to submit assignments by their due dates.

**What readings do I have to complete for this course?** You are not required to purchase any textbook for this course. All your readings will be available on Brightspace in the course webpage and accessible online at the Carleton Library.

Due Dated	Assignments	Grade
January 23, 2022 – 23:59pm	Group Work Report – Risk Perception	0%
January 23, 2022 – 23:59pm	Contribution to Group Work – Risk Perception	2%
January 30, 2022 – 23:59pm	Group Work Report – Barriers	0%
January 30, 2022 – 23:59pm	Contribution to Group Work – Barriers	2%
February 6, 2022 – 23:59pm	Group Work Report – Impacts	0%
February 6, 2022 – 23:59pm	Contribution to Group Work – Impacts	2%
February 13, 2022 – 23:59pm	Experiential Assignment: <i>Dragon Diagnosis Matrix</i> <i>Dragon Matrix Reflections</i> <i>Video</i>	12% 2% 4% 6%
February 28, 2022 – 23:59pm	Group Work Report – Emotional Responses and Coping	0%
February 28, 2022 – 23:59pm	Contribution to Group Work – Emotional Responses and Coping	2%
March 6, 2022 – 23:59pm	Group Work Report – Indigenous Resilience	0%
March 6, 2022 – 23:59pm	Contribution to Group Work – Indigenous Resilience	2%
March 13, 2022 – 23:59pm	Group Work Report – Nature Connection	0%
March 13, 2022 – 23:59pm	Contribution to Group Work – Nature Connection	2%
March 20, 2022 – 23:59pm	Experiential Assignment – Nature Connection	12%
March 27, 2022 – 23:59pm	Group Work Report – Research & Advocacy	0%
March 27, 2022 – 23:59pm	Contribution to Group Work – Research & Advocacy	2%

April 3, 2022 – 23:59pm	Group Work Report – Clinical Psychology	0%
April 3, 2022 – 23:59pm	Contribution to Group Work – Clinical Psychology	2%
April 10, 2022 – 23:59pm	Group Work Report – Educational Psychology	0%
April 10, 2022 – 23:59pm	Contribution to Group Work – Educational Psychology	2%
April 17, 2022 – 23:59pm	Experiential Assignment – Role of Psychology	12%
NOTE: all Quizzes are due no later than April 10, 2022 – 23:59pm	TEST YOUR KNOWDGE – Risk Perception – APA Sections 1 & 2	3%
	TEST YOUR KNOWDGE – Risk Perception – Social-psychological determinants	3%
	All other 8 Quizzes	5% (each)

## Regulations and Information Common to all Undergraduate Psychology Courses

### REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or

[pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **PETITIONS TO DEFER**

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances should refer to [Section 9.3](#) of the Graduate Calendar Regulations for details on how to request a deferral.

### **WITHDRAWAL WITHOUT ACADEMIC PENALTY**

The last day to withdraw from a Fall and Fall/Winter course, without academic penalty, is September 30, 2021. The last day to withdraw from a Winter term and Winter portion of Fall/Winter course, without academic penalty, is January 31, 2022. Students may withdraw on or before the last day of classes.

**WDN:** For students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term) the term WDN will be a permanent notation that appears on their official transcript.

**OFFICIAL FINAL EXAMINATION PERIOD:** Winter and Fall/Winter courses: April 14-28, 2022 (may include evenings & Saturdays or Sundays)

**For more information on the important dates and deadlines of the academic year, consult the [Carleton 2021-2022 Calendar](#).**

### **PLAGIARISM**

The University Senate defines plagiarism as “*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*”

Plagiarism is a serious offence, which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They range from a mark of zero for the plagiarized work to a final grade of "F" for the course, and even suspension from all studies or expulsion from the University.

## **GRADING SYSTEM**

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 B = 73-76 C - = 60-62

A = 85-89 B - = 70-72 D+ = 57-59

A - = 80-84 C+ = 67-69 D = 53-56

B+ = 77-79 C = 63-66 D - = 50-52

F Failure. No academic credit

Standing in a course is determined by the course instructor, subject to the approval of the Chair and Faculty Dean.

For courses that are graded as satisfactory or unsatisfactory (i.e. pass/fail) the following notations will be used:

**SAT:** Satisfactory performance in an ungraded program requirement. SAT has no impact on the GPA calculation

**UNS:** Unsatisfactory performance in an ungraded program requirement. UNS has no impact on the GPA calculation.

## **RESOURCES are available remotely:**

Paul Menton Centre: <https://carleton.ca/pmc/>

Writing Services: <https://carleton.ca/csas/writing-services/>

Career Services: <https://carleton.ca/career/>

Centre for Student Academic Support: <https://carleton.ca/csas/>

**Academic Advising:** Contact the Undergraduate Program Advisor or the Undergraduate Assistant to discuss your program. Including, but not limited to:

- Course selection and meeting program requirements
- Your audit
- Gaining access to courses that have restrictions
- Information concerning prerequisites

## **Kaitlin Barkley**

Undergraduate Program Advisor

Office: B550 Loeb Building

Email: [kaitlin.barkley@carleton.ca](mailto:kaitlin.barkley@carleton.ca)

Phone: 613 520-2600 ext. 2643

**Janice Lennerton**

Undergraduate Assistant

Office: B550 Loeb Building

Email: [janice.lennerton@carleton.ca](mailto:janice.lennerton@carleton.ca)

Phone: 613 520-2600 ext. 2656