

SUST 202: BEHAVIORAL DIMENSIONS OF SUSTAINABILITY

Tuesdays/Thursdays 1:00-2:15pm (UPA Room 123)

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Office Hours: By appointment (email when desired)

COURSE DESCRIPTION

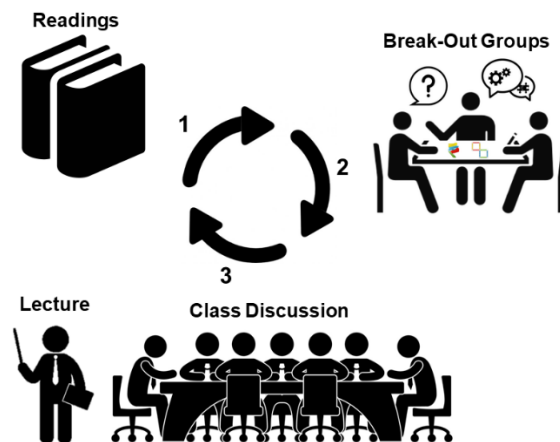
This course will examine sustainability through a behavioral lens, exploring the psychological processes, primary research methods, and behavioral solutions involved in environmentally responsible behavior and sustainability. Students will be introduced to key principles of motivation, perception, and decision making to identify fundamental behavioral obstacles to sustainability.

Prerequisites: SUST 101 Intro Sustainability (or Equivalent, with permission)

- This course counts towards the BA Sustainability degree.

FORMAT

The design of this course is collaborative, exploratory learning. Class time will be used for break-out groups, discussion, and critical thinking and problem-solving activities.



- 1. Readings.** We will read and discuss interesting articles on behavioral sustainability. Your reading assignment will be tracked in *Perusall*. Bring your ideas to class!
- 2. Break-out Groups.** Each day we will meet to explore and discuss topics related to sustainability and human behavior. The typical class period will be about 30 minutes working in break-out groups or discussing world events.
- 3. Class Discussion & Lecture.** Break-out groups will be followed by about 30 minutes of class discussion and supplemental lecture, with additional time (e.g., 15 minutes) for other activities, such as preparation for future assignments.

COURSE OBJECTIVES

My primary goal for this course is that we create a lively, comfortable, and intellectually challenging learning environment. This course will facilitate your understanding of the behavioral and psychological factors that shape major societal problems in sustainability. This course will also facilitate your development as a responsible citizen and scientifically-informed leader in your community:

A) Behavior and Sustainability:

1. Explore definitions of “sustainability.”
2. Describe major principles of human behavior that shape sustainability.
3. Analyze real-world events and problems in society.
4. Apply your knowledge to a real-world problem, public policy, or other project.

B) Interdisciplinary Scholarship and Collaboration:

1. Practice your interdisciplinary communication, collaboration, and research skills. Use multiple perspectives to analyze sustainability problems.
2. Become familiar with sustainability research and practice from multiple disciplines. Critique their methods, to develop better informed solutions.

C) Leadership and Service:

1. Practice leadership in your own education.
2. Work with members of the community to address a sustainability problem.
3. Improve your written and oral communication skills.

STUDENT ENGAGEMENT

Whether or not you achieve these learning objectives is fundamentally dependent on your engagement and participation in the course.

I think highly of students and their potential. I will expect you to take an active role in our class discussions, complete the assigned readings to the best of your ability, and regularly share your ideas. Please do what you can to improve the course by showing respect for your classmates; being prepared, on time, and ready to work when class is in session.

COURSE STRUCTURE

BREAK-OUT GROUPS

For most in-class activities, you will be assigned to a group of about 5 students. These groups will be used for Break-out Discussion of course topics, in smaller groups, to facilitate more engaging and productive critical thinking and discussion.

CLASS DISCUSSION

Class Discussion may take on different forms, depending on the goals for that day. However, most of the time, the Instructor will give your group some **Discussion Questions** to consider and work through as a group, before discussing with the entire class.

- **Group Representative.** One person will serve as the representative for the group, helping to bring up the Discussion Questions and keep discussion moving forward.
- **Recorder.** One person will write down the group's chosen responses to the Discussion Questions, and both the Representative and Recorder should be ready to lead the discussion of their group's effort, once we return to the class as whole.

*Students will take turns being the representative and recorder.

Assignment: Your group Representative or Recorder for the day must turn in the handwritten notes of the group at the end of class, as an in-class participation assignment.

- Your name and signature must be on the notes to receive credit.

READING ASSIGNMENTS

There will be reading assignments for each class period, featuring important course topics. Please come prepared to discuss the readings during class.

There will also be a **Perusall** assignment, associated with the readings. Perusall is an online reading portal where students read and comment on the assigned readings. Perusall helps students think more critically about the readings, share ideas with classmates, and learn from each other. This assignment also helps students keep up with the course readings, while creating a more engaging learning environment. You must complete the Perusall assignment before the day the readings are discussed for full credit.

See the **Reading Schedule** and **Perusall** section (and handout) for more details.

DECISION FRAMEWORK ACTIVITIES

As a running assignment for the semester, you will be asked to develop a framework that describes the psychological processes that affect people's sustainability behavior.

EXAMS, TERM PROJECT & PRESENTATION

Your mastery of course topics and their application to real-world events will be tested in a two Exams and a Term Project Presentation.

ASSIGNMENTS

Summary of Assignments

	Percentage
Readings (Perusall)	10
Participation (30%)	
Discussion Assignment	25
Representative (for the day)	5
Decision Frameworks	10
Exam 1	15
Exam 2	15
Project Presentation	20
Total	100 (100%)

I. READINGS (PERUSALL) (10%)

Readings are posted in Persuall as PDFs. Please follow the assigned *Reading Schedule*, and read the assigned reading(s) before we discuss them in class.

Perusall ***To login to Perusall, you must enter the Instructor's course code!**

Each reading comes with a Perusall reading assignment.

Perusall is an online reading portal that encourages you to make thoughtful observations about the readings and share ideas with your classmates. Perusall also makes grading easier, by keeping track of your comments and their quality. I am using Perusall in this course because the daily readings are very important to course: we will discuss the readings in class every day and do in-class activities based on the readings.

Grading:

You will be asked to make a certain number of high quality comments on each reading. Your comments will be graded based on:

- a) **Comprehensiveness.** Comment on all the readings, and cover sections well.
- b) **Quality.** It should be clear that you are actively thinking about the readings and important concepts, at a deep level. Examples: ¹Apply new concepts to people's behavior or specific problems in society, ²Compare and contrast different concepts or theories (e.g., reconcile competing viewpoints, combine ideas), ³ Relate new ideas to lessons learned earlier, or in other courses.
- c) **Responsiveness.** Share your ideas with other students and engage them. Respond to their questions, if you think you have a useful idea.

***Guides for More Information:**

- How Perusall Works
- Getting Started

II. PARTICIPATION (30%)

This is a discussion course, which means that learning primarily occurs through your independent reading and active engagement during class. Everyone's voice is crucial. Thus, how well you learn in this class will depend on how well you and the other students contribute. This goal will be reflected in a participation grade.

Participation also includes engaging in any hands-on learning activities we do in the class, and bringing your Decision Framework and other assignments to class for discussion.

Group Discussion (25%)

- Points Possible: 25 Days of Discussion (1% each) = 25%

Participation includes doing a good job actively engaging in your break-out group's discussion, and then contributing to the broader class discussion in a meaningful way (e.g., insightful comments and generally helping share questions and ideas).

In a typical day, your group will discuss key ideas from the readings and real-world events, and produce written responses to discussion questions posed by the instructor. Your grade for the day will come from these handwritten notes (written by the group's Recorder).

Your handwritten name and signature must be on the notes to receive credit.

Group Representative (5%)

- Points Possible: 1 Day = 5%

You will be asked to be the facilitator (Representative) for your break-out group at least once this semester. Your grade will be determined by your group's overall productivity on its hand-written notes and broader participation in class discussion. Generally speaking, if you do your best to keep the group on track and discussing the day's assignment effectively, then you will receive full credit.

Grading:

The handwritten notes for that day's discussion will be the basis for your daily participation grade, and that day's Representative:

If your group tries hard and addresses all aspects of the assignment, then you will typically earn full points. Possible points will be assigned on a graduated scale (percentage satisfaction): 0%, 25%, 50%, 75%, 100%.

III. DECISION FRAMEWORK ACITIVITIES (10%)

- 5 Activities(2% each) = 10%

To help you learn key concepts and think about the psychological processes involved in sustainability you will complete five Decision Framework Activities.

Due: Usually, the beginning of class on the next class period, after we have discussed the topic for that module (see Course Schedule).

In these activities, you will develop a theoretical description of how you think people reason and make decisions in different kinds of situations. We will update the framework several times this semester, as we learn new lessons.

*A Grading Rubric for this assignment will be posted in Assignments folder on Blackboard.

IV. EXAMS (30%)

Points Possible: 2 Exams (15% each) = 30%

- Exam 1. Fundamentals of behavior and sustainability, motivation, attitudes, norms.
- Exam 2. Decision making, governance, behavior change and communication.

Format: Exams will be designed to test your mastery of key concepts, and ability to apply these concepts to real-world situations. The format will be multiple choice and essay.

V. TERM PROJECT AND PRESENTATION (20%)

Points Possible: 1 Project Presentation = 20%

Due: During the Final Exam period.

GUIDELINES

Students will work in small collaborative groups to develop a project. You will use what you have learned about human behavior to address an important problem in sustainability. The projects will be linked to a problem on campus or in Louisville, and we may work with a client organization (e.g., Partnership for a Green City), addressing a problem for them.

* The exact nature of your project will depend on the type of sustainability problem, the client organization's needs, and your group's interests and expertise.

Grades: Your grade will be based on a group presentation of the project.

EXAMPLE PRESENTATION COMPONENTS

An official grading rubric, with specific components and grading criteria will be posted on Blackboard.

Introduction and General Literature Review

Introduce the sustainability problem (e.g., city-wide energy conservation).

Describe its societal significance.

Explain why a behavioral perspective is needed to adequately address the problem.

Behavioral Analysis

Conduct a focused review of the behavioral literature relevant to your topic:

Identify the key psychological principles involved in the problem, and explain the psychological theories that are important for understanding this problem.

Methods

Describe McKenzie-Mohr's (2013) process (Community Based Social Marketing) for developing solutions to behavioral problems in sustainability.

Describe any other methods you used.

Solution

Present your solution.

Justify each part of your solution, using the behavioral frameworks and psychological principles that guided your work.

Explain how project success will be determined, or measured.

Conclusion Section

Remind the reader of the project purpose and significance.

Discuss the specific lessons learned from the project.

Discuss any limitations and future directions for the project.

End on a strong note, so that the audience comes away with a clear message.

Evidence

Claims are based on empirical findings. Supporting references are cited.

Communication

The presentation is organized in clear and linear fashion.

Use proper grammar and syntax. Communicate clearly for a lay audience.

Uses allocated time wisely.

ACADEMIC POLICIES

Final Grades

Final grades will be based on a 100-point (100%) system:

A+	98-100	C+	78-79
A	93-97	C	73-77
A-	90-92	C-	70-72
B+	88-89	D+	68-69
B	83-87	D	63-67
B-	80-82	D-	60-62

Missed Participation Credit

A large portion of your grades in this class comes from participation in the break-out groups and class discussion, and other in-class activity sessions. There are 25 Participation Days in this course. **You can miss 1 Participation Day, without being penalized. For any absences beyond 1 Day, you will need proper documentation and a make-up assignment** to receive full credit for the absence (see Guidelines in next section).

Missed Exams, Presentations, and Project Activities

There are several major assignments in this course: Exams, Project Activities, and Project Presentation. **If you will be absent on one of these key days, or unable to complete a major assignment on time, then you may receive full credit (i.e., not be penalized), if:**

Guidelines for Excused Absences, Late Work, Missed Assignments:

1. You are ill, or a personal emergency (e.g., medical emergency, death in family, etc.) causes you to miss a required graded activity, **and** you have official evidence of your illness/emergency (e.g., doctor's slip). I reserve the right to ask for documentation of the circumstances causing you to miss class.
 2. You have an inflexible schedule conflict that you know about in advance (e.g., a religious holiday, medical appointment) **and** we meet about the schedule conflict in advance (i.e., at least 1 week prior). This gives me enough time to make the necessary provisions.
- ✓ Please **send me an email** identifying the emergency/conflict, **and tell me in person**.
 - ✓ Depending on the missed assignment (e.g., in-class assignment or lab-based exam), **I may have to devise an alternative assignment**, with similar difficulty and educational value, in order to accommodate your situation and our course schedule.

***Make-up assignments must be completed within 2 weeks** of the missed assignment, unless the circumstances for the absence justify a longer time period, which must be approved by the instructor.

Students with Special Learning Needs

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Robbins Hall, 852-6938) for verification of eligibility and determination of specific accommodations. For more information, visit the [Disability Resource Center](#).

Online Access

Blackboard:

This is the main way I will provide assignments and communicate with you. Announcements, grades, assignments, etc. will be posted on the course Blackboard site. Please keep yourself well-informed and in contact throughout the semester.

Perusall:

You will access the reading assignments by going to Perusall.

***It is the student's responsibility to frequently check their university email, visit the course on Blackboard, and keep up with the readings in Perusall.** Familiarity with online systems (e.g., Blackboard, Email, Perusall) is necessary for the course.

Helpful Links

Blackboard: www.louisville.edu/blackboard

Blackboard Student Help:

<http://louisville.edu/delphi/blackboard/help/students/students.html>

<http://louisville.edu/delphi/blackboard/help/students/using-blackboard.html>

Using Blackboard:

<http://louisville.edu/delphi/blackboard/help/students/using-blackboard.html>

Adobe Acrobat Reader:

<http://get.adobe.com/reader/>

UofL Writing Center:

<http://louisville.edu/writingcenter/>

Sexual Misconduct and Gender Discrimination

As a faculty member (university employee), I am required to report and act on any information about sexual misconduct or gender discrimination you communicate to me, to help resolve the situation.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. **Anyone experiencing sexual misconduct and/or sex discrimination has the right to obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479.** Reporting your incident to any other University employee (including, but not limited to, professors and instructors) is an official, non-confidential report to the University.

To file an official report, please contact the Dean of Students Office 852-5787 and/or the University of Louisville Police Department 852-6111.

For more information regarding your rights as a victim of sexual misconduct, visit the Office for Civil Rights (<http://www2.ed.gov/about/offices/list/ocr/docs/know-rights-201404-title-ix.pdf>). For more information about resources and reporting at UofL, visit the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

School Closings and Delays

In the case of inclement weather, please check your email and the Blackboard site to see if UofL campus is closed and/or class is cancelled. *Note: It is possible for class to be cancelled even if campus is not closed.* However, even if class does not meet, you may still receive assignments to complete before the next class meeting.

Academic Dishonesty

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty. For more information, visit the [Code of Student Rights and Responsibilities](#) (Sections 5. and 6.)

DETAILED READINGS (& SCHEDULE) LIST

* Reading assignments must be completed in *Perusall* by the due date, prior to class.

- Videos, Assignments, and other resources will be posted in Blackboard.

DAY 1

Welcome! Syllabus and Introductions

DAY 2

WHAT IS SUSTAINABILITY?

	<i>Topic</i>	<i>Page Numbers</i>	<i>Page length</i>
1.	IUCN (1980)	Sustainable Development	2 pages
2.	Mog (2011)	3 Pillars	3 pages
3.	UN (2015)	World Sustainable Development Goals	*21 pages
Total length			<hr/> 26 pages

*Note: This reading is shorter than it looks. Half of each page is a picture.

WEEK 2

SUSTAINABILITY AND BEHAVIOR: ISSUES AND METHODS

	<i>Topic</i>	<i>Page Numbers</i>	<i>Page length</i>
<u>DAY 1</u>			
1.	Gifford (2011)	Psychological Barriers	9 pages
<u>DAY 2</u>			
2.	Steg & Vlek (2009)	Encouraging Pro-Environmental Behavior	7 pages
Total length			<hr/> 16 pages

Assignment(s):

- **Decision-Making Framework 1.** Due at beginning of class on DAY 1 (see Course Schedule for due date).

WEEK 3

MOTIVATION AND INCENTIVES

- INTRINSIC VS. EXTRINSIC MOTIVATION

	<i>Topic</i>	<i>Page Numbers</i>	<i>Page length</i>
<u>DAY 1</u>			
1. <i>Watch a Video</i>	Surprising Truth About What Motivates Us https://www.youtube.com/watch?v=u6XAPnuFjJc		*11 minutes
2. Reeve (2001)	Intrinsic & Extrinsic Motivation	16-18, 115-120, 126-131	10 pages
<u>DAY 2</u>			
1. Gardner & Stern (2001)	Recycling and Waste Reduction in Households	104-107	3 pages
2. Sinner & Salmon (2003)	Irish Bag Tax, Denmark Waste Reduction	7, 18	2 pages
		Total length	<hr/> 15pages

WEEK 4

FUNDAMENTAL NEEDS:

- AUTONOMY SUPPORT VS. CONTROL

	<i>Topic</i>	<i>Page Numbers</i>	<i>Page length</i>
<u>DAY 1</u>			
1. Reeve (2001)	Self-Determination Theory	87-96	10 pages
<u>DAY 2</u>			
1. Attari et al. (2009)	Soft vs. Hard Regulations		9 pages
		Total length	<hr/> 19 pages

WEEK 5

ATTITUDES

	<i>Topic</i>	<i>Page Numbers</i>	<i>Page length</i>
<u>DAY 1</u>			
1.	Hirsh & Dolderman (2007)	Big 5 Personality Traits, Core Values, Environmentalism	9 pages
<u>DAY 2</u>			
1.	Sheldon et al. (2011)	Core American Values	6.5 pages
			Total length 15.5 pages

Assignment(s):

These assignments are due at the beginning of class on DAY 1 (see Course Schedule).

- 1. Decision-Making Framework 2** on everything prior to this point (Motivation and Incentives, Fundamental Needs).
- 2. Attitudes Survey.** Complete the survey posted in Blackboard, and bring it to class!

WEEK 6

SOCIAL NORMS

	<i>Topic</i>	<i>Page Numbers</i>	<i>Page length</i>
<u>DAY 1</u>			
1.	Asch (1955)	Social Conformity	5 pages
2.	Cialdini (2003)	Descriptive and Injunctive Norms	5 pages
<u>DAY 2</u>			
1.	McCright et al. (2014)	Political Polarization in the United States	8 pages
			Total length 18 pages

WEEK 7

DAY 1: Q&A DAY (In-class preparation for Exam 1)

For your participation credit this session, come prepared to ask any questions you have about what we have learned, for the upcoming Exam 1.

Assignment(s):

This assignment is due at the beginning of class.

- 1. Decision-Making Framework 3.** Update your framework to include Attitudes and Social Norms.

DAY 2: EXAM 1

ONLINE exam. Multiple choice and short essay format.

WEEK 8

DAY 1: PROJECT DAY: PROJECT IDEAS & RUBRIC

Part 1:

- We will explore project topics/ideas.
- We will review the grading rubric for the Project.

Part 2:

McKENZIE-MOHR'S COMMUNITY-BASED SOCIAL MARKETING APPROACH FOR SUSTAINABLE BEHAVIOR CHANGE

	<i>Topic</i>	<i>Page Numbers</i>	<i>Page length</i>
1. <i>Watch a Video</i>	Community-Based Social Marketing (CBSM)		*30 Minutes
	https://vimeo.com/72849395		
2. McKenzie-Mohr (2013)	Steps for Changing Behavior		9 pages

DAY 2: INTRO TO ENVIRONMENTAL REASONING AND DECISION MAKING

There will be demonstrations and a lecture introducing core concepts and behavioral principles in environmental reasoning and decision making.

WEEK 9

ENVIRONMENTAL DECISION MAKING

- RESISTANCE TO CHANGE
- COGNITIVE AND SOCIAL BIASES

	<u>Topic</u>	<u>Page Numbers</u>	<u>Page length</u>
<u>DAY 1</u>			
1.	Cornforth (2009)	Overview of Many Principles	8 pages
<u>DAY 2</u>			
1.	DeCaro et al. (2018)	Application to Societal Problems (Rivers, Water)	13 pages
		Total length	<hr/> 21 pages

Assignment(s):

This assignment is due at the beginning of class on DAY 2.

1. **Decision-Making Framework 4.** Update your framework to include principles of Environmental Decision Making, including DeCaro et al. (2018).

WEEK 10

SPRING BREAK!

WEEK 11

ENVIRONMENTAL GOVERNANCE

- CONFLICT AND COOPERATION

	<u>Topic</u>	<u>Page Numbers</u>	<u>Page length</u>
<u>DAY 1</u>			
	<i>No Readings!</i>	Class Activity (Game 1)	
<u>DAY 2</u>			
1.	National Geographic Magazine (2009)	Midwestern U.S. Aquifer	*25 pages
2.	Hardin (1968)	The Tragedy of the Commons	2 pages
		Total length	<hr/> 27 pages

*Note: This reading is shorter than it looks. Half of the pages are pictures.

WEEK 12

HUMANISTIC RATIONAL CHOICE THEORY

- DR. DECARO'S THEORY OF SOCIETAL COOPERATION

	<i>Topic</i>	<i>Page Numbers</i>	<i>Page length</i>
<u>DAY 1</u>			
No Readings!		Class Activity (Game 2)	
<u>DAY 2</u>			
1.	Watch a Video. Start at 11:05 minutes. https://www.youtube.com/watch?v=Tq8GYsPYttc	DeCaro Interview, UofL Today	*10 Minutes
2.	DeCaro et al. (2021)	Humanistic Rational Choice	17 pages
Total length			17 pages

WEEK 13

PERSUASION

	<i>Topic</i>	<i>Page Numbers</i>	<i>Page length</i>
<u>DAY 2</u>			
1.	Merry (2017)	Political Messaging	4 pages
2.	McKenzie-Mohr (2017)	Tips for Effective Communication	7 pages
Total length			20 pages

Assignment(s):

This assignment is due at the beginning of class on DAY 1 (see Course Schedule).

1. **Decision-Making Framework 5.** Update your framework to include principles of Humanistic Rational Choice Theory and Environmental Governance.

WEEK 14

DAY 1: Q&A DAY (In-class preparation for Exam 2)

For your participation credit this session, come prepared to ask any questions you have about what we have learned, for the upcoming Exam 2.

DAY 2: EXAM 2

ONLINE exam. Multiple choice and short essay format.

WEEK 15

DAY 1 & 2: PROJECT DAYS

** Any specific instructions for this class will be announced.*

FINAL EXAM DAY (see course schedule for specific day/time)

PROJECT PRESENTATION

*** Group presentations will be given during the Final Exam period. See course schedule for date and time.**

List of Useful Scientific Journals

*This list is not exhaustive but provides a good starting point.

Conservation Biology
Ecological Economics
Ecology and Society
Environment and Behavior
Journal of Environmental Management
Journal of Environmental Psychology
Journal of Social Issues
Society and Natural Resources

American Psychologist
Judgment and Decision Making
Nature
Proceedings of the National Academy of Sciences
Psychological Science
Science Magazine

Journal Databases

PsychInfo

***COURSE SCHEDULE**

	TOPIC	READINGS	ASSIGNMENT
January 11	Welcome! Syllabus and Introductions		
January 13	What is Sustainability?	(1) IUCN (1980) Mog (2011) UN (2015)	
January 18	Sustainability and Behavior: Issues and Methods	(2) Gifford (2011)	▪ DM Framework 1
January 20		(3) Steg & Vlek (2009)	
January 25	Motivation and Incentives • Intrinsic vs. Extrinsic	(4) Video Reeve (2001)	
January 27		(5) Gardner & Stern (2001) Sinner & Salmon (2003)	
February 1	Fundamental Needs: Autonomy Support vs. Control	(6) Reeve (2001)	
February 3		(7) Attari et al. (2009)	
February 8	Attitudes	(8) Hirsh & Dolderman (2007)	▪ DM Framework 2 ▪ Attitude Survey (<i>Bring to Class!</i>)
February 10		(9) Sheldon et al. (2011)	
February 15	Social Norms	(10) Asch (1955) Cialdini (2003)	
February 17		(11) McCright et al. (2014)	
February 22	Q & A DAY		▪ DM Framework 3
February 24	EXAM 1		
March 1	PROJECT DAY: Project Ideas & Rubric	(12) Video McKenzie-Mohr (2013)	
March 3	Introduction to Environmental Decision Making	<i>No Readings (Interactive Demonstration & Lecture)</i>	
March 8	Environmental Decision Making • Resistance to Change • Cognitive and Social Biases	(13) Cornforth (2009)	
March 10		(14) DeCaro et al. (2018)	▪ DM Framework 4
March 15, 17	SPRING BREAK		
March 22	Environmental Governance • Conflict and Cooperation	<i>No Readings</i>	▪ Game 1
March 24		(15) National Geog. Magazine, "To the Last Drop." Hardin (1968)	
March 29	Humanistic Rational Choice Theory (DeCaro)	<i>No Readings</i>	▪ Game 2
March 31		(16) Video (DeCaro) DeCaro et al. (2021)	
April 5	Persuasion	17) Merry (2017) McKenzie-Mohr (2017)	▪ DM Framework 5
April 7			

April 12	Q & A DAY
April 14	EXAM 2
April 19	PROJECT DAY
April 21	PROJECT DAY
MAY 3 (Tues)	PROJECT PRESENTATIONS, Final 2:30 - 5:00pm (Room: UPA 123)

Syllabus created by: Dr. Daniel A. DeCaro (3-1-22)

* I reserve the right to modify the syllabus when necessary to meet learning objectives, compensate for cancelled classes, or for similar reasons. A new syllabus will be posted in Blackboard and an announcement made in class.