Environmental Action: Shifting from Saying to Doing
Syllabus • Spring 2014
ENVS196

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Office hours: Wed 10-11 AM and by appointment

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Office hours: Monday 2-4 PM and by appointment

Time and Place: Wednesdays 4:30 – 7 pm, TBD

Course Description
This is a hands-on, experiential class where students will explore the human behavior-environment nexus and practice acting as a change agent on campus. Students will develop, deploy and evaluate campaigns designed to reduce energy use among building occupants at select on-campus locations. Topics covered include: human behavior, community based social marketing, energy, climate change, sustainability efforts at Tufts, culture change, survey techniques, effective communication, program evaluation and the social dimension of sustainability.

Prerequisites: ENV91 or Bio7 or permission of instructor

Course Reading and Other Resources
The course reading is all online – either through links to articles and books or through PDFs and websites. This is done deliberately so the students can experience a low-impact ‘paperless’ class. Trunk will provide access to general course information, announcements, handouts, course readings and assignments, supplemental resources, and other materials throughout the semester. You will be responsible for keeping up to date on all these materials.

Policies
If you will not be able to attend a class due to a religious holiday, please inform the instructors as soon as possible so that accommodations can be made. On those rare other occasions when you must be late or absent from class please let us know, and keep in touch with your fellow group members as a courtesy.

Grades and Grading Policy
Grades will be based on attendance and class participation and completion of individual and group activities. Grades will be calculated based on a 100 point scale, distributed across the following assignments:

CBSM participation: A major component of this class is collaborating with each other to design and implement a community based social marketing (CBSM) campaign to promote energy saving behaviors in specific building occupants on campus. Participation in this element of the class is essential to the learning process and will be factored into the final grade.

CBSM written assignments: To help formulate and track the progress of the social marketing campaign, there will be several written assignments that will also be assigned
throughout the semester. Students will collaborate with each other in small groups to prepare and submit these assignments.

Blogs: Each student will keep a weekly blog of their experiences and insights on class-related topics throughout the course of the semester, including reflections on the four behavioral challenges. Students are encouraged to post by the Monday night before class, in order to allow time to read and comment on each other’s blogs. High standards of respect and etiquette are assumed throughout online as well as in-class interactions. Students who prefer to keep an offline journal should contact the instructors.

Class participation: Grades for class participation will be assessed based on attendance, preparation for class, enthusiasm and contribution to class discussions.

The total breakdown is as follows.

Community based social marketing project
- participation……………………20 points (20%)
- written assignments…………..20 points (20%)
- presentations…………………..10 points (10%)

Blogs…………………………………………………………………………………………30 points (30%)

Class participation……………………………………………………………………..20 points (20%)

TOTAL: 100 points (100%)

Course Syllabus

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due:</th>
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<tr>
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<td>(assignments in <strong>bold</strong> are written tasks)</td>
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<tr>
<td>Week 1:</td>
<td>Introduction, Context for Action, Behavior (1)</td>
<td>Recommended reading:</td>
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<tr>
<td>Jan 15</td>
<td></td>
<td>- A very quick recap on Environmental Issues in US, CNN article</td>
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<td>- 1960-2004 environmental timeline, WorldWatch</td>
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<td>Week 2</td>
<td>NO CLASS</td>
<td>Monday schedule</td>
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<td>Jan 22</td>
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<td>Week 3:</td>
<td>Critical Thinking Behavior (2) 1st Personal</td>
<td>1. Set up blog</td>
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<td>Jan 29</td>
<td>Challenge</td>
<td>2. <strong>Blog 1</strong>: Introduce your “eco-self”; what are my habits?</td>
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<td>3. <strong>Completed skills sheet</strong></td>
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<td>4. Readings:</td>
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<td>a. Warning: Habits May Be Good For You, NYT</td>
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<td>b. How personal actions can kick-start a sustainable revolution, Grist article</td>
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<td>c. Death of Environmentalism, Shellenberger &amp; Nordhaus</td>
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<td>d. You are brilliant, and the earth is hiring.</td>
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<td>Week 4:</td>
<td>Community Based Social Marketing (CBSM) part 1</td>
<td>1. <strong>Blog 2</strong>: Reflect on personal challenge #1</td>
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<td>Feb 5</td>
<td>- Selecting Behaviors</td>
<td>2. CBSM reading</td>
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<td></td>
<td>- Identifying Benefits and Barriers</td>
<td>a. <strong>Community-based social marketing</strong>, McKenzie-Mohr (Chapters: “Fostering Sustainable Behavior” though “Step 2 Identifying Barriers and Benefits”)</td>
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<td></td>
<td>Survey Methods and Tools</td>
<td>b. Life lessons from an ad man (video)</td>
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<td>3. Survey methods reading TBD</td>
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| Week 5: Feb 12 | Community Based Social Marketing part 2  
- Strategies  
- Implementation  
Communication | 1. **Blog 3**: Communication – Seeping into the cracks (who do you know?)  
2. Communication Reading TBD  
3. CBSM: Background research initial results  
4. CBSM reading  
   a. [Community-based social marketing](#), McKenzie-Mohr (Steps 3-5, and ‘Concluding Thoughts’) |
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<tr>
<td><strong>2nd Personal Challenge</strong></td>
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| Week 6: Feb 19 | Energy Basics  
- How is energy made, transported and used?  
CBSM planning | 1. **Blog 4**: Reflect on personal challenge  
2. CBSM: Background research report to class  
3. Energy basics readings  
   b. Energy efficiency: Is the United States Improving? |
| Week 7: Feb 26 | Climate Change Talking Points | 1. **Blog 5**: Midterm reflection  
2. **CBSM**: CBSM worksheet – first draft due  
3. Climate Change readings  
   a. [Climate Change, OOS page](#), Gelbspan  
   b. [Belief In Science Hinges On Worldview](#), NPR  
   c. [UCS Climate Change in Massachusetts](#) |
| Week 8: Mar 5 | Sustainability at Tufts | 2. **Blog 6**: Reflection on beginning of CBSM campaign  
3. Reading:  
   a. [Tufts Campus Sustainability Council Report](#) |
| Week 9: Mar 12 | The Social Dimension of Sustainability part 1 | 1. **Blog 7**: How do your actions affect others?  
2. **CBSM**: CBSM worksheet – final draft due  
3. Social Sustainability readings TBD |
| Week 10: Mar 19 | **SPRING BREAK** | |
| Week 11: Mar 26 | The Social Dimension of Sustainability part 2  
*3rd Personal Challenge* | 1. **Blog 8**: Reflect on re-introducing your “eco-self” to your family and friends. What’s in your closet?  
2. CBSM: Report back to group  
3. Reading TBD |
| Week 12: Apr 2 | Program Evaluation | 1. **Blog 9**: Reflect on personal challenge.  
2. CBSM: Report back to group  
3. Program Evaluation Reading: TBD |
| Week 13: Apr 9 | Energy and Food  
*4th Personal Challenge* | 1. **Blog 10**: How do you choose what you eat?  
2. CBSM: Report back to group  
3. Readings: TBD |
| Week 14: Apr 16 | Energy impacts that?? | 1. **Blog 11**: Reflect on behavior challenge  
2. CBSM: Report back to group |
| Week 15: Apr 23 | Re-Cap  
CBSM debrief | 1. **Blog 12**: Self-evaluation of your contribution to the CBSM campaign |
| Week 16: Apr 30 | Reading Period | **- Final Blog due** |