

TOMPKINS CORTLAND COMMUNITY COLLEGE
COURSE OUTLINE
ENVS/PSYC 108 – ENVIRONMENTAL PSYCHOLOGY
Section: BL1 ONLINE Fall 2019

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Email through the college account is generally the best way to reach me.
Please utilize your college myMail account when contacting me via email.
For the purpose of course related communication, I only use my college email address or mail through Blackboard. Do not accept a message from some other e-mail address other than the college email I use or through the Blackboard system.

I generally respond to emails within a 24-hour period (except some weekends when I am away and during scheduled holidays and breaks). If you do not receive a reply message within that time frame, please resend your message, as there must have been either A) a technical error in the retrieval process or B) I am trapped under something heavy and cannot get to a computer. Since in most cases, the answer will not be B, please resend it!

Also keep in mind that if you are sending me a message of an urgent nature regarding technical issues, please recheck your email or Blackboard account shortly thereafter about any instructions that I may provide to assist you. You may miss a window of opportunity for any resubmissions if you're not checking your TC3 email and/or Blackboard account (under Web Courses) on a regular basis. Please get into the habit of checking both accounts for important messages that I may send throughout the semester.

I. **COURSE DESCRIPTION:**

This course seeks to review the various topics and concerns regarding our environment, human behavior, the power of place on our mind and body, and the reciprocal nature of human-environment interactions. Current environmental problems will be reviewed from a variety of psychological perspectives. Emphasis will also be placed on how our surroundings shape our thoughts, emotions, and actions.

A. Prerequisite: Prior completion or concurrent enrollment in ENGL 100 or ESL103

B. Semester Credit Hours: 3 Lecture

C. Texts:

Nann Winter, D.D. & Koger, S.M. (2010). *The Psychology of Environmental Problems*, 3rd Edition. New York, NY: Taylor and Francis Group, LLC.

ISBN: 9781848728097 or 9780203847978

Gallagher, W. (1994). *The Power of Place: how our surroundings shape our thoughts, emotions, and actions*. New York, NY: HarperCollins Publishers, Inc.
 ISBN: 9780061233357

The textbooks are required. Do not try to take the course without securing your own copies to use.

II. ENTRY SKILL EXPECTATIONS:

- A. Writing – WC: College-level writing skills are required. See course prerequisites for details.
- B. Math – M1: If required, the student must be concurrently enrolled in MATH 090. Very basic mathematical skills are required.
- C. Reading – R3: If required, the student must have successfully completed RDNG 116. The course requires reading of mostly beginning college-level materials and limited higher college-level materials that will also be covered in class.

III. GENERAL COURSE GOALS & OBJECTIVES:

Course Goals

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

1. Review the various psychological bases of environmental issues.
2. Investigate theories of behavior change as they relate to environmental issues.
3. Introduce practical strategies that encourage behavior change.
4. Explore the connection between human-environment interactions.
5. Learn how our own attitudes, beliefs, values, decision-making, and actions may impact the natural environment.

Course Objectives At the end of the course the student will be able to:	Activities Related to the Objectives	Assessment of the Objectives
1. Identify the conditions that foster or impede responsible environmental behavior. (Supports Goals 4 & 5)	Readings Videos	Discussions Quizzes Written Assignments Film Reviews
2. Describe the psychological approaches to understanding environmental issues. (Supports Goal 1)	Readings	Discussions Quizzes Written Assignments
3. Analyze problematic behaviors and apply	Readings Videos	Discussions Quizzes

knowledge on developing a plan on how to overcome these barriers. (Supports Goals 2 & 3)		Film Reviews Written Assignments
4. Integrate the knowledge of the psychology of environmental problems/issues into their own life and reflect on how on this can create change individually and societally. (Supports Goals 2, 3, & 5)	Readings Videos	Discussions Quizzes Written Assignments Film Reviews

IV. REQUIREMENTS FOR SATISFACTORY COMPLETION OF COURSE:

A. Attendance and participation in class is critical to successfully completing the required course standards. **In accordance with federal financial aid regulations, if a student has ceased academic participation for two weeks, the student will be withdrawn from class and a final date of attendance will be reported to the Registrar and Financial Aid Department.**

For online courses, logging into an online course without active participation will NOT constitute attendance; rather, there must be participation in a course activity (i.e. discussion and/or completing quizzes/written assignments).

B. Pass all assessments, quizzes, projects, and written assignments. See grading system and points below.

V. METHODS FOR EVALUATING STUDENT PERFORMANCE:

A. Discussions (22% or 110 points): Most weeks, you will be required to participate in class discussions related to the chapter or work that was assigned that week. You are expected to post your response to the questions and give at least one response to another student’s post during that week. Your first post must be submitted by Wednesday (with points being deducted for lateness) and your response to another person must be submitted by Sunday of that week. Both your initial post and response need to be substantive (i.e. several complete sentences each). Just responding with “I agree” or something similar is not enough. You must elaborate fully on what you are discussing. There are 14 discussions and only the top 11 grades will be counted towards your final grade. There are NO MAKEUPS for missed discussions, regardless of the reason. If you miss discussions for any reason, you can use up to 3 as your lowest grades (although this would not be recommended). Each discussion is worth 10 points each (5 points for the initial post and

5 points for the first response to another classmate). Points will be deducted for failure to adhere to guidelines regarding time deadlines and quality of posts.

B. Syllabus Quiz (2% or 10 points): The quiz will consist of 10 questions, each worth 1 point. You will need to complete the syllabus quiz on Blackboard in the beginning of the course by the due date to make sure you have read through the syllabus and understand some of the important points. Feel free to use the syllabus as a guide as you take the quiz. The quiz will not be timed and you'll only get to take it once. The final score will not be dropped.

C. Environmental Autobiographical Assignment (6% or 30 points):

This assignment requires that you analyze places you've lived and traveled in your life and how they may have affected you. Please answer all of the following questions in a 2-3 page paper (double-spaced, 12 point font) and submit before midnight on the due date. No title page is needed, but please include your name, date, and course and section number as the heading on the first page. No late papers will be accepted.

1. In what way(s) do you believe the places you've lived or traveled have influenced you? What bias and perspectives do you think it may have created for you?
2. Recall a special place from your childhood. Feel free to include a drawing, picture, and/or descriptive narrative and explain how that place was important to you and why.
3. What are your memories of your experiences with the natural world: land, weather, water, plants, non-human animals, etc.? What are your memories of your experiences with the built world: buildings, architecture, houses, etc.?
4. What is your current relationship with the natural world? How does it compare to previous periods in your life? What hopes or concerns do you have for your future relationship with nature?

D. Behavioral Self-Control Activity (6% or 30 points): Using principles from behavioral psychology, choose a current behavior you engage in that could be more sustainable with some changes (see page 152-157 in the Winter & Koger text for more details). Please allow yourself plenty of time before the assignment is due to start working on this. Follow these steps and document your progress in a 2-3 page paper (double-spaced, 12 point font) before midnight on the due date. No title page is needed, but please include your name, date, and course and section number as the heading on the first page. No late papers will be accepted. (This version of the activity was adapted by Christie Manning.)

1. Choose a specific goal. (e.g. I want to eat less meat)
2. Define the goal in behavioral terms. (e.g. I will have 2 vegetarian meals per day)

3. Tell someone about the goal; make a public commitment.
4. Before making any changes, observe the behavior for 2 days and write down circumstances surrounding the behavior. (e.g. I eat meat when there are no good vegetarian options, when I am in a hurry, when someone else cooks, etc.)
5. Examine the conditions under which the behavior occurs and look for ways to change the circumstances that lead to the non-goal behavior. (e.g. I can make sure that there are always good vegetarian options available in my fridge or freezer)
6. Put your plan into action for several days, then go back to keeping track of goal-related behaviors.

See "Appendix: How to do it" in the Winter & Koger text on p. 429-446 for more ideas.

E. Journal Article Review (6% or 30 points): Choose one of the following articles below to read and review for this assignment. They can be located online from the library's webpage. You can search for the articles in a variety of ways, but here is one way you can do so, if you are not already familiar with the library's online resources.

1. Go to the college's homepage
2. Click "Library"
3. Click on the "Articles" tab in the "Quick Search" box
4. Type in the first few words of the article title
5. The article should pull up. You will have to click on PDF file to read it
6. At some point, if you're not already logged into the library's system, it will ask you for your 9 digit ID #. Please type your TC3 Student ID # found on your ID card to access the databases.

Include all of the following in 2-3 pages (double-spaced, 12 point font) and submit before midnight on the due date. No title page is needed, but please include your name, date, and course and section number as the heading on the first page. No late papers will be accepted. It is expected that most of the paper will be written in your own words. If you are using exact phrases, sentences, and close paraphrasing, you must cite your work in APA format.

1. The author(s) (full name), article title, journal name, and date published.
2. The purpose of the article, the hypothesis, and/or research question(s).
3. The conclusion or results of the study.
4. Why did you choose this article? Did it relate to you? If so, how?
5. What can be learned from this article and applied to the environment (natural or built) and/or ourselves?
6. What would you recommend as the next step in this line of research or as another viewpoint that can be explored further?

Joyce, A., Dixon, S., Comfort, J., & Hallett, J. (2012). Reducing the environmental impact of dietary choice: Perspectives from a behavioural and social change approach. *Journal of Environmental & Public Health*, 1–7.

Meng, M. D., & Trudel, R. (2017). Using emoticons to encourage students to recycle. *Journal of Environmental Education*, 48(3), 196–204.

Nadkarni, N. M., Hasbach, P. H., Thys, T., Crockett, E. G., & Schnacker, L. (2017). Impacts of nature imagery on people in severely nature-deprived environments. *Frontiers in Ecology & the Environment*, 15(7), 395–403.

F. Get Involved, Get Vocal! Activities (20% or 100 points): Choose 2 activities to engage in that involve you becoming more public around issues of sustainability. Feel free to be as creative as you like. Start working on this early in the semester to give yourself time to complete all the activities. Options may include, but are not limited to the following:

- Volunteering for an environmental organization
- Creating a social media platform and getting vocal for an issue of interest (i.e. a YouTube video, Facebook group, Twitter account, blog, website, podcast, etc.)
- Attending a nonviolent protest or demonstration around a cause of interest
- Writing a letter to a local politician, policy maker, person of influence, etc.
- Participating in activities on campus around these issues
- Join an Adopt-a-Highway road clean up or similar group for litter pickup (contact me for more details)

See “Appendix: How to do it” in the Winter & Koger text on p. 429-446 for more ideas.

Submit a 4-6 page paper (double spaced, 12 point font) answering and including all of the following before midnight on the due date. No title page is needed, but please include your name, date, and course and section number as the heading on the first page. No late papers will be accepted.

1. What did you learn in each activity you engaged in?
2. Why did you choose the activities you did? Given the chance again would you still have chosen those activities? If not, what others would you have done instead?
3. How did your activity relate back to our class? Be specific and cite the texts if needed.
4. If you created something on the Internet, provide the URL for it. If you attended an event and were able to take a picture of yourself and/or the activities, please include that. Please include any supporting evidence you can for the activities you engaged in. If you wrote a letter, include that. Include all dates for activities as well.
5. What was the most challenging part of the activities you chose? Are there any of these activities you will continue to engage in when the class is over? Why or why not?

G. Film Reviews (12% total or 60 points): There will be two films in class relating to issues about our environment. Each review will be worth 30 points for a total of 60 points and must be submitted for a grade.

The films being shown may contain upsetting or controversial topics. If you feel you cannot view either of these films due to their nature, you can choose not to, but must complete an alternate assignment to be discussed with me. Please contact me immediately if this may be the case for you. While you may not agree or like some of the content in the films, you still must answer each question thoroughly for full credit. These are not film critic assignments, but rather ways of incorporating what you've learned about environmental issues and/or our sense of place to what is depicted in the films. Each film assignment is worth 30 points. No title page is needed, but please include your name, date, and course and section number as the heading on the first page. No late papers will be accepted for the film assignments.

Film #1: Cowspiracy (2014 Documentary; Directors Kip Anderson & Keegan Kuhn; 85 minutes). The world's largest environmental organizations are failing to address the single most destructive force facing the planet today. Follow the shocking, yet humorous, journey of an aspiring environmentalist, as he daringly seeks to find the real solution to the most pressing environmental issues and true path to sustainability.

Please answer all of these questions thoroughly after reviewing the movie in class and submit it a 2-3 page paper before midnight on the due date.

(Questions derived from Zoe Weil of The Institute for Humane Education)

1. Did you know about the ways in which animals are raised for food and the environmental consequences of this form of agriculture before seeing this film? If not, why do you think this information is not more readily available? Why do you think the major environmental organizations featured in the film are not adequately addressing this issue?
2. After watching the film, do you feel motivated to modify your diet? In what ways? What obstacles might stand in your way? What could you do to overcome these obstacles?
3. If one can improve the environment more by changing to a vegan diet than changing one's car to a hybrid, why is the first choice considered so radical?
4. Did you feel that the film allowed you to gain some new knowledge and make up your own mind or did you feel that you were subject to proselytism? How does your response to this question affect your overall appreciation of the film?
5. What information from the film could you confirm through your own research? (Please choose a statistic or information presented as fact and conduct your own investigation into its validity. Reference your sources.)

Film #2: Into the Wild (2007 Adventure/Biography/Drama; Director Sean Penn; 148 minutes) After graduating from Emory University, top student and athlete Christopher McCandless abandons his possessions, gives his entire \$24,000 savings account to charity and hitchhikes to Alaska to live in the wilderness. This film is based on a true story and adapted from Jon Krakauer's book of the same title. Please answer all of these questions thoroughly after reviewing the movie in class and submit it a 2-3 page paper before midnight on the due date.

1. What do you think Christopher McCandless' struggle with the environment where he grew up and his call to the wild were about? What do you think he was searching for?
2. Some have castigated McCandless to be reckless and foolish, while others have admired his free spirit and romanticism with nature. What are your thoughts about McCandless' journey and why do you feel that way?
3. How can McCandless' story relate back to the ideas and information presented in *The Power of Place*? Be specific and include chapters and/or page numbers in your reference.
4. Can you relate to Christopher McCandless' journey? If so, how? If not, why? Be specific.
5. What are the advantages and disadvantages of living more simply and closer to nature? Do you think you could live more simply and more in-line with nature? Why or why not?

H. Chapter Quizzes (20% or 100 points): Almost weekly, you'll be expected to take a short quiz based on the chapter reading for that week. There will be eleven (11) quizzes based on the Winter and Koger text. The quizzes will consist of multiple-choice questions. Each quiz will be approximately 10 questions; each question will be worth 1 point. The quizzes will be untimed, but you'll only have one chance to take them within a week's time. Give yourself a quiet space, free from distractions to do this. You are expected to adhere to academic honesty including, but not limited to taking your own quiz independently without help from others. You may however use your notes and the textbook to assist yourself in the process. Remember though that if you are not already familiar with the material and have not studied, it will be difficult to pass the quizzes. Please contact me as soon as possible if you experience any technical difficulties while trying to take your quizzes. There are no make-up quizzes but the lowest quiz grade (excluding the Syllabus quiz) will be dropped. If you miss a quiz for any reason, that zero could count as one of the lowest quiz grades dropped. Try not to miss any quizzes if possible.

I. Course/Self Assessment (6% or 30 points) – Instead of a final exam, you will be asked to assess this course and your learning. You will submit the completed assignment during Final Exams week. No late assessments will be accepted.

1. What ideas or experiences are you taking from this course that you value?

2. In what ways has this course shaped how you think about the environment and psychology?
3. Define sustainability. Identify two barriers to sustainable consumption. Discuss the interplay of personal barriers and societal barriers.
4. In what ways has this course shaped how you see yourself in relation to others and in relation to the larger world?
5. In what ways has this course contributed to your ability to make choices and decisions about environmental issues?

Extra Credit

Extra credit can be earned by attending one or more activities hosted by the college or by other assignments I may provide, which relate to the psychological and/or environmental concepts or theories of this course. A one-page typed summary for each activity must be submitted to receive 5 points. Be sure to include how it relates to the course. Extra credit points are for students in good standing (i.e. regular participation and have completed assignments). Extra credit cannot change a failing grade to a passing grade. Additionally, you cannot submit an assignment for extra credit if it is part of another regular graded assignment for class (i.e. no double-dipping). Please do not approach me at the end of the semester or after the semester asking to do additional extra credit or missed work to improve a poor grade. Do all the extra credit and regular class work as it is assigned to avoid this mishap. Extra credit assignments must be submitted within 1 week of attending the college sponsored activity, and no later than the last week before final exams. A maximum of 15 points is allowed.

COURSE CALENDAR AND ASSIGNMENT SCHEDULE

* All assignments are due on the dates & times specified below. No excuses for late submissions. Class discussions are due almost every week.

* Each week, except for week 1, is 7 days long and covers one unit/chapter from your text.

Units, except for week 1, open on Monday mornings at 12 AM EST, close Sunday nights at 11:59pm EST, and your first Discussion POST is due on Wednesday nights before midnight EST.

* There is a lot of work to do in a short period of time. You need to be diligent about staying on schedule. No late work or papers are permitted. Incomplete grades are not an option here.

* First Discussion POST must be submitted by Wednesday (before midnight) after that module opens. After that, one more scholarly RESPONSE is necessary for any credit by Sunday (before midnight).

<u>WEEK</u>	<u>CHAPTER</u>	<u>TOPIC</u>	<u>DATES</u>
Week 1:	Intro/Chapter 1	What on Earth Are We Doing?	(Winter & Koger) (8/28-9/8) <i>Syllabus Quiz Due (9/1) & Quiz 1 Due (9/8)</i>
Week 2:	Chapter 2	The Nature of Western Thought	(Winter & Koger) (9/9-9/15) <i>Quiz 2 Due</i>
Week 3:	Chapter 3	Psychoanalytic Psychology	(Winter & Koger) (9/16-9/22) <i>Quiz 3 & Environmental Autobiography Due</i>
Week 4:	Chapter 4	Social Psychology	(Winter & Koger) (9/23-9/29) <i>Quiz 4 Due</i>

Week 5: Chapter 5 – Behavioral Psychology (Winter & Koger)	(9/30-10/6)
<i>Quiz 5 Due</i>	
Week 6: Chapter 6 –Neuropsychology of Toxic Exposures (Winter & Koger)	(10/7-10/13)
<i>Quiz 6 & Journal Article Review Due</i>	
Week 7: Chapter 7 – Cognitive Psychology (Winter & Koger)	(10/14-10/20)
<i>Quiz 7 Due</i>	
Week 8: Chapter 8 – Health & the Psychology of Environmental Stress (Winter & Koger) & Film #1: Cowspiracy	(10/21-10/27)
<i>Quiz 8 & Film #1 Review Due</i>	
Week 9: Chapter 9 – Developmental Psychology (Winter & Koger)	(10/28-11/3)
<i>Quiz 9 Due</i>	
Week 10: Chapter 10 – Holistic Approaches (Winter & Koger)	(11/4-11/10)
<i>Quiz 10 Due</i>	
Week 11: Chapter 11 – Putting it Together (Winter & Koger)	(11/11-11/17)
<i>Behavioral Self-Control Activity & Quiz 11 Due</i>	
Week 12: Introduction: The Science of Place & Part I (Gallagher)	(11/18-11/24)
Week 13: Part II: Inside Out (Gallagher)	(11/25-12/1)
<i>Get Involved, Get Vocal! Activities Due</i>	
Week 14: Part III: Synchrony (Gallagher) & Film #2 Into the Wild	(12/2-12/8)
<i>Film #2 Review & Extra Credit Due (12/10)</i>	
Week 15: Finals Week	<i>Course/Self-Assessment Due</i> (12/11-12/15*)

**Note this date ends on a Sunday, at midnight*

LABOR DAY (NO CLASSES)	9/2
FALL DAY (NO CLASSES)	10/11
REGISTRATION DAY (NO DAY CLASSES)	11/12
THANKSGIVING BREAK (NO CLASSES)	11/27-11/30
FINAL EXAM WEEK	12/11-12/17

KEEP TRACK OF YOUR POINTS HERE:

WEEK	DISCUSSIONS	QUIZZES	PAPERS	FILM REVIEW	E.C.
1	____/10	____/10	____/20	EA	FILM 1 #1
2	____/10	____/10	____/10	____/30	____/5
3	____/10	____/10	____/10	WEEK 3	WEEK 8 #2
4	____/10	____/10	____/10	JAR	____/5
5	____/10	____/10	____/10	____/30	FILM 2 #3
6	____/10	____/10	____/10	WEEK 6	____/30
7	____/10	____/10	____/10	BSCA	WEEK 14
8	____/10	____/10	____/10	____/30	
9	____/10	____/10	____/10	WEEK 11	
10	____/10	____/10	____/10	GIGVA	
11	____/10	____/10	____/10	____/100	
12	____/10	____/10	NONE	WEEK 13	

13	____/10	NONE	CSA		
14	____/10	NONE	____/30		
15	NONE	NONE	FINAL		
TOTALS	____/110** (Lowest 3 scores are dropped)	____/110** (1 chapter quiz dropped)	____/220	____/60	____/15 optional

TOTAL POINTS = ____/500

Final grades will be based on the following equivalents:

GRADE	POINTS	PERCENTAGES
A	450-500	90-100
B+	435-449	87-89
B	400-434	80-86
C+	385-399	77-79
C	350-384	70-76
D	300-349	60-69
F	0-299	0-59

VI. INSTRUCTIONAL FORMAT:

The class format will consist of a variety of methods, which may include but are not limited to the following: classroom discussions, activities, educational videos, movies, and other audio-visual aides. Relevant classroom participation is encouraged.

VII. ACCESS AND EQUITY SERVICES:

It is the College's policy to provide, on an individual basis, appropriate academic adjustments to students with disabilities that may affect their ability to fully participate in program or course activities, or to meet course requirements. Students with disabilities should contact Carolyn Boone, Coordinator of Access and Equity Services at (607) 844-8222 (ext. 4283) or clb@tompkinscortland.edu to discuss their particular need for academic adjustments. This material is available in alternative formats upon request.

If you do have an academic adjustment, it is your responsibility to make sure to give me the appropriate paperwork at the beginning of the semester or as soon as possible thereafter obtaining the paperwork so that I can make the appropriate adjustments for you.

VIII. STRESS MANAGEMENT & EMOTIONAL WELLNESS

Stress is a common part of the college experience, and it can be intensified by unexpected life changes inside and outside the classroom. As a student, you may experience a range of issues that can cause barriers to learning, such as significant stress, mood changes, excessive worry, problems with eating and/or sleeping, strained relationships, increased anxiety, alcohol and other drug use, feeling down, difficulty

concentrating, and/or lack of motivation. These issues can deteriorate your emotional and physical health, leading to diminished academic performance.

Tompkins Cortland Community College provides mental health services to support the academic success of students. The Office of Mental Health Services (OMHS) Counseling Center offers free, confidential services to help you manage personal challenges that may threaten your well-being and academic success. To speak with a clinical counselor, contact the Counseling Center at 607.844.6577 or stop by Room 230.

Getting help is a smart and courageous thing to do -- for yourself and for those who care about you.

IX. FURTHER COMMENTS:

A. Please remember that your grade in this class is earned by you, not given by the instructor. You have many opportunities to learn the material and demonstrate what you have learned. I will do whatever I can to help you learn and aid you in this process. You also have the opportunity for extra credit as well to help your final grade.

B. The pace of this course is rigorous. Oftentimes, the perception of online courses is that they are easier. This is NOT the case. If anything, they require students to be more diligent about time management, self-initiation, and strong study skills. Students must be very motivated to succeed, pay attention to deadlines, and focus on keeping up with the readings and assignments if they want to succeed in the class. If you are having difficulty in the course and find the structure of the course does not fit your learning style or needs, then it is your responsibility to either get help to aid in your learning, find another course that better suits your needs (perhaps a traditional, face-to-face course), or to withdraw from the course in a timely manner.

C. **Academic Code of Conduct & Misconduct Policy.** You know what that is. It's cheating. No form of it will be tolerated. Any suspected incidents of academic misconduct such as cheating on tests or plagiarism will be reported and sanctioned (punished) appropriately. For written assignments each student is expected to present his or her own work, and give credit where credit is due by using appropriate APA referencing and citations. Sanctions for academic dishonesty may include, but are not limited to, a reduction in grade, elimination of grade, or failure for the course. For a more detailed description of the student code of conduct, potential sanctions for violating this code, and the appeal process, please refer to the College Catalog at http://www.tc3.edu/catalog/pp_ac_statement.asp and http://www.tc3.edu/catalog/pp_ac_violation.asp.

D. As your professor, I am here to help your learning of psychology be an

enjoyable and rewarding experience. Be aware though, while I am here to assist you in any way possible in the learning process, there are boundaries to our relationship. Dual relationships are discouraged in the field of psychology and can present a conflict of interest. Therefore, I cannot serve as your therapist or “best friend.” Please see me if you have any questions regarding this.

E. Classroom Civility: Psychology in general, and the study of behavior and mental processes, often deals with sensitive and controversial topics. “While learning in this class we will be exposed to ideas with which we disagree and which we may very well find offensive. It is essential that behavior remains courteous, reasoned, and civil at all times. Tolerance and the exchange of ideas are an essential part of academic life.” (Source: Course Outline for SOC 206, fall 2003, N. Carolina State with Dr. Robert Stone.)

F. If you are a Social Science major you need a minimum grade of C in this course in order to take the required Capstone course in your last semester.