# Psychology of Environmental Stewardship

**EAS 561 / ENV 361 / PSYCH 362 – Winter 2022 – Mon and Wed 1:00 – 2:20 pm**

## Instructors

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Email</th>
<th>Office Location</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raymond De Young</td>
<td><a href="mailto:rdeyoung@umich.edu">rdeyoung@umich.edu</a></td>
<td>2034a Dana (Instructor)</td>
<td>Office hours posted on Canvas</td>
</tr>
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<td>Julie Hassen</td>
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<td>2034 Dana (Grad GSI)</td>
<td>Office hours posted on Canvas</td>
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<td>2034 Dana (Undergrad GSI)</td>
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<td>Office hours posted on Canvas</td>
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## Resources

All required and extra readings and course materials are available on Canvas.

## Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>15%</td>
<td>February 23</td>
</tr>
<tr>
<td>Exam 2</td>
<td>15%</td>
<td>April 18</td>
</tr>
<tr>
<td>Individual Project – StoryCorps interview</td>
<td>10%</td>
<td>January 24</td>
</tr>
<tr>
<td>Team Project:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 1 – A2Zero strategy, vision, and behavior</td>
<td>5%</td>
<td></td>
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<tr>
<td>Part 2 – Behavior change model</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Part 3 – Interventions and draft of presentation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Part 4 – Presentation</td>
<td>15%</td>
<td>April 11 and 13</td>
</tr>
<tr>
<td>Participation (engagement, attendance, synopsis posts, quizzes, etc.)</td>
<td>20%</td>
<td>Throughout term</td>
</tr>
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</table>

## Schedule

The course follows the schedule below. However, modifications may be made during the winter 2022 term due to the Covid-19 pandemic. An up-to-date syllabus will always be available on the Canvas website.

<table>
<thead>
<tr>
<th>Mondays</th>
<th>Wednesdays</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/10 Growth, frugality, and well-being</td>
<td>1/5 Premise, types of behavior, and behavior change</td>
</tr>
<tr>
<td>1/17 MLK DAY – NO CLASS</td>
<td>1/12 Envisioning, stories, prospection, and StoryCorps</td>
</tr>
<tr>
<td>1/24 Evaluation metrics</td>
<td>1/19 Team-based (collective action) models</td>
</tr>
<tr>
<td>1/31 Project day: A2Zero strategy, vision &amp; behavior</td>
<td>1/26 Information processing-based models (SEE)</td>
</tr>
<tr>
<td>2/7 Self-regulated behavior change model (SRBC)</td>
<td>2/2 Norm-based models (NAM, VBN)</td>
</tr>
<tr>
<td>2/14 Rational actor models (TRA, TPB)</td>
<td>2/9 Education-based models (R&amp;R, Hines et al.)</td>
</tr>
<tr>
<td>2/21 Project day: Behavior change model</td>
<td>2/16 Clarity-based model, Diffusion of innovation &amp; small exper</td>
</tr>
<tr>
<td>2/28 SPRING BREAK – NO CLASS</td>
<td>2/23 EXAM 1</td>
</tr>
<tr>
<td>3/7 Self-interest, Moral judgement &amp; motive surveys</td>
<td>3/2 SPRING BREAK – NO CLASS</td>
</tr>
<tr>
<td>3/14 Minimum justification and Commitment</td>
<td>3/9 Community-based social marketing (CBSM)</td>
</tr>
<tr>
<td>3/21 Norms and Modeling</td>
<td>3/16 Intrinsic motivation</td>
</tr>
<tr>
<td>3/28 Knowledge and Attitudes</td>
<td>3/23 Feedback and Goal setting</td>
</tr>
<tr>
<td>4/4 Framing and Fear</td>
<td>3/30 Project day: Interventions and draft of presentation</td>
</tr>
<tr>
<td>4/11 Presentations – 1</td>
<td>4/6 Extrinsic motivation</td>
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<tr>
<td>4/18 EXAM 2</td>
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**Psychology of Environmental Stewardship** (Syllabus version 1-3-22)
This course foresees a drawn-out descent in both surplus energy and the availability of cheap, high-quality resources (Bardi 2011, Herrington 2021, Turner 2014). It also accepts global heating noting that profound changes have occurred and are accelerating (IPCC 2021). The climate crisis is unraveling the ecosystems that support life. In the present, this crisis is disrupting the lives of hundreds of millions of people due to flooding, droughts, storms, wildfires, food insecurity, pandemics, and unrest. In the future, the issue is existential. Industrial civilization never could have green consumed its way to sustainability (Monbiot 2015). But having squandered decades by ignoring that fact, it now faces the issue of its ability to thrive (Bradshaw et al. 2021, Bologna & Aquino 2020, Lenton et al. 2019). This is certainly not the future that we were expecting nor the one for which we are preparing.

While recognizing that global negotiations are responding to the accelerating climate crisis, there is nonetheless a disturbing silence about declining surplus energy. The field of biophysical economics makes it clear that the economy is an energy system, not a financial system (Hall & Klitgaard 2011; Morgan 2022). Unfortunately, the relentless decline in the surplus energy required for running techno-industrial society has only recently received attention (Daly & Farley 2010, Hall 2017, Jackson & Jackson 2021, Rye & Jackson 2018, Sherwood et al. 2020). Thus, this course gives attention to that latter issue. However, this is a nuanced story. People must become familiar with the consequences of energy descent and global heating, but they must not dwell on those issues. Instead, the focus must be on making an urgent transition to a low-material-throughput pattern of living at individual, collective, and institutional levels. Intentionally, and against the dominant social norm, this course frames this new biophysical reality as an opportunity to emphasize behaviors that increase individual and community well-being (De Young 2019). It foresees a shift toward tangible, pragmatic, small-scale initiatives aimed at increasing neighborhood resilience, with communities following Brooks’ (2019) advice to emphasize “...individualism less and relationalism more” with the result being increased well-being.

While this behavioral transition has begun, often hidden in plain sight, it is and will remain a hard process. The wondrous comforts and conveniences afforded by techno-industrial society are unlikely to be possible under the premise. Thus, the focus of this course is on helping citizens of such societies change their behavior to a more frugal existence. But it is reasonable to ask, if given the choice, why not wait until the last possible moment to change our behavior? One reason is to gain now, rather than later, the intrinsic satisfactions embedded in a frugal existence. In short, why miss out on the intrinsic rewards awaiting us. Thus, rather than containing a dismal forecast, this course points out that despite the lean times ahead (and, in fact, likely because of them) overall psychological well-being may improve. This idea is not commonly appreciated – that an austere rather than an affluent existence is better matched to the functional capabilities of the human mind thus enhancing psychological well-being. The fields of conservation and environmental psychology explore this idea and Brooks (2016) has offered a compelling, if astonishing, historical example. The course discusses these embedded benefits, foreshadowed below.

**Outward benefits** - Some may view a voluntarily simple life pattern and frugal existence as a form of sacrifice. It may be just that, especially if we understand that the root of that word is “to make sacred.” The vision here is of a place well cared for, a community intact and resilient, and individuals whole and well. These benefits are captured by the notion of meaningful action aimed at healing the planet and sustaining community resilience.

**Inward benefits** – Berry (1987) argues industrialization destroys the aesthetic quality of everyday life. As a remedy, he observes that non-industrial work quickens that quality, and cites Gill (1983) on the higher calling of manual work where “…every [one] is called to give love to the work of [their] hands. Every [one] is called to be an artist.” Berry offers small-scale communities with provisioning economies as examples of artistic enterprise focused on beauty, resilience, resourcefulness, and well-being. Perhaps, as we first restore and then maintain the planet, everyone will become an artist, an idea consistent with Seligman’s (1999) notion that authentic happiness comes from “living life as a work of art.” Intrinsic satisfactions are the principal motives of this life pattern.
EVALUATION AND ASSIGNMENTS

Evaluation will involve a combination of numeric and qualitative assessments. The assignments all assume that the premise and intention of the course are fully accepted, even if only for the duration of the term. An exploratory yet affirmative approach should be used in all engagement, discussions, and writings. Our goal is to build upon, not critique, the many models and theories of behavior change and, through our discussions and the assignments, apply their insights to changing behavior at the individual, family, and neighborhood scale.

1. **EXAMS:** Two exams test comprehension of material covered in lectures, discussions, and assigned readings and may include short answer, fill-in-the-blank, matching, labeling, essay, and/or multiple choice questions. Make-up exams are only given upon receipt of written or other formal evidence of emergencies (e.g., absence outside control, serious illness) and notification within 48 hours of missed exam.

2. **INDIVIDUAL STORY-BASED PROJECT:** Involves recording an interview using the StoryCorps app and then uploading it to a StoryCorps course archive (archive.storycorps.org/communities/resilient-ann-arbor). The premise involves imagining it is 2030 and the individual’s neighborhood has successfully responded to the climate crisis. The content is a conversation about one behavior-focused change that the person interviewed credits with helping their neighborhood adapt to the climate crisis. More details on this assignment will be handed out and discussed.

3. **TEAM-BASED PROJECT:** The term projects will explore behavior change interventions focused on one of the strategies in the A2Zero Climate Action Plan. The premise involves imagining it is 2030, and the strategy is fully implemented and successful. Furthermore, the behavior changes adopted helped the city as a whole, and your team’s neighborhood/group in particular, adapt well to the massive changes that the climate crisis has caused in the everyday lived experiences of residents. The project tells an optimistic story about how it happened, making reference to a specific behavior change model covered in the course. While the focus will be on the City of Ann Arbor’s plan, the team project can focus on neighborhoods/groups in Ypsilanti, or the other towns and townships in Washtenaw County. More details on the project will be handed out and discussed.

4. **SYNOPSIS POSTS** – After attending each week’s lectures, students are required to submit a weekly synopsis post. Submissions are automatically graded upon posting, but the GSI will continue to review the posts for their depth (e.g., referencing specific topics discussed throughout lectures and readings) and their quality (e.g., posts are concise, coherent, and thoughtful; not superficially based on the lectures or the assigned readings).

5. **PARTICIPATION:** Active, thoughtful and continuous engagement is essential, including taking part in class activities, asking questions, occasional quizzes, and contributing constructively to all discussions.

READINGS

The readings below are the foundation of the course. They should be completed well in advance of the session during which they are discussed so as to give ample time for consideration of their content. Thoughtful, multi-day reflection on the content of the readings is essential. Doing this reflection in a study group is highly recommended.

**General advice:** The purpose of the readings is not to memorize facts. Rather, they are offered as a means of understanding the models and strategies for encouraging pro-environmental behavior.

- **Explore:** Treat the readings as an exploration, an active process of making sense, of developing insight into the various factors that influence human behavior particularly with respect to durability and spillover of change. There are several resources available on Canvas about Active Reading that may aid this process.

- **Build:** Often the authors are not writing for a course like this one. They likely would have framed their piece differently had you been their intended audience. Do not waste time criticizing their work and pointing out faults; that is not the purpose of this course. Instead, build up their ideas; reinterpret their work to serve our purpose.

- **Note:** As you read, notice your own reactions, especially things that surprise you. Pay special attention to passages that provide you with optimism (while perhaps contradicting your previous understanding, another reading, or conventional wisdom). Be sure to share these thoughts during your weekly discussions.

- **Share:** Forming a study group is one of the most successful ways for being able to understand each topic and use this material in your future career.
The conservation psychology literature is rapidly expanding. The syllabus provides a framework for reviewing behavior change theories, models, and interventions. Three categories of readings are listed below.

1. REQUIRED READINGS – organized below by topic and available on Canvas in the Modules section.

2. EXTRA READINGS – listed below as [Extra] and available on Canvas. These optional readings provide a deeper understanding of the topics covered. While not required, these readings are highly recommended.

3. NEWLY RELEASED READINGS – Newly published and/or posted materials are available from numerous sources. These optional readings have not yet been reviewed by the course instructors but are tentatively recommended. Two excellent sources are:
   
a. Virtual Community on Sustainability and Consumption (2021) Newsletter (December). On Canvas. Follow on Twitter (https://twitter.com/VC_sustainable) and/or subscribe at vcssustainability@gmail.com


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PREMISE, CONTEXT, and TYPES OF BEHAVIOR

PREMISE, TYPES OF BEHAVIOR, AND BEHAVIOR CHANGE


Premise


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THE CONSERVATION PSYCHOLOGY LITERATURE

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ALL REQUIRED AND EXTRA READINGS
**Types of behavior**


**Behavior change**


**GROWTH, FRUGALITY, AND PSYCHOLOGICAL WELL-BEING**

**Growth**


**Frugality**


[Extra] Samuel Alexander has written extensively on frugality, simple living, energy descent, and voluntary simplicity. His work is introduced at: http://samuelalexander.info/ and his many publications are found at: http://samuelalexander.info/publications/
**Psychological Well-being**


**ENVISIONING, STORIES, PROSPECTION AND STORYCORPS**  

**Envisioning**


**Stories**


Storytelling is key to understanding climate change, From: https://yaleclimateconnections.org/2019/04/help-wanted-more-climate-storytellers


**Prospection**


**StoryCorps**


Review the following:

1. **Resilient Ann Arbor interviews** (2021), listen to a few stories previous classes:

   https://archive.storycorps.org/communities/resilient-ann-arbor

2. StoryCorps (2021) **Getting started:**


   [Extra] StoryCorps (2021) **Homepage:** https://storycorps.org


Install, activate, and test the following:

1. **For remote interviewing use the StoryCorps Connect service:** https://storycorps.org/introducing-storycorps-connect-a-new-way-to-come-together-through-remote-conversations


2. **For in-person interviewing use the StoryCorps App:** https://storycorps.org/participate/storycorps-app
BEHAVIOR CHANGE MODELS and THEORIES

TEAM-BASED (COLLECTIVE ACTION) MODELS


EVALUATION METRICS


INFORMATION PROCESSING-BASED MODELS (SEE)


Kaplan, R., et al. (2021) *Supportive Environments for Effectiveness (SEE).* From: https://redirect.org/


**PROJECT DAY: A2ZERO STRATEGY, VISION, AND BEHAVIOR**

**Neighborhoods**


**A2Zero Climate Action Plan**


- **Read** the following sections:
  - Executive summary – Pages 6-9
  - Introduction – Pages 12-18
  - Strategy 4 – Reduce the miles we travel – Pages 69-81
  - Strategy 5 – Change the Way We Use, Reuse, and Dispose of Materials – Pages 85-98
  - Strategy 6 – Enhance the resilience of our people and our place – Page 99-111

- **Scan** rest of the plan looking for behaviors relevant for individuals, families, and neighborhoods.

**Office of Sustainability and Innovation (OSI)**

- **Scan** the OSI webpages and documents.

- **Read** the following webpages:
  - Sustainability and Me (2022) https://www.a2gov.org/departments/sustainability/Sustainability-Me/Pages/default.aspx

**NORM-BASED MODELS (NAM, VBN)**


**SELF-REGULATED BEHAVIOR CHANGE MODEL (SRBC)**


**EDUCATION-BASED MODELS (R and R, HINES et al.)**


**RATIONAL ACTOR MODELS (TRA, TPB)**


**CLARITY-BASED MODEL (CBDM), DIFFUSION OF INNOVATION, and SMALL EXPERIMENTS**


**PROJECT DAY: BEHAVIOR CHANGE MODEL**

Environmental Psychology Lab (2022) *Behavior change models and constructs chart*.

**BEHAVIOR CHANGE INTERVENTIONS**

**SELF-INTEREST, MORAL JUDGEMENT, and MOTIVATION SURVEY RESULTS**

Moral Judgement


COMMUNITY-BASED SOCIAL MARKETING (CBSM) 3-9-22


MINIMUM JUSTIFICATION AND COMMITMENT 3-14-22


INTRINSIC MOTIVATION 3-16-22


**NORMS AND MODELING**

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**Norms**


**Modeling**


**FEEDBACK AND GOAL SETTING**

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**Feedback**


**Goal setting**


**KNOWLEDGE AND ATTITUDES**


**PROJECT DAY: INTERVENTIONS AND DRAFT OF PRESENTATION**

Presentation template (2022).

**FRAMING AND FEAR**


**EXTRINSIC MOTIVATION**


A number of topics regularly come up during discussions. Suggested readings for these topics are offered below. These are not required readings but may be of interest and/or prove useful for the term projects.

**GENERAL OVERVIEW**


**AFFECT**


**AFFORDANCES**

HABITS


DOMINANT VERSUS VARIANT INTERVENTIONS


DURABLE BEHAVIOR CHANGE


EFFICACY


ELABORATION LIKELIHOOD MODEL (ELM)


GAMIFICATION


MINDFULNESS AND CONSERVATION BEHAVIOR


NUDGES


**PATTERN LANGUAGE**


- "A Pattern Language" (pp. ix-xvii)
- "Summary of the Language" (pp. xviii-xxxiv)
- "The Poetry of the Language" (pp. xli-xliv)

**PROMPTS**


**SEGMENTATION MODELS**


**SETTLEMENTS**


**SOCIAL INFLUENCERS**


**VOLUNTEERING**


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**GRADING SCHEME**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>93-96.9</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
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<tr>
<td>C</td>
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<td>70-72.9</td>
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<td>D+</td>
<td>67-69.9</td>
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<tr>
<td>D-</td>
<td>60-62.9</td>
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**CLASS POLICIES**

**MUTUAL RESPECT:** There are expectations for respectful and appropriate behavior. Please be polite of others in class. Every effort will be made to create and maintain an open atmosphere for discussion, and any effort to disrespect or demean others will **NOT** be tolerated. Please be aware of your own behavior and how it affects the atmosphere of the classroom. Perhaps the most significant contribution one can make is demonstrating to one another that you are an attentive and alert participant. Students who cannot control themselves will be asked to leave. Among our most important goals is maintaining an atmosphere that encourages intellectual curiosity and discourse. In particular:

1. **Leaving class:** Try to avoid stepping out of the classroom during the class period to go to the bathroom, take a phone call, etc. These activities disturb and distract the instructor and students from our focus on the matters at hand; they demonstrate a lack of consideration for others. Take care of these activities prior to the start of class. If you have a health issue, please speak with the instructors before the start of class.

2. **Electronic equipment policy:** Laptops, tablets, and smartphones are wonderful devices, but they often get in the way of listening to others and sharing our thoughts. Research in psychology, education, and other fields has
consistently indicated that these devices can interfere with our ability to learn and process new information. **Given this, we have decided that class periods are an electronic-free zone.** Except for particular project days (announced in advance, and in the syllabus) no devices (e.g., computers, tablets, smartphones) will be allowed. If you decide to ignore this rule, please be aware that texting or doing work on your laptop will have a significant negative impact on your participation grade. **Please turn off these devices before coming into class** and/or leave them out of sight. Exceptions will be made only through an official medical or learning accommodation. If we have to ask you to set aside your device during class time, you have demonstrated that you are not only inattentive to the class discussion but that you lack consideration for your instructors and classmates.

**LATE ASSIGNMENTS:** Late assignments will be deducted 5% for each day late, and after 5 days will be given a grade of 0 (zero), unless a legitimate reason for lateness is given within 48 hours or prior arrangements were made with the instructor. Students having difficulty completing assignments should contact their GSI **before** assignment due dates to discuss any issues that may be affecting their ability to complete work.

**REGISTRATION and SPECIAL ACCOMMODATIONS:** Standard LSA and SEAS guidelines will be followed without exception for dropping/adding of this course, disabilities, etc. If students need special accommodations for exams or assignments, appropriate documentation must be provided in advance.

**CHEATING and PLAGIARISM:** Cheating, plagiarizing, and/or unacceptable collaboration will result in a grade of 0 (zero) for the entire assignment and sent to the Assistant Dean of Student Academic Affairs if serious enough. Academic misconduct will have serious consequences and you should be conscious of it, especially when writing exams or papers. The LSA website ([www.lsa.umich.edu/academicintegrity/examples.htm](http://www.lsa.umich.edu/academicintegrity/examples.htm)) states that academic misconduct includes, but is not limited to the following:

**Cheating:** Cheating is committing fraud and/or deception on a record, report, paper, computer assignment, examination, or any other course requirement. Examples of cheating include:
- Obtaining work or information from someone else and submitting it under one’s own name.
- Using unauthorized notes, study aids, or information from another student or their paper on an examination.
- Communicating answers with another person during an exam.
- Altering graded work after it has been returned, and then submitting the work for regrading.
- Allowing another person to do one’s work and submitting it under one’s own name.
- Preprogramming a calculator to contain answers or other unauthorized information for exams.
- Submitting substantially the same paper for two or more classes in the same or different terms without the expressed approval of each instructor.
- Taking an exam for another person or having someone take an exam for you.
- Fabricating data not gathered in accordance with the appropriate methods for collecting or generating data and failing to include a substantially accurate account of the method by which the data were gathered or collected.

**Plagiarism:** Plagiarism is representing someone else’s ideas, words, statements, or other work as one’s own without proper acknowledgment or citation. Examples of plagiarism include:
- Copying word for word or lifting phrases or a special term from a source or reference, whether oral, printed, or on the internet, without proper attribution.
- Paraphrasing, that is, using another person’s written words or ideas, albeit in one’s own words, as if they were one’s own thought.
- Borrowing facts, statistics, graphs, or other illustrative material without proper reference, unless the information is common knowledge, in common public use.

**UNACCEPTABLE COLLABORATION:** Collaboration is unacceptable when a student works with another or others on a project and then submits written work which is represented explicitly or implicitly as the student’s own individual work. Using answers, solutions, or ideas that are the result of collaboration without citing the fact of collaboration is improper. Students also engage in unacceptable collaboration when they expressly have been instructed to do their own work and have not been given prior approval by the instructor to collaborate.

**NOTE:** The LSA website has further examples including aiding and abetting dishonesty, classroom disturbances, tampering with computers, and falsification of data/records/official documents.
COPYRIGHT/PRIVACY INFORMATION

Course lectures may be audio/video recorded. These recordings should not be shared outside of your course and will only be available to registered students to protect the privacy of both instructors and students. As part of your participation in this course, you will be asked to consent to be recorded for the purpose of sharing the recording with your classmates. If you do not wish to be recorded, please contact your GSI the first week of class (or as soon as you enroll in the course, whichever is latest).

Under University rules, students are prohibited from recording/distributing any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student’s own private use. Here is a link to the ITS Recording and Privacy Concerns FAQ: https://safecomputing.umich.edu/be-aware/privacy/privacy-u-m/videoconferencing/recording-privacy-concerns-faq

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you think you need an accommodation for a disability, please let your GSI know as soon as possible. Some aspects of this course, assignments, or activities may be modified to facilitate your participation and progress. As soon as you make your GSI aware of your needs, we can work with the Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential.

COVID-19 SPECIFIC INFORMATION

Much like our evolutionary environment required that humans remain situationally aware, flexible, and innovative; the pandemic continues to require us to respond in adaptive ways. We embrace, rather than shrink from, the adaptivity that this situation demands of us and consider it a demonstration of how humans are psychologically equipped to carry out and learn from small experiments during uncertain times. Our brains evolved to respond to just the types of challenges that we all now face.

- The course uses a variety of instructional modes and modification due to changing circumstances will be shared via Canvas Announcements.
- COVID-19 requires a flexible and dynamic response. Elements of the syllabus, assignments, and course structure may change based on potential public health developments. We, as instructors, also pledge our own adaptability in addressing and supporting your personal physical and psychological health needs, which may be affected by the pandemic during the semester. Please reach out to us if you feel you need support for any reason.
- We want to remind you that you need to adhere to all safety measures mandated by the State of Michigan and the University, including wearing a face covering that covers the mouth and nose in all classrooms, and not coming to class when ill or in quarantine. Other applicable safety measures may be described in the Wolverine Culture of Care, the University’s Face Covering Policy for COVID-19, and the SEAS Questions & Concerns document. We also encourage you to review the Statement of Students Rights and Responsibilities and check-in with the SEAS Student Center Director to navigate support and resources for you.
REFERENCES (for the Premise section on page 2)