THE PENNSYLVANIA STATE UNIVERSITY
SCHREYER HONORS COLLEGE

DEPARTMENT OF SOCIOLOGY AND CRIMINOLOGY

Students' Views and Opinions on Climate Change

CATHERINE CLAUSE
SPRING 2016

A thesis
submitted in partial fulfillment
of the requirements
for baccalaureate degrees
in Sociology and Criminology
with honors in Sociology

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ABSTRACT

The purpose of this study is to examine how students at the Pennsylvania State University view climate change based on the student's gender and race. This research uses grounded theory. The purpose of the study is to create propositions that can be used for future research. The main source of data used for this study was provided by dialogues from World in Conversation, a student-driven center on campus. This center facilitates dialogues on United States' cultural view on race relations and clime change. Four students were interviewed for this study. After the research was analyzed, it was apparent that there were multiple patterns present. After the completion of this research, I had created six different propositions based on the select students' opinions regarding climate change.

TABLE OF CONTENTS

LIST OF TABLES

ACKNOWLEDGEMENTS

First, I would like to thank my two thesis supervisors, Dr. Jeffery Ulmer and Dr. Stacy Silver, for their guidance and support. Dr. Ulmer, I would like to thank you for your interest in my research and your help in directing me throughout the entire process. Dr. Silver, I am greatly appreciative of your continued encouragement. Both of you have had a huge influence on me during my college career that I will carry with me throughout the years.

Additionally, I owe a huge thank you to World in Conversation. I want to thank Laurie Mulvey and Sam Richards for their inspirational ideas and guidance throughout this process. I also want to thank my co-workers at the Center for their understanding and support while I was completing this project.

Last, but not least, I would like to thank my family for driving my ambitions. Without the support from you, completing this project would have been extremely difficult. Thank you for your love, your patience, and your inspirations.

Chapter 1

Introduction

Climate change has been a topic of disagreement since it was first brought up by a scientist in 1896 (Anon. n.d. "Global Warming Timeline). Recently, it has been a topic that is constantly debated by every member of our society. However, in the science community, climate change does not seem to be a debate.

For this reason, I have chosen to do a research study on how students at the Pennsylvania State University view climate change. In my research, I will show if there is a difference in beliefs on climate change based on an individual's race or gender. Since college students are the future leaders of this country, I found it important to understand where these students land on the issue of climate change. The following study will present the research that was completed.

Chapter 2

Literature Review

There are several reasons why the discussion of climate change is important. Even though climate change is considered to be unequivocal by major institutions such as NASA (Climate Change: Vital Signs of the Planet), people are still unsure about its existence. Since college students are in the process of exploring their education, it is important to explore what these students think and feel about the topic of climate change. It is important to understand their thoughts because they are the next generation to hold positions of power.

In this research study, I aim to explore what college-aged students at the Pennsylvania State University think and understand about climate change. I will be studying dialogues of conversations about climate change that take place at World in Conversation, a center of public diplomacy. This center, on the Pennsylvania State University's campus, hosts dialogues where students have a conversation about climate change, which is facilitated by fellow students who are trained to be facilitators. These dialogues are recorded and I will be using these recordings to watch the conversations and explore what students are talking about in the realm of climate change. Since there is no previous research on how college students view climate change, I will be conducting a qualitative study. I will examine these dialogues and using a grounded theory approach in order to create propositions about what students' opinions are on this matter. This section will examine grounded theory along with other previous research that has shown to be important in understanding the data collected from the research.

The Grounded Theory

The goal of grounded theory is to create theories based inductively off of data (Oktay 2012). In this case, I will be analyzing data that comes from *real-world* conversations surrounding the issue of climate change. A strategy of grounded theory that will be a significant part of the research is the comparing of data. This strategy is a crucial part of grounded theory because it is what builds the analysis (Coglan and Brydon-Miller 2014). I will compare the data received from each dialogue in order to examine relationships and patterns between the dialogues, the participants, and topics discussed.

This leads into another important strategy in grounded theory research, which is coding (Coglan and Brydon-Miller 2014). Coding is the process of labeling data in a descriptive way for the purpose of summarizing and categorizing the information that is found (Coglan and Brydon-Miller 2014). In this research, themes of the dialogues will be coded. Themes include the major topics that were discussed in a dialogue. These themes are then summarized into specific codes. The codes continued to be compared across dialogues, adding more codes if more themes arose. Once new themes stopped appearing in dialogues, that is when I concluded my examination of dialogue recordings. The codes were then further analyzed by studying patterns within the codes, including the gender and race of the participant who discussed that theme.

Social Influence: Conformity

A major pattern that was found in this research was the occurrence of individuals conforming to the group. There were periods when an individual would express an opinion earlier in the dialogue but then would change their opinion if the group had agreed on a different view. In this section I will discuss the past research and literature that goes to explain and understand this occurrence.

One of the most renowned studies of conformity is the Asch experiment. In this experiment, Asch showed the pattern of individuals to conform under pressures of people in the group and under the unanimous agreement of the majority (Larsen 1974). Asche did this by having a group of participants in a room, but all of the participants, besides one, were planted. This means that those participants that were a part of the experiment all knew about the study and had predetermined answers to the questions asked to the group. The one person who did not know about the experiment was placed in the position where he/she would answer the questions last. Questions were then asked to the group. The answer to the questions were obvious but despite knowing and seeing the correct answer, the participant who was being studied would often say the answer that the majority of the group had answered, even though they had known it to be the incorrect answer. This study shows the power of a group's opinion on an individual's (McLeod 2011).

Another article shows the reasons why people conform which is the goal of affiliation. The goal of affiliation expresses that people need social approval. Individuals will gravitate towards it in order to gain positive relationships, which then boost a person's self-esteem (Cialdini and Goldstein 2004). This is something that seems to be important especially for college-aged participants. In order to conform to the group, it entailed them expressing a change in their original opinion.

People's Views on Climate Change

It is important to note that I had not studied previous research on people's views on climate change, until I had conducted my research. I did this for the purpose of not being influenced to look for certain patterns that may exist in other research. This allowed me to

remain open to all possible outcomes of my study.

A WIREs article, focuses on the research of how young adults view climate change. This article expresses the unique position that this generation is in, in relation to climate change and the status of the health of the Earth. (Corner et al. 2015). This relates to my research because of the age group that I focus on. Additionally, this article addresses the reasons why young people may not care about climate change. The article comments on their priorities and other issues they may have to deal with that are more direct than climate change. The WIREs article describes, "Americans aged 18 to 35 were most likely out of all groups survey in the study to discount the effects of climate change, with only 21% believing that people are currently experiencing any harm". (Corner et al. 2015)

Chapter 3

Data and Methods

Data

The data from this research was collected from video recordings taken during conversations that took place at World in Conversation. World in Conversation is a student-driven Center, with a mission to "facilitate radically open dialogues that expand perspectives and invite greater understand between people" (Anon. n.d. "World in Conversation..."). There are courses at the Pennsylvania State University that are affiliated with World in Conversation. Students in these select courses either are required to attend dialogues or may attend dialogues to gain extra credit for their course. About over half of these dialogues are recorded. It is from these recordings that the majority of the data was collected. The participants in these recordings receive a consent form to ensure that it is acceptable for them to be recorded for research purposes.

There were over 500 recordings of climate change dialogues from August 2015 to when I had watched the last video, which was recorded in February 2016. In order to watch a valuable sample of recordings, I watched videos until there were no other new themes discussed in the dialogues. This led me to watch nine videos, each video being 90 minutes in length. The way I selected the videos I watched was by choosing the first and last video in October and November 2015. It was then suggested by the Executive Director of World in Conversation, Laurie Mulvey, that I also watch newer videos in order to have a wide spread selection of data. I then began watching videos that were suggested to me by the facilitators who had facilitated those dialogues. They had suggested these videos because they had thought that the conversation they had facilitated was worth collecting data

from. This led me to watching four videos from the participants Fall semester in 2015, and five videos from the beginning of their Spring 2016 semester.

In order to collect the data for participants' demographics, I used the post program evaluations that participants take after complication of their dialogue. Even though these are anonymous, they do ask the participant's race and gender. After calculating these demographics, it showed that out of the nine videos there were 63 participants. Within those 63 participants, 35 identified as female and 28 identified as male. In regards to race, 46 participants identified as White, 5 as Black/African American/West Indian-Caribbean, 4 as East Asian/Pacific Islander, 4 as Indian/South Asian Continent, 2 as Hispanic/Latino, 1 as Middle Eastern, and 1 as Mixed or Multi-Racial.

After I had finished collecting the data from the dialogue recordings, interviews were then conducted. The subjects interviewed were participants that would be participating in the climate change dialogues. Since, I wanted to gather their personal opinions and views on climate change I thought it was best to interview them before they participated in the dialogue, in case the dialogue would have affected their views in any way. Additionally, the patterns revealed from the research from the videos showed that gender was an influence, but race was not. For this reason, I interviewed two females and two males before they entered their climate change conversation.

Methods

As stated in the previous section in order to collect a valuable sample of data I had participated in theoretical saturation, meaning I watched dialogues until there were no longer any new themes being discussed in the conversations. Themes were the main topics that were brought up and conversed about in the dialogues. The themes collected from the dialogue videos were transformed into codes. These codes were the variables in the research. The variables were compared against each other, finding patterns and relationships between them.

Since this research of finding patterns involved knowing the race and gender of those participants in the dialogue, I referenced the post program surveys that participants take in order to know the demographics of the group. These post program evaluations are anonymous but they do ask the participants their race and gender. Since these evaluations are anonymous, I had to use my best judgment to match the answers on the surveys to each participant in the videos. In cases where I was unsure about a participant's race, I asked the facilitator who worked that group if they could help identify the correct demographics.

In order to examine the patterns of the dialogues, the notes taken during dialogues were transformed into a chart. The chart included all of the codes of the themes in one column and then the different possible demographics of which type of person could have brought up or discussed that theme, in the row. This is where I went back to the codes in my notes and re-watched the dialogues in order to know what the demographics of the participant were who had said that theme. After this step was completed, the information was placed in the chart in order to have an organized way of looking at the data. This made patterns more noticeable. After examining these relationships and patterns it seemed that the patterns that were noticed dealt with gender and not race.

(About table 1)

Since this was the case, when I conducted my interviews I focused on the gender of the subjects. Before participants enter the room for their dialogue they have to wait in the hallway until the facilitators have checked-in with one another. This is when I asked the participants if they were waiting to enter a climate change conversation and then simply asked them if they would like to participate in an interview. If they said yes, then I gave them a consent form to sign and then conducted the interview. The consent form can be found in Appendix A. The questions that were asked to participants can be seen in Appendix B.

After the completion of the interviews I then compared the data with the data found from the dialogue recordings. From these comparisons and patterns previously found within the recordings, I generated propositions. The goal of these propositions is for them to be further studied and tested to gain a better understanding of what college students think about climate change.

Chapter 4

Findings

In the findings section, I will start with introducing the themes that were found within the dialogues. I then will discuss the different patterns that were found when analyzing the data across dialogues. I finally will then explain the propositions I have created based off of the information found in the research.

Themes:

Overall there were twenty themes found in the dialogues that were watched. Of those twenty themes, eight of them were discussed enough to be able to be studied for further analysis. This means that those eight themes were discussed across multiple dialogues while the other twelve were only discussed in one or two dialogues, not being able to offer much data because of how little it was discussed. In this section I will further explain those eight themes that have been the foundation for the final results.

Theme 1: Money

The first theme that I will discuss was coded to the term *money*. This theme was present throughout the majority of the dialogues watched. This topic was discussed in a way that participants felt that it costs too much money in order to be sustainable.

> *"It's hard for people who aren't upper-middle class to afford to be environmentally friendly"*-
> Group, Video 5

This was used as way to not feel responsible for not being sustainable and also in a way that made participants feel as though they could not doing anything about climate change because they did not have the monetary means to change the habits in their life.

Theme 2: Impact

This leads me to discuss the theme of *impact*. This theme was discussed in a few ways. Either the participant felt like they could make an individual impact on climate change, or, more likely, they felt that they could not make an impact on climate change because they are only an individual.

Theme 3: Direct Effect

The theme coded as *direct effect*, was also popular throughout the dialogues watched. This theme was the topic of whether or not climate change had a direct effect on the participants and their lives. Most participants felt as though they could not see the results of climate change in their life.

> *"I think we see that it is not an immediate problem, because it isn't. Temperature changes are like 0.1 degrees per year, which is definitely, something that will have more drastic effects in the future, but will temperature be too much different like a month from now? No."* – Male, Video 1

The discussion of *direct effect*, often connected with the theme of *caring*. It seemed that participants would get to a place in the conversation where they would admit that they don't care about climate change. They often also admitted that they would not care until they could see the direct effects of climate change in their lives.

Theme 4: Priority

The code *priority* was a theme brought up in every conversation. This was when people would discuss what they cared about more than climate change.

> Participant asked the group: *"Should it be the US's responsibility to fix problems [climate change related problem] in other countries though?"*
> Participant answered: *"We have the resources to but I don't know. I feel like we have problems in the US already like so many cities have terrible public schools, there is poverty. I feel like you have to solve the problems in your own country first before solving the problems in other nations"* – Female, Video 2

Theme 5: Recognize

In every conversation the topic of how a person recognizes climate change, if they do, was a major discussion point. This was coded using the word *recognize*. With recognizing climate change, came the discussion of who holds the responsibility of implementing change.

> Facilitator asked: *"I kind of want to ask, does everyone believe in climate change? Because I know it is kind of a debate. So I kind of just wanted to open that up a little bit, because we are talking about it but don't know if people necessarily believe it is an issue."*
> Participant responded: *"Yeah, I think there is something wrong with the climate... recently weather over the past couple years have been different and people say we will eventually hit another ice age or something. I don't know that stuff just doesn't randomly come out of nowhere like something has to cause that, so yeah, I guess it is pretty believable."* – Male, Video *7*

Theme 6: Responsibility

The code *responsibility* holds the theme of who is responsible for causing climate change and who is responsible for then implementing changes.

Theme 7: Blame

Participants seemed to be quick to blame sources outside of themselves. For example, instead of accepting blame for individual actions that are not good for the Earth, the participants would blame companies or the government for not implementing regulations.

Theme 8: Social Identity

This theme played an interesting role in why certain participants did not want to admit that they cared about climate change. It seemed that how a person was viewed impacted how much they decided to care about the earth.

Patterns

Pattern 1: Males and Blaming

After the research was completed and logged into a chart, it seemed that males had brought up

the topic of *blame* more times than females. While females brought it up or discussed it one time

throughout all of the videos, males had discussed it five times, and the group twice.

Pattern 2: Females, Caring, and Noticing a Direct Effect

Compared to males, females had brought up and discussed the topic of *caring* and noticing a

direct effect seven times, while the males did twice. The group discussed the topic of *caring* twice

throughout all of the videos.

> Facilitator asked: *What's more important than [than climate change]?*
> Participant Answered: *"I don't know, like what you said earlier: the economy and stuff like that. Issues that are going on in the world like right now like wars and everything. That stuff is more important than worrying about.. I mean there are obviously scientists right now that are focused on this and trying to come up with solutions, which I think needs to continue to happen. But like on a personal level, I don't care because it's [climate change] not effecting me…"* – Video, Group 6

Pattern 3: Females and Concerns Over Social Identity

The topic of social identity was discussed by nine females across the dialogues compared to

males who brought it up four times. Additionally, when it was discussed by males it was in relation to

other people, meaning they would mention if they see someone recycle then they feel more personally,

obligated to recycle. In terms of the females, when social identity was brought up it was in terms of the

way people viewed them.

Pattern 4: The Group and Their Priorities

Across all the dialogues, the topic of priority was discussed a total of twenty-two times, eleven times by men and eleven times by women. The group as a whole talked about their priorities three times throughout the eight videos.

Pattern 5: The Group Recognizing Climate Change

The discussion of personally recognizing climate change was a theme in every dialogue. It entailed discussing whether it was human caused, a natural cycle, or non-existent. This theme was discussed the most with it being brought up 38 times in total; 20 times by females, 16 by males, and 2 times the group as a whole discussed the issue.

> *"Everyone can have their own opinion but I believe that climate change is a fact, it's scientifically based"* – Female, Video 4

> Facilitator asked: *"...so I think we are saying we don't have the facts [that climate change is real]?*
> Participant responded: *"When people associate scientific facts they associate with science as a theory…if that makes sense? Because a lot of science is just hypotheses… I think that there is some evidence that is very concrete but some evidence that is variable"*
> Facilitator: *"Do you believe that climate change is real for you?"*
> Participant: *"I'm honestly torn"* – Female, Video 6

Pattern 6: The Group and Responsibility

This topic was brought up eleven times by males and nine times by females. This is where the group would address whose responsibility it is to be sustainable and make the changes to become a more green-friendly society.

> Facilitator asked: *"Who is responsible to care about this stuff[climate change] if it's not you guys?*
> Participant responded: *"Other people who are better educated in it, I mean I'm not saying that we know nothing about it, but people who know more about should be taking a lead in it if they believe it like if they want to stop it. Somebody who is like creditable kind of talks about it or*

starts a movement then more people would be more likely to follow them because they know more about it." – Male, Video 7

Pattern 7: The Group and Individual Impact

Participants were likely to discuss their ability to impact climate change. Throughout the nine videos, this topic was brought up 23 times. It was discussed in the manner that they, as individuals, did not feel like they could influence climate change in regards to solutions.

Propositions

The final step of grounded theory is creating propositions that can then be tested by other researchers. This section will examine the propositions that I have created based on the findings of the research.

Proposition 1: College-aged women are more likely to admit they don't care about climate change because they don't see a direct effect

Based off the results of the study, it showed that women not only discussed the topic of caring more, but when they did they admitted that they do not care because they cannot see it directly affecting their lives. The following are quotes taken from the videos that illustrate this proposition:

> *"I don't think I'm really going to care until I see a change. Like you said, everyone's thinking it. Like yeah, I don't really give a fuck. I don't see it making a change right now and until I see it making a change I'm not going to care that much. Like I'm sure it's an issue, I just don't care that much."* - Female, Video 6

> *"I mean, I'm sure it's real or something, but until I directly see it I'm not going to care"*- Female, Video 9

> *"It's not like I don't care but I don't care..It doesn't really directly affect our world yet, like our sphere of worlds...Climate Change doesn't necessarily affect my everyday, day to day life*

like you see stuff on TV about how polar bears are dying and you're like those poor polar bears. My house is good though." -Female, Video 1

While there were cases where men agreed to these statements, women were the ones to bring up the topic and create the correlation between them not caring because they do not see the direct effects.

Proposition 2: College-aged men are more likely to not accept blame for the cause of climate change

When examining the patterns that were present throughout the videos, men were more likely to discuss the topic of blame. When further researching what they were discussing when they brought up blame, it was popular for them to talk about how they, personally, were not to blame for climate change. When asked by a facilitator "What did we dig ourselves into?" A male participant responded by saying "Our generation isn't the problem." Additionally, in the same dialogue, a male participant said that "there is no flaring, red light, convincing me that we are to blame for this."

Proposition 3: College-aged women are less likely to show they care about climate change because of concerns of their social identity

When females brought up why they recycle they discussed how they felt they would be seen as a bad person if they didn't.

"I think it is less about your internal worth and more about how you want people to view you"
- Female, Video 1

Additionally, on the other side of that, they felt like they'd be less likely to fully be a spokesperson for global warming because they wouldn't want to be seen as a "green freak".

"No one wants to be called a green freak…It's perceived that if you are called a tree-hugger or green freak it is a bad thing." - Female, Video 4

Proposition 4: College students think there are more important things happening than climate change

This was a huge theme throughout the dialogues. Students were likely to get to a point in the conversation where they expressed that there were more important things happening in the world than climate change.

"It's happening now but it's not the gun pointed at your face at the moment... I think there are more important things that should be at the front spot at the moment."
Facilitator questioned the participant*: "It seems that for the people in California with the drought it is happening now for them."*
Participant responded*: "I look at it this way, if there is no one in California dying from not having water, if it's just they look out in their front yard and their grass is brown then that's a good day. Because you can be over and getting beheaded from someone from ISIS like there is more important things than worrying about what color my grass is. At the moment."* - Male, Video 2

"Personally, I think climate change is important but I definitely hold national security and the economy like more important, just because those things are effecting us right now. While for climate change it isn't." – Female, Video 5

Proposition 5: College students are likely to think that climate change is a problem for future generations

Throughout all of the videos, individuals' recognition of climate change was a common topic. The views spread from believing it was fact, to being skeptical, to questioning if it even existed. However, the most common personal recognition of climate change was recognizing that it was happening but believing that it was a problem for future generations.

"I feel like I will be dead and gone before I see a change[see direct effects of climate change] - Female, Video 6

"I heard a lot of my friends say, not saying that they don't care about the environment and are throwing garbage everyone but nothing tremendous is going to happen in my lifetime or my kids lifetime, so they kind of don't see the point because it's not going to affect them, as much as they think it is, I guess" - Female, Video 8

Interview question*: What would have to happen for you to care more about climate change?*
Participant's response*: "I guess future generations or when I get older. Right now I don't feel like it has a huge effect on my actual life"* – Female, Interview 2

<u>Proposition 6: College students are more likely to put the responsibility of dealing with climate change on other subjects, rather than believing it is their, personal, responsibility</u>

In the dialogues this topic was one that the participants often agreed with one another about. Even if a person would express an alternative opinion in the beginning of the dialogue, if someone brought up that they believed it was the responsibility of an outside source, then everyone would agree. The participants often believed that it was the responsibility of the government to implement restrictions on companies, or it was companies responsibility to stop producing products in an unsustainable manner.

"Manufacturing and stuff, pollution and all. The way they go about disposing of waste and stuff obviously it is corporations responsibility to address those issues" - Female, Video 6

"It's all going back to the government. We as individuals can drive less cars but the matter of the fact is that factories are causing all this, for the most part… because individually we aren't doing as much as the factories" - Male, Video 2

<u>Proposition 7: College Students are more likely to feel that they, personally, cannot impact climate change</u>

The dialogues had often seemed to get to a point where an individual's impact on helping the issue of climate change was discussed. When this topic was discussed, participants were more likely to feel that they cannot have an individual impact because they are only one person. When the group in video 7 was asked if they felt they could have an individual impact a participant responded by saying: "It's like one person with a sledge hammer trying to take down the great wall of China." The

following quotes are also from participants when they were discussing if they could have an individual

impact on climate change:

> *"On and individual scale there is not much I can do"* – Group, Video 6

> *"…yeah I can start recycling now but it is the entire Earth we are talking about. I doubt if I even start and continue to advocate for it and everything there is still going to be a lot of people that don't even have clean water so at the end of the day what can I actually do?*
> Facilitator asked: *"It sounds like you feel really small"*
> Participant responded: *"In terms of this situation yes definitely, we are talking about me versus the Earth. And there is like how many people on this planet, 6 Billion or something? Whatever is going to happen I feel is pretty inevitable without me or with me."* – Female, Video 8

> Interview question asked: *"How much do you feel you have a personal impact on climate change or can have a personal impact?"*
> Participant responded: *"A little one."* – Female, Interview 4

Chapter 5

Discussion

Overall, the goal of my research was to examine how college students at the Pennsylvania State University, view climate change, and from that data produce propositions. After the examination of data from the dialogue videos and the interviews, I was able to form six different propositions about college students' opinions on climate change. These propositionss are important for further research into how college-aged students view climate change.

This study contributes to the study of climate change because it examines how people view climate change. There can be no change without understanding how people think about climate change. Additionally it examines a cohort that will be in positions of power in the future and may be expected to make sustainable decisions.

Research Limitations:

I understand that there are weaknesses in my research. Since the post program evaluations that participants take after their dialogues are anonymous, it left a greater room for error in determining the demographics for certain participants. There were times when not all of the participants were able to be seen in the recordings. Additionally, not all of the facilitators remembered which participant could have been a certain demographic. This left room for error in my judgment of matching the demographics to the participants.

Additionally, because of the demographics of students that participated in the dialogues, there is an overwhelming majority of White participants compared to other race demographics.

These limitations are what required me to understand that I could not make any conclusions of patterns that existed between the participants of other race groups. This is why my findings focus on gender-related patterns instead of race.

In regards to the interviews, I understand that four interviews is not a substantial number for a sample. This is why it should be mentioned that the interviews serve for illustration purposes and the findings of the study came from the data found researching the dialogue recordings.

Table 1

THEMES: Coded

Demographics of Participants

		Blame	Care	Direct Effect	Impact	Priority	Recognize	Responsibility	Social Identity
Male	White	5	2	2	8	10	14	11	4
	Black		1		2	1	1		2
	Asian								
	Middle Eastern			1					
	Hispanic		1				1		
	Indian								
	Mixed								
Female	White	1	7	7	10	10	18	8	2
	Black				1				3
	Asian		1		1				2
	Middle Eastern								
	Hispanic					1			
	Indian						2	1	
	Mixed			1					
	Group		2		1	3	2		

Chapter 6

Appendix A

Consent Form to be Interviewed

Consent Form:

I, _____, give my consent to be interviewed. I understand that my

answers in the interview will be used as data for a thesis on students' views and opinions on

climate change. I also understand that my name or any other identifiers (ex: psu email) will not

be used in the thesis to identify me. I give my consent to this interview process.

_____   _____

(Print name)   (Date)

_____

(Signature)

Appendix B

Interview Questions

1. Age

2. Gender - male, female, transgender?

3. Do you see direct effects of Climate Change?

4. Do you care about climate change?

5. What would have to happen to make you care/care more?

6. Who do you blame for Climate Change, if anyone/anything?

7. How much do you feel you have a personal impact on climate change/can have personal impact?

8. When you think about CC, to what degree do you think its natural, human caused etc.?

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Academic Vita of Catherine Clause
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The Pennsylvania State University
Majors: Sociology and Criminology
Honors: Sociology

Thesis Title: Students' Views and Opinions on Climate Change
Thesis Supervisor: Jeffery Ulmer

Work Experience
World in Conversation: State College, PA
Supervisor: Danna Jayne Seballos
Date: August 2014 - Present
Title: Program System Administrator
Description:
- Schedule Facilitators based on their gender/race and availability. These parameters are considered in order to create an environment for participants feel like they have the space to discuss tough topics like race.
- Supervise Intern team: including their schedule, tasks, and workload
- Manage office systems: reevaluate and update systems to increase efficiency. Specifically, revised and optimized the scheduling process by designing a process to eliminate paper evaluations (which are distributed to dialogue participants) via the creation of an online evaluation to increase accuracy, effectiveness and to be friendly to the environment.

Grants Received:
- Paterno Family Student Fund
- Kyle Eleanor Hoffer End Scholarship
- Penn State Academic Grant
- Wolf Trustee Scholarship from Schreyer's Honors College of the Liberal Arts
- George H Deike Scholarship
- Class of 1922 Memorial Scholarship

Community Service Involvement:
- **Boys and Girls Club, Easton**
  - Support staff and help run programs
- **Haiti (Spring Break 2015)**
  - Helped Entrepreneurs expand their businesses
  - Supported Ernso Jean Louis's campaign for senator
- **Global Brigades, Human Rights Brigade**

- *Panama (Spring Break 2014)*
- Went to local communities to teach locals about law(s)
- Brought lawyers to local communities to help families who couldn't afford one
- **THON (2012-2013)**
  - Participated in the Rules and Regulation Committee