

# Psychology of Environmental Stewardship

Mon/Wed 1:00-2:30

Winter 2015

## INSTRUCTORS

|                  |                    |           |
|------------------|--------------------|-----------|
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## RESOURCES

Readings & other course resources can be found at [ctools.umich.edu](http://ctools.umich.edu)

[A] Advanced readings on [ctools.umich.edu](http://ctools.umich.edu) (to be done by *Study Groups*)

## ASSIGNMENTS & GRADING

**Participation** (e.g., presentations, attendance, participation) 10% Throughout term

**Application days** 5% Throughout term

### Exams

First exam 15%

Second exam 15%

Third exam 20%

### Team Project

Report 1 – Topic, team and research plan -- January 30 (by 5pm to CTools)

Report 2 – Problem investigation 10% February 27 (by 5pm to CTools)

Report 3 – Behavior change model 5% March 23 (at beginning of lecture)

Report 4 – Presentation of report 5% Weeks of 3/30 & 4/6 (in Discussion)

Report 5 – Final report 10% April 17 (by 5pm to CTools)

### Individual Assignment

Summary of [A] advanced reading 5% Before April 13 at 5pm (CTools)

## SCHEDULE

|                     |   |      |  |                      |
|---------------------|---|------|--|----------------------|
|                     |   | 1/7  | New Behavioral Context                                   | <i>No Discussion</i> |
| 1/12                | Education-based models (Hines et al.)       | 1/14 | Rational actor models (TRA, TPB)                         | Discussion 1         |
| 1/19                | <b>No Class – MLK Day</b>                   | 1/21 | <i>Application Day – Easy &amp; hard behavior change</i> | <i>No Discussion</i> |
| 1/26                | Norm-based models (NAM, VBN)                | 1/28 | Info processing models (ELM, RPM)                        | Discussion 2         |
| 2/2                 | Team-based intervention & small experiments | 2/4  | Metrics for evaluating interventions - 1                 | Discussion 3         |
| 2/9                 | <b>FIRST EXAM</b>                           | 2/11 | Metrics for evaluating interventions - 2                 | Discussion 4         |
| 2/16                | Types of knowledge                          | 2/18 | Personality, attitudes, values and habits                | Discussion 5         |
| 2/23                | Prompts                                     | 2/25 | <i>Application Day – Behavior change model</i>           | Discussion 6         |
| <b>WINTER BREAK</b> |   |      |  |                      |
| 3/9                 | Framing, stories and fear                   | 3/13 | <i>Application Day – Document analysis</i>               | Discussion 7         |
| 3/16                | <b>SECOND EXAM</b>                          | 3/18 | Norms and moral judgment                                 | Discussion 8         |
| 3/23                | Feedback                                    | 3/25 | Extrinsic motivation                                     | Discussion 9         |
| 3/30                | Commitment                                  | 4/1  | Intrinsic motivation                                     | Discussion 10        |
| 4/6                 | Prospection, envisioning and goal setting   | 4/8  | Consumption and happiness                                | Discussion 11        |
| 4/13                | Psychological well-being                    | 4/15 | Review   | Discussion 12        |
| 4/20                | <b>THIRD EXAM</b>                           |      |  |                      |

## **ASSIGNMENTS DETAILS**

**PARTICIPATION (10%):** Active participation is an essential part of this class. It includes attendance, taking part in activities, completing in-class group tasks and application day presentations, and asking questions and contributing in discussions.

### **APPLICATION DAYS (5%)**

**EXAMS (50%):** Exams consist of multiple-choice, matching, short answer and brief essay questions.

**TEAM PROJECT (30%):** The project applies the behavior change models and interventions discussed in class to a current environmental stewardship issue. Teams investigate an issue that can be dealt with by changing individual behavior and develop a behavior change model and corresponding intervention strategy. The intervention must achieve both immediate change and enduring/spillover change.

#### **Report 1 – Topic selection, team and research plan**

Teams choose one of the following general environmental stewardship categories to investigate:

- (1) Waste reduction (recycling, reusing, composting, etc.)
- (2) Energy conservation (lighting, computers, phantom energy, heating, etc.)
- (3) Water conservation
- (4) Transportation (carpooling, public transportation, non-motorized transportation, etc.)
- (5) Food (organic food, seasonal food, local food, etc.)

Teams then select one (or a series) of specific individual level behaviors that they are interested in influencing, and submit a report describing the problem they have selected and a plan for how they intend to study it. This plan will include a preliminary schedule outlining research tasks and meetings.

#### **Report 2 – Problem Investigation**

Teams will gather information (through surveys, observation, interviews, literature, etc.) to determine the nature of the problem. This evidence will be used to write a report detailing:

- (1) The severity of the problem and why it is important to address;
- (2) The barriers that individuals could face if they decided to change their behavior;
- (3) Strategies that have been used in the past to address this (or similar) issue(s);
- (4) Characteristics of the individuals whose behavior you are trying to change; and
- (5) Characteristics of the setting where the intervention will likely take place.

#### **Report 3 – Behavior Change Model & Intervention Ideas**

Teams will construct a behavior change model capable of addressing the problem selected, write a report describing the model and explain why each component is relevant.

#### **Report 4 – Presentation**

Teams give brief presentations on their problem, behavior change model and proposed intervention.

#### **Report 5 – Final Report with Evaluation of Interventions**

Teams present an intervention report detailing: (1) components of the intervention, (2) how the intervention addresses the variables identified in the previously created behavior change model and (3) the strengths and limitations of the intervention (using evaluation dimensions discussed in class).

**INDIVIDUAL ASSIGNMENT (5%):** Each student must choose one [A] advanced reading from the syllabus and submit a 1-page synopsis of the article. The assignment can be completed at any point during the term but will be accepted no later than April 13 at 5pm. Please submit to CTools.

## **READINGS**

**General Advice –** The purpose of the readings is not to have you memorize lots of facts. Rather, they seek to explain behavior change models and interventions. The following may prove useful:

- a) Approach the readings as an exploration, an active process of making sense. The *Active reading & Active reading revisited* documents on CTools can help.
- b) Some days there is a fair amount of reading. It is important to read efficiently and collaborate with a study group.
- c) As you read, note your reactions, especially things that surprise you. Pay attention to ideas that contradict previous understanding or conventional wisdom. Share insights in discussion sections.

## BEHAVIORAL CONTEXT

### JANUARY 7 NEW BEHAVIORAL CONTEXT

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- De Young, R. (2014). Some behavioral aspects of energy descent: How a biophysical psychology might help people transition through the lean times ahead. *Frontiers in Psychology*, 5(1255). ([http://www.researchgate.net/publication/267748678\\_Some\\_behavioral\\_aspects\\_of\\_energy\\_descent\\_How\\_a\\_biophysical\\_psychology\\_might\\_help\\_people\\_transition\\_through\\_the\\_lean\\_times\\_ahead](http://www.researchgate.net/publication/267748678_Some_behavioral_aspects_of_energy_descent_How_a_biophysical_psychology_might_help_people_transition_through_the_lean_times_ahead))
- Lindberg, E. (2014). Six myths about climate change that liberals rarely question, *Resilience*, November 26, 2014. (<http://www.resilience.org/stories/2014-11-26/six-myths-about-climate-change-that-liberals-rarely-question>)
- [A] Heinberg, R. (2014). The oil price crash of 2014. *Resilience*, December 19, 2014. (<http://www.postcarbon.org/the-oil-price-crash-of-2014>)
- [A] Allcott, H. & S. Mullainathan (2010). Behavior and energy policy. *Science*, 327: 1204-1205.
- [A] Owen, D. (2010). The efficiency dilemma: If our machines use less energy, will we just use them more? *The New Yorker*. December 20: 78-85.
- [A] Clayton, S. & A. Brook (2005). Can psychology help save the world? A model for conservation psychology. *Analyses of Social Issues and Public Policy*, 5(1): 87-102.

## BEHAVIOR CHANGE MODELS

### JANUARY 12 EDUCATION-BASED MODELS

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- Hines, J. M., H. R. Hungerford & A. N. Tomera (1987). Analysis and synthesis of research on responsible environmental behavior: A meta-analysis. *Journal of Environmental Education*. 18(2): 1-8.
- Hungerford H.R. & T. Volk (1990). Changing learner behavior through environmental education *Journal of Environmental Education*. 21(3): 8-21.

### JANUARY 14 RATIONAL ACTOR MODELS

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- Ajzen, I. & M. Fishbein (1980). A theory of reasoned action. (Chapter 1, Pp. 5-9). *Understanding Attitudes and Predicting Social Behavior*. NJ: Prentice-Hall.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*. 50: 179-211.
- [A] Donald, I. J., S. R. Cooper & S. M. Conchie (2014). An extended theory of planned behaviour model of the psychological factors affecting commuters' transport mode use. *Journal of Environmental Psychology*, 40: 39-48.

### JANUARY 19 NO CLASS – MLK DAY

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### JANUARY 21 APPLICATION DAY – IDENTIFYING EASY AND HARD BEHAVIOR CHANGE

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**Group presentation:** One slide detailing one easy and one hard-to-change behavior. Explain why it is easy or hard to change, indicate environmental impact of each behavior and assess likelihood of getting people to change.

#### 1. THINKING ABOUT HARD BEHAVIOR CHANGE

Jackson, T. (2009). Excerpt from *Prosperity without growth*. (Pp. 35-47) London: Earthscan.

Wilk, R. (2012). *Thinking big about consumerism*. American Anthropological Association, ([http://www.huffingtonpost.com/american-anthropological-association/thinking-big-about-consum\\_b\\_2317917.html](http://www.huffingtonpost.com/american-anthropological-association/thinking-big-about-consum_b_2317917.html))

[A] McKibben, B. (2010). (Pp. 27-33) Excerpt from *Eaarth: Making a Life on a Tough New Planet*. (Pp. 27-33) NY: Times Books.

[A] Salatin, J. (2011). Eco-campus: Thinking beyond “green” to truly sustainable. *ACRES*. 41(6).

#### 2. THINKING ABOUT LONG-TERM, LIFE-LONG BEHAVIOR CHANGE

De Young, R. (2011). Slow wins: Patience, perseverance and behavior change. *Carbon Management*. 2: 607-611. ([http://www.researchgate.net/publication/259495876\\_Slow\\_wins\\_patience\\_perseverance\\_and\\_behavior\\_change](http://www.researchgate.net/publication/259495876_Slow_wins_patience_perseverance_and_behavior_change))

Osbaldeston, R. & J. P. Schott (2012). Environmental sustainability and behavioral science: Meta-analysis of proenvironmental behavior experiments. *Environment and Behavior*, 44(2): 257-299. [**Read Only:** Pp. 257-264 Introduction, 279-281 Discussion, 285-287 Areas for future research ]

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## **JANUARY 26                      NORM-BASED MODELS**

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Stern, P. (2000). Toward a coherent theory of environmentally-significant behavior. *Journal of Social Issues*, 56(3):407-424.

Wall, R., P. Devine-Wright & G. Mill (2007). Comparing and combining theories to explain proenvironmental intentions. *Environment and Behavior*, 39: 731-753.

[A] Van der Werff, E. & L. Steg (2015). One model to predict them all: Predicting energy behaviours with the norm activation model. *Energy Research & Social Science*, 6(0): 8-14.

[A] Bamberg, S. & P. Schmidt (2003). Incentives, morality or Habit?: Predicting students' car use for university routes with the models of Ajzen, Schwartz and Trandis. *Environment and Behavior*, 35: 264-285.

[A] Collins, C. M. & Chambers, S. M. (2005). Psychological and situational influences on commuter-transport-mode choice. *Environment and Behavior*, 37: 640-661.

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## **JANUARY 28                      INFORMATION PROCESSING MODELS**

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Kaplan, S. & R. Kaplan (2009). Creating a larger role for environmental psychology: The Reasonable Person Model as an integrative framework. *Journal of Environmental Psychology*.

Verplanken, B. (2002). Environmental concern: The key to communication effects and behavioural change (Pp. 213-222). In Bartels, G. (Editor) *Marketing for Sustainability: Towards transactional policy-making*. Amsterdam: IOS Press.

[A] Kaplan, S. & R. Kaplan (2008). Bringing out the best in people: A psychological perspective. *Conservation Biology*, 22(4): 826–829.

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## **FEBRUARY 2                      TEAM-BASED INTERVENTIONS and SMALL EXPERIMENTS**

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### 1. Team-based Interventions

Staats, H., P. Harland & H. Wilke (2004). Effecting durable change: A team approach to improve environmental behavior in the household. *Environment and Behavior*, 36: 341-367.

Bloodhart, B., J.K. Swim & M.J. Zawadzki (2013). Spreading the eco-message: Using proactive coping to aid eco-rep behavior change programming. *Sustainability*, 5: 1661-1679 (DOI: 10.3390/su5041661)

Parnell, R. & O. P. Larsen (2005). Informing the development of domestic energy efficiency initiatives: An everyday householder-centered framework. *Environment & Behavior*, 37: 787-807.

[A] Hargreaves, T., M. Nye & J. Burgess (2008). Social experiments in sustainable consumption: An evidence-based approach with potential for engaging low-income communities. *Local Environment*, 13(8):743-758.

[A] Hopkins, R. (2014). The 5 factors that will enable Transition to scale up. *Resilience*.  
(<http://www.resilience.org/stories/2014-01-06/the-5-factors-that-will-enable-transition-to-scale-up>)

[A] McKenzie-Mohr, D. (2000). Fostering sustainable behavior through community-based social marketing. *American Psychologist*, 55(5): 531-537.

### 2. Small Experiments

Kaplan, R. (1996). The small experiment: Achieving more with less. (Pp. 170-174). In J. L. Nasar & B. B. Brown (Eds.) *Public and Private Places*. Edmond, OK: Environmental Design Research Association.

[A] Irvine, K. N., & Kaplan, S. (2001). Coping with change: The small experiment as a strategic approach to environmental sustainability. *Environmental Management*, 28(6): 713-725.

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**FEBRUARY 4                      EVALUATION METRICS-1 (SHORT & LONG-TERM EFFECTS, and MENTAL VITALITY)**

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- De Young, R. (1993). Changing behavior and making it stick: The conceptualization and management of conservation behavior. *Environment and Behavior*, 25: 485-505.
- Kaplan, R. & S. Kaplan (1996). Excerpts from Chapter 6, The restorative environment (Pp. 177-182). In *The Experience of Nature: A Psychological Perspective*. NY: Cambridge University Press.
- [A] De Young, R. (2010). Restoring mental vitality in an endangered world. *Ecopsychology*, 2: 13-22.
- [A] Littleford, C., T. J. Ryley & S. K. Firth (2014). Context, control and the spillover of energy use behaviours between office and home settings. *Journal of Environmental Psychology*, 40: 157-166.
- [A] Lanzini, P. & J. Thøgersen (2014). Behavioural spillover in the environmental domain: An intervention study. *Journal of Environmental Psychology*, 40: 381-390.
- [A] Thøgersen, J. & T. Crompton (2009). Simple and painless?: The limitations of spillover in environmental campaigning. *J Consum Policy*, 32: 141-163.

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**FEBRUARY 9                      FIRST EXAM**

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**FEBRUARY 11                    EVALUATION METRICS-2 (POSITIVE EMOTION, MEANINGFULNESS and WELL-BEING)**

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- Fredrickson, B. L. (1998). What good are positive emotions? *Review of General Psychology*, 2: 300-319.
- McGregor, I. & B. Little (1998). Personal projects, happiness, and meaning: On doing well and being yourself. *Journal of Personality and Social Psychology*, 74(2): 494-512.
- Verdugo, V. C. (2012). The positive psychology of sustainability. *Environment, Development and Sustainability*, 14(5): 651-666.
- [A] Carter, D. M. (2011). Recognizing the role of positive emotions in fostering environmentally responsible behaviors. *Ecopsychology*, 3(1): 65-69.
- [A] Kjell, O. N. (2011). Sustainable well-being: A potential synergy between sustainability and well-being research. *Review of General Psychology*, 15(3): 255.

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**STRATEGIES FOR PROMOTING STEWARDSHIP**

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**FEBRUARY 16                    TYPES OF KNOWLEDGE**

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- Kaiser, R. G. & U. Fuhrer (2003). Ecological behavior's dependency on different forms of knowledge. *Applied Psychology: An International Review*, 52(4): (READ: Pp. 598-604, Pp. 604-613 optional)

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**FEBRUARY 18                    PERSONALITY, ATTITUDES, VALUES and HABITS**

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- Markowitz, E. M., L. Goldberg, M. Ashton & K. Lee (2012). Profiling the 'Pro-environmental individual': A personality perspective. *J. Pers*, 80(1): 81-111.
- Steg, L., G. Perlaviciute, E. van der Werff & J. Lurvink (2014). The significance of hedonic values for environmentally relevant attitudes, preferences, and actions. *Environment and Behavior*, 46(2): 163-192.
- Thompson, S. & M. A. Barton (1994). Ecocentric and anthropocentric attitudes toward the environment. *Journal of Environmental Psychology*, 14: 149-157.
- [A] Holland, R. W., H. Aarts & D. Langendam (2006). Breaking and creating habits on the working floor: A field-experiment on the power of implementation intentions. *Journal of Experimental Social Psychology*, 42: 776-783.
- [A] Verplanken, B., I. Walker, A. Davis, M. Jurasek (2008). Context change and travel mode choice: Combining the habit discontinuity and self-activation hypotheses. *Journal of Environmental Psychology*, 28: 121-127.

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**FEBRUARY 23                    PROMPTS**

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- Aronson, E. & M. O'Leary (1982-1983). The relative effectiveness of models and prompts on energy conservation: A field experiment in a shower room. *Journal of Environmental Systems*, 12: 219-224.
- Katzev, R. D. & T. R. Johnson (1987). Antecedent communications: Prompts. (Chapter 2). *Promoting Energy Conservation: An Analysis of Behavioral Research*. Boulder, CO: Westview Press.

[A] Ester, P. & R. A. Winett (1981-1982). Toward more effective antecedent strategies for environmental programs. *Journal of Environmental Systems*, 11: 201-221.

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**FEBRUARY 25                    APPLICATION DAY – PRESENT BEHAVIOR CHANGE MODEL**

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**Group presentation:** One PowerPoint slide of your behavior change model. Explain why it includes the variables you selected. Discuss effect on both immediate and long-term behavior change (i.e., durability, spillover).

**WINTER BREAK**

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**MARCH 9                         FRAMING, STORIES and FEAR**

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Nisbet, M. C. (2009). Communicating climate change: Why frames matter for public engagement. *Environment*, 51(2): 12-23.

Pelletier, L. G. & E. Sharp (2008). Persuasive communication and proenvironmental behaviours: How message tailoring and message framing can improve the integration of behaviours through self-determined motivation. *Canadian Psychology*, 49(3): 210–217.

Nisbet, M. C. (2010). Study finds that fear won't don't do it: Why most efforts at climate change communication might actually backfire. Retrieved 1 December 2014 from bigthink.com

[A] Nordhaus, T. & M. Shellenberger (2014). Global warming scare tactics. *New York Times*, April 8, 2014.

[A] De Young, R. & M. C. Monroe (1996). Some fundamentals of engaging stories. *Environmental Education Research*, 2: 171-187.

[A] Monroe, M. C. & S. Kaplan (1988). When words speak louder than actions: Environmental problem solving in the classroom. *Journal of Environmental Education*, 19(3): 38-41.

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**MARCH 11                        APPLICATION DAY – EVALUATION OF DOCUMENTS**

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Abrahamse, W., L. Steg, C. Vlek & T. Rothengatter (2005). A review of intervention studies aimed at household energy conservation. *Journal of Environmental Psychology*, 25: 273-291.

**Before class:** Read through the behavior change documents and discuss in your group.

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**MARCH 16                        SECOND EXAM**

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**MARCH 18                        NORMS and MORAL JUDGMENT**

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Cialdini, R. (2003). Crafting normative messages to protect the environment. *Current Directions in Psychological Science*, 12: 105-109.

Cialdini, R. (2005). Don't throw in the towel: Use social influence research. *APS Observer*, 18(5): 33-34.

Markowitz, E. M. & A. F. Shariff (2012). Climate change and moral judgment. *Nature Climate Change*, 2: 243-247.

Thøgersen, J. (1996). Recycling and morality: A critical review of the literature. *Environment and Behavior*, 28: 536-558.

[A] Van der Werff, E., L. Steg & K. Keizer (2013). It is a moral issue: The relationship between environmental self-identity, obligation-based intrinsic motivation and pro-environmental behavior. *Global Environ. Change*, 23(5): 1258-1265.

[A] Nolan, J. M., P. W. Schultz, R. B. Cialdini, N. J. Goldstein, & V. Griskevicius (2008). Normative social influence is underdetected. *Personality and Social Psychology Bulletin*, 34(7): 913-923.

[A] Schutlz, P. W., J. M. Nolan, R. B. Cialdini, N. J. Goldstein & V. Griskevicius (2007). The constructive, destructive, and reconstructive power of social norms. *Psychological Science*, 18: 429-434.

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**MARCH 23                        FEEDBACK**

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Katzev, R. & H. R. Mishima (1992). The use of posted feedback to promote recycling. *Psychological Reports*, 71: 259-264.

Toner, K., M. Gan & M. R. Leary (2014). The impact of individual and group feedback on environmental intentions and self-beliefs. *Environment and Behavior*, 46(1): 24-45.

- Fischer, C. (2008). Feedback on household electricity consumption: A tool for saving energy? *Energy Efficiency*, 1: 79-104.
- [A] Brook, A. (2011). Ecological footprint feedback: Motivating or discouraging? *Social Influence*, 6(2): 113-128.
- [A] Hargreaves, T., M. Nye & J. Burgess (2013). Keeping energy visible?: Exploring how householders interact with feedback from smart energy monitors in the longer term. *Energy Policy*, 52: 126-134.
- [A] Darby, S. (2001). Making it obvious: Designing feedback into energy consumption. In Bertoldi, Ricci & de Almeida (Eds.) *Energy Efficiency in Household Appliances and Lighting*. Heidelberg: Springer.

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**MARCH 25                      EXTRINSIC MOTIVATION**

- Geller, E. S., R. Winett & P. Everett (1982). Waste Reduction and Resource Recovery. (Chapter 4, Pp. 113-157). *Preserving the Environment: New Strategies for Behavioral Change*. NY: Pergamon Press.
- Katzev, R. D. & T. R. Johnson (1987). Social Influences (Chapter 4, Pp. 89-107). *Promoting Energy Conservation: An Analysis of Behavioral Research*. Boulder, CO: Westview Press.
- McMakin, A. et al. (2002). Motivating residents to conserve energy without financial incentives. *Environment and Behavior*, 34: 848-863.
- [A] Price, E.A., J. Vining & C.D. Saunders (2009). Intrinsic and extrinsic rewards in a nonformal environmental education program. *Zoo Biology*, 28: 361-376.
- [A] Schwartz, T. (2013). Powering employees with more than a paycheck. *The New York Times*. ([http://dealbook.nytimes.com/2013/11/10/powering-employees-with-more-than-a-paycheck/?emc=eta1&\\_r=0](http://dealbook.nytimes.com/2013/11/10/powering-employees-with-more-than-a-paycheck/?emc=eta1&_r=0))
- [A] Attari, S. Z. et al. (2010). Public perceptions of energy consumption and savings. *PNAS Early Edition*. (<http://www.pnas.org/cgi/doi/10.1073/pnas.1001509107>)

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**MARCH 30                      COMMITMENT**

- Katzev, R. D. (1986). The impact of commitment in promoting consumer energy conservation. (Chapter 21, Pp. 280-294). In E. Monnier, G. Gaskell, P. Ester, B. Joerges, B. Lapillonne, C. Midden and L. Puiseux (Eds.). *Consumer Behavior and Energy Policy: An International Perspective*. NY: Praeger.
- Katzev, R. D. & A. U. Pardini (1987-1988). The comparative effectiveness of reward and commitment approaches in motivating community recycling. *Journal of Environmental Systems*, 17: 93-113.

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**APRIL 1                              INTRINSIC MOTIVATION**

- De Young, R. (1996). Some psychological aspects of a reduced consumption lifestyle: The role of intrinsic satisfaction and competence. *Environment and Behavior*, 28: 358-409.
- De Young, R. (2000). Expanding and evaluating motives for environmentally responsible behavior. In Zelezny, L. & P. Schultz (Eds.) *Journal of Social Issues*, 56: 509-526.
- Sheldon, K. M., C. P. Nichols & T. Kasser (2011). Americans recommend smaller ecological footprints when reminded of intrinsic American values of self-expression, family and generosity. *Ecopsychology*, 3(2):97-104.
- [A] Howell, R.A. (2013). It's not (just) "the environment, stupid!:" Values, motivations, and routes to engagement of people adopting lower-carbon lifestyles. *Global Environmental Change*, 23(1): 281-290.
- [A] Granzin, K. L. & J. E. Olsen (1991). Characterizing participants in activities protecting the environment: A focus on donating, recycling, and conservation behaviors. *Journal of Public Policy and Marketing*, 10: 18-21.
- [A] Sansone, C. (1999). Introductory comments. *Journal of Experimental Social Psychology*, 35: 205-208.

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**APRIL 6                              PROSPECTION, ENVISIONING and GOAL-SETTING**

- Seligman, M. E., P. Railton, R. F. Baumeister & C. Sripada (2013). Navigating into the future or driven by the past. *Perspectives on Psychological Science*, 8(2): 119-141.
- Meadows, Donella H. (1994). Envisioning a sustainable world. Presented at the *Third Biennial Meeting of the International Society for Ecological Economics*, October 24-28, 1994, San Jose, Costa Rica.

Carmi, N. & S. Arnon (2014). The role of future orientation in environmental behavior. *Society and Natural Resources*, 27(12): 1304-1320.

[A] Szpunar, K. K., R. N. Spreng & D. L. Schacter (2014). A taxonomy of prospection: Introducing an organizational framework for future oriented cognition. *PNAS*, November 21, 2014, [www.pnas.org/cgi/doi/10.1073/pnas.1417144111](http://www.pnas.org/cgi/doi/10.1073/pnas.1417144111).

[A] Becker, L. J. (1978). Joint effect of feedback and goal setting on performance: A field study of residential energy conservation. *Journal of Applied Psychology*, 63(4): 428-433.

[A] Koole, S. L., J. Greenberg & T. Pyszczynski (2006). Introducing science to the psychology of the soul: Experimental existential psychology. *Current Directions in Psychological Science*, 15(5): 212-216. (<http://www.jstor.org/stable/20183117>)

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## STEWARDSHIP & PSYCHOLOGICAL WELL BEING

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### APRIL 8 CONSUMPTION & HAPPINESS

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Eckersley, R. (2006). Is modern Western culture a health hazard? *International Journal of Epidemiology*, 35(2): 252-258.

Kesebir, P., & Diener, E. (2008). In pursuit of happiness: Empirical answers to philosophical questions. *Perspectives in Psychological Science*, 3(2): 117-125.

Zavestoski, S. (2002). The Social-psychological bases of anticonsumption attitudes. *Psychology and Marketing*, 19(2): 149-165.

[A] [Scan this report] The Harwood Group (1995). *Yearning for Balance: Views of Americans on Consumption and the Environment*. Report from The Merck Family Fund. Takoma Park, MD.

[A] Seligman, M. E. (1999). Teaching positive psychology. *APA Monitor*, July/August: 42.

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### APRIL 13 PSYCHOLOGICAL WELL-BEING

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Venhoeven, L. A. , J. Willem Bolderdijk & L. Steg (2013). Explaining the paradox: How pro-environmental behaviour can both thwart and foster well-being. *Sustainability*, 5: 1372-1386.

Ryff, C. D. (1995). Psychological well-being in adult life. *Current Directions in Psychological Science*, 4(4), 99-104.

Fredrickson, B. L., et al. (2013). A functional genomic perspective on human well-being. *PNAS Early Edition*, 2 July 2013: 1-6.

[A] Cantor, N. & C. A. Sanderson (1999). Life task participation and well-being: The importance of taking part in daily life. In D. Kahneman, E. Diener and N. Schwarz [Eds.] *Well-Being: The Foundations of Hedonic Psychology*. (Pp. 230-243) NY: Russell Sage Foundation.

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### APRIL 15 COURSE REVIEW

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### APRIL 20 THIRD EXAM

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