Psychology of Environmental Stewardship
Mon/Wed 1:00-2:30
Winter 2015

INSTRUCTORS
Raymond De Young  rdeyoung@umich.edu  2034 Dana
Lauren White  lmwhit@umich.edu  2034 Dana
Becca Baylor  rjbaylor@umich.edu  2034 Dana

RESOURCES
Readings & other course resources can be found at ctools.umich.edu
[A] Advanced readings on 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/7</td>
<td>New Behavioral Context</td>
<td>No Discussion</td>
</tr>
<tr>
<td>1/12</td>
<td>Education-based models (Hines et al.)</td>
<td>Discussion 1</td>
</tr>
<tr>
<td>1/19</td>
<td>No Class – MLK Day</td>
<td>No Discussion</td>
</tr>
<tr>
<td>1/26</td>
<td>Norm-based models (NAM, VBN)</td>
<td>Discussion 2</td>
</tr>
<tr>
<td>2/2</td>
<td>Team-based intervention &amp; small experiments</td>
<td>Discussion 3</td>
</tr>
<tr>
<td>2/9</td>
<td>FIRST EXAM</td>
<td>Discussion 4</td>
</tr>
<tr>
<td>2/16</td>
<td>Types of knowledge</td>
<td>Discussion 5</td>
</tr>
<tr>
<td>2/23</td>
<td>Prompts</td>
<td>Discussion 6</td>
</tr>
</tbody>
</table>

WINTER BREAK

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/9</td>
<td>Framing, stories and fear</td>
<td>Discussion 7</td>
</tr>
<tr>
<td>3/16</td>
<td>SECOND EXAM</td>
<td>Discussion 8</td>
</tr>
<tr>
<td>3/23</td>
<td>Feedback</td>
<td>Discussion 9</td>
</tr>
<tr>
<td>3/30</td>
<td>Commitment</td>
<td>Discussion 10</td>
</tr>
<tr>
<td>4/6</td>
<td>Prospection, envisioning and goal setting</td>
<td>Discussion 11</td>
</tr>
<tr>
<td>4/13</td>
<td>Psychological well-being</td>
<td>Discussion 12</td>
</tr>
<tr>
<td>4/20</td>
<td>THIRD EXAM</td>
<td></td>
</tr>
</tbody>
</table>
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


**BEHAVIOR CHANGE MODELS**

**JANUARY 12** EDUCATION-BASED MODELS


**JANUARY 14** RATIONAL ACTOR MODELS


**JANUARY 19** NO CLASS – MLK DAY

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

*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**


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


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


**JANUARY 28**  
**INFORMATION PROCESSING MODELS**


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

1. **Team-based Interventions**


2. **Small Experiments**


FEBRUARY 25  APPLICATION DAY – PRESENT BEHAVIOR CHANGE MODEL

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

MARCH 9  FRAMING, STORIES and FEAR


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


MARCH 11  APPLICATION DAY – EVALUATION OF DOCUMENTS


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

MARCH 16  SECOND EXAM

MARCH 18  NORMS and MORAL JUDGMENT


MARCH 23  FEEDBACK


MARCH 25  EXTRINSIC MOTIVATION


MARCH 30  COMMITMENT


APRIL 1  INTRINSIC MOTIVATION


APRIL 6  PROSPECTION, ENVISIONING and GOAL-SETTING


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>APRIL 20</td>
<td>THIRD EXAM</td>
<td>TBA</td>
</tr>
</tbody>
</table>