Psychology of Environmental Stewardship
EAS 561 / WINTER 2018 / MON and WED 1:00-2:30 / 1040 DANA

INSTRUCTORS
Raymond De Young  rdeyoung@umich.edu  2034a Dana (Instructor)
Taylor Landeryou  tlandery@umich.edu  2034 Dana (UG GSI), Office Hours: TBD
Jess Santos  jesanto@umich.edu  2034 Dana (UG GSI), Office Hours: TBD
Katie Williamson  willka@umich.edu  2034 Dana (Grad GSI), Office Hours: TBD

RESOURCES
EAS 561 readings and course resources are on https://umich.instructure.com/courses/192365
The course will also draw from the UM-SEAS Coursera course on climate action:
https://www.coursera.org/learn/act-on-climate#

ASSIGNMENTS & GRADING
Participation (e.g., attendance, attentiveness, participation)  10%
Weekly Synthesis Posts (due each Sunday)  15%
Midterm Exam
Midterm exam (Released on 2/14, Due 2/21 at 1pm)  20%
Team Project
Report 1 (due 1/22) – Behavior Topic + Significance (individual)  5%
Report 2 (due 2/12) – Literature review (individual)  10%
Report 3 (due 3/12) – Conduct Research (team)  10%
Report 4 (due 3/28) – Behavior change model (team)  10%
& Peer Review (due 4/4)  5%
Final Presentation (due 4/11) – Intervention plan (team)  10%
Final Quiz (due 4/18)  5%

SCHEDULE
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3</td>
<td>1/8</td>
<td>Psychological well-being</td>
<td>1/10 Art of behavior change &amp; Evaluation metrics</td>
</tr>
<tr>
<td>1/15</td>
<td>1/15</td>
<td>No Class – MLK Day</td>
<td>1/17 Lab 1 Discussion 3</td>
</tr>
<tr>
<td>1/22</td>
<td>1/22</td>
<td>Prospection, envisioning, and goal-setting</td>
<td>1/24 Education-based models (Hines, et al.) Discussion 4</td>
</tr>
<tr>
<td>1/29</td>
<td>1/29</td>
<td>Rational actor models (TRA, TPB)</td>
<td>1/31 Lab 2 Discussion 5</td>
</tr>
<tr>
<td>2/5</td>
<td>2/5</td>
<td>Norm-based models (NAM, VBN)</td>
<td>2/7 Info-processing models (ELM, RPM) Discussion 6</td>
</tr>
<tr>
<td>2/12</td>
<td>2/12</td>
<td>Types of knowledge</td>
<td>2/14 Lab 3 Discussion 7</td>
</tr>
<tr>
<td>2/19</td>
<td>2/19</td>
<td>Personality, attitudes, values, and habits</td>
<td>2/21 No Class - Midterm due Discussion 8</td>
</tr>
<tr>
<td>3/5</td>
<td>3/5</td>
<td>Intrinsic Motivation</td>
<td>3/7 Lab 4 Discussion 9</td>
</tr>
<tr>
<td>3/12</td>
<td>3/12</td>
<td>Extrinsic Motivation</td>
<td>3/14 Team-based Interventions Discussion 10</td>
</tr>
<tr>
<td>3/19</td>
<td>3/19</td>
<td>Commitment</td>
<td>3/21 Lab 5 Discussion 11</td>
</tr>
<tr>
<td>3/26</td>
<td>3/26</td>
<td>Prompts</td>
<td>3/28 Framing Discussion 12</td>
</tr>
<tr>
<td>4/9</td>
<td>4/9</td>
<td>Behavioral Aesthetics</td>
<td>4/11 Lab 6 Discussion 14</td>
</tr>
</tbody>
</table>
**WEEKLY SYNTHESIS POSTS (15%)** – These short (250-300 word) posts will ask students to summarize and apply weekly material as a way of solidifying and building on core concepts throughout the term. A prompt will be posted every Wednesday evening after lecture and discussion, and students will need to respond by 12pm on Sunday of that same week.

**MIDTERM EXAM (20%)** – The midterm exam will be a take-home, essay format focusing on application of course content to current events and individual areas of interest. You will use course readings, lectures and discussion notes to present a concise synthesis of the course material while demonstrating the ability to thoughtfully apply this material in new contexts. You will have one week to complete the exam and all work must be completed individually.

**TEAM PROJECT (50%)** – Over the course of the term, you will work individually and in teams on a behavior change project that allows you to research, experiment, and design a behavior change intervention related to environmental stewardship. More instructions for each stage of the project will be announced in discussion sections, but each report will help you develop a comprehensive understanding and strategy for your chosen topic. At the end of the term, students will have the opportunity to present your findings and share insights about promoting behavior change.

**FINAL QUIZ (5%)** – This quiz will serve to measure your understanding of behavior change variables through a short, multiple choice, online format. The questions will be case studies of behavior change interventions and ask you to identify which variables and strategies would be most effective. This quiz is meant to be a check in based on what you have learned and applied throughout the term.

**PARTICIPATION (10%)** - Active participation is essential, including taking part in class activities, asking insightful questions, and contributing in an affirmative and attentive way to the discussion. Students must exhibit that they have gone beyond just reading the assignments, completing the labs, and attending the discussion sessions for a high participation grade. Both reflection on and application of course concepts must be demonstrated. You can actively participate by engaging with your peers through thoughtful, respectful discussion, participating in class activities and attending office hours (or making an appointment to see the instructors). We strive to create an atmosphere where everyone feels comfortable exploring ideas, so please be respectful of your peers by allowing others to speak. Students must attend all course lectures, discussions, and lab sessions unless arrangements are made well-in-advance.

- **LAB DAYS** - Lab days will consist of in-class activities designed to further your progress on the group project or discussions of empirical evidence on recent behavior change interventions and their application to various fields-of-study (e.g., environmental stewardship, public health, urban planning, psychological well-being). Please plan to attend and participate just as a regularly scheduled lecture period. Graduate students will meet separately with Professor De Young in Dana 1006.

**LATE ASSIGNMENT POLICY** – Students should make every effort to turn in assignments by the posted due date. Assignments submitted after the due date will be assessed a point deduction of 2.5% each day until the assignment is turned in. Assignments will NOT be accepted beyond one week after the posted due date. 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.

**ELECTRONIC DEVICES** – Due to research in environmental psychology and other fields, we have decided that lectures are an electronic-free zone to create a better learning environment. Except for lab sessions (and
announced in advance) no devices (e.g., computers, tablets, cellphones) will be allowed. Further exceptions will be made only through an official medical or learning accommodation.

PLAGIARISM AND REFERENCES – We take plagiarism very seriously. Familiarize yourself with UM’s guide to academic integrity and plagiarism here: www.lib.umich.edu/academic-integrity/understanding-academic-integrity-and-plagiarism-students. When preparing the mini-paper and lab reports you can use the citation style of your choice (e.g., APA, MLA) as long as you are consistent and citing all sources. When in doubt, add a citation and a reference even if you are just referencing an idea (i.e., even if you do not quote directly the source). Make sure the sources you are referencing are reputable (i.e., not Wikipedia, not a blog). You may (and are encouraged to) discuss the course and readings with classmates outside of class. However, all written assignments should be your work and your work alone.

READINGS – Readings, unless otherwise noted, are on Canvas in the Files tab listed alphabetically by first author. The purpose of the readings is not to have you memorize lots of facts but rather to explain empirically-based approaches to behavior change. Also note:

1. There is a fair amount of reading. It is important to read efficiently and collaborate with a study group.
2. Approach the readings as an exploration, an active process of making sense. The Active reading & Active reading revisited documents on Canvas should be consulted.
3. 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.

PART I: ENVIRONMENTAL STEWARDSHIP & PSYCHOLOGICAL WELL BEING

JANUARY 3 CONTEXT, CONSUMPTION, & HAPPINESS (Hedonic Satisfaction)


JANUARY 8 PSYCHOLOGICAL WELL-BEING (Eudaimonic Satisfaction)


JANUARY 10  ART OF BEHAVIOR CHANGE AND EVALUATION METRICS


JANUARY 15  NO CLASS - MLK DAY

JANUARY 17  LAB 1


JANUARY 22  PROSPECTION, ENVISIONING, AND GOAL-SETTING


PART II: BEHAVIOR CHANGE MODELS

JANUARY 24  EDUCATION-BASED MODELS


JANUARY 29  RATIONAL ACTOR MODELS


**JANUARY 31  **  **LAB 2**

**FEBRUARY 5  **  **NORM-BASED MODELS**


Tinker, B. (2017). How to outsmart a savvy salesperson. CNN.

**FEBRUARY 7  **  **INFORMATION-PROCESSING MODELS**


**FEBRUARY 12  **  **TYPES OF KNOWLEDGE**


**FEBRUARY 14  **  **LAB 3**

**FEBRUARY 19  **  **PERSONALITY, ATTITUDES, VALUES, AND HABITS**


**FEBRUARY 21**  **NO CLASS - MIDTERM EXAM DUE ON CANVAS AT 1:00 PM**

~ SPRING BREAK ~

**PART III: STRATEGIES FOR PROMOTING STEWARDSHIP**

**MARCH 5**  **INTRINSIC MOTIVATION**


**MARCH 7**  **LAB 4**

**MARCH 12**  **EXTRINSIC MOTIVATION**


**MARCH 14**  **TEAM-BASED INTERVENTIONS**


**MARCH 19** **COMMITMENT**


**MARCH 21** **LAB 5**

**MARCH 26** **PROMPTS**


**MARCH 28** **FRAMING**


**APRIL 2** **FEEDBACK**


**APRIL 4 NORMS AND MORAL JUDGMENT**


**APRIL 9 BEHAVIORAL AESTHETICS**

Readings TBD

**APRIL 11 Lab 6**

Behavior change presentations

**APRIL 16 REVIEW**