Psychology of Environmental Stewardship

NRE 561 / WINTER 2016 / MON/WED 1:00-2:30 / 1040 DANA

INSTRUCTORS
Raymond De Young  rdeyoung@umich.edu  2034a Dana
Ian Makowske  imakowsk@umich.edu  2034 Dana (Undergrads)
Jana Stewart  janaemil@umich.edu  2034 Dana (Undergrads)
Erin Hamilton  emham@umich.edu  2034 Dana (Grads)

RESOURCES
Readings and course resources are on https://umich.instructure.com/courses/34341

ASSIGNMENTS & GRADING
Participation (e.g., presentations, attendance, participation)  10%
Blog Posts  10%
Exams
  Midterm exam (Released on 2/15, Due 2/22 at 1 pm)  15%
  Final exam (Released on 4/13, Due on 4/20 at 1 pm)  20%
Team Project
  Report 1 – Topic, team and research plan
  Report 2 – Problem investigation  10%
  Report 3 – Behavior change model  10%
  Report 4 – Presentation of report  10%
  Report 5 – Final report  15%

SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/6</td>
<td>New Behavioral Context</td>
<td>Discussion 1</td>
</tr>
<tr>
<td>1/11</td>
<td>Behavioral aesthetics &amp; the art of behavior change</td>
<td></td>
</tr>
<tr>
<td>1/13</td>
<td>Education-based models (Hines et al.)</td>
<td>Discussion 2</td>
</tr>
<tr>
<td>1/18</td>
<td>No Class – MLK Day</td>
<td>Discussion Day with RDY, Rm. 1046</td>
</tr>
<tr>
<td>1/20</td>
<td>No Discussion</td>
<td></td>
</tr>
<tr>
<td>1/25</td>
<td>Rational actor models (TRA, TPB)</td>
<td></td>
</tr>
<tr>
<td>1/27</td>
<td>Norm-based models (NAM, VBN)</td>
<td>Discussion 3</td>
</tr>
<tr>
<td>2/1</td>
<td>Info processing models (ELM, RPM)</td>
<td></td>
</tr>
<tr>
<td>2/3</td>
<td>Discussion Day with RDY, Rm. 1046</td>
<td>Discussion 4</td>
</tr>
<tr>
<td>2/8</td>
<td>Team-based intervention</td>
<td></td>
</tr>
<tr>
<td>2/10</td>
<td>Metrics for evaluating interventions</td>
<td>Discussion 5</td>
</tr>
<tr>
<td>2/15</td>
<td>Types of knowledge</td>
<td></td>
</tr>
<tr>
<td>2/17</td>
<td>Discussion Day with RDY, Rm. 1046</td>
<td>Discussion 6</td>
</tr>
<tr>
<td>2/22</td>
<td>No Class - MIDTERM EXAM DUE 1 PM</td>
<td></td>
</tr>
<tr>
<td>2/24</td>
<td>Personality, attitudes, values and habits</td>
<td></td>
</tr>
<tr>
<td>2/24</td>
<td>No Class – FINAL EXAM DUE 1 PM</td>
<td></td>
</tr>
</tbody>
</table>

WINTER BREAK

3/7    | Prompts                                    |
| 3/9    | Discussion Day with RDY, Rm. 1046          | Discussion 8           |
| 3/14   | Framing, stories and fear                  |
| 3/16   | Norms and moral judgment                   | Discussion 9           |
| 3/21   | Feedback                                   |
| 3/23   | Discussion Day with RDY, Rm. 1046          | Discussion 10          |
| 3/28   | Extrinsic motivation                        |
| 3/30   | Commitment                                  | Discussion 11          |
| 4/4    | Intrinsic motivation                        |
| 4/6    | Prospection, envisioning and goal setting  |
| 4/11   | Consumption and happiness                  |
| 4/13   | Psychological well-being                   |
| 4/18   | Review                                     |
| 4/20   | No Class – FINAL EXAM DUE 1 PM            |

- **BLOG POSTS (10%)** – To stimulate broad-scale thinking through application of course content to new contexts, graduate students will contribute to a course blog. Students will write TWO blog posts throughout the semester and at least FOUR blog post responses. The purpose of the blog is 1) to provide students an arena in which to explore how course material connects with individual areas of interest, 2) to identify examples of applied behavior change interventions while critically assessing intervention strengths and weaknesses, and 3) to generate discussion topics for our weekly meetings. In order to ensure the blog is regularly populated with new material, students will sign up via shared Google doc to write two blog posts over the course of the semester. The four blog post responses will not be scheduled – students should plan their time accordingly to contribute
their responses throughout the semester. All blog submissions will be due at NOON on Thursday before our Friday discussions. Each blog submission will be graded on a 3-point scale as follows:

- **1 pt. – Blog Posts:** Simple repetition of course material, adding little new insight or perspective. **Blog Post Response:** Simply agreeing or disagreeing with the original post with little to no additional contribution.

- **2 pts. – Blog Posts:** Demonstrates digestion of course material through application to different contexts or current events. **Blog Post Response:** Responds thoughtfully to the author’s post reflecting an understanding of the material, but adds minimal new insight.

- **3 pts. – Blog Posts:** Does the preceding but also demonstrates original thought through critical analysis, clear connection between multiple applicable course concepts, and/or posing thoughtful questions to readers. **Blog Post Response:** Attempts answers to questions, poses alternate interpretations, incorporates other course material or case studies as evidence.

- **EXAMS (35%)** – Graduate student exams will be take-home, essay exams focusing on application of course content to current events and individual areas of interest. Students 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. Students will have one week to complete the exam and all work must be completed individually.

- **PARTICIPATION (10%)** - We are a diverse group of students and will all benefit greatly from the sharing of our insights and experiences. In addition to being present for discussion sections, 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 me). We strive to create an atmosphere where everyone feels comfortable exploring ideas, so please be respectful of your peers by allowing others to speak.

- **DISCUSSION TOPICS** – In general, our weekly discussion meetings will consist of time devoted to answering student-generated questions during the first one-third of class and to discussing topics originating through blog activity during the remainder of class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 8</td>
<td>Introduction and Course Logistics</td>
</tr>
<tr>
<td>January 15</td>
<td>Behavioral Aesthetics + Education-based models (Hines et al.)</td>
</tr>
<tr>
<td>January 29</td>
<td>Rational Actor Models (TRA, TPB) + Norm-Based Models (NAM, VBN)</td>
</tr>
<tr>
<td>February 5</td>
<td>Information-Processing Models (ELM, RPM)</td>
</tr>
<tr>
<td>February 12</td>
<td>Team-Based Interventions + Evaluation Metrics</td>
</tr>
<tr>
<td>February 19</td>
<td>Knowledge</td>
</tr>
<tr>
<td>February 26</td>
<td>TBD</td>
</tr>
<tr>
<td>March 11</td>
<td>Prompts</td>
</tr>
<tr>
<td>March 18</td>
<td>Framing, Stories and Fear + Norms and Moral Judgment</td>
</tr>
<tr>
<td>March 25</td>
<td>Feedback</td>
</tr>
<tr>
<td>April 1</td>
<td>Extrinsic Motivation + Commitment</td>
</tr>
</tbody>
</table>
April 8  Intrinsic Motivation + Prospection, Envisioning and Goal Setting

April 15  Consumption and Happiness + Psychological well-being

READINGS
Readings, unless otherwise noted, are on Canvas in 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 behavior change models. 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 will help.
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.

NEW BEHAVIORAL CONTEXT

JANUARY 6  NEW BEHAVIORAL CONTEXT


JANUARY 11  BEHAVIORAL AESTHETICS and the ART OF BEHAVIOR CHANGE


BEHAVIOR CHANGE MODELS

JANUARY 13  EDUCATION-BASED MODELS


**JANUARY 18**   **NO CLASS – MLK DAY**

**JANUARY 20**   **GRAD DISCUSSION DAY WITH PROFESSOR DE YOUNG – RM. 1046**

**JANUARY 25**   **RATIONAL ACTOR MODELS**


**JANUARY 27**   **NORM-BASED MODELS**


**FEBRUARY 1**   **INFORMATION PROCESSING MODELS**


**FEBRUARY 3**   **GRAD DISCUSSION DAY WITH PROFESSOR DE YOUNG – RM. 1046**

**FEBRUARY 8**   **TEAM-BASED INTERVENTIONS**


**TBD:** Possible Excerpts from: Zint, M & K. Wolske (In Press). From information provision to participatory deliberation: Engaging residents in the transition toward sustainable cities. In Mazmanian, D. and Blanco H. (Eds.) *The Elgar
FEBRUARY 10 EVALUATION METRICS (SHORT & LONG-TERM EFFECTS and VITALITY, MEANING & POSITIVITY)


STRATEGIES FOR PROMOTING STEWARDSHIP

FEBRUARY 15 TYPES OF KNOWLEDGE


FEBRUARY 17 GRAD DISCUSSION DAY WITH PROFESSOR DE YOUNG – RM. 1046

FEBRUARY 22 NO CLASS – GRAD MIDTERM EXAM DUE AT 1 PM ON CTOOLS.

FEBRUARY 24 PERSONALITY, ATTITUDES, VALUES and HABITS


WINTER BREAK

MARCH 7 PROMPTS


MARCH 9 GRAD DISCUSSION DAY WITH PROFESSOR DE YOUNG – RM. 1046
MARCH 14  FRAMING, STORIES and FEAR


MARCH 16  NORMS and MORAL JUDGMENT


MARCH 21  FEEDBACK


MARCH 23  GRAD DISCUSSION WITH PROFESSOR DE YOUNG – RM. 1046

Topic: Motivational Interviewing

Readings: TBA
MARCH 28  EXTRINSIC MOTIVATION


MARCH 30  COMMITMENT


APRIL 4  INTRINSIC MOTIVATION


APRIL 6  PROSPECTION, ENVISIONING and GOAL-SETTING


ENVIRONMENTAL STEWARDSHIP & PSYCHOLOGICAL WELL BEING

APRIL 11  CONSUMPTION & HAPPINESS (Hedonic Satisfaction)


**APRIL 13**  PSYCHOLOGICAL WELL-BEING (Eudaemonic Satisfaction)


**APRIL 18**  COURSE REVIEW

**APRIL 20**  NO CLASS – GRAD FINAL EXAM DUE AT 1 PM ON CTOOLS.