EAS 561 / ENV 361 / PSYCH 362 – Psychology of Environmental Stewardship

Winter 2020 - Mon/Wed 1:00 – 2:20 pm - 1040 DANA

INSTRUCTORS
Raymond De Young  rdeyoung@umich.edu  2034a Dana (Instructor)  Mon 2:30-3:30 or by appt
Peter Siciliano  psicili@umich.edu  2034 Dana (Grad GSI)  Office Hrs:
Cameron Clark  clarkcam@umich.edu  2034 Dana (Undergrad GSI)  Office Hrs:
Kirk Acharya  vacharya@umich.edu  2034 Dana (Undergrad GSI)  Office Hrs:

RESOURCES
All required and optional readings and course materials are available on Canvas.

ASSIGNMENTS & GRADING
Exam 1  20%  February 24
Exam 2  20%  April 20
Projects:
   Story project 1 – SP1 – *StoryCorps* upload (individual)  15%  January 31
   Story project 2 – SP2 – *StoryCorps* upload (individual)  15%  March 13
   Story project 3 – SP3 – Poster presentation (group)  15%  April 13 & 15
Participation (tasks, attendance, quizzes, etc.)  15%  Throughout term

SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<td>1/8</td>
<td>Orientation &amp; Story Projects</td>
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<tr>
<td>1/13</td>
<td>Information-based models (RPM)</td>
<td>1/15 Story &amp; Prospection</td>
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<td>1/20</td>
<td>MLK DAY – NO CLASS</td>
<td>1/22 Education-Based Models (Hines et al.)</td>
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<td>1/27</td>
<td>Social Marketing (CBSM)</td>
<td>1/29 Rational Actor Models (TRA, TPB)</td>
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<td>2/3</td>
<td>Norm-Based Models (NAM, VBN)</td>
<td>2/5 Stages of Change &amp; Evaluation Metrics</td>
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<td>2/10</td>
<td>Extrinsic Motivation</td>
<td>2/12 Commitment</td>
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<td>2/17</td>
<td>Intrinsic Motivation</td>
<td>2/19 <em>Project Day – SP3 site description &amp; model select</em></td>
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<tr>
<td>2/24</td>
<td>EXAM 1</td>
<td>2/26 Social &amp; Team-Based Strategies</td>
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<td>3/2</td>
<td>WINTER BREAK – NO CLASS</td>
<td>3/4 WINTER BREAK – NO CLASS</td>
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<tr>
<td>3/16</td>
<td>Knowledge, Attitudes &amp; Habit</td>
<td>3/18 Prompts</td>
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<td>3/23</td>
<td><em>Project Day</em> – SP3 story draft</td>
<td>3/25 Feedback, Planning &amp; Goal Setting</td>
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<td>3/30</td>
<td>Framing &amp; Fear (ELM)</td>
<td>4/1 Nudges &amp; Gamification</td>
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<td>4/6</td>
<td><em>Project Day</em> – SP3 poster draft</td>
<td>4/8 Consumption &amp; Well-being</td>
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<td>4/13</td>
<td>Poster Presentations – 1</td>
<td>4/15 Poster Presentations – 2</td>
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<td>4/20</td>
<td>EXAM 2</td>
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Psychology of Environmental Stewardship (Syllabus version 1-6-20)
ASSIGNMENT DETAILS

EXAMS (40%): Two exams will be given. These will test your comprehension of material covered in lectures, in-class discussions, and assigned readings. Exams may include short answer, fill-in-the-blank, matching, labeling, essay, and/or multiple choice questions. Make-up exams will only be provided for students who offer a written or other formal evidence of emergencies (e.g., an absence outside their immediate control, like serious illness) and notify us within 48 hours of the missed exam.

STORY-BASED PROJECTS (45%): The term projects will explore story-based interventions. The first two projects will involve recording interviews with individuals using a StoryCorps app and then uploading the completed interviews to a StoryCorp Community site created for the course. More details on these assignments will be handed out in class.

StoryCorps downloads:
1. The app is available from: https://storycorps.org/participate/storycorps-app

Project overviews:

- **Story Project 1 – Increasing local food consumption.** Individuals will interview members of the SEAS and PITE community regarding their local food consumption, and in particular, changes in their own, their family’s or their extended family’s relationship to local food over the decades.

  Currently, 99.7% of food is sold through the industrialized food distribution system. In this system farms receive only 17 cents on the retail dollar (Argus Food Stop, 2018). This project will explore ways to change these numbers for the better.

- **Story Project 2 – Preparing for the climate emergency.** Individuals will interview adults on what steps they (their family, or their neighborhood) have taken to prepare for an event caused by the climate crisis. Increasingly, the news is reporting climate-caused emergencies (i.e., the recent fires in Australia being a dramatic example).

  Families and neighborhoods have begun to prepare for such events. Some follow government advice (Ready.gov), others the WireCutter suggestions (https://thewirecutter.com/reviews/emergency-preparedness). Many have only started to consider what it means to be prepared. This project will explore people’s readiness to become prepared for events that very recently would be unimaginable.

- **Story Project 3 – Imagining that Ann Arbor achieves carbon neutrality by 2030.** This will be a team-based project that imagines that Ann Arbor achieves its goal by being carbon neutral by 2030. It tells a story of how it happened, making reference to the behavior change models covered in the course.

  Background: In November 2019, Ann Arbor City Council passed Resolution 19-2103: A Resolution in Support of Creating a Plan to Achieve Ann Arbor Community-Wide Climate Neutrality by 2030 (A2Zero project at www.a2zero.org). This Resolution commits the City to creating a living plan for achieving carbon neutrality within this decade. This is an incredibly ambitious goal. It will involve an iterative process designed to reduce our collective ecological footprint and enhance community and neighborhood resilience. The collective here is huge: all residential, all commercial, all city, and all U-M
facilities and behaviors (i.e., scope 1, 2 and 3 emissions). The timeline for the initial planning process is very tight. The City Council intends to present the plan to the public on Earth Day (April 22, 2020 will mark its 50th anniversary). A great many small experiments will need to be conducted, and a great many behaviors will need to be changed, at all scales.

PARTICIPATION (15%): Active and thoughtful participation in the course is essential. This includes taking part in class activities, asking questions, occasional quizzes, and contributing constructively to all discussion sessions.

GRADING SCHEME

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<th>Grade</th>
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<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>93-96.9</td>
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<td>A-</td>
<td>90-92.9</td>
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<td>B+</td>
<td>87-89.9</td>
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<td>B</td>
<td>83-86.9</td>
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<td>B-</td>
<td>80-82.9</td>
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<td>C+</td>
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<td>C-</td>
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<td>D+</td>
<td>67-69</td>
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<td>D-</td>
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CLASS POLICIES

MUTUAL RESPECT: There are expectations for respectful and appropriate behavior. Please be polite of others in class. Every effort will be made to create and maintain an open atmosphere for discussion, and any effort to disrespect or demean others will NOT be tolerated.

Please be aware of your own behavior and how it affects the atmosphere of the classroom. Perhaps the most significant contribution one can make is demonstrating respect and tolerance to one another that you are an attentive and alert participant. Students who can’t control themselves will be asked to leave. One of our most important goals is to maintain an atmosphere that encourages intellectually curiosity and thoughtful discourse. In particular:

1. **Leaving class:** Avoid stepping out of the classroom during the class period to go to the bathroom, take a phone call, etc. These activities disturb and distract the instructor and students from our focus on the matters at hand; they demonstrate a lack of consideration for others. Take care of these activities prior to the start of class. If you have a health issue, please speak with the instructors before the start of class.

2. **Electronic equipment policy:** Laptops, tablets, and smartphones are wonderful devices, but they often get in the way of listening to others and sharing our thoughts. Research in psychology, education, and other fields has consistently indicated that these devices can interfere with our ability to learn and process new information. Given this, we have decided that class periods are an electronic-free zone. Except for particular project days (announced in advance, and in the syllabus) no devices (e.g., computers, tablets, smartphones) will be allowed. If you decide to ignore this rule, please be aware that texting or doing work on your laptop will have a significant negative impact on your participation grade. Please **turn off these devices before coming into class** and/or leave them out of sight. Exceptions will be made only through an official medical or learning accommodation. If we have to ask you to set aside your device during class time, you have demonstrated that you are not only inattentive to the class discussion but that you lack consideration for your instructors and classmates. Your grade will be affected.

LATE ASSIGNMENTS: Late assignments will be deducted 5% for each day late, and after 5 days will be given a grade of 0 (zero), unless a legitimate reason for lateness is given within 48 hours or prior arrangements were made with the instructor. 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.

REGISTRATION & SPECIAL ACCOMMODATIONS: Standard LSA and SEAS guidelines will be followed without exception for dropping/adding of this course, disabilities, etc. If students need special accommodations for exams or assignments appropriate documentation must be provided in advance.
**CHEATING & PLAGIARISM:** Cheating, plagiarizing, and/or unacceptable collaboration will result in a grade of 0 (zero) for the entire assignment and sent to the Assistant Dean of Student Academic Affairs if serious enough.

Academic misconduct will have serious consequences and you should be conscious of it, especially when writing exams or papers. The LSA website (www.lsa.umich.edu/academicintegrity/examples.html) states that academic misconduct includes but is not limited to the following:

**Cheating:** Cheating is committing fraud and/or deception on a record, report, paper, computer assignment, examination, or any other course requirement. Examples of cheating include:
* Obtaining work or information from someone else and submitting it under one’s own name.
* Using unauthorized notes, or study aids, or information from another student or student’s paper on an examination.
* Communicating answers with another person during an exam.
* Altering graded work after it has been returned, and then submitting the work for regrading.
* Allowing another person to do one’s work and submitting it under one’s own name.
* Preprogramming a calculator to contain answers or other unauthorized information for exams.
* Submitting substantially the same paper for two or more classes in the same or different terms without the expressed approval of each instructor.
* Taking an exam for another person or having someone take an exam for you.
* Fabricating data which were not gathered in accordance with the appropriate methods for collecting or generating data and failing to include a substantially accurate account of the method by which the data were gathered or collected.

**Plagiarism:** Plagiarism is representing someone else’s ideas, words, statements, or other work as one’s own without proper acknowledgment or citation. Examples of plagiarism include:
* Copying word for word or lifting phrases or a special term from a source or reference, whether oral, printed, or on the internet, without proper attribution.
* Paraphrasing, that is, using another person’s written words or ideas, albeit in one’s own words, as if they were one’s own thought.
* Borrowing facts, statistics, graphs, or other illustrative material without proper reference, unless the information is common knowledge, in common public use.

**Unacceptable collaboration:** Collaboration is unacceptable when a student works with another or others on a project and then submits written work which is represented explicitly or implicitly as the student’s own individual work. Using answers, solutions, or ideas that are the result of collaboration without citing the fact of collaboration is improper. Students also engage in unacceptable collaboration when they expressly have been instructed to do their own work and have not been given prior approval by the instructor to collaborate.

Note that the LSA website has further examples including aiding and abetting dishonesty, classroom disturbances, tampering with computers, and falsification of data/records/official documents.

**READINGS**

**GENERAL ADVICE**
The purpose of the readings is **not** to memorize lots of facts. Rather, they are intended to help you better understand the models and strategies for encouraging pro-environmental behavior. With that in mind:

- Treat the readings as an exploration, an active process of making sense, of discovering nuggets of insight into the various factors that influence human behavior. There are several resources available on Canvas about *Active Reading* that may aid this process.
- As you read, note your own reactions, especially things that surprise you. Pay special attention to passages that contradict your previous understanding, another reading, or conventional wisdom. Be sure to share these thoughts during your weekly discussion section.
ORIENTATION TO COURSE, STORIES, AND STORYCORPS

ORIENTATION, the STORY PROJECTS, and STORYCORPS  Wednesday, January 8

Review the following documents:
StoryCorps (2020) Homepage: https://storycorps.org (Listen to a few stories).
Install and explore the StoryCorps app from: https://storycorps.org/participate/storycorps-app


BEHAVIOR CHANGE MODELS & THEORIES

INFORMATION PROCESSING MODELS  Monday, January 13

STORY and PROSPECTION  Wednesday, January 15

MLK DAY (NO CLASS)  Monday, January 20
### EDUCATION-BASED MODELS  
**Wednesday, January 22**


### COMMUNITY-BASED SOCIAL MARKETING  
**Monday, January 27**


### RATIONAL ACTOR MODELS  
**Wednesday, January 29**


### NORM-BASED MODELS  
**Monday, February 3**


### STAGES OF CHANGE MODEL and EVALUATION METRICS  
**Wednesday, February 5**


**BEHAVIOR CHANGE STRATEGIES**

**EXTRINSIC MOTIVATION**  
*Monday, February 10*


**COMMITMENT**  
*Wednesday, February 12*


**INTRINSIC MOTIVATION**  
*Monday, February 17*


**Project Day – Story Project 3: Site description and model selection**  
*Wednesday, February 19*

**EXAM 1**  
*Monday, February 24*

**SOCIAL & TEAM-BASED STRATEGIES**  
*Wednesday, February 26*


NORMS, MODELING, & MORAL JUDGEMENT Wednesday, March 11

KNOWLEDGE, ATTITUDES, & HABIT Monday, March 16

PROMPTS Wednesday, March 18

Project Day – Story Project 3: Draft of story Monday, March 23
## FEEDBACK, PLANNING & GOAL-SETTING

Wednesday, March 25


## FRAMING & FEAR

Monday, March 30


## NUDGES & GAMIFICATION

Monday, April 1


## CONSUMPTION, & WELL-BEING

Wednesday, April 8


## Project Day – Story Project 3: Draft of Poster

Monday, April 6

## CONSUMPTION, & WELL-BEING

Wednesday, April 8


## Poster Presentations

Monday, April 13 and Wednesday, April 15

## EXAM 2

Monday, April 20