



SYLLABUS

ENR 5400

Interventions to Promote Pro-Environmental Behavior

Spring 2023 (full term)

3 credit hours

COURSE OVERVIEW

Instructor

Instructor: Nicole Sintov, Ph.D.

Email address: sintov.2@osu.edu (preferred contact method)

Phone number: 614.688.3015

Office hours: Wednesdays 11-12pm Eastern @ Kottman 469B and by appointment

Class Meeting Time & Location

Time: M W 9:35 – 10:55 am Eastern

Location: Kottman Hall 102

Course description

Welcome to **Interventions to Promote Pro-environmental Behavior**! Psychology is the scientific study of behavior. This course will build your expertise in Conservation Psychology, focusing on how psychology can be used to change behavior and encourage environmental sustainability. Conservation Psychology is an applied field, meaning that it involves the use of psychological principles, theories, or methods, to understand and solve a social issue. Readings will be drawn from several areas of psychology, including behavioral, social, cognitive, moral, and experimental psychology. At the end of this course, you should know several psychological theories relevant to pro-environmental behavior, be able draw up on them to design interventions that promote sustainability, and be able to design studies to evaluate whether those interventions are effective in achieving their goals. Class discussions,

assignments, and projects will give you the opportunity to practice applying psychology to promote sustainability.

The course is divided into roughly two parts. In the first part, we will review the evidence regarding factors that influence how humans interact with the environment. You should be familiar with at least some of this material from prior coursework. In this course, you will extend your knowledge by applying it to behavior change efforts. The second and largest section of the course will cover approaches for intervening with -or changing- human behavior. We will learn about a variety of 'tools' and explore how well-suited they are for intervening with behaviors of all kinds, including transportation choices, dietary choices, recycling, energy use, and more. There will be many in-class activities designed to give you opportunities to practice developing interventions and gain feedback from your peers and the instructor on your approach. You will also learn the mechanics of how to build an intervention program, as well as how to evaluate its success.

This class is designed to be both enjoyable and useful for you; please let me know if at any time you are not enjoying or learning from it and we will work together to improve the situation!

Prerequisites

ENR 3400 or PSYCH 1100, or by instructor permission

Content Topic List

Environmental psychology, human behavior, behavior change, behavior modification, decision-making, intervention, sustainability

Course learning outcomes

By the end of this course, students should be able to:

1. Build your understanding of the psychological bases of environmental problems.
2. Understand behavioral science theories relevant to pro-environmental behavior.
3. Apply these theories in designing intervention programs to promote pro-environmental behavior.
4. Develop approaches to evaluate how effective behavioral interventions are in achieving sustainability goals.

5. Understand and critique research methods in conservation psychology (and apply this knowledge to critique mass media claims and other policies/interventions, including assumptions about human nature embedded therein)

HOW THIS COURSE WORKS

Mode of delivery: This course is in person. We will meet in the assigned classroom for class sessions. The style of the course is a mix of lectures, discussion, and occasional group activities; students are expected to come to class prepared to actively participate in class discussions.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Student attendance and participation requirements

Your attendance and participation are based on your showing up to class and participating in in-person activities and discussions. This is a highly interactive course, designed to help students analyze problems and master course content through frequent interaction with the instructor and with one another. Course content will be delivered via lectures, discussions, small group activities, and a few documentary films. Lectures will incorporate some of the reading material; however, readings are meant to supplement learning during class time. Attendance and participation are very important for your success in this course.

The following is a summary of students' expected participation:

- **Attendance: REQUIRED**
To do well in this course, you are expected to attend class sessions in person, unless otherwise stated by instructor. Every student gets 4 excused absences with no notification or documentation required. Beyond your 4 excused absences, if you have an emergency or severe illness that might cause you to miss class, please notify me of your absence *prior to class or as soon as possible*. Remember to get notes from a classmate and make up any work that you missed.
- **Note:** If the instructor does not show up immediately to class, you are expected to wait for 15 minutes. If the instructor does not show up after 15 minutes, (the remainder of) class will be cancelled for the day, and online activities via Carmen may be scheduled in lieu of that day's (remaining) session.
- **Office hours: OPTIONAL**
My office hours are optional.

COURSE MATERIALS AND TECHNOLOGIES

Readings and Required Textbooks

- Clayton, S. & Myers, G. (2015). Conservation Psychology: Understanding and promoting human care for nature. (2nd Edition). Wiley. ISBN-10: 1118874609 / ISBN-13: 978-1118874608
- Additional required readings will be posted on Carmen.

Other fees or requirements

None.

Course technology

Technology support

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection

Recommended equipment

- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

COURSE REQUIREMENTS	PERCENTAGE OF FINAL GRADE (POINTS)
My Footprint reflection (pass/no pass)	5% (20 pts)
Research article presentation	15% (60 pts)

Participation	15% (60 pts)
Self-change project and journal	15% (60 pts)
Midterm Exam	25% (100 pts)
Conservation Program Design Project	25% (100 pts)
Total	100% (400 pts)

See course schedule, below, for due dates.

Descriptions of major course assignments

PARTICIPATION

This class is designed to be an *interactive* exchange between the instructor and students and between students themselves. It is your responsibility to complete all the assignments and readings, including those added by article discussion leaders, before class. For your own learning and the learning of your classmates, you are expected to come to class prepared and energized to be an active class participant. That is, ask questions, request clarifications, discuss the material, and complete in-class activities. Be prepared to actively commit yourself in front of the class. Offer ideas that link material across readings, lectures, and across weeks. Ask questions about things you don't understand. It is essential to complete all required readings to be able to participate fully.

Submission: Although there is no formal/physical “deliverable” for this assignment, you must be present in class during class to contribute verbally to in-class discussions and activities.

MY FOOTPRINT REFLECTION

To understand the impact of your own behaviors on the environment, you will take an “ecological footprint” quiz. To see how your footprint compares to others, you will also look up the average footprint of others in Columbus, and/or those in your home town using an online comparison tool. You will be asked to respond to a few short-answer questions about your footprint relative to others, and which behaviors you think contribute most. Graded pass/fail based on completion of questions. Additional details will be provided in an assignment sheet. Due dates below.

Submission: Carmen online assignment submission

Academic integrity and collaboration: While you are welcome to discuss your results with your peers, the assignment you turn in must be your own independent work.

SELF-CHANGE PROJECT AND JOURNAL

Because you will be actively engaged in applying theories to promote more environmentally sustainable behaviors, it is important for you to gain first-hand experience in understanding some of the challenges (e.g., thoughts, emotions) that can arise during the process of behavior change. You will select one conservation behavior you deem as important in your life (e.g., drive slower, reducing paper use, taking reusable bags to the grocery store) and attempt to incorporate it into your behavioral repertoire over the course of the semester. For ideas on conservation behaviors, refer to your footprint results. Your behavior needs to be operationalized, and therefore measurable; you must have a plan for how you will quantitatively track your progress throughout the assignment. For this assignment, you'll be asked to keep weekly journal entries in which you describe your experience (e.g., did you meet your goal? What were some challenges / successes encountered?) as well as document the measurable progress you have made, for a total of five short entries. A completed assignment includes: submission of your initial behavior, your five entries, and a thoughtful 1-page reflection plus quantitative measurement of your overall experience. Additional details will be provided in an assignment sheet. Due dates below.

Submission: Carmen online assignment submission

Academic integrity and collaboration: While you are welcome to discuss your results with your peers, the project you conduct and assignment you turn in must be your own independent work.

RESEARCH ARTICLE PRESENTATION

One of the objectives of this class is understanding and critiquing behavioral science research studies. To help you master these skills, you will prepare a presentation on your paper and facilitate a lively discussion (with the instructor's support, and potentially another student in the class) of one of the eligible scholarly articles (denoted by * in the reading list) of your choice for class. The presentation **cannot exceed 10 slides in 10 minutes**. There will be additional time for Q&A. The key to this assignment is to apply methodological concepts you have learned to the evaluation of a research article. You demonstrate your ability by linking the methods and conclusions discussed in the article to your understanding of sound research design and measurement. A grading rubric and additional details are available in the assignment sheet provided. This assignment has multiple components, each with its own due date: (1) You must notify the instructor of your article preferences by the date listed below. You will be informed of your article assignment by week 3 of class. (2) Your presentation slides must be uploaded via Carmen assignments before 11:59pm the day before your in-class discussion is scheduled. (3) You must be physically present during class on the day your article is scheduled (listed in course schedule below) to facilitate discussion.

Submission: (1) Google form. (2) Carmen assignment upload. (3) You must be physically present during class to facilitate discussion.

Academic integrity and collaboration: If you and another student are assigned the same reading, you may coordinate on all parts of the assignment. If you are working solo, this assignment must be your own independent work. In both cases, plagiarism is strictly prohibited.

MIDTERM EXAM

There will be a midterm exam to help you master the course material. The exam will consist of multiple choice and short answer questions. It will be administered in person, during class time, via Carmen. You must bring a laptop or talk to me **in advance** if you need help accessing one. Paper copies will be made available if needed.

No make-up exams will be given, except in the event of a “good excuse” (e.g., severe illness or emergency). You will be asked to provide documentation of the event. Make-up exams will be considerably more difficult, so it is in your best interest to take the exam on the day it is scheduled.

Submission: Carmen.

Academic integrity and collaboration: Exam is closed-book, closed-note. Collaboration is strictly prohibited.

CONSERVATION DESIGN PROJECT

Imagine that you are a team of scientists employed by an environmental organization or government agency (or a group of students at OSU working to enhance campus sustainability!). You will design a program to address a specific environmental problem that is dependent on human behavior, such as habitat loss, air pollution, etc. Your program must aim to decrease one behavior that is harmful to the environment, or increase an alternate behavior that is better for the environment. The program should apply theories and approaches that we learn in class. A complete assignment includes the following:

Part 1: Concept Summary. 3 pts for turning in, but not graded- you'll get feedback to improve the turned in version. First, research the current unsustainable behaviors and behavioral predictors that are contributing to environmental problems. Settle on specific behavior that is problematic. Then, brainstorm psychological strategies derived from conservation psychology that may change the chosen behavior. Finally, propose a program that employs specific psychological strategies to address the behavior in question. Write a summary that describes and justifies your program.

Part 2: Research Design. 3 pts for turning in, but not graded- you'll get feedback to improve the turned in version). Design and propose a research study to evaluate the effectiveness of your proposed program. Ideally, this will be an experiment, but such a design is not possible for all projects.

Part 3: Final paper. Graded per a rubric for 55 pts. This 10-page paper combines material from your Concept Summary (Part 1) and Research Design (Part 2). In addition, it will include a Discussion section covering expected results, implications, and strengths/limitations of your approach, along with an APA-style bibliography.

Part 4: Oral presentation. Worth 30 pts. You will be responsible for a 12-minute presentation. The purpose of the presentation is for your team to share your conservation program/ evaluation plan with the class. Visuals (e.g., PowerPoint, Prezi, or similar) must be included.

Part 5: Peer evaluation. Worth 9 pts. If working in a team, you and your partner will evaluate one another. If working solo, you will provide written feedback on 3 of your peers' presentations of your choosing (simply email your comments directly to your peer(s) and cc the instructor), graded pass/no pass for the 9 points.

Submission: Parts 1-3: Carmen online assignment submission. Part 4: Presentation and Q&A: all group members must be present in class. Part 5: Qualtrics form emailed by instructor (teams) or email (solo).

Academic integrity and collaboration: If you choose to work in a team, you are expected to work with your group members to complete this assignment. You and your group members may also seek input on ideas from others, but the paper you write and presentation you give must be your group's work. If social loafing or other unproductive group dynamics occur, please contact me as soon as possible so we can work towards a solution. Additional details will be provided in an assignment sheet. Due dates below.

Late assignments

Unless otherwise stated, you must submit assignments online via Carmen by the stated due date, by the time that class begins, if not before, for your assignment to be considered on time. Assignments turned in after the deadline will be considered late. Assignments that are turned in late are subject to a minimum penalty of 25% for each 24-hour period or fraction thereof that the assignment is late. Exceptions may be made in the event of a "good excuse" (e.g., severe illness). You will be asked to provide documentation of the event.

Grading scale



93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+

73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Instructor feedback and response time

Please use email (sintov.2@osu.edu) to contact the instructor.

I am providing the following to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** You can generally expect feedback on assignments in **7-10 days**.
- **E-mail:** In general, I will reply to e-mails within **72 hours on school days** (Monday-Friday, excluding holidays).
- **Office hours:** Feel free to stop by zoom office hours or make an appointment to talk about your questions, concerns, experiences in the course, course material, career paths, or anything else.

Extra Credit Opportunities: Research Studies

We have partnered with the [ESSREP \(Environmental and Social Sustainability Research Experience Program\)](#) here at Ohio State University to provide our students with opportunities to earn extra credit throughout the semester.

The goal of [ESSREP](#) is to enhance a student's understanding of social scientific research methods and help apply class lessons to their lives. **As a way to gain extra credit for this class you can get hands-on experience participating in research studies conducted by faculty and graduate students in ESSREP.** Research studies (i.e., extra credit opportunities) may take the form of online or in-person surveys, interviews, or focus groups and will be related to current research in a variety of topics in resource management, environmental science, psychology, and rural sociology.

Research studies (i.e., extra credit opportunities) will continue to become available as the semester progresses. Studies typically have a set number of participation slots and operate on a first-come, first-served basis. Thus, students are more likely to secure a spot if they sign up for a study when it first opens and/or earlier in the semester. Students are encouraged to check study availability regularly.

✦ In order to sign up for research studies (i.e., extra credit opportunities) you will first need to create a SONA account using your OSU email address at <https://osu-essrep.sona-systems.com>

✦ You will then be able to view and sign up for studies and monitor your credit accumulation through the SONA Systems.

✦ This program is optional. Credits that students earn through ESSREP will be applied to increase their grades. A student's choice not to participate will have no negative impacts on their grade.

If you do not wish to participate in research OR are under the age of 18, a written paper extra credit alternative through ESSREP is also available. Papers will be based on approved research articles and are due at set dates throughout the semester. See <https://ess.osu.edu/subject-pool/papers-option> for grading criteria and other information about the ESSREP paper option. If you wish to select and enroll in the paper option you should email the lab manager Ellen Eilers at: eilers.14@osu.edu by January 31, 2023.

If you have any questions about the research or paper options, or encounter difficulties with SONA systems please contact the lab manager Ellen Eilers at: eilers.14@osu.edu. **Your instructor and TAs do NOT have access to SONA systems and will not be managing the paper option; please direct all ESSREP-related questions to the lab manager.**

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this class.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Your mental health: counseling and consultation services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org.

David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

Land acknowledgement statement

The Ohio State University occupies the ancestral and contemporary lands of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greeneville and stolen through forced removal of tribal nations as part of the Indian Removal Act of 1830. I honor and respect the diverse Indigenous peoples who have, do, and will steward this land. I recognize the historical and contemporary contexts that have and continue to affect these Indigenous peoples, as well as the work I must do for social, economic, racial, and environmental justice.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency, if travel to campus is not feasible, OSU leadership may announce an electronic means for instructors to teach students remotely using a combination of Carmen, teleconferencing, and/or other technologies.

University Escort Service: 614.292.3322. Service available after 6 PM.

Commitment to a diverse and inclusive learning environment

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

This course adheres to The Principles of Community adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.

Resources for parenting students

The Office of Diversity and Inclusion provides holistic support for qualifying single-parent students enrolled at Ohio State. To learn more, contact the ACCESS Collaborative Program at 614-292-8936 or visit <https://odi.osu.edu/access-collaborative>

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a

timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This course requires use of CarmenCanvas (Ohio State's learning management system) and may also use other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility), 614-292-5000
- Collaborative course tools

CarmenZoom is supported by the Office of Distance Education and eLearning:

<http://odee.osu.edu/>

CarmenZoom Support Resources

- System Status: <https://go.osu.edu/systemstatus>
- Find solutions and report issues: <https://go.osu.edu/it>
- Help Articles: <https://resourcecenter.odee.osu.edu/carmenzoom>
- Non-Discrimination Notice: <https://go.osu.edu/nondiscrimination-notice>
- Phone: 614-688-4357 (HELP)
- Email: carmenzoom@osu.edu
- In Person: <https://techhub.osu.edu/buckeyebar>

OTHER COURSE POLICIES AND IMPORTANT TOPICS

- **Changes to Syllabus:** This course syllabus (including the breakdown of assignments and points), schedule, and assigned readings are subject to change and may be modified at my discretion. I will announce any changes during class or via email.
- **Written assignments:** Your written assignments should be your own original work. Nobody else should revise or rewrite your work. In formal assignments, you must follow APA style to cite the ideas and words of your research sources to get full credit.
- **Exams:** The midterm is closed-book, closed-note. Communication of any kind with other individuals is strictly prohibited.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on

past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on an exam or assignment is not permitted. If you're unsure about a particular situation, please ask the instructor.
- **Participation:** This course is delivered in person. It is designed to be an interactive exchange between the instructor and students and between students themselves. It is your responsibility to complete all the assignments and readings before class. For your own learning and the learning of your classmates, you are expected to come to class prepared and energized to be an active class participant. That is, ask questions, request clarifications, discuss the material, and complete in-class activities. Be prepared to actively commit yourself in front of the class. Ask questions about things you don't understand. Being an active class participant also requires that you are mentally engaged in the class (see class decorum below).
- **Group projects:** This course includes a group project, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for the group assignment, but please let me know if you have any questions. If social loafing or other unproductive group dynamics occur, please contact me as soon as possible so we can work towards a solution.
- **In-class presentations:** Some assignments include in-class presentations. For the final project, all presentations are scheduled for the last and 2nd to last day of the course. For other assignments, your presentation date will be determined with your input. After a presentation date is scheduled, you may not change it, except in the event of a "good excuse" (e.g., severe illness or emergency). You will be asked to provide documentation of the event.
- **Class Decorum:** You or others may hold strong opinions about topics we may discuss in class. We will practice the art of being respectful to other people's academic ideas, opinions, and values, regardless of whether we agree or disagree. The art of being respectful also includes being mentally engaged and not being disruptive. Please refrain from using cell phones, social media, text messaging, and engaging in any other non-course related material during class sessions.

COURSE SCHEDULE

*Asterisk denotes article available for Research Article Presentation assignment

Date	Class Topic	Readings and Assignments Due
Week 1		
MON 1/9	Syllabus review	<p>Scott et al. 2016. Psychology for Sustainability. Ch. 1: There are no environmental problems. pp. 3-30.</p> <p>In class: Icebreaker</p>
WED 1/11	Course Overview: there are no "environmental" problems	<p>Clayton et al. (2016). Expanding the role for psychology in addressing environmental challenges. <i>American Psychologist</i>, 71, 199-215.</p> <p>In class: Reflecting on our behaviors</p> <p><i>Due Friday 1/13: Select top 3 article presentation choices: https://forms.gle/YN44Ntav68P5U5fa6</i></p>
Week 2		
MON 1/16	Dr. Martin Luther King, Jr. Day - NO CLASS	
WED 1/18	Conducting research in Conservation Psychology	<p><i>Due at start of class: My footprint quiz results and reflection write-up</i></p> <p>Bell, P.A., Greene, T. C., Fisher, J.D. & Baum, A. (2001). Excerpt from Chapter 1: How is research in Environmental Psychology done?. Environmental Psychology, New York: Harcourt, 10-19.</p> <p>Jordan, C.H., & Zanna, M.P. (1999). How to read a journal article in Social Psychology. In R.F. Baumeister (Ed.), <i>The Self in Social Psychology</i> (pp.461-470). Philadelphia: Psychology Press.</p> <p>In class: Self-affirmation exercise</p>
Week 3		

MON 1/23	Cognition and Biases in Information Processing	Koger & Winter, Chapter 7
WED 1/25	Habit formation and change	<i>Due at start of class: 1-paragraph description of chosen self-change behavior</i> Walker, I., Thomas, G.O., & Verplanken, B. (2014). Old habits die hard: Travel habit formation and decay during an office relocation. <i>Environment and Behavior</i> , 47: 1089-1106. DOI: 10.1177/0013916514549619
Week 4		
MON 1/30	Social influence I	Scott et al., pp. 128-139
WED 2/1	Social influence II	*Fielding, K. S., Spinks, A., Russell, S., McCrea, R., Stewart, R., & Gardner, J. (2013). An experimental test of voluntary strategies to promote urban water demand management. <i>Journal of Environmental Management</i> , 114: 343-351. *Loschelder, D.D., Siepelmeyer, H., Fischer, D., & Rubel, J.A. (2019). Dynamic norms drive sustainable consumption: Norm-based nudging helps café consumers avoid disposable to-go cups. <i>Journal of Economic Psychology</i> , in press. In class: Develop PSA
Week 5		
MON 2/6	Humans and nature	Clayton & Myers, Chapters 2-4 *Grajal, A., Luebke, J.F., DeGregoria Kelly, L.-A., Matiasek, J., Clayton, S., Karazsia, B.T., et al. (2017). The complex relationship between personal sense of connection to animals and self-reported proenvironmental behaviors by zoo visitors. <i>Conservation Biology</i> , 31: 322-330.

WED 2/8	Morals and Values I	<p>Clayton & Myers, Chapter 7</p> <p>*Slagle, K., Bruskotter, J.T., Singh, A.S., & Schmidt, R.H. (2017). Attitudes toward predator control in the United States: 1995 and 2014. <i>Journal of Mammalogy</i>, 98 7–16. https://doi.org/10.1093/jmammal/gyw144</p> <p>Homework to complete before next class:</p> <p>Watch “Blackfish” documentary (available streaming for free via OSU libraries – Swank Digital Campus (link on Carmen Week 6 Module as well).</p>
Week 6		
MON 2/13	Morals and Values II	<p>*Feinberg, M., & Willer, R. (2012). The moral roots of environmental attitudes. <i>Psychological Science</i>. DOI: 10.1177/0956797612449177</p> <p>In class: Discuss Blackfish</p>
WED 2/15	Morals and Values III	<p>*Schultz, P.W., & Zelezny, L. (1999). Values as predictors of environmental attitudes: Evidence for consistency across 14 countries. <i>Journal of Environmental Psychology</i>, 19, 255-265.</p> <p>*Martin, A., Gross-Camp, N., Kebede, B., McGuire, S., & Munyarukaza, J. (2014). Whose environmental justice? Exploring local and global perspectives in a payments for ecosystem services scheme in Rwanda. <i>Geoforum</i>, 54: 167-177.</p>
Week 7		
MON 2/20	Identity, Consumerism, and Happiness I	<p>Class meeting today is virtual and asynchronous. Watch the recorded lecture in this week’s Carmen module.</p> <p>Clayton & Myers, Ch. 8</p>
WED 2/22	Identity, Consumerism, and Happiness II	<p>Koger & Winter, p. 122-128</p> <p>No class meeting today. Instead, watch “The True Cost” documentary (available streaming for free via OSU libraries</p>

		<p>– log into Library, Alexander Street video library (link on Carmen Week 7 Module as well).</p> <p>For full participation points this week, post your reactions to the film by 2/22, and respond to at least 2 of your classmates' posts by 2/24</p>
Week 8		
MON 2/27	Identity, Consumerism, and Happiness III	<p>*Griskevicius, V., et al. (2010). Going green to be seen: status, reputation, and conspicuous conservation. <i>Journal of Personality and Social Psychology</i>, 98, 392-404.</p> <p>*Noppers, E., Keizer, K., Milovanovic, M., and Steg, L. (2014). The importance of instrumental, symbolic, and environmental attributes for the adoption of smart energy systems. <i>Energy Policy</i>, 98: 12-18.</p> <p>In class: The True Cost discussion</p>
WED 3/1	Review	<p><i>Due at start of class: Final self-change journal</i></p> <p>Midterm Q&A, concept mapping</p>
Week 9		
MON 3/6	<i>MIDTERM IN CLASS. BRING COMPUTER.</i>	
WED 3/8	Putting The Pieces Together: Theories of Behavior	<p>Koger & Winter, pp. 107-118</p> <p>In class: Theoretical modeling exercise</p> <p><i>Friday 3/17: Anonymous mid-semester feedback survey (Linked in Week 9 Carmen module)</i></p>
<p>MON 3/13-FRI 3/17</p> <p>SPRING BREAK – NO CLASS</p>		
Week 10		

MON 3/20	Behaviorist Approaches to Behavior Modification	Koger & Winter, Chapter 5 In class: Debrief mid-semester feedback and midterm
WED 3/22	Persuasion I	*Asensio, O.I. and Delmas, M.A. (2015), "Nonprice incentives and energy conservation", <i>Proceedings of the National Academy of Sciences</i> , Vol. 112 No. 6, pp. E510-E515.
Week 11		
MON 3/27	Persuasion II	*Sintov, N.D., Dux, E., Tran, A., & Orosz, M. (2016). What goes on behind closed doors? How college dormitory residents change to save energy during a competition-based energy reduction intervention. <i>International Journal for Sustainability in Higher Education for special issue on campus sustainability and social sciences</i> , 17, 451-470.
WED 3/29	Persuasion III	<p>*Abrams, K.M., Leong, K., Melena, S., & Teel, T. (2020) Encouraging Safe Wildlife Viewing in National Parks: Effects of a Communication Campaign on Visitors' Behavior. <i>Environmental Communication</i>, 14:2, 255-270. DOI: 10.1080/17524032.2019.1649291</p> <p>*Duthie, E., Verissimo, D., Keane, A., & Knight, A.T. (2017) The effectiveness of celebrities in conservation marketing. <i>PLoS ONE</i> 12(7): e0180027. https://doi.org/10.1371/journal.pone.0180027</p> <p>In class: campus persuasion campaign</p> <p><i>Due Friday 3/31: Final Project Part 1 write-ups</i></p>
Week 12		
MON 4/3	CBSM	McKenzie-Mohr, D. (2009). Fostering sustainable behavior: Community-Based Social Marketing (CBSM). Read pp. 1-37; Skim pp. 38-71

WED 4/5	CBSM II: Evaluating the Success of your Program	Class meeting today is virtual and asynchronous. Watch the recorded lecture in this week's Carmen module. For full participation points today, complete the Audience Segmentation assignment posted on this week's Carmen module
Week 13		
MON 4/10	Spillover I: 2 behaviors with one stone?	*Sintov, N.D., *Geislar, S., & *White, L.V. (2019). The role of cognitive accessibility in pro-environmental behavioral spillover: Results from a community field experiment of household food waste management. <i>Environment and Behavior</i> , 51, 50-80. doi:10.1177/0013916517735638
WED 4/12	Spillover II: Spillover and the food-energy-water nexus	<i>Due at start of class: Final project part 2 write-ups</i> *Mazar, N., & Zhong, C.-B. (2010). Do green products make us better people? <i>Psychological Science</i> , 21, 494–498. https://doi.org/10.1177/0956797610363538 In class: Cowspiracy
Week 14		
MON 4/17	Course wrap-up	In class: Concept mapping phase 2
WED 4/19	Final project presentations	No readings <i>Due by Weds 4/19 @ 9am: All slidedecks</i>
Week 15		
MON 4/24	Final project presentations	No readings <i>Due Monday 4/24 by 11:59pm: Solo final project students' peer feedback</i>

DUE FRIDAY APRIL 28 @11:59PM: FINAL PAPERS

***DUE MON MAY 1 @11:59PM: FINAL PROJECT
TEAMS: PEER EVALUATIONS***