# ENR 5400 Syllabus

**Interventions to Promote Pro-Environmental Behavior**
Spring 2024 (updated Jan. 6, 2024)

## Course Information

- **Course times and location:** Mondays and Wednesdays, 9:35am-10:55am (in person)
- **Location:** Animal Science Building Room 202
- **Credit hours:** 3

## Instructor

- **Name:** Naseem (nah-SEEM) Dillman-Hasso. Please call me Naseem!
- **Email:** dillman-hasso.1@osu.edu
- **Office location:** Kottman 461 (I'm not often here)
- **Office hours:** Thursdays from 10-11am over zoom, and by appointment, over zoom or in person.
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email.** Please try to avoid using Carmen to message me; these get lost easily.

## 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

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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!

## Course Learning Goals and 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.

6. 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. The style of the course is a mix of lectures, discussion, and group activities. You are expected to come prepared to actively participate in discussion, which means having completed and synthesized the assigned readings for the day.

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

**Attendance and participation requirements:** The following is a summary of my expectations for you:

- **Attendance: required.**
  To do well in this course, you are expected to attend in person. You are allowed 4 excused absences with no notification/documentation. After that, please notify me as soon as possible and provide documentation for any other absences. You are responsible for any missed course content.
- **Office hours**: **optional**.

## Required Materials and/or Technologies

- All readings will be posted on Carmen.

## Required Equipment

- **Computer:** current computer with word processing software

- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access (go.osu.edu/student-tech-access).

# Grading and Faculty Response

## How Your Grade is Calculated

| Course Assignments | Points |
|---|---|
| Let's Find Out | 20 |
| Article Facilitation (two times) | 20 |
| Conservation Program Design Project | 40 |
| Participation/attendance | 20 |
| **Total** | **100 points** |
| ESSREP (extra credit) | 2 |

*See Carmen for up-to-date deadlines.*

## Descriptions of Major Course Assignments (full details posted on Carmen)

**Let's Find Out (20 points)**

**Description:** You may find yourself throughout this course drawing connections to the real world or your life and wondering how topics and concepts may apply in new situations, or how interventions that we won't have time to cover may work. This project will give you the opportunity to answer a question or explain a topic that is related to our class content but is not explicitly covered. These questions may arise from class, readings, or your own life. For example: "How do nudges influence behavior?" or "Does climate anxiety translate to climate action?" or "What role do emotions play in helping or hindering environmental action?"

**Submission:** Carmen

**Deadline:** March 6 at 11:59pm; optional makeup due on April 22 at 11:59pm

## Article Facilitation (20 points)

**Description:** One of the objectives in this course is understanding and critiquing behavioral science research studies. To help you master these skills, you will present and facilitate discussion of **two** of the assigned scholarly articles (not book chapters) for class with a partner. 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 specifically linking the methods and conclusions discussed in the article to your understanding of sound research design and measurement. Each discussion facilitation defaults to 10% of your grade. However, at the end of the semester, your lower discussion grade will be adjusted to 5% of your final grade, and your better will be adjusted to 15% of your final grade.

**Submission:** Carmen submission of slides (11:59pm the day before), in person facilitation.

**Deadline:** Variable.

## Conservation Program Design Project (40 points)

**Description:** Many environmental problems faced by society stem from people's behavior. You will design a program with a group of your classmates to address a specific environmental problem that is dependent on human behavior. Imagine that you are a team of scientists employed by an environmental organization or government agency, or by a university to increase campus sustainability. You must identify one specific environmental problem as your primary problem of focus, and one target behavior to decrease that is harmful for the environment or one target behavior to increase that is better for the environment. The program should apply theories and approaches we learn in class. You are encouraged to identify a specific organization that could potentially implement your program (i.e. zoo, environmental group, government agency, college campus…).

**Submission:** Carmen, in person facilitation.

**Deadline:** Multiple deadlines, check Carmen for specific details. Final paper due at 11:59pm on April 25.

## Attendance/Participation (20 points)

**Description:** This class is designed to be a lively, *interactive* exchange between the instructor and students, and between students themselves. It is your responsibility to complete all assignments and readings **before class**. For your own learning and the learning of your classmates, you are expected to show up to in-person class sessions prepared and energized to be an active participant by asking questions, requesting clarifications, and discussing the material. You are allowed a total of 4 unexcused absences. Check the assignment page for more details.

## Environmental and Social Sustainability Research Experience Program (ESSREP; 2 extra credit points)

The goal of ESSREP is to enhance 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 the Environmental and Social Sustainability (ESS) Lab in SENR. Research studies may take the form of online or in-person surveys, interviews, or focus groups and will be related to a current research in a variety of topics in resource management, environmental science, psychology, and rural sociology.

- In order to sign up for research 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 Sona Systems. Please see our website  https://ess.osu.edu/subject-pool/research-option for more detailed sign-up instructions, credit amounts, policies, and Frequently Asked Questions.
- If you do not wish to participate in research OR are under the age of 18, a written assignment alternative is also available. Papers will be based on approved research articles and due at set dates throughout the semester. See our website  https://ess.osu.edu/subject-pool/papers-option for grading criteria and other information about the ESSREP paper option. If you wish to select the paper option, enroll by emailing the lab manager at eilers.14@osu.edu by January 22, 2024.

**A total of up to 2 research credits will be possible as extra credit for this course, constituting 2% of your final grade.**

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 instructors 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.

# Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. There is no formal late policy for this course, but due to the scaffolded nature of many of the assignments, submissions after the deadline may have impacts on the feedback I can provide. Also note that for group assignments, you are expected to pull your own weight.

# Instructor Feedback and Response Time

- **Email:** In general, you can expect email responses within 72 hours on school days, excluding holidays.
- **Grading and feedback:** For assignments submitted by the due date, you can expect feedback within **7-10 days.**

# Grading Scale

| | | |
|---|---|---|
| 93–100: A | 80–82.9: B- | 67–69.9: D+ |
| 90–92.9: A- | 77–79.9: C+ | 60–66.9: D |
| 87–89.9: B+ | 73–76.9: C | Below 60: E |
| 83–86.9: B | 70–72.9: C- | |

# AI Policy

Within this class, you are welcome to use large language/AI models (ChatGPT, Bard, etc). However, you should note that all large language models still tend to make up incorrect facts and fake citations, code generation models have a tendency to produce inaccurate outputs, and image generation models can occasionally come up with highly offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or a foundation model. If you use a foundation model, its contribution must be acknowledged in the assignment as a source; you will be penalized for using a foundation model without

acknowledgement. The university's policy on plagiarism still applies to any uncited or improperly cited use of work, or submission of work that you did not solely create as your own.

**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, 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](go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

# Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

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.

## Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- https://odi.osu.edu/
- https://odi.osu.edu/racial-justice-resources
- https://odi.osu.edu/focus-on-racial-justice
- https://cbsc.osu.edu/

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles can be found at https://cfaesdei.osu.edu/about-us/cfaes-principles-community. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (https://cfaesdei.osu.edu/). If you have been a victim of or a witness to harassment or discrimination or a bias incident, you can report it online and anonymously (if you choose) at https://equity.osu.edu/.

## Your Mental Health

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's Counseling and Consultation Service (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 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline**.

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

**Naseem's Mental Health Policy:** Bottom line, your mental health is *always* more important than your grades, even if it feels like it isn't. If you're experiencing any mental health troubles or events that are affecting your ability to do the work for this course, you are welcome to reach out to me and we will work things out. You may also reach out to Student Life Disability Services (SLDS) for accommodations, which include mental health accommodations.

## Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

# ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

# Requesting Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom.  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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources.  Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

**Disability Services Contact Information**
- Phone: 614-292-3307
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: Baker Hall 098, 113 W. 12th Avenue

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.
- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

# Course Schedule

Refer to the Carmen page for up-to-date due dates. * means eligible for discussion facilitation.

| Date | Class Topic | Reading/Assignments Due | In-Class Activities |
|------|-------------|-------------------------|---------------------|
| **Week 1** | | | |
| Jan 8 | Overview of the course | Nothing | |
| Jan 10 | What are environmental issues? | **Reading:** Scott et al. 2016. Psychology for Sustainability. Ch. 1: There are no environmental problems. pp. 3-30. | Article Discussion Choices<br><br>Reflecting on our Behaviors |
| **Week 2** | | | |
| Jan 15 | Martin Luther King Jr. Day, no class | | |
| Jan 17 | Conducting Psychological Research | **Reading:** Experimentology Chapter 1 (Experiments)<br><br>Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. *The self in social psychology*, 6, 461-470. | |
| **Week 3** | | | |
| Jan 22 | Role of Psychology in Environmental Research | **Reading:** Clayton, S., Devine-Wright, P., Swim, J., Bonnes, M., Steg, L., Whitmarsh, L., & Carrico, A. (2016). Expanding the role for psychology in addressing environmental challenges. *American Psychologist*, 71(3), 199. | Start My Footprint Assessment & Reflection; turn in for 2% extra credit if want |
| Jan 24 | What are interventions & Ethics of Behavior Change | **Reading:** Schultz, P. W. (2014). Strategies for promoting proenvironmental behavior. *European Psychologist*.<br><br>Experimentology Chapter 4 (Ethics)<br><br>**Due by 11:59pm Jan 28:** Cognitive Biases Survey | Discussion on ethics of behavior change |
| **Week 4** | | | |
| Jan 29 | Cognition & Biases | **Reading:** Koger & Winter, Ch. 7<br><br>The MPG Illusion (only 2 pages!) | Discussion on results of cognitive biases survey |
| Jan 31 | Habit formation & change | **Reading:** *Walker, I., Thomas, G. O., & Verplanken, B. (2015). Old habits die hard: Travel habit formation and decay during an office relocation. *Environment and Behavior*, 47(10), 1089-1106 | Discuss LFO Assignment |
| **Week 5** | | | |
| Feb 5 | Social Influence, Norms, & Conformity | **Reading:** Scott et al., 2016 p. 155-166 | Develop PSA |
| Feb 7 | No class | **Due:** Carmen Discussion in place of class. Find an interesting article and talk about something new you learned from it by end of the day, Feb 7. Respond to at least two other people's articles by end of the day, Feb 11. | |

| Week 6 | | | |
|---|---|---|---|
| Feb 12 | Social Influence: Norms discussion | **Reading:** *Goldstein, N. J., Cialdini, R. B., & Griskevicius, V. (2008). A room with a viewpoint: Using social norms to motivate environmental conservation in hotels. *Journal of Consumer Research*, *35*(3), 472-482.<br><br>*Loschelder, D. D., Siepelmeyer, H., Fischer, D., & Rubel, J. A. (2019). Dynamic norms drive sustainable consumption: Norm-based nudging helps café customers to avoid disposable to-go-cups. *Journal of Economic Psychology*, *75*, 102146. | |
| Feb 14 | Humans, the Environment, Morals & Values: Biophilia and Moral Foundations | **Reading:** Clayton & Myers Chapter 3 (read) and Chapter 5 (skim) | If time: Issue Analysis |
| **Week 7** | | | |
| Feb 19 | Humans, the Environment, Morals & Values discussion | **Reading**: *Sparks, P., Jessop, D. C., Chapman, J., & Holmes, K. (2010). Pro-environmental actions, climate change, and defensiveness: Do self-affirmations make a difference to people's motives and beliefs about making a difference?. *British Journal of Social Psychology, 49*(3), 553-568.<br><br>*Feinberg, M., & Willer, R. (2012). The moral roots of environmental attitudes. *Psychological Science*. DOI: 10.1177/0956797612449177.<br><br>*Schultz, P.W., & Zelezny, L. (1999). Values as predictors of environmental attitudes: Evidence for consistency across 14 countries. *Journal of Environmental Psychology, 19,* 255-265. | |
| Feb 21 | Identity, Consumerism, & Happiness: Self-Perception Theory & The Hedonic Treadmill | *Griskevicius, V., Tybur, J. M., & Van den Bergh, B. (2010). Going green to be seen: status, reputation, and conspicuous conservation. *Journal of personality and social psychology*, *98*(3), 392-404.<br><br>*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. *Energy Policy, 98:* 12-18. | |
| **Week 8** | | | |
| Feb 26 | Framing & Psychological Distance | *Hardisty, D. J., & Weber, E. U. (2009). Discounting future green: money versus the environment. *Journal of Experimental Psychology: General*, *138*(3), 329.<br><br>*Spence, A., & Pidgeon, N. (2010). Framing and communicating climate change: The effects of distance and outcome frame manipulations. *Global Environmental Change*, *20*(4), 656-667. | |
| Feb 28 | Theories of Behavior & Behaviorism | **Reading:** Koger & Winter p. 107-118 | Theoretical Modeling Exercise |

| Week 9 | | | |
|---|---|---|---|
| March 4 | CBSM Part 1: Overview | **Reading:** McKenzie-Mohr, D. (2009). Fostering sustainable behavior: Community-Based Social Marketing (CBSM). Read pp. 1-7; skim the rest at your own leisure<br><br>**Re-read:** Schultz, P. W. (2014). Strategies for promoting proenvironmental behavior. *European Psychologist.* | Design a CBSM Intervention |
| March 6 | CBSM Part 2: Evaluation | **Reading:** Nothing!<br><br>**Due:** Let's Find Out (11:59pm) | Finish CBSM design, present in class |
| **SPRING BREAK** | | | |
| March 11 | Spring break! | No class/assignments. | |
| March 13 | Spring break! | No class/assignments. | |
| **Week 10** | | | |
| March 18 | Moving from "whether" interventions work to "when" interventions work | **Reading:** Whitmarsh, L., Poortinga, W., & Capstick, S. (2021). Behaviour change to address climate change. *Current Opinion in Psychology*, *42*, 76-81.<br><br>Van Valkengoed, A. M., Abrahamse, W., & Steg, L. (2022). To select effective interventions for pro-environmental behaviour change, we need to consider determinants of behaviour. *Nature human behaviour*, *6*(11), 1482-1492. | |
| March 20 | Final Project Overview | **Reading:** Nothing! | Work on project in class |
| **Week 11** | | | |
| March 25 | Motivation & Dissonance | **Reading:** *Zanna, M. P., & Cooper, J. (1974). Dissonance and the pill: an attribution approach to studying the arousal properties of dissonance. *Journal of personality and social psychology*, *29*(5), 703.<br><br>*Dickerson, C. A., Thibodeau, R., Aronson, E., & Miller, D. (1992). Using cognitive dissonance to encourage water conservation. *Journal of applied social psychology*, *22*(11), 841-854. | |
| March 27 | Persuasion: The 6 (7?) principles for influencing others | **Reading:** Cialdini, R. B. (2001). The science of persuasion. *Scientific American*, *284*(2), 76-81.<br><br>*Asensio, O.I. and Delmas, M.A. (2015), "Nonprice incentives and energy conservation", *Proceedings of the National Academy of Sciences*, Vol. 112 No. 6, pp. E510-E515.<br><br>**Due on Friday March 29 at 11:59pm: Concept Summary** | Campus Persuasion Campaign |

| | | | |
|---|---|---|---|
| **Week 12** | | | |
| April 1 | Persuasion Part 2 | **Reading:** *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. *International Journal for Sustainability in Higher Education for special issue on campus sustainability and social sciences, 17,* 451-470.<br><br>*Duthie, E., Veríssimo, D., Keane, A., & Knight, A. T. (2017). The effectiveness of celebrities in conservation marketing. *PloS one, 12*(7), e0180027. | Finish Persuasion Campaign, present in class |
| April 3 | Final Project Work Day | **Reading:** Nothing! | Group meetings with Naseem in class about concept summary; 15 minutes each |
| **Week 13** | | | |
| April 8 | Spillover | **Reading:** Truelove, H. B., Carrico, A. R., Weber, E. U., Raimi, K. T., & Vandenbergh, M. P. (2014). Positive and negative spillover of pro-environmental behavior: An integrative review and theoretical framework. *Global Environmental Change, 29*, 127-138. | |
| April 10 | Spillover discussion | **Reading:** * Mazar, N., & Zhong, C. B. (2010). Do green products make us better people?. *Psychological science, 21*(4), 494-498.<br><br>*Truelove, H. B., Yeung, K. L., Carrico, A. R., Gillis, A. J., & Raimi, K. T. (2016). From plastic bottle recycling to policy support: An experimental test of pro-environmental spillover. *Journal of Environmental Psychology, 46*, 55-66.<br><br>**Due Friday April 12: Final Project Research Design** | |
| **Week 14** | | | |
| April 15 | Wrap up, loose ends, and future directions: MODE model, MEF model, collective action, and more! | **Reading:** Song, H., Lewis, N. A., Ballew, M. T., Bravo, M., Davydova, J., Gao, H. O., Garcia, R. J., Hiltner, S., Naiman, S. M., Pearson, A. R., Romero-Canyas, R., & Schuldt, J. P. (2020). What counts as an "environmental" issue? Differences in issue conceptualization by race, ethnicity, and socioeconomic status. *Journal of Environmental Psychology, 68*, 101404. | |
| April 17 | Final Project Presentations | **Reading:** Nothing! | Final Project Presentations |
| **Week 15** | | | |
| April 22 | Final Project Presentations | **Reading:** Nothing!<br><br>**Due:** Let's Find Out (Optional makeup opportunity) | Final Project Presentations |
| April 25 | | **Due: Final Paper at 11:59pm; peer evaluation of group** | |

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