

The Ohio State University

School of Environment and Natural Resources

ENR 8890.06: Advanced Theory in Conservation Psychology (3 units)

SYLLABUS

Spring 2019

Instructor: Nicole Sintov, Ph.D.

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Office: Kottman 469B

Classroom location: 333C KH

Class Meetings: W 11:10am-1:35pm

Office Hours: By appt.

Course Description

Welcome to **Advanced Conservation Psychology Theory!** The field of psychology is the scientific study of behavior. Responding to climate change, along with its myriad contributors and consequences, cannot be accomplished without individuals changing their behavior. When considering the scale of response needed to address current and future environmental challenges, these required behavioral changes will be difficult. In this seminar, we will discuss existing work in this space as well as make progress towards developing new strategies for promoting pro-environmental behavioral at the individual and small group levels. This course will help you develop expertise in understanding how to develop and apply psychological approaches to change environmentally-relevant behavior.

Based on your prior research and/or coursework, you should be starting this course with a baseline understanding of factors that influence how humans interact with the environment. Throughout the semester, you will extend your knowledge by delving further into theories of behavior and behavior change, applying them to real-world problems, and coming up with well-justified approaches for changing behavior.

Conservation Psychology is an applied field, meaning that it involves the use of psychological principles, theories, and methods to understand and solve a social issue. We will be learning about a variety of 'tools' of behavior change, exploring how well-suited they are for intervening with behaviors of various kinds, and across different audiences. Course content reflects diverse perspectives on human behavior and how it can be modified. To this end, readings are empirical and theoretical work drawn from across psychology sub-disciplines (e.g., social, experimental), as well as other fields (e.g., behavioral economics, public health). Class discussions, assignments, and projects will give you the opportunity to practice applying psychology to promote conservation.

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 Objectives

1. Increase understanding of evidence-based practices for successful environmental behavior change programs
2. Know how to evaluate the effectiveness of environmental behavior change programs
3. Develop ability to advocate for environmental behavior change programs
4. Appreciate how theory can inform practice and vice versa

Course Format

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 readings, discussions, and small group activities. To do well in this course, it is essential to complete all of the readings. Because of the interactive nature of this course, students are expected to attend class sessions prepared (defined as having read and reflected upon readings and course content) and actively participate in class discussions. Participation will be observed throughout the term and counted towards the course grade (see below). This course is, in part, student-led, whereby course sessions are designed and led by students. It is particularly important that you come to class prepared to actively engage in discussion during these sessions.

In terms of content organization, this course is based on the notion that theory and application are inextricably linked and inform one another. We will experiment with this concept as the overarching premise of the course. The content organization structure of the course is rooted in theoretical concepts that can be applied as solutions. However, in the real world (and in academia) you will often encounter the opposite sequence, whereby one begins with a problem and must find the appropriate solution. Therefore, many of the assignments are structured in this latter fashion to enable you to develop these skills.

Prerequisites

Graduate standing plus any ONE of the following:

- Any introduction to psychology course
- ENR 3400
- ENR 5400
- Instructor permission

Content topic list

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

Course Requirements and Grading

| <u>Requirement</u> | <u>Percentage of final grade (points)</u> |
|---|---|
| Session leader | 10% (50) |
| Weekly principles and class participation | 15% (75) |
| Paper | 20% (100) |
| Peer critiques | 16% (80) |
| Author response to peer critiques | 9% (45) |
| <u>Final project</u> | <u>30% (150)</u> |
| Total | 100% (500) |

Grading

| | | |
|----|---|---------|
| A | = | 93-100% |
| A- | = | 90-92% |
| B+ | = | 87-89% |
| B | = | 83-86% |
| B- | = | 80-82% |
| C+ | = | 77-79% |
| C | = | 73-76% |
| C- | = | 70-72% |
| D+ | = | 67-69% |
| D | = | 60-66% |
| E | = | <60% |

Course requirement summaries

Session Leader

You will select one week during which you are to lead the class discussion. Eligible sessions are Weeks 4 and 6-13. When you are session leader, you will:

- (1) pre-read readings;
- (2) select and introduce 1 new reading to the rest of the class members (ideally an intervention study, and must be submitted to instructor at least 5 days ahead of your session date);
- (3) prepare introductory materials (e.g., intro paragraphs, definitions of key terms, outline and summary of key theoretical model(s) for the week, guided reading questions, in-class activities; must be submitted to instructor and classmates at least 2 days ahead of your session date);
- (4) plan and manage the seminar discussion (roughly 1 hour);
- (5) synthesize and finalize the class's weekly principle; and

(6) distribute a post-session summary of the discussion to the class (deadline: within 2 days following your session).

Note, you are still responsible for producing a weekly principle during the week you are session leader. More details on this assignment are available in the assignment sheet.

Class participation and weekly principles

Due each class session at the start of class unless otherwise indicated

The readings are selected to stimulate thought about individual-level behavior change. Each week will include at least one of each of the following types of readings that pertain to the weekly theme: review paper, mental model, intervention. Although no single reading or combination thereof is definitive, together they can offer a perspective or frame for understanding behavior change. A major task of the course is to synthesize and distill findings from across various authors and theories. To facilitate this, each week, each of you will write one principle (e.g., guideline, rule of thumb, proposition) based on that week's readings.

Principles should not be descriptive summaries, nor should they be vague or evasive responses in which you avoid sticking your neck out. They should instead be general causal statements in which you commit yourself to a specific response. The short-term objective of this assignment is to explore, be creative, and synthesize your thoughts. The bigger-picture, longer-term objective is to contribute to a conceptual framework for promoting enduring behavior change and to offer guidelines for practitioners. The readings offer many suggestions for such principles. Sometimes the authors explicitly state them, but more often, they are only implied, and in other cases, we infer them.

As for formatting, your goal is to write a succinct, well-written principle that is easy to follow yet insightful. A few thoughtful sentences are usually enough to achieve this goal. This will be hard! In addition to your principle, please also include where in the readings the principle originated (e.g., page numbers or brief quotes). If you desire feedback from the rest of the class on your principle for a given week, it is your responsibility to ask.

You will bring a hard copy of your principle each week to share with the rest of the class. You may hand-write these as long as they are legible. Afterwards, they will be collected by the instructor.

Paper

3 hard copies (1 for instructor, 1 for each of 2 reviewers) plus e-copy to instructor due Wed 2/20 @ start of class

You will write a 10-15 page (double-spaced) paper in which you theoretically analyze a target behavior of your choice and propose a solution for a sustainable alternative behavior. The main objective of this paper is to demonstrate that you understand the processes of behavior change that could be expected to occur, based on the theoretical and empirical literature, as a result of your intervention. You will begin by describing a specific environmental problem. List various human behaviors contributing to the problem, and hone in on one that you propose to change, including a justification for why you're selecting that behavior. Then, in response to the problem

behaviors, select **one** alternative target behavior. The target behavior can be a behavior that is harmful to the environment that you will aim to decrease, or an alternate behavior that is better for the environment that you will aim to increase. Next, in a theoretical analysis, you will dissect your target behavior from the perspectives of theories we cover in the course. You will identify a key behavioral antecedent, and design an intervention program targeting that antecedent with the goal of promoting your target behavior. References must be drawn primarily from the scholarly literature, and must be well-cited using literature not posted on Carmen/Canvas. References must be in APA format (both for in-text citations and a references list). More details on this assignment will be shared in class.

Peer critiques

Two hard copies of each critique (1 for instructor, 1 for author) due Wed 2/27 @ start of class

You will read two of your peers' research papers and provide a thorough and thoughtful critique to each. The goal is to provide input on the decisions, assumptions, and approaches used in your colleagues' work in service of strengthening her/his final product. In that spirit, feedback should be constructive – it will not help your peer if you fail to question nor make suggestions for change. Samples from real manuscript reviews will be provided to help guide you. We will have opportunities to practice delivering this type of feedback in class. More details on this assignment are available in the assignment sheet and will be shared in class.

Author response to peer critiques

Three hard copies of each response (1 for instructor, 1 for each of your 2 reviewers) due Wed 3/6 @ start of class

You will receive reviews of your research paper by two peers. You will craft a point-by-point response to each review. Samples from responses to real manuscript reviews will be provided to guide you. In some instances, your reviewers may suggest that you change something and you will agree with their rationale, but in other cases you may disagree. In these latter cases, you must justify why you are choosing another approach. The goal is to strengthen your work, and be able to defend the decisions you are making in your project. More details on this assignment will be shared in class.

Final Project

Initial project proposal presentations due Wed 3/20 @ start of class

Preliminary results presentations due Wed 4/3 @ start of class

Final pitch slides and executive summaries due Mon 4/15 @5pm

Presentations to partners Wed 4/17 in class

You and a classmate will be paired up. You will be matched with one of several community field partners who present an issue they are facing that would benefit from a behaviorally-focused solution. You and your partner will develop a theoretically-informed project in response. You must collect new data as part of this process to inform your approach. Partners may or may not have explicit formulations of research questions, objectives, etc., and/or initial formulations of projects may lend themselves to low levels of theoretical novelty (projects that you may initially see as “lemons”). Hence, one of the objectives of this assignment is for you to hone your “lemonade skills” - to help shape

your field partner's ideas and guide the project focus so you can simultaneously explore theoretically rich research questions while addressing your partner's practical goals. This assignment has four components: (1) a ~15 minute presentation to the class on your initial theoretical analysis and proposed intervention package; (2) ~10 minute preliminary results presentation to the class; and (3) 15-20 minute final "pitch" to your field partner and the class outlining your proposed project and preliminary results. (4) 1-page Executive Summary to accompany your final pitches that you will present to your field partner. On presentation days, when you are in the audience, you will be actively participating and providing constructive feedback to your classmates to help them strengthen their projects. More details on this assignment will be shared in class.

Required books

- None
- Required readings will be posted on Carmen.

Academic Misconduct

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:

- The Committee on Academic Misconduct web pages: (www.oaa.osu.edu/coam/home.html)
- Ten Suggestions for Preserving Academic Integrity (www.oaa.osu.edu/coam/ten-suggestions.html)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)
- **Policy Regarding Late Assignments and Papers.** Unless otherwise stated, you must turn in hard copies – typed, printed, and stapled/paper clipped (dog eared or loosely stacked sheets will not be accepted)-- of all assignments on the stated due date at the beginning of class, if not before, for your assignment to be considered on time. Papers or assignments turned in electronically will be considered late until hard copies are provided. Each assignment that is turned in late will be marked down 25% for every 24-hour period or fraction thereof it is overdue.

Disability Statement

The University strives to make all learning experiences as accessible as possible. 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.

Sexual Harassment

Immediately bring matters of sexual harassment to the attention of the instructor, dean, or other university authority.

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.

Statement on Diversity and Inclusion

The School of Environment and Natural Resources promotes a welcoming and inclusive environment for all students and staff, regardless of race, gender, ethnicity, national origin, disability or sexual orientation. There is no tolerance for hateful speech or actions. All violations of this policy should be reported to the OSU *Bias Assessment and Response Team* (BART, studentaffairs.osu.edu/bias). SENR encourages diversity at all levels, particularly among the next generation of colleagues. Students are encouraged to participate in organizations that provide support; see for example College of Arts and Sciences resources: artsandsciences.osu.edu/stem-organizations

Other Important Topics

Attendance. To do well in this course, it is important that you attend class. Additionally, it is in your best interest to attend class to take advantage of periodic in-class extra credit opportunities. If you have an emergency or severe illness, 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.

Class Participation: Student Responsibilities and Preparation. This course 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 weekly 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. 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).

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: talking to your peers during class (if you have a question, feel free to ask me), using cell phones, text messaging, and using laptops for non-course related material (e.g., checking facebook).

Office hours. Feel free to make an appointment to talk about your questions, concerns, experiences in the course, course material, or anything else.

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 in class or via email.

Tentative Course Schedule (subject to change)

| Date | Class Topic | Readings and Assignments Due |
|---------------|---|--|
| Week 1 | | |
| WED 1/9 | Course Overview | <ul style="list-style-type: none"> • Swim, J., Stern, P.C., Doherty, T.J., Clayton, S., Reser, J.P., Weber, E.U., Gifford, R., & Howard, G.S. (2011). "Psychology's contributions to understanding and addressing global climate change." <i>American Psychologist</i>, 66, 241-250. • Bamberg, S. and Moser, G. (2007), "Twenty years after Hines, Hungerford, and Tomera: a new meta-analysis of psycho-social determinants of pro-environmental behavior", <i>Journal of Environmental Psychology</i>, Vol. 27 No. 1, pp. 14-25. • Steg, L., & Vlek, C. (2009). Encouraging pro-environmental behavior: An integrative review and research agenda. <i>Journal of Environmental Psychology</i>, 29, 309-317. • Gardner, G. T., and Stern, P. C. (2008). The short list: the most effective actions U.S. households can take to curb climate change. <i>Environment</i> 50, 12–23. doi: 10.3200/ENVT.50.5.12-25 |
| Week 2 | | |
| WED 1/16 | <p>The environment shaping what we do: Behaviorism</p> <p>Community partner presentations</p> | <ul style="list-style-type: none"> • Abrahamse, W., Steg, L., Vlek, C. and Rothengatter, T. (2005), "A review of intervention studies aimed at household energy conservation", <i>Journal of Environmental Psychology</i>, Vol. 25 No. 3, pp. 273-290. • Osbaldiston, R. and Schott, J.P. (2011), "Environmental sustainability and behavioral science: meta-analysis of proenvironmental behavior experiments", <i>Environment and Behavior</i>, Vol. 44 No. 2, pp. 257-299. doi: 10.1177/0013916511402673 • 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. • Handgraaf, M.J.J., Van Lidth de Jeude, M.A., & Appelt, K.C. (2013). Public praise vs. private pay: Effects of rewards on energy conservation in the workplace. <i>Ecological Economics</i>, 86, 86-92. |
| Week 3 | | |

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| WED 1/23 | How I see me: The self | <ul style="list-style-type: none"> • van der Werff, E., Steg, L., & Keizer, K. (2014). Follow the signal: When past pro-environmental actions signal who you are. <i>Journal of Environmental Psychology</i>, 40, 273-282. doi:10.1016/j.jenvp.2014.07.004 • Dickerson, C.A., Thibodeau, R., Aronson, E., & Miller, D. (1992). Using cognitive dissonance to encourage water conservation. <i>Journal of Applied Social Psychology</i>, 22, 841-854. • Brick, C., Sherman, D. K., & Kim, H.S. (2017). Green to be seen and brown to stay down: Visibility moderates the effect of identity on pro-environmental behavior. <i>Journal of Environmental Psychology</i>, 51, 226-238. |
| Week 4 | | |
| WED 1/30 | Meeting people where they're at: Stages of change | <ul style="list-style-type: none"> • Prochaska, J.O., Redding, C.A., & Evers, K.E. (2008). The transtheoretical model and stages of change. In <i>Health Behavior and Health Education</i>, 4th Ed. (Glanz et al., Eds.). • Klockner, C. (2014). The dynamics of purchasing an electric vehicle- A prospective longitudinal study of the decision-making process. <i>Transportation Research Part F</i>, 24, 103-116. |
| Week 5 | | |
| WED 2/6 | Appealing to morals and values | <ul style="list-style-type: none"> • Feinberg, M., & Willer, R. (2012). The moral roots of environmental attitudes. <i>Psychological Science</i>. DOI: 10.1177/0956797612449177 • Schultz, P.W., & Zelezny, L. C. (1998). Values and pro-environmental behavior: A five-country survey. <i>Journal of Cross-Cultural Psychology</i>, 29, 540-558. • Onwezen, M.C., Antonides, G., & Bartels, J. (2013). The norm activation model: An exploration of the functions of anticipated pride and guilt in pro-environmental behavior. <i>Journal of Economic Psychology</i>, 39, 141-153. |
| Week 6 | | |
| WED 2/13 | Under the influence of others: Social norms and a focus theory of normative conduct | <ul style="list-style-type: none"> • Cialdini, R. B., Reno, R. R., and Kallgren, C. A. (1990). A focus theory of normative conduct: recycling the concept of norms to reduce littering in public places. <i>J. Pers. Soc. Psychol.</i> 58, 1015–1026. doi: 10.1037/0022-3514.58.6.1015 • Winett, R.A., Hatcher, J.W., Foret, T.R., Leckliter, I.N., Love, S.Q., Riley, A.W. and Fishback, J.F. (1982), "The effects of videotape modeling and daily feedback on residential electricity conservation, home temperature and humidity, perceived comfort, and clothing worn: winter and summer", <i>Journal of Applied Behavior Analysis</i>, Vol. 15 No. 3, pp. 381-402. • Schultz et al. (2007). The constructive, destructive, and reconstructive power of social norms. <i>Psychological Science</i>, 18, 429-434. |

| Week 7 | | |
|-------------------------|---|---|
| WED 2/20 | Under the influence of others: Theories and techniques for persuasion | <ul style="list-style-type: none"> • Bator, R., & Cialdini, R. (2000). The application of persuasion theory to the development of effective pro-environmental public service announcements. <i>Journal of Social Issues</i>, 56, 527-541. • Petty, R., & Cacioppo, J. (1986). The elaboration likelihood model of persuasion. <i>Advances in Experimental Social Psychology</i>, 19, 123-204. • Werner, C.M., et al. (2002). Clinical validation and cognitive elaboration: Signs that encourage sustained recycling. <i>Basic and Applied Social Psychology</i>, 24, 185-203. |
| Week 8 | | |
| WED 2/27 | Managing and measuring your intervention with CBSM | <ul style="list-style-type: none"> • McKenzie-Mohr, D., and Schultz, P. W. (2014). Choosing effective behavior change tools. <i>Soc. Mar. Q.</i> 20, 35–46. doi: 10.1177/1524500413519257 • Schultz, P.W. (2013). Strategies for promoting proenvironmental behavior: Lots of tools but few instructions. <i>European Psychologist</i>. DOI: 10.1027/1016-9040/a000163 • “Ready for Change” CBSM case study |
| Week 9 | | |
| WED 3/6 | Motivation and goals | <ul style="list-style-type: none"> • Ryan, R.M., & Deci, E.L. (2000). Self-Determination Theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i>, 55, 68-78. • Baca-Motes, K., Brown, A., Gneezy, A., Keenan, E. A., & Nelson, L. D. (2013). Commitment and behavior change: Evidence from the field. <i>Journal of Consumer Research</i>, 39, 1070– 1084. doi:10.1086/667226 • Becker, L.J. (1978), “Joint effect of feedback and goal setting on performance: a field study of residential energy conservation”, <i>Journal of Applied Psychology</i>, Vol. 63 No. 4, pp. 428-433. |
| Spring Break: 3/11-3/15 | | |
| Week 10 | | |
| WED 3/20 | Approaches for interrupting automatic behavior: Habits | <ul style="list-style-type: none"> • Verplanken B, & Roy D. Consumer habits and sustainable consumption. In: Reisch L, Thøgersen J, eds. <i>Handbook of sustainable consumption</i>. Cheltenham, UK: Edward Elgar Publishing; 2014. • Neal, D.T., Wood, W., & Drolet, A. (2013). How do people adhere to goals when willpower is low? The profits (and pitfalls) of strong habits. <i>Journal of Personality and Social Psychology</i>, 104, 959-975. • Verplanken, B., & Roy, D. (2016). Empowering interventions to promote sustainable lifestyles: Testing the habit |

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| | | discontinuity hypothesis in a field experiment. <i>Journal of Environmental Psychology</i> , 45, 127-134. |
| Week 11 | | |
| WED 3/27 | Choice architecture: Defaults | <ul style="list-style-type: none"> • Pichert, D.; Katsikopoulos, K.V. Green defaults: Information presentation and pro-environmental behavior. <i>J. Environ. Psych.</i> 2008, 28, 63–73 • Sunstein, C.R.; Reisch, L.A. Automatically Green: Behavioral economics and environmental protection. <i>Harv. Environ. Law Rev.</i> 2014, 38, 2014. |
| Week 12 | | |
| WED 4/3 | Getting the most from your intervention: Spillover | <ul style="list-style-type: none"> • Truelove, H. B., Carrico, A. R., Weber, E. U., Raimi, K. T., & Vandenberg, M. P. (2014). Positive and negative spillover of pro-environmental behavior: An integrative review and theoretical framework. <i>Global Environmental Change</i>, 29, 127-138. doi:10.1016/j.gloenvcha.2014.09.004 • Steinhorst, J., Klöckner, C. A., & Matthies, E. (2015). Saving electricity – For the money or the environment? Risks of limiting pro-environmental spillover when using monetary framing. <i>Journal of Environmental Psychology</i>, 43, 125–135. doi:10.1016/j.jenvp.2015.05.012 |
| Week 13 | | |
| WED 4/10 | Final project prep | <ul style="list-style-type: none"> • Readings TBD |
| Week 14 | | |
| WED 4/17 | | Final pitches to partners No readings |