

## IDS 385/SOC 389: Fostering Behavior Change

Fall 2017  
T/Th 10 – 11:15 AM  
Callaway S103  
Emory University

**Instructor:** Dr. Alice Reznickova  
**E-mail:** [alice.reznickova@emory.edu](mailto:alice.reznickova@emory.edu)

**Office:** Tarbuton Hall 208  
**Office Hours:** Wednesday 10 AM – 12 PM

### Course Description

At the beginning of the 21<sup>st</sup> century, we find ourselves in the Anthropocene, a (sometimes disputed) geological age that emphasizes the gravity of human impact on our planet. This can be intimidating - especially since the lifestyles some of us know and enjoy often do not guarantee sustainable future. Some scholars believe that this “affluenza”, or our consumerist tendencies, might eventually lead to our demise. At the same time, the majority of humans on this planet live in poverty, unable to afford basic human necessities. How can we then promote sustainable livelihoods for all?

In this course, we will address strategies to promote sustainability and reduce inequality through individual behaviors as well as larger scale policy changes. This course is interdisciplinary and connects thoughts and theories from psychology, sociology, anthropology, economics, consumer science, and others. We will survey research directions in human behavior and sustainability across disciplines through an overview of theories, practices, interventions and policy implications. You will leave with understanding of the complexity of human behavior and a set of tools to support a sustainable future through your careers and lives in general.

### Course Objectives

- Name the different sustainability discourses (status quo, reform, transformation; weak/hard sustainability etc.) and explain their implications for human behaviors
- Know how individual/societal factors facilitate/prevent sustainable behaviors; become familiar with leading behavior theories and sustainable behaviors research
- Connect sustainability to your own discipline and participate in an interdisciplinary dialogue to create solutions
- Practice communication strategies by presenting sustainability related issues to the public
- Create a behavior change portfolio that illustrates various strategies for behavior change with practical applications
- Utilize this new understanding to propose behavioral interventions on campus or in your own community; this includes writing a proposal, conducting your own research, and presenting results

### Course Outline

This class will meet twice a week for a 75-minute session. Both sessions will have a mixed format; sometimes they will be lecture based, more often based on discussion and collaborative learning. While no grades are assigned for participation, your attendance and active participation is expected. In my personal experience, active listening and discussion participation help you both understand the material better, thus strengthening your work in this class. I also encourage you to work together with your classmates as much as possible; discussions outside of class will help you better articulate your thoughts.

Please note that this course defines sustainability very broadly in terms of both topics and disciplines. Since it is impossible to be an expert on every single topic, I would like to encourage you to consult your own disciplines and explore topics of interest and share these with class either through discussion or through your class work. Given the often sensitive/political nature of some of the topics, it is absolutely essential that we work together to create a space that is challenging but collaborative and respectful.

Please note that there will be no class on Tuesday October 10 (Fall break), and Thursday November 23 (Thanksgiving) (in bold). We will have a whole week of student presentations right after Thanksgiving. This is a major assignment so please plan accordingly.

The course is structured as follows: in the beginning of the semester, we will discuss the history of sustainability and define sustainable behaviors. After this, we will focus on the individual and discuss various strategies of promoting individual behavior changes through targeting knowledge, values, motivation and other internal variables. Towards the end of the semester, we will focus on the various definitions of sustainability and their implications for behaviors on the societal level.

## **Assessment**

You will complete two types of assignments: (1) you will build a *portfolio* of smaller assignments and (2) you will complete three small *research projects*, two in groups and one individually. For more information, refer to the specific assignment handouts on Canvas.

Your *portfolio* is a collection of your own thoughts and analysis of different topics this semester. All portfolio work is individual. You will complete eight short (300-500 words) pieces: TWO compulsory in-class exercises (Behavior, Identity), FOUR memos on different variables discussed this semester (choose four out of six possible assignments) and TWO news piece analyses (choose one out of seven submission dates). The purpose of this portfolio is for me to learn about how you understand the material/what you find important and relevant and for you to underline the most important information for your own projects and practice. Each piece is worth 5%; together your portfolio counts for 40% of your grade. Each piece is due at 8 AM on the day indicated in the syllabus.

The three *projects* for this class are cumulative and will allow you to demonstrate your understanding of all the material this semester. I strongly encourage you to use your portfolio for this work. The three projects are as follows:

1. Communication project (10% of your grade) – groups of 2  
This project will help you utilize the strategies you have learned in the first part of the semester to communicate problem/solutions to the public via an infographic.
2. Intervention project (30% of your grade) – groups of 3-4  
You will design a behavioral intervention for the campus community based on the Community Based Social Marketing Approach; this project will consist of a research design proposal (5%), a research update (5%), and a final presentation (20%).
3. Final paper (20% of your grade) – individual work  
The final paper will be the result of your cumulative knowledge from the second part of the semester; it will focus on cultures, social movements, policies, etc. and analyze their strategies for reaching sustainable futures.

### **Expectations for Attendance/Participation**

Respect for one another is a guiding principle in this class: as I prepare to teach every class, you should be prepared to attend (and be on time) and actively participate in every class. While I do not forbid use of technology, I would like to ask you to use it only when you absolutely must. When technology use gets out of hand or when technology is not required (during presentations, discussions etc.), I might ask you to put your computers/phones away.

Because life can sometimes surprise us, you have two free passes for the semester to either be late or to not attend class. After the two free passes, 2% will be subtracted from your final grade for each unexcused absence and 0.5% for each class you come late to (late is defined as more than 5 minutes).

### **Communication**

Please, do not hesitate to contact me – my primary role is to help you learn and learn from you. I am excited to work with you all this semester! I usually (NOT guaranteed) respond to e-mails within 24 hours; I do not respond after 6 PM and only sparsely during the weekend/holidays. If I do not respond within 24 hours, please email me again to remind me. I hold regular office hours, but feel free to schedule additional meetings or simply drop-by. If you have any questions about an assignment or a reading, it is your responsibility to contact me at least two days before the assignment is due.

**The class will use CANVAS for the syllabus, schedule, more detailed versions of all assignments, and all course readings (except the required books – see details below). You will also use it to upload your assignments. I will post grades there and share any course-relevant messages usually 2-3 times a week. It is up to you to check CANVAS often and keep up with all the deadlines.**

### **Special Accommodations**

If you need specific accommodations, please contact me early in the semester.

### **Academic Integrity**

Please, do not engage in any behavior that violates the University Honor Code; if you have any questions, contact me. All work must be completed individually and on your own unless otherwise specified (in this class, the only group work allowed is for the communication and intervention projects) and all sources must be properly cited. You should refresh your knowledge the Emory Honor Code here: <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>.

### **Due Dates and Late Assignments**

All participation assignments are due online as specified in the schedule. Please, let me know if there are any circumstances preventing you from finishing your work prior to the deadline. If we are not in communication about it, late assignments will be marked down by half a letter grade (e.g. A to A-, A- to B+ etc.) every 24 hours after due date and not accepted after 72 hours.

## Academic Help

Emory College has numerous programs to support students academically, including academic coaching and the writing center (which also offers ESL support). More information can be found here: <http://college.emory.edu/oue/student-support/>.

## Assigned readings

The following text book is the primary book for the course; you can purchase it at the University book store:

- Scott, B.A., Amel, E.L., Koger, S.M., & Manning, C.M. (2016). *Psychology for Sustainability 4<sup>th</sup> edition*. Routledge: New York, NY.

In addition, the following books are available online either via a link provided here or via the Woodruff library website - simply search for the book, it will offer you access to an online copy. You do NOT need to purchase them.

- Clayton, S. (ed.) (2012). *The Oxford Handbook of Environmental and Conservation Psychology*. Oxford University Press. Available through Emory libraries.
- Harre, N. (2011). *Psychology for a Better World*. University of Auckland – Department of Psychology. <https://cdn.auckland.ac.nz/assets/psych/about/our-people/documents/Psychology%20for%20a%20Better%20World.pdf>
- McKenzie-Mohr, D. (2011). *Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing*. Third Edition. New Society Publishers: Gabriola Island, BC, Canada. <http://www.cbsm.com/pages/guide/preface/>.

Here are some additional resources you might want to visit for inspiration or just to learn:

- Community-Based Social Marketing: <http://www.cbsm.com/public/world.lasso>
- Teaching Psychology for Sustainability: <http://www.teachgreenpsych.com/overview.php>

In the following course schedule, readings denoted by a \* are available on course reserves; you will be provided with a link for other online sources via Canvas announcements.

**Course schedule:**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment</b>
Aug 22	Still summer break		
Aug 24	Introductions, course content, expectations	Clayton, S. (2009): Can psychology help save the world? Psychology for a Better World: Introduction	
<b>Introduction</b> Aug 29	Sustainability: History and Definitions	Psychology for Sustainability: Chapters 1 & 2 Recommended: Watch Story of Stuff by A. Leonard	
Aug 31	Sustainability: Human behavior	*Kollmuss & Agyeman (2002): Mind the gap	In class Portfolio: Behaviors
<b>Individual</b> Sep 5	Knowledge & Awareness	*Nisbet, M.C. (2009): Communicating climate change: Why frames matter for public engagement	Portfolio: Limits of Knowledge
Sep 7	Cognition; Personal differences	Psychology for Sustainability: Chapter 6	Portfolio: Cognition
Sep 12	<i>Communications Lab</i>	<i>Visit from Jennifer Young (LITS)</i>	
Sep 14	Beliefs, Attitudes, Values	Psychology for Sustainability: 180-194 Recommended: Oxford Handbook: Environmental Values	Portfolio: Values
Sep 19	Emotions	Psychology for a Better World: Chapter 2 Watch a documentary of choice for portfolio	Portfolio: Emotional messages
Sep 21	Ecopsychology	*Carter, D.M. (2011): Recognizing the role of positive emotions in fostering environmentally responsible behaviors Psychology for Sustainability: Chapter 10	
<b>Group</b> Sep 26	Identity & Status	Psychology for a Better World: Chapter 4 *Grskevicius et al. (2010): Going green to be seen Recommended: Oxford Handbook - Identity	In class Portfolio: Identity
Sep 28	Situations: Social norms & Context	Psychology for Sustainability: Chapter 5 Recommended: Psychology for a Better World: Chapter 3	Portfolio: Situations
Oct 3	Motivation	Psychology for Sustainability: Chapter 8	Portfolio: Motivation

Oct 5	Communication Poster Session	No reading	<b>Communication exercise due Friday Oct 6 @ 5 PM</b>
Oct 10	<b>FALL BREAK</b>		
<b>Practice</b> Oct 12	Community Social Marketing I: Introduction and Ethics	Read Mackenzie-Mohr: all sections up to (and including) Section 2	
Oct 17	Community Social Marketing II: Project design & practice	Finish Mackenzie Mohr (Section 3 through the end)	
Oct 19	Intervention study design lab	Bring a proposal for your intervention/study of an intervention	<b>Proposal due Friday Oct 20 @ 5 PM</b>
<b>Society</b> Oct 24	Mapping sustainability movements	*Hopwood et al. (2005): Approaches to sustainable development	
Oct 26	Neoliberalism & Treadmill of Production	Monbiot, G. (2016): Neoliberalism (in the Guardian) *Bell (2014): Treadmill of Production	Two news items for portfolio due by Nov 16
Oct 31	Poverty	Watch: Inequality for All	
Nov 2	Status Quo: Green economy/ Individualization	Alkon, A.H. (2012): Chapter 2 from Black, White and Green (available online via Woodruff library) *Maniates, M.F. (2011): Individualization	
Nov 7	Reform(?): Ecological Modernization	TBD	
Nov 9	Reform(?): Sharing, Localism, Degrowth	*Cohen, M. (2016). Futures of Consumer Society: Localism	<b>Class group meeting – Project Updates due</b>
Nov 14	Transformation: Environmental Justice & Indigenous Movements	Watch: Huicholes: Los Ultimos Guardianes del Peyote	
Nov 16	Transformation: Projects around the world	*Bennett, E. et al. (2016). Bright Spots: Seeds of a Good Anthropocene – article + review the website	
Nov 21	Project & Final Paper Lab	Come prepared with questions/presentation drafts	
Nov 23	THANKSGIVING – NO CLASS		

Nov 28	<b>Presentations</b>		
Nov 30	<b>Presentations</b>		
Dec 5	LAST DAY OF CLASSES: Summary & Review	Bring your portfolio	
FINAL	Final paper		Due during final period

Disclaimer: This is a course map with recommended readings. Based on class interests/new research and new publications/documentaries, I may make changes to the syllabus. I will either confirm readings or announce new readings via announcements in Canvas one week before each class (so Thursday August 22 I will post readings for Thursday August 29 and so on). You are responsible for keeping up with these announcements.