

NRE 661 - CONSERVATION BEHAVIOR SEMINAR

INSTRUCTOR

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PREMISE

Responding to climate disruption, resource limits and energy descent will require behavior change on a massive scale and over a long period of time. One implication of this new bio-physical reality is the need for each one of us to become behavioral entrepreneurs. Many new, and newly re-learned skills and behaviors will be needed in order for us to respond well to the coming downshift. But none are more central than the abilities to cleverly problem-solve, to plan and manage our behavior, to be resourceful, to be supportive of others, and to cope with the emotions resulting from our losing either an affluent lifestyle or the hope that perpetual growth will one day provide us all with material affluence.

OBJECTIVES

The behavioral transitions needed, urgent as they may well be, will be difficult. One task of this seminar is to help:

- 1) people cope with what may be dramatic, and at times unnerving, behavior change,
- 2) people plan for, motivate and maintain behavioral resilience, and
- 3) communities pre-familiarize themselves with living well within the limits of local ecosystems.

The seminar will discuss existing research and formulate strategies for promoting behavioral entrepreneurship among citizens. Readings are from empirical and theoretical work reflecting diverse perspectives on human nature.

CLASS FORMAT

The sessions are a participative, high-interaction experience. Sessions explore the implications of the week's readings for researchers and practitioners. Session leaders select topics that will be covered; identify, pre-read, select from and organize readings; distribute and introduce readings to other members; plan and manage the seminar discussion; and distribute a post-session summary.

ASSIGNMENTS

1. Participation (30%)

- a) **Topic Leader:** Craft topic, prepare introductory materials (e.g., bibliography, intro paragraphs, pre-class questions), manage discussion, prepare post-class summary.
- b) **Seminar Member:** Read, digest, prepare short principle (see below) and discuss.

2. Two research papers

- a) Paper 1 (15%) **Due October 11** Five pages plus one page for citations, tables
- b) Paper 2 (25%) **Due November 29** Eight pages plus one page for citations, tables

3. Peer-reviews – Complete thorough review of other member's research papers.

- a) Paper 1 (5%) **Due October 18**
- b) Paper 2 (5%) **Due December 6**

4. Author's response to peer-reviews

- a) Paper 1 (10%) **Due October 25**
- b) Paper 2 (10%) **Due December 13**

INDIVIDUAL PRINCIPLES

The readings are selected to stimulate thought about behavior change, in individuals and in small groups. No single paper or combination of readings is definitive. Yet together they may offer a perspective or frame for understanding behavior change. It is a major task of the seminar to distill the insights from across a variety of authors. Thus, for each week's readings, each member of the seminar will write at least one principle (e.g., guideline, rule of thumb, proposition) based on that week's readings.

These principles take the form of general causal statements; they are **not** descriptive summaries. The objective is not to be right, but to be exploratory and synthetic. The broader, long-term goal is to advance a conceptual framework for promoting deep and lasting behavior change and to offer guidelines for practitioners. The readings contain many possibilities for such principles. Sometimes the authors make them explicitly, but more often, only implicitly. Sometimes, we infer them.

A few carefully crafted sentences will generally suffice for each principle. The goal is to craft a well-written single paragraph that is easy to read yet insightful. This will be hard. It is useful to indicate where in the readings the principle originated (e.g., page number, a short quote). If seminar feedback is desired, it is the responsibility of the member to ask. Otherwise, in each class session a few volunteers will share their principles. This will be one basis for class discussion.

The principles are to be physically posted on the classroom board for everyone to read at the beginning of class. Afterwards, they will be collected and kept in the EPLab.

- a) **By 6:00 pm – Everyone posts** their principle on the board in the meeting room.
- b) **From 6:00 to 6:10 pm – Everyone will read and take notes** on the posted principles.
- c) **At 6:15 pm – Discussion** of selected principles will begin.

RESOURCES

CTools (ctools.umich.edu)

Essential advice for readers = Fu, L. (2005) *Active reading revisited* (unpublished manuscript).

SCHEDULE

		TOPIC	LEADER
September 3		Orientation	
September 10		The Role of Intentions and Concerns	
September 17			
September 24		1.	
October 1		2.	
October 8		3.	
October 15	No class	Fall Break	
October 22		4.	
October 29		5.	
November 5		6.	
November 12		7.	
November 19		8.	
November 26		9.	
December 3		10.	
December 10		11.	

SEPTEMBER 3 – ORIENTATION and INTENTIONS AND CONCERNS

Orientation

Fu, L. (2005). Active reading revisited. Unpublished manuscript.

Topic

Brooks, D. (2013). Beyond the brain. *The New York Times*. 17 June 2013. Retrieved 26 August 2013 from http://www.nytimes.com/2013/06/18/opinion/brooks-beyond-the-brain.html?hp&_r=1&

Nagel, T. (2013). The core of 'Mind and Cosmos.' *The New York Times*. 18 August 2013. Retrieved 20 August 2013 from <http://opinionator.blogs.nytimes.com/2013/08/18/the-core-of-mind-and-cosmos>

SEPTEMBER 10 – INTENTIONS AND CONCERNS

Seligman, M. E., P. Railton, R. F. Baumeister and C. Sripada (2013). Navigating into the future or driven by the past. *Perspectives on Psychological Science*. 8(2) 119-141. DOI: 10.1177/1745691612474317

Kluckhohn, F. R. (1953). Dominant and variant value orientations. In C. Kluckhohn & H. A. Murray [Eds.] *Personality in nature, society and culture*. NY: Knopf.

Koole, S. L., J. Greenberg and T. Pyszczynski (2006). Introducing science to the psychology of the soul: Experimental existential psychology. *Current Directions in Psychological Science*. 15(5) 212-216. Retrieved 20 August 2013 from <http://www.jstor.org/stable/20183117>

Sheldon, K. M., C. P. Nichols and T. Kasser (2011). Americans recommend smaller ecological footprints when reminded of intrinsic American values of self-expression, family, and generosity. *Ecopsychology*. 3(2) 97-104. DOI: 10.1089/eco.2010.0078

SOME POSSIBLE TOPICS

1. These are only starting points. There are many other worthy topics.
2. Each needs a tighter link to the notion of behavioral entrepreneurship.
3. Many options are available for finding new work, including past NRE 661 seminar materials, bibliographies and literature reviews (in the EPLab) and the many fine UM Library tools.

Attention restoration theory
Common property
Communications and discourse
Consumerism and materialism
Culture
Leadership
Limits of individualism
Psychological well-being

Role models and behavior modeling
Positive psychology
Self-interest
Spirituality and religion
Values and concerns
Voluntary simplicity
Voluntary stewardship

SOME PREVIOUS TOPICS

Below are topics of interest to past participants with some relevant citations. These are topics only if you want them to be. Most articles listed are older – more recent work must be found. Note that these articles are excellent *source* material for a citation index search.

Intrinsic motivation

- De Young, R. (1996) Some psychological aspects of a reduced consumption behavior: The role of intrinsic satisfaction and competence motivation. *Environment and Behavior*. 28:358-409.
- De Young, R. (1996) Some psychological aspects of a reduced consumption lifestyle: The role of intrinsic satisfaction and competence. *Environment and Behavior*. 28: 358-409.
- Isaac, J. D. and C. Sansone (1999) Other people as a source of interest in an activity. *Journal of Experimental Social Psychology*. 35:239-265.
- Sansone, C. (1999) Introductory comments. *Journal of Experimental Social Psychology*. 35:205-208.
- Sansone, C. & D. B. Thoman (2005) Interest as the missing motivator in self-regulation. *European Psychologist*. 10 (3): 175-186.
- Tauer, J. M. and J. M. Harackiewicz (1999) Winning isn't everything: Competition, achievement orientation, and intrinsic motivation. *Journal of Experimental Social Psychology*. 35:209-238.
- Werner, C. M. and E. Makela (1998) Motivations and behaviors that support recycling. *Journal of Environmental Psychology*. 18: 373-386.
- White, R. W. (1959). Motivation reconsidered: The concept of competence (Needs for excitement and novelty). *Psychological Review*. 66: 313-324.

Nature and well-being

- Frumkin, H. (2001). Beyond toxicity: Human health and the natural environment. *American Journal of Preventative Medicine*. 20: 234-240.
- Kaplan, S. (1995). The restorative benefits of nature: Toward an integrative framework. *Journal of Environmental Psychology*. 15:169-182.
- Kaplan, S. (2001). Meditation, restoration and the management of mental fatigue. *Environment and Behavior*, 33, 480-506.
- Louv, R. (2007). Leave no child inside: The growing movement to reconnect children and nature. *Orion*. March/April.
- O'Brien, L. (2006). Strengthening heart and mind: Using woodlands to improve mental and physical well-being, *Unasylva* 224, 57: 56-61.
- Pretty, J. (2004). How nature contributes to mental and physical health. *Spirituality and Health International*. 5(2), 68-78.
- Pretty, J. (2006). Physical activity in modern society: Is there also an environmental benefit? *Environmental Conservation*. 33(2): 87-88.
- Pretty, J., J. Peacock, M. Sellens, & M. Griffin (2005). The mental and physical health outcomes of green exercise, *International Journal of Environmental Health Research*. 15(5): 319-337.
- Taylor, A. F., F. E. Kuo & W. C. Sullivan (2001). Coping with ADD: The surprising connection to green play settings. *Environment and Behavior*. 33: 54-77.

Motive of self-interest

- Kaplan, S. (1991). Beyond rationality: Clarity-based decision making. In T. Gärling and G. W. Evans [Eds.] *Environment, Cognition, and Action: An Integrated Approach*. NY: Oxford University Press.
- Kearney, A., S. Kaplan and R. De Young (1997) Some psychological aspects of altruism and self-interest. Paper presented at the *Western Psychological Association 77th Annual Convention*. April 24-27, 1997 Seattle, WA
- Midgley, M. (1981) Toward a new understanding of human nature: The limits of individualism. *How Humans Adapt: A Biocultural Odyssey*. (pp. 1-24), Seventh International Smithsonian Symposium. Smithsonian Institution: Washington, D.C.
- Miller, D. T. (1999) The norm of self-interest. *American Psychologist*. 54: 1053-1060.
- Perloff, P. (1987) Self-interest and personal responsibility Redux. *American Psychologist*. 42:3-11.
- Thompson, S. C. G. and M. A. Barton (1994). Ecocentric and anthropocentric attitudes toward the environment. *Journal of Environmental Psychology*. 14: 149-157.
- Wallach, M. A. and Wallach, L. (1983) *Psychology's Sanction for Selfishness: The Error of Egoism in Theory and Therapy*. San Francisco, CA: W. H. Freeman and Company. (Excerpts).

Psychological well-being and positive psychology

- Diener, E. and F. Fujita (1995). Resources, personal strivings, and subjective well-being: A nomothetic and idiographic approach. *Journal of Personality and Social Psychology*. 68:926-935.
- Fredrickson, B. L. (1998) What good are positive emotions? *Review of General Psychology*. 2: 300-319
- Fredrickson, B. L. (2009) *Positivity: Top-notch research reveals the 3 to 1 ratio that will change your life*. NY: Harmony Books.
- Kasser, T. (2009) Psychological need satisfaction, personal well-being, and ecological sustainability. *Ecopsychology*. 1(4): 175-180
- McGregor, I. & B. Little (1998). Personal Projects, Happiness, and Meaning: On Doing Well and Being Yourself. *Journal of Personality and Social Psychology*. 74(2):494-512.
- Ryff, Carol D. and Keyes, Corey Lee M. (1995). The Structure of Psychological Well-Being Revisited. *Journal of Personality and Social Psychology*. 69(4):719-727.
- Seligman, M. E. P. (1999) Teaching positive psychology. *APA Monitor*. July/August: 42.
- Veenhoven, R. (1997) Advances in understanding happiness. *Revue Québécoise de Psychologie*. 18:29-79.

Mind-body medicine (MBM)

General introduction

- Astin, J.A., S.L. Shapiro, et al. (2003) Mind-body medicine: State of the science, implications for practice. *J AM Board Fam Pract*. 16(2): 131-147.
- Bishop, Lau, et al. (2004) Mindfulness, A proposed operational definition. *Clinical Psychology: Science and Practice*. 11(3): 230-241.
- Gunaratana, B.H. (2002) *Mindfulness in plain english*. Somerville, MA: Wisdom Publications.
- Kabat-Zinn, J. (1994) *Wherever you go, there you are: Mindfulness meditation in everyday life*. NY: Hyperion
- Kabat-Zinn, J. (2003) Mindfulness-based interventions in context: Past, present and future. *Clinical Psychology: Science and Practice*. 10(2): 144-156.
- Kabat-Zinn, J. (2005) *Coming to Our Senses: Healing Ourselves and the World Through Mindfulness*. NY: Hyperion.
- Kaplan, S. (2001) Meditation, restoration and the management of mental fatigue. *Environment and Behavior*.
- Kaplan, S. and C. Peterson (1993). Health and environment: A psychological analysis. *Landscape and Urban Planning*. 26:17-23.
- Ouellette, P., R. Kaplan & S. Kaplan (2005) The monastery as a restorative environment. *J. of Environmental Psychology*. 25: 175-188.

Mindfulness meditation

- Amel, E. L., C. M. Manning & B. A. Scott (2009) Mindfulness and sustainable behavior: Pondering attention and awareness as means for increasing green behavior. *Ecopsychology*. 1(1): 14-25.
- Barbieri, P. (1994) Using meditation and rt/ct to help students with cognitive challenges be "creative" in reorganizing more effective behaviors. *Journal of Reality Therapy*. 14(1): 18-24.
- Davidson, R.J., J. Kabat-Zinn (2003) Alteration in brain and immune function produced by mindfulness meditation. *Psychosom Med*. 65(4): 564-570.
- Grossman, P., L. Niemann, et al. (2004) Mindfulness-based stress reduction and health benefits: A meta-analysis. *J Psychosom Res* 57(1): 35-43.
- Jacobs, G.D. (2001) The physiology of mind-body interactions: The stress response and the relaxation response. *J Altern Complement Med*. 7 Suppl 1: S83-92.
- Kabat-Zinn, Jon (1982) An outpatient program in behavioral medicine for chronic pain patients based on the practice of mindfulness meditation: theoretical considerations and preliminary results. *General Hospital Psychiatry*. 4:33-47
- Oken, B.S., S. Kishiyama, et al. (2004) Randomized controlled trial of yoga and exercise in multiple sclerosis. *Neurology*. 62(11): 2058-2064.
- Salmon, P. G., Saki F. Santorelli, and Jon Kabat-Zinn (1998) Intervention elements promoting adherence to mindfulness-based stress reduction programs in the clinical behavioral medicine setting. (Chapter 10, 239-266) *The Handbook of Health Behavior Change* (2nd edition). NY: Springer Publishing Co., Inc.