



PS/ES 337 THE SUSTAINABLE MINDSET: PSYCHOLOGY OF BEHAVIOR

IES Abroad Salamanca

DESCRIPTION:

This course will approach psychological factors that have an impact, positive or negative, on behaviors associated with environmental sustainability. These include behaviors related to recycling, mobility, food consumption, use of water, renewable energies, etc. Psychological factors include those related to contexts, such as environmental design and building, social norms and values, collective decision-making and decision-making participation, and the use of rewards and penalties. They also include individual factors: those psychological aspects that, within each individual, and in terms of strategies, skills, and abilities, but also other psychological processes and factors, may enhance or hinder those behaviors aligned with environmental sustainability. These include habit change, change resistance, individual behavior decision-making and planning, health, well-being and affective factors, and information and knowledge about environmental issues.

This course includes research on experiences that foster sustainable environments and behaviors. It will provide the opportunity to experience and design activities and interventions that enhance sustainability and well-being in the environments where they work and live.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR: Fabián Sainz Modinos

OFFICE HOURS:

Office hours will take place on Tuesdays, from 2 to 3 p.m. These meetings may be face-to-face or virtual and need to be arranged in advance, by email.

- Face-to-face: They will take place in his office (it is also possible to arrange a meeting in IES, always with previous appointment).
- Virtual: Via Zoom or other videoconference tools if requested by students (Meet, Skype).

PREREQUISITES: One semester of coursework in psychology, related discipline, or instructor approval.

ADDITIONAL COST: N/A

METHOD OF PRESENTATION:

Classes will include lectures, student presentations, practical sessions, and discussions. Materials (readings and presentations) will be available in Moodle (<https://moodle.iesabroad.org>). Presentations can be done during class sessions, as stated, and in Moodle.

Audiovisual presentations will include videos that record their participation and experiences as well as psychological factors and practical proposals that can be shared on social media (in coordination with IES Abroad Salamanca community manager).

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation: 10%
- Mid-term exam: 20%
- Final exam: 20%
- Audiovisual report presentation: 20 %
- Course-related activities: 15%
- Oral presentations: 15%

Course Participation

Students will be assessed on active participation during class sessions and will be expected to actively share their reflections and observations during class activities and oral presentations. They also will be expected to participate in Moodle forums.

Midterm Exam

The midterm exam will include essay questions testing students' knowledge of main concepts and factors and understanding the practical use of those concepts. The approximate length of each answer will be 200-250 words.

Final Exam

This final exam will include four short essay questions (150-200 words each) about the main concepts, the relationships among these concepts, and the primary intervention models. One question (450-500 words) about a practical proposal to enhance sustainability behavior in the contexts where our students will live and/or study in the near future, using the concepts and implementation strategies learned in this course.

Audiovisual Report Presentation

Students will provide short videos explaining the content of sessions and other activities that can be used to promote sensitivity in different contexts and social media. Four groups (depending on final student numbers) will create one video each week.

Course-Related Trips/Activities

1. Visit to Huertos Urbanos de Salamanca (Salamanca Municipality ecological vegetable garden): The students will visit an ecological vegetable garden, will learn about the motivations of the people that work in them, the impact that this has on their well-being, the tasks that are related to the different seasons of the year, and the impact that this activity, as a whole, has on their cooking and nutrition habits.

Also, the students will obtain information, using an interview format, about the vegetables produced in this season of the year in Salamanca. Before this activity, students will develop a checklist based on the course concepts, in Spanish, so that they can interview, as a group, the vegetable gardeners.

After this activity, students will create a video, combining images and videos of the activity with their conclusions about the activity, and the possibilities to implement this kind of experience in their hometowns.

Learning outcomes: After this activity, students will be able to:

- Assess the potential positive impact of sustainable activities on individuals' well-being.
 - Plan, start, and manage a personal sustainability project.
2. Sustainable nutrition and cooking experience: The students will use information about their visit to the ecological vegetable garden and search for Spanish recipes based on the vegetables that grow in winter and spring. Then, they



will visit one of the markets of Salamanca, where they can buy vegetables and other food produced in Salamanca. Finally, they will cook, with support as needed, the menu that has been planned.

After the activity, the students will develop as a team a dossier and a video, both aimed at persuading the next groups of students in Salamanca to incorporate these sustainability criteria into their gastronomical experiences.

After these course-related trips/activities, the students will be able to:

- Demonstrate deep knowledge of aspects related to nutrition and sustainability
- Describe the positive relationship between sustainability and well-being to reinforce the efficacy of well-being interventions
- Implement sensitizing actions that foster sustainable habits in these intercultural experiences

3. Bicycle mobility experience: The students will use bicycles in Salamanca, both with a mobility and a leisure purpose. They will evaluate the usefulness of the bicycle roads available in terms of safety and accessibility and will also follow a path aimed to enjoy town and landscape.

After this activity, the students will be able to:

- Evaluate how environmental design can foster sustainability and well-being in an urban environment.
- Relate sustainability and well-being as factors that may foster each other.

Oral Presentations

All students are required to read and view all materials provided. Students will be asked to prepare in small groups short presentations on different topics at the beginning of each session.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Identify main individual factors related to sustainable behaviors.
- Identify main contextual factors related to sustainable behaviors.
- Analyze the relationship between sustainable behaviors and individual and collective well-being.
- Develop and implement interventions aimed to foster environmentally sustainable behaviors in other groups.

This course is framed within the **IES Abroad Global Pillars**, which seek to bring the UN Sustainable Development Goals (SDGs) closer to IES Abroad students (Proyecto Salamanca Sensible).

ATTENDANCE POLICY:

As a member of our academic community, students are expected to be present and on time to class every day. Attending class has an impact on learning and academic success. For this reason, attendance is required for all IES Abroad Salamanca classes, including course-related trips and activities. Each student will be allowed a certain number of unexcused absences for each course which will depend on the type of course (see chart below). For each unexcused absence beyond these there will be a reduction of one third of a letter grade in the final grade (i.e., A to an A-). Students who are late to class on a regular basis may also receive a reduction in their final grade. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled if the absence is excused by the academic staff. Absences will only be excused for documented medical issues, family emergencies, specific religious observances or other extenuating circumstances. Students need to request approval for excused absences within ONE WEEK of the absence by sending all documentation to the Head of Faculty, Internships & Administration (mtabarez@iesabroad.org). No approvals will be granted after the one-week deadline.

IES Abroad Salamanca Course	Maximum Number of Unexcused Absences
Spanish Language – Orientation (15 hrs)	1 block
Spanish Language – Semester (60-90 hrs)	3
Spanish Language & Area Studies (45 hrs)	2
Workshops & Seminars (15-20 hrs)	1

Allowed unexcused absences during this course: 2 classes.

CONTENT:

Week	Content	Assignments
Week 1 Session 1 Jan 26th	Introduction: Background in terms of environmental sustainability (personal and academic)	Self-introduction
Week 1 Session 2 Jan 28th	Health benefits of nature and environment	- Environmental Psychology, CH. 5. Health Benefits of Nature. pp. 47-56 (9 pgs) - Environmental Psychology, Ch. 7. Appraisals of built environments and approaches to building design that promote well-being and healthy behaviour pp. 67-77 (10 pgs) - Handbook of Environmental Psychology, CH 8. Exploring Pathology: Relationships between Clinical and Environmental Psychology pp. 129-146 (17 pgs)
Week 2 Session 3 Feb 2nd	Environment, psychology, and behavior: an introduction	- Environmental Psychology pp. 2-11 (9 pgs) - Handbook of Environmental Psychology pp 28-54 (26 pgs)
Week 2 Session 4 Feb 4th	Context, conception, and future trends	Handbook of Environmental Psychology CH. 7 Ecological Psychology: Historical Contexts, Current Conception, Prospective Directions pp. 114-128 (14 pgs), Allan W. Wicker
Week 3 Session 5 Feb 9th	Environmental behavior models 1	- Environmental psychology Ch. 18 Models to explain environmental behaviour 185-196 (11 pgs) - Environmental psychology Ch. 19 Yesterday's habits preventing change for tomorrow?
Week 3 Session 6 Feb 11th	Social Psychology and environment	- Ercan, S.N. (2022). The Role of Social Psychology in Acquiring Proenvironmental Patterns of Living. Journal of Health Systems and Policies (JHESP), 4, 79-88 (9 pgs.) DOI:10.52675/jhesp.1168763 - Environmental Psychology, Ch. 15 Social norms and pro-environmental behavior pp 153-164 (11 pgs)

Week 4 Session 7 Feb 16th	Social Psychology and environment 2	- Environmental Psychology, Ch. 16 Affective and symbolic aspects of environmental behaviour pp. 165-174 (9 pgs) - Ercan, S.N. (2022). The Role of Social Psychology in Acquiring Proenvironmental Patterns of Living. Journal of Health Systems and Policies (JHESP), 4, 79-88 (9 pgs) DOI:10.52675/jhesp.1168763
Week 4 Session 8 Feb 18th	Motivational, individual and structural aspects	Environmental Psychology, Ch. 17 Social dilemmas: Motivational, individual and structural aspects influencing cooperation pp. 175-184 (9 pgs)
Week 5 Session 9 Feb 23rd	Fostering pro-environmental behavior 1	- Environmental Psychology, Ch. 21 Informational strategies to promote pro-environmental behaviour: Changing knowledge, awareness and attitudes 223-232 (9 pgs) - Environmental Psychology, Ch. 22 Encouraging pro-environmental behaviour with rewards and penalties 233-242 (9 pgs)
Week 5 Session 10 Feb 25th	Fostering pro-environmental behavior 2	- Environmental Psychology, Ch. 23 Persuasive technology to promote pro-environmental behaviour 243-254 (9 pgs) - Handbook of Environmental Psychology and Quality of Life Research Ch. 11 Commitment and Pro-Environmental Behaviors: Favoring Positive Human-Environment Interactions to Improve Quality of Life
Week 6 Session 11 Mar 2nd	Midterm Exam	Study for midterm exam
Week 6 Session 12 Mar 4th	Tutorial	Study for midterm exam
Week 7 Session 13 Mar 9th	Examples of Environmental Psychology interventions	Handbook of Environmental Psychology CH. 21 Making a Difference: Some Ways Environmental Psychology Has Improved the World pp. 323-334 (12 pgs)
Week 7 Session 14 Mar 11th	Participation and commitment: Participation approaches 1	- Handbook of Environmental Psychology. CHAPTER 38. A Methodology of Participatory Planning pp. 607-629. (22 pgs), Liisa Horelli - Handbook of Environmental Psychology. CHAPTER 34 The Challenge of Increasing Pro-environment Behavior 525-541 (16 pgs), E. Scott Geller

Week 8 Session 15 Mar 16th	Participation approaches 2	Sustained Participation: A Community-Based Approach to Addressing Environmental Problems 629-646 (17 pgs), Esther Wiesenfeld and Euclides Sánchez
Week 8 Session 16 Mar 18th	Alternatives and proactive initiatives	Handbook of Environmental Psychology and Quality of Life Research. Ch 3. Some Cues for a Positive Environmental Psychology Agenda, pp. 41-64 (23 pgs)
Week 9 Session 17 Mar 23rd	Recycling	- A Study on the Recycling Attitudes of Secondary School Students Discourse and Communication for Sustainable Education, vol. 14, no. 1, pp. 137-151 (14 pgs), 2023 DOI: 10.2478/dcse-2023-0011 - A Systematic Literature Review of Concepts and Factors Related to Pro-Environmental Consumer Behaviour in Relation to Waste Management Through an Interdisciplinary Approach Concari, G. Kok and P. Martens. Sustainability 2020, 12, 4452, (49 pgs)
Week 9 Session 18 Mar 25th	Sustainability and nutrition: vegetarianism and veganism	- Arslan N, Alataş H. The relationship between sustainable nutrition and healthy food choice: a cross-sectional study. Eur Res J 2023. DOI: 10.18621/eurj.1226567 - Weber, A.; Linkemeyer, L.; Szczepanski, L.; Fiebelkorn, F. "Vegan. Teachers Make Students Feel Really Bad": Is Teaching Sustainable Nutrition Indoctrinating? Foods 2022, 11, 887. https://doi.org/10.3390/foods11060887 M. Dornho, A. Hörnschemeyer and F. Fiebelkorn. Students' Conceptions of Sustainable Nutrition. Sustainability 2020, 12, 5242; doi:10.3390/su12135242
Week 10 Session 19 Apr 8th	Course-Related Activity: Proximity and seasonal food cooking	Students will learn about seasonal food available in Salamanca in winter and spring. They will also research recipes that can be cooked based on those products.
Week 11 session 20 April 13rd	Film viewing: 2040 (Documentary) Damon Gameau (2019). Duration: 92 min. Good Film Productions, Regen Films https://www.filmaffinity.com/en/film177438.html	Students will share, during the viewing of the documentary, the experiences and content previously seen in this course. To do so, they will develop a short checklist.
Week 11 Session 21 Apr 16th	Course-Related Activity: Visit to Salamanca ecological vegetable gardens (Coordinated with ES/CU328 course)	- Students will review Session 2 content, about Health benefits of nature and environment. - This activity will be provided by ASPRODES, that provides employment opportunities to persons at risk of exclusion, providing an inclusive experience to students.

Week 11 Session 22 Apr 17th	Course-Related Activity: Sustainable mobility: cycling mobility and green spaces in Salamanca: Students will experience the use of bicycle both as a mobility and leisure tool.	Students will share the content of all sessions in order to both evaluate and figure out how all factors can be taken into account form promotion of sustainable mobility.
Week 12 Session 22 Apr 20th	Film viewing: 2040 (Documentary) Damon Gameau (2019). Duration: 92 min. Good Film Productions, Regen Films https://www.filmaffinity.com/en/film177438.html	Students will finish viewing this documentary film and comment both the most relevant aspects of both the course and the film, and also will decide, as a team, which aspects may be most appealing and significant in order to include them in the video that we will edit as an outcome of this course.
Week 12 Session 23 Apr 22nd	Video edition session: Salamanca Green Spaces	Students will develop a script and edit a video where they offer a series og green spaces in Salamanca and potential well-being activities that we will make available for future students. They will use the content of the whole course.
Week 13 Session 24 Apr 27th	Video presentations:	Students will present their videos and explanation of main principles that apply in both activities.
Week 14 Session25 May 4th	Final Exam	Study for final exam

COURSE-RELATED TRIPS/ACTIVITIES:

- Huertos Urbanos de Salamanca (Salamanca Municipality ecological vegetable garden)
- Sustainable nutrition and cooking experience
- Bicycle mobility experience

See descriptions under *Methods of Assessment*.

REQUIRED READINGS:

- Arslan, N. and H. Alataş. "The relationship between sustainable nutrition and healthy food choice: a cross-sectional study." *European Research Journal* 2023. DOI: 10.18621/eurj.1226567.
- Betchell, R. B. and A. Churchman, eds. *Handbook of Environmental Psychology*. Willey & Sons, 2002.
- Betül Demir and Ülkü Ulukaya Öteles. "A Sustainable Life: A Study on the Recycling Attitudes of Secondary School Students." *Discourse and Communication for Sustainable Education* 14, no. 1 (2023): 137-151. DOI: 10.2478/dcse-2023-0011.
- Concari, G., Kok, G., and P. Martens. "A Systematic Literature Review of Concepts and Factors Related to Pro-Environmental Consumer Behaviour in Relation to Waste Management Through an Interdisciplinary Approach." *Sustainability* 2020, 12: 4452, 49 p.

- Dornho, M., A. Hörnschemeyer, and F. Fiebelkorn. "Students' Conceptions of Sustainable Nutrition." *Sustainability* 2020, 12: 5242. doi:10.3390/su12135242.
- Ercan, S.N. "The Role of Social Psychology in Acquiring Proenvironmental Patterns of Living." *Journal of Health Systems and Policies* (JHESP) 4 (2022): 79-88. DOI: 10.52675/jhesp.1168763.
- Fleury-Bahi, Ghazlane, Enric Pol, and Oscar Navarro, eds. *Handbook of Environmental Psychology and Quality of Life Research*. Springer, 2017.
- Steg, L., A. E. Van der Berg, and J.I.M. de Groot, eds. *Environmental Psychology: An Introduction*. London: Blackwell, 2013.
- Weber, A., L. Linkemeyer, et al. "Vegan Teachers Make Students Feel Really Bad: Is Teaching Sustainable Nutrition Indoctrinating?" *Foods* 2022, 11: 887. <https://doi.org/10.3390/foods11060887>.
- Yassıbaş, E. and H. Bölükbaşı. "Evaluation of adherence to the Mediterranean diet with sustainable nutrition knowledge and environmentally responsible food choices." *Frontiers in Nutrition* 10 (2023): 1158155. doi: 10.3389/fnut.2023.1158155.

FILMOGRAPHY

- Damon Gameau (2019): 2040. 92 min. Good Film Productions, Regen Films
<https://www.filmaffinity.com/en/film177438.html>

RECOMMENDED READINGS:

- Greenpeace (2023): La guía de las frutas y verduras de temporada ¡para las personas que quieren ayudar a cambiar el planeta! <https://es.greenpeace.org/es/frutas-verduras-temporada/descargar-guia/>.