BEHAVIOR & ENVIRONMENT
ENVIRON 360 / PSYCH 384 / SW 710 / NRE 560 / UP 560

Fall 2012 Mon/Wed 1:00-2:30
3 credits 1040 DANA

INSTRUCTORS
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RESOURCES
[H] Textbook Required readings in Humanscape: Environments for People. Available at Ulrich's.
[C] CTools Required readings on CTools (ctools.umich.edu)
[A] Advanced Advanced readings (CTools or in Humanscape, as noted)
[O] Optional Optional readings (on CTools unless otherwise noted)

ASSIGNMENTS & GRADING
Individual Projects
Small Experiment (Oct 8 to Oct 22) 15% October 29
Mini-Paper 15% November 21

Exams
Exam 1 (30 min) 10% September 17
Exam 2 (30 min) 10% October 1
Exam 3 (80 minutes) 15% October 17
Exam 4 (30 min) 10% November 5
Exam 5 (80 minutes) 15% December 10

Participation (e.g., assignments, tasks, attendance, etc.) 10% Throughout term

SCHEDULE
Jul/Aug SUMMER READING 9/5 A NEW BEHAVIORAL CONTEXT Grad discussion only
9/10 EVOLUTION 9/12 ATTENTION Discussion 1
9/17 ATTN RESTORATION 1 & EXAM 1 9/19 ATTN RESTORATION 2 Discussion 2
9/24 ART TECH: MINDFULNESS 9/26 ART TECH: GREEN EXER & ENGAGE Discussion 3
10/1 PERCEPTION 1 & EXAM 2 10/3 PERCEPTION 2 Discussion 4
10/8 KNOWING 1 10/10 KNOWING 2 Discussion 5
10/15 STUDY BREAK - NO CLASS 10/17 EXAM 3 (80 minutes) Grad discussion only
10/22 RATIONALITY 10/24 CARING & PREFERENCE 1 Discussion 6
10/29 PREFERENCE 2 & SMALL EXP DUE 10/31 PREFERENCE 3 Discussion 7
11/5 STRESS & EXAM 4 11/7 COPING: NATURE AS MEDICINE Discussion 8
11/12 COPING: TERRITORY 11/14 COPING: COMMUNITY Discussion 9
11/19 COPING: INTERPRETATION 11/21 MINI PAPER DUE - NO CLASS Thanksgiving Break
11/26 EXPERTS & SHARING INFO 11/28 PEOPLE & PARTICIPATION Discussion 10
12/3 RPM & SUSTAINABLE LIVING 12/5 SUMMARY & REVIEW Discussion 11
12/10 EXAM 5 (80 minutes)
ASSIGNMENT DETAILS

• SMALL EXPERIMENT (15%)  
  The small experiment is intended to give students a chance to test out ideas based on course concepts and see how they work in the real world.  
  
**Investigating Study Environments** - The focus of the small experiment is to help students determine what impact the environment has on their ability to stay focused and be effective. In order to figure this out, students will be required to complete at least six, 30-minute study sessions – three sessions in a high distraction (stimulus-rich) condition and three sessions in a low distraction condition. After each session, students report their effectiveness using instruments provided on CTools.  

Details:  
1. Research plan (due in section during the week of Sept 24-28) – Each student will submit 1 paragraph describing:  
   • The specific high and low distraction conditions under investigation; and  
   • Predictions/hypothesis about how the experiment will turn out.  
2. Conduct small experiment (2 weeks – Oct 8 – Oct 22)  
3. Final report (due Oct 29) – Each student will submit a 3 page summary of their results. In addition to discussing what was learned and whether the initial predictions were correct, students should also include a short reflection on the process of conducting the experiment and whether the experiment raised other questions.  

• MINI-PAPER (15%)  
  The goal of the one-page mini-paper is to provide a coherent and engaging synthesis of the course content. The paper should outline the 5±2 principles you deem to be essential in understanding the psychological relationship between humans and the environment. The paper is to provide a carefully crafted and selective summary of the class that effectively communicates its essentials to someone who has not taken the course. The emphasis is not on generating novel principles but to extract fundamental themes from the course. It is to be compact, portable and memorable.  

The paper itself is to be written using the principles outlined in the course readings and lectures. Thus, it is graded based both on (a) how well it uses the course principles to communicate and (b) how well it conveys the essence of some of these same principles. This dual focus makes this a difficult paper to write.  

GUIDELINES - The paper is submitted independently by each student – no group writing efforts are allowed on the final product. Plagiarism is dealt with harshly. However, students are encouraged to discuss the paper in their study groups and discussion sections provided the final product is entirely their own work. The paper is to be typed, single spaced, and must be no longer than one page in length. One page means one side of an 8-1/2 by 11 inch sheet of paper, with a 10pt font minimum. Your name, date and section number are to be in the upper right corner of the page, not on a separate cover sheet.  

SUGGESTIONS FROM PAST STUDENTS  
1. Start writing this paper early in the term. Constantly edit and re-write it as you learn more.  
2. Make it extremely clear what your principles are.  
3. Discuss only one principle at a time.  
4. Provide reasonable coverage of each principle you select.  
5. Be sure that you explain the principle rather than merely naming it and/or talking about it.  
6. Remember, this is intended for someone who has not taken the course. Do not use jargon, technical terms, stories or references that would be understood only by someone taking the course.
7. Do not pack in as much detail as possible. Keep in mind your intended reader - an educated layperson who is interested in using your insight, but who has a limited cognitive capacity and a great fear of being confused. Successful communication is an important aspect of this assignment.

8. Sometimes it helps to frame your principles within a particular context, such as how the principles of this course might assist urban planning, environmental education or another professional area. Some students have found it helpful to structure their principles as a story, or for a particular audience. You don’t have to do any of these approaches. If you do decide to be creative, be certain that your creativity aids in communicating your 5±2 principles. Be very careful, if your creativity is merely funny or novel, itself takes up too much text, or clouds or distracts from your point, do not do it.

- **EXAMS (60%)**

  The exams will consist of a collection of multiple-choice, matching, short answer and short essay questions. Exams 1, 2 and 4 are 30-minute, in-class exams. Exams 3 and 5 are 80-minute, in-class exams. All exams are closed book.

- **PARTICIPATION (10%)**

  Active participation in the course is essential. This includes taking part in class activities, asking questions and contributing in discussion section.

**ADVICE ON READINGS**

It is important to treat the readings as an exploration, an active process of making sense. Ask and answer questions as you read. Seek out links between the environment and effective human functioning. Exams will pull heavily from readings, so it is essential to stay up-to-date with readings. In addition, an organized approach to taking reading notes will be beneficial for studying.

It is useful to keep the following in mind:

a) **Using a study group** is one of the more successful strategies for doing well in this course.

b) Some days there is a significant amount of reading, so it’s important to develop strategies in advance to help you read the material efficiently and with purpose. The *Active reading & Active reading revisited* documents on Ctools will help. So too will regularly meeting with a study group.

c) In most cases the authors were not writing for this course. They likely would have framed their piece differently had you been their audience. You may sometimes need to reinterpret their work.

d) As you read, note your reactions, especially things that surprise you. Pay special attention to passages that contradict your previous understanding, another reading, or conventional wisdom. Be sure to share these reactions with your study group and in your weekly discussion section.
SUMMER READING


A NEW BEHAVIORAL CONTEXT

Wednesday, September 5


EVOLUTION

Monday, September 10

[H] Introduction to Part 1 (pp. 5-6)

[H] Chapter 1 – Evolution (pp. 7-12, 14-21)

- Introduction
- Berrill, Life in the trees
- Washburn, Brain, Evolution and Human Survival
- Laughlin, Stalking


ATTENTION

Wednesday, September 12


ATTENTION RESTORATION – 1 & EXAM 1 (30 minutes)

Monday, September 17


ATTENTION RESTORATION – 2  Wednesday, September 19


ART TECHNIQUES: MINDFULNESS  Monday, September 24


ART TECHNIQUES: GREEN EXERCISE & ENGAGEMENT  Wednesday, September 26


PERCEPTION 1 & EXAM 2 (30 minutes)  Monday, October 1

[H] Chapter 2 - Perceiving (pp. 22-41)
   Introduction
   Campbell, Evolution and Information
   Kaplan, Perception of an Uncertain Environment
   Hilgard, The Goals of Perception


PERCEPTION 2  Wednesday, October 3


**KNOWING 1**  
**Monday, October 8**

**[H]** Chapter 3 - Knowing (pp. 42-58)  
Introduction  
Stea, Environmental perception and cognition  
Kaplan, On knowing the environment

**[C]** Kaplan, S., Weaver, M. & Fu, L. (Draft) Chapter 4: Building Models. In *A Small Brain in a Big World*.

**[A]** Lee, A theory of socio-spatial schemata, in [H]

**KNOWING 2**  
**Wednesday, October 10**


**UM STUDY DAY (No Class)**  
**Monday, October 15**

**EXAM 3 – MID-TERM (80 minutes)**  
**Wednesday, October 17**

**RATIONALITY**  
**Monday, October 22**

**[H]** Chapter 5 - On Knowledge and Rationality (pp. 121-141)  
Introduction  
Kates, The underlying view of man’s rationality  
Simon, Satisficing and the One Right Way  
Foia, Interpersonal and Economic Resources


**CARING & PREFERENCE 1**  
**Wednesday, October 24**

**[H]** Chapter 4 - Caring (pp. 82-83, 94-108, 112-120)  
Introduction  
Cantril, The Human Design  
Hebb, The Causes of Fear  
Catton, The Quest for Uncertainty  
Hebb, Altruism and the Need for Excitement


**PREFERENCE 2 & SMALL EXPERIMENT FINAL REPORT DUE**  
**Monday, October 29**

**[H]** Chapter 6 - Preferred Environments (pp. 147-155, 170-174)  
Introduction  
Lynch, The Image of the Environment  
Eliovson, The Japanese Garden


Carr, Some Criteria for Environmental Form, in [H]

Watt, Man’s Efficient Rush Toward Deadly Dullness, in [H]

**PREFERENCE 3**  
Wednesday, October 31


- Four story limit (pp. 114-119)
- Small public squares (pp. 310-314)
- Hierarchy of open space (pp. 557-560)
- Circulation realms (pp. 480-484)
- Intimacy gradient (pp. 610-613)


**STRESS: THE FAILURE OF PREFERENCE & EXAM 4 (30 minutes)**  
Monday, November 5

**COPING: NATURE AS MEDICINE**  
Wednesday, November 7


**COPING: TERRITORY**  
Monday, November 12

**COPING: COMMUNITY**  
Wednesday, November 14


COPING: INTERPRETATION  Monday, November 19

[H] Chapter 9 - Coping Strategies Interpretation (pp. 339-341, 343-346, 352-358)
  Introduction
  Fox, The Cultural Animal
  Parr, The Child in the City: Urbanity and the Urban Scene


[A] Jackson, After the Forest Came the Pasture, in [H]
[A] Jacobs, The Valuable Inefficiencies and Impracticalities of Cities, in [H]
[A] Alexander, A City is Not a Tree, in [H]

NO CLASS – MINI PAPER DUE  Wednesday, November 21

EXPERTS & SHARING INFORMATION  Monday, November 26


PEOPLE & PARTICIPATION  Wednesday, November 28

[H] Chapter 10 - Making Participation Possible (pp. 403-412, 427-438)
  Introduction
  Gump and Barker, Big School, Small School: Overview and Prospects
  Kaplan, Participation in Environmental Design


[A] Wade, Karl Hess: Technology with a human face, in [H]
[A] Wurman, The invisible city, in [H]
[A] Carr and Lynch, Where Learning Happens, in [H]
[A] Ladd, City Kids in the Absence of Legitimate Adventure, in [H]

THE REASONABLE PERSON MODEL & SUSTAINABLE LIVING  Monday, December 3

[H] Afterwords (pp. 454-457)


SUMMARY and REVIEW  Wednesday, December 5

EXAM 5 – (80 minutes)  Monday, December 10