**BEHAVIOR & ENVIRONMENT**

ENVIRON 360 / PSYCH 384 / SW 710 / NRE 560 / UP 560

Fall 2013  Mon/Wed 1:00-2:30  3 credits  1040 DANA

**INSTRUCTORS**
- Raymond De Young  rdeyoung@umich.edu  2034 Dana
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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 Experiments   | 20%              |
| Mini-Paper          | 15% November 20 |

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<th>Exams</th>
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<tr>
<td>Exam 1 (30 min)</td>
<td>10% September 30</td>
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<td>Exam 2 (80 min)</td>
<td>20% October 30</td>
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<td>Exam 3 (80 minutes)</td>
<td>20% December 11</td>
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| Participation (e.g., assignments, tasks, attendance, etc.) | 15% Throughout term |

**SCHEDULE**

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ASSIGNMENT DETAILS

- SMALL EXPERIMENT (20%)

  The small experiments provide a chance to test out ideas based on course concepts and see how they work in the real world. These will be assigned in the discussion sections.

- 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 principles 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. 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 these same principles. This dual focus makes this a difficult paper to write.

GUIDELINES - The paper is submitted independently—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 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 and discuss only one principle at a time.
3. Provide reasonable coverage of each principle you select.
4. Be sure that you explain the principle rather than merely naming it and/or talking about it.
5. The paper is intended for those who have not taken the course. Do not use jargon, technical terms, stories or references that would be understood only by someone taking the course.
6. Do not pack in as much detail as possible. Keep in mind your 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.
7. 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 absolutely certain that your creativity aids in communicating your principles.

- EXAMS (50%)

  The exams will consist of a collection of multiple-choice, matching, short answer and short essay questions. All exams are in-class and closed book.

- PARTICIPATION (15%)

  Active participation in the course is essential. This includes taking part in class activities, asking insightful questions and contributing in an affirmative way to the discussion.

ADVICE ON READINGS

It is important to treat the readings as an exploration, an process of making sense. Ask and answer questions as you read. Seek 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. Also keep 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. It is important to develop strategies in
advance to help process the material efficiently and with purpose. The **Active reading & Active reading revisited** documents on Ctools will help. So too will regularly meeting with a 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 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 or conventional wisdom. Be sure to share these reactions with your study group and in your weekly discussion section.

**SUMMER READING**


**INTRODUCTION** September 4


**A NEW BEHAVIORAL CONTEXT** September 9


**EVOLUTION** September 11

[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 September 16


ATTENTION RESTORATION – 1 September 18


ATTENTION RESTORATION – 2 September 23


ART TECHNIQUES: MINDFULNESS September 25


**ART TECHNIQUES: GREEN EXERCISE & ENGAGEMENT & EXAM 1 (30 minutes) September 30**


**PERCEPTION 1 October 2**

[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 October 7**


**KNOWING 1 October 9**

[H] Chapter 3 - Knowing (pp. 42-58)

- Introduction
- Stea, Environmental perception and cognition
- Kaplan, On knowing the environment


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

**UM STUDY BREAK (No Class) October 14**

**KNOWING 2 October 16**


RATIONALITY October 21

[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
   Foa, Interpersonal and Economic Resources


CARING & PREFERENCE 1 October 23

[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 October 28

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


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

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

EXAM 2 – MID-TERM (80 minutes) October 30

PREFERENCE 3 November 4


   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

Chapter 7 - Stress (pp. 194-199, 211-262)

Introduction
Greenbie, Social Territory, Community Health and Urban Planning
Milgram, The Experience of Living in Cities
Appleyard and Lintell, The Environmental Quality of City Streets
Glass and Singer, Some Effects of Uncontrollable and Unpredictable Noise


COPING: NATURE AS MEDICINE


Coon, J. T., et al. (2011). Does participating in physical activity in outdoor natural environment have a greater effect on physical and mental wellbeing than physical activity indoors?: A systematic review. Environmental Science and Technology. 45: 1761-1772.


COPING: TERRITORY

Chapter 8 - Coping Strategies (pp.263-273 , 331-338)

Introduction
Sommer, Territory
Jackson, Fences and Hedges
Sherrod and Cohen, Density, Personal Control and Design


COPING: COMMUNITY

Chapter 8 - Coping Strategies (pp. 274-279, 288-321)

Denman, Small Towns are the Future of America
Jacobs, Contrasting Perceptions of a Community
Porteous, The Pathology of Forced Relocation
Yancey, Architecture, Interaction and Social Control
Alternatives to Fear – Review of Newman’s Defensible Space

COPING: INTERPRETATION

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


Jackson, After the Forest Came the Pasture, in [H]

Behavior and Environment
[A] Jacobs, The Valuable Inefficiencies and Impracticalities of Cities, in [H]
[A] Alexander, A City is Not a Tree, in [H]

EXPERTS & SHARING INFORMATION November 25


NO CLASS – THANKSGIVING BREAK November 27

PEOPLE & PARTICIPATION December 2

[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, MEANINGFULNESS & SUSTAINABLE LIVING December 4

[H] Afterwords (pp. 454-457)

SUMMARY and REVIEW December 9

EXAM 3 – (80 minutes) December 11

ADDITIONAL RESOURCES