

BEHAVIOR & ENVIRONMENT

Understanding human nature as a means of helping transition to a resource-limited future

NRE 560 / SW 710 / UP 560

Fall 2015 | 3 credits

MW 1:00-2:30 | 1040 DANA

Erin's Office Hours: Rm. 2034 Dana, MW 2:45-3:45 pm

INSTRUCTORS

Raymond De Young	rdeyoung@umich.edu	2034 Dana
Erin Hamilton	emham@umich.edu	2034 Dana (Grad Students)
Jennifer Carman	jpcarman@umich.edu	2034 Dana (Undergrad Students)
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RESOURCES

[H] Textbook	Required readings in <i>Humanscape: Environments for People</i> . Available at Ulrich's.
[C] CTools	Required readings on CTools (ctools.umich.edu).
[RG] Research Gate	Required readings on Research Gate (access via CTools)

ASSIGNMENTS & GRADING

Individual Assignments

Mini-Paper	20%	Nov. 23
Individual Exploratory	20%	Dec. 7
Discussion Prep Submissions	10%	Throughout term

Exams

Exam 1	15%	Released Oct. 14, Due Oct. 21
Exam 2	25%	Released Dec. 9, Due Dec. 16

Participation (involvement, attention, attendance, tasks, etc.)	10%	Throughout term
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SCHEDULE OF COURSE CONTENT

Monday

Wednesday

		9/9	BIO-PHYSICAL & BEHAV. CONTEXT	Disc. 1
9/14	EVOLUTIONARY CONTEXT	9/16	ATTENTION	Disc. 2
9/21	ATT. RESTORE 1	9/23	ATT. RESTORE 2 & MINDFULNESS	Disc. 3
9/28	DISCUSSION W/ RDY	9/30	PERCEPTION 1	Disc. 4
10/5	PERCEPTION 2	10/7	KNOWING 1	Disc. 5
10/12	KNOWING 2	10/14	DISCUSSION W/ RDY	Disc. 6
10/19	STUDY BREAK - NO CLASS	10/21	EXAM #1 DUE 1:00 PM - NO CLASS	Disc. 7
10/26	RATIONALITY	10/28	PREFERENCE 1	Disc. 8
11/2	PREFERENCE 2	11/4	DISCUSSION W/ RDY	Disc. 9
11/9	STRESS	11/11	COPING: TERRITORY	Disc. 10
11/16	DISCUSSION W/ RDY	11/18	COPING: COMMUNITY	Disc. 11
11/23	COPING: INTERPRETATION	11/25	NO CLASS – THANKSGIVING BREAK	
11/30	EXPERTS & SHARING	12/2	DISCUSSION W/ RDY	Disc. 12
12/7	PEOPLE & PARTICIPATION	12/9	RPM & SUSTAINABLE LIVING	Disc. 13
12/14	WORK DAY - NO CLASS	12/16	EXAM #2 DUE 1:00 PM - NO CLASS	

ASSIGNMENT DETAILS

- **MINI-PAPER (20%)** – The goal of this one-page paper is to provide a coherent and engaging synthesis of the course content. 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 (1) how well it uses the course principles to communicate and (2) how well it captures the essence of these same principles. (Additional details to come).
 - The Mini-Paper is due both as a PDF on Ctools and in hard copy in the folder on the door of Rm. 2034 by 5 pm on Monday, November 23.

- **INDIVIDUAL EXPLORATORY (20%)** – The goal of the individual exploratory is to provide graduate students with the opportunity to engage with course material in an experiential way. Students will choose from one of three topic areas: Attention Restoration/Nature as Medicine, Mental Maps, or Environmental Preference. Students will design and complete an experiential project and write a 3-5 page reflective paper summarizing their experiences/investigation and analyzing their observations through the lens of the course material. (Additional details to come).
 - A one-page project proposal is due on Ctools by 5 pm on Friday, November 6. (Proposals will also be accepted and provided feedback on a rolling basis prior to this date.)
 - The final 3-5 page reflective paper is due in hard copy at the beginning of lecture (1:00 pm) on Monday, December 7.

- **DISCUSSION PREP SUBMISSIONS (10%)** – The purpose of the discussion prep submissions is 1) for students to integrate course readings into thoughtful commentary and 2) to use this material as the basis for our weekly discussions. Of the 10 discussions starred (*) below, **please choose 5 weeks** for which you will submit responses. Each week, your submission needs to be submitted under the appropriate “Assignment” on CTools by **Noon on Thursday**. Your submissions should contain at least 1 Principle and 1 Question. Principles should be about 75-100 words and based on the readings for the week. They can take the form of criteria, guidelines, rules of thumb, sketches/diagrams or propositions for applying Environment-Behavior concepts to everyday life. They should include your insight and offer ways of thinking about the material beyond what is on the page in order to fruitfully contribute to class discussion. Be sure to appropriately cite quotations and paraphrased ideas. Questions should address how the course material might be applied to your particular area of interest or seek to clarify reading material that might have been confusing. We will use both Principles and Questions as material to fuel discussion on Fridays.

Date	Topic
September 11	Introduction and Course Logistics
September 18	Bio-Physical, Behavioral & Evolutionary Context*
September 25	Attention + Attention Restoration*
October 2	TBD
October 9	Perception*
October 16	Knowing*

October 23	TBD
October 30	Rationality*
November 6	Preference*
November 13	Stress*
November 20	Coping: Territory + Community*
November 27	(Thanksgiving Break, No Discussion)
December 4	Experts + Sharing Info*
December 11	Participation + RPM & Sustainable Living*

- **EXAMS (40%)** – Graduate student exams will be take-home, essay exams focusing on application of course content to current events and individual areas of interest. Students will use course readings, lectures and discussion notes to present a concise synthesis of the course material while demonstrating the ability to thoughtfully apply this material in new contexts. Students will have one week to complete the exam and all work must be completed individually.
- **PARTICIPATION (10%)** – We are a diverse group of students and will all benefit greatly from the sharing of our insights and experiences. In addition to being present for discussion sections, you can actively participate by engaging with your peers through thoughtful, respectful discussion, participating in class activities and attending office hours (or making an appointment to see me). We strive to create an atmosphere where everyone feels comfortable exploring ideas, so please be respectful of your peers by allowing others to speak. If you are truly intimidated by speaking in the group, you can remain actively engaged by staying in email contact with me and attending office hours.

ADVICE ON READINGS

Treat readings as an exploration, a process of making sense. Ask and answer questions as you read. Seek links between the environment and effective human functioning. Exams will emphasize the readings, so it is essential to stay up-to-date. Also keep in mind:

- a) Using a study group is one of the more successful strategies for doing well in this course.
- b) Develop strategies in advance to process the material efficiently. The *Active Reading* document on Ctools will help as 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 need to reinterpret their work.
- d) Note your reactions, especially surprising things. Note passages that contradict previous understanding or conventional wisdom. Share reactions in study group and discussions.

NEW BIO-PHYSICAL & BEHAVIORAL CONTEXT

September 9

- [C] Holmgren, D. (2009). Descent Scenarios. In *Future Scenarios: How Communities Can Adapt to Peak Oil and Climate Change* (pp. 56–89). White River Junction, VT: Chelsea Green. Retrieved from <http://www.futurescenarios.org/content/view/26/40/index.html>
- [C] Holmgren, D. (2009). Energy Futures. In *Future Scenarios: How Communities Can Adapt to Peak Oil and Climate Change* (pp. 13–33). White River Junction, VT: Chelsea Green. Retrieved from <http://www.futurescenarios.org/content/view/38/33/index.html>
- [C] McKibben, B. (2010). (Pp. 27-33) Excerpt from *Eaarth: Making a Life on a Tough New Planet*. New York : Times Books.
- [RG] De Young, R. (2013). Environmental psychology overview. In Huffman & Klein [Eds.] *Green Organizations: Driving Change with IO Psychology*. (Pp. 22-45) London, UK: Psychology Press. Retrieved from http://www.researchgate.net/publication/259286195_Environmental_Psychology_Overview on August 30, 2014.
- [C] Basu, A., & Kaplan, R. (2015). The Reasonable Person Model. In R. Kaplan & A. Basu (Eds.), *Fostering Reasonableness* (pp. 1–19). Ann Arbor: Maize Books.
- [RG] De Young, R. (2014). Some behavioral aspects of energy descent: How a biophysical psychology might help people transition through the lean times ahead. *Frontiers in Psychology*, 5.

EVOLUTIONARY CONTEXT

September 14

- [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
- [C] Medina, J. (2008). Brain rules: 12 principles for surviving and thriving at work, home, and school. Seattle, WA: Pear Press, Ch. 2, Survival. Excerpts pp. 31-32, 35-37.
- [C] May, C. (2014). A Learning Secret: Don't Take Notes with a Laptop. *Scientific American*. Retrieved from <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>
- [C] Kaplan, S. (1972). The challenge of environmental psychology: A proposal for a new functionalism. *American Psychologist*. 27, 140-143.

ATTENTION

September 16

- [H] Kaplan, S. (1978). Attention and Fascination: The Search for Cognitive Clarity. In S. Kaplan and R. Kaplan (Eds.) *Humanscape*. (pp. 84-90).
- [C] James, W. (1892). *Psychology: The Briefer Course*. (Collier, 1962), Ch 13 - Attention (pp. 84-105).
- [C] Baumeister, R. F. (2005). *The cultural animal: Human nature, meaning, and social life*. New York: Oxford University Press. Ch. 6, How people act and react, pp. 310-315.
- [C] Richtel, M. (2010). Digital Devices Deprive Brain of Needed Downtime. *New York Times*, August 24.
- [C] Herbert, W. (2008). Is EF the new IQ? *Newsweek*, June 4.
- [C] Ophir, E., Nass, C., & Wagner, A. (2009). Cognitive control in media multitaskers. *Proceedings of the National Academy of Sciences Early Edition*.

ATTENTION RESTORATION 1

September 21

- [C] Tennessen, C. M. and Cimprich, B. (1995). Views to nature: Effects of attention. *Journal of Environmental Psychology*. 15, 77-85.
- [C] Kaplan, S. (1995). The restorative benefits of nature: Toward an integrative framework. *Journal of Environmental Psychology*. 15, 169-182.
- [C] Kaplan, S. & Berman, M. (2010). Directed attention as a common resource for executive functioning and self-regulation. *Perspectives in Psychological Science*. 5(1):43-57.

ATTENTION RESTORATION 2 & MINDFULNESS**September 23**

- [RG] De Young, R. (2010). Restoring mental vitality in an endangered world: Reflections on the benefits of walking. *Ecopsychology*, 2, 13-22.
- [C] Herzog, T., Black, A., Fountaine, K. & Knotts, D. (1997). Reflection and attentional recovery as distinctive benefits of restorative environments. *J. Environmental Psychology*. 17, 165-170.
- [C] Amel, E., C. Manning & B. Scott (2009). Mindfulness and sustainable behavior: Pondering attention and awareness as means for increasing green behavior. *Ecopsychology*. 1, 14-25.
- [C] Kaplan, S. (2001). Meditation, restoration and the management of mental fatigue. *Environment and Behavior*. 33, 480-506.

DISCUSSION DAY WITH PROFESSOR DE YOUNG - RM. 3556**September 28**

Readings TBD

PERCEPTION 1**September 30**

- [H] Chapter 2 - Perceiving (pp. 22-41)
 - Introduction
 - Campbell, Evolution and Information
 - Kaplan, Perception of an Uncertain Environment
 - Hilgard, The Goals of Perception
- [C] Bruner, J. S. (1964). On going beyond the information given. In R. J. Harper, C.C. Anderson, C. M. Christensen and S. M. Hunka (Eds.) *The Cognitive Processes*. (pp. 293-299).

PERCEPTION 2**October 5**

- [C] Miller, G. A., & Buckhout, R. (1973). Recognizing and Identifying. In *Psychology: The Science of Mental Life* (Second, pp. 188–201). New York: Harper & Row.
- [C] Medina, J. (2008). *Brain rules: 12 principles for surviving and thriving at work, home, and school*. Seattle, WA: Pear Press, Ch. 10, Vision. Excerpts pp. 223-231, 233-236.
- [C] Kaplan, S. & Kaplan R. (1983). Challenges of perception. *Cognition and Environment*. Ann Arbor: Ulrich's. Excerpts pp. 16-18, 29-32.
- [C] Anyaso, H.H. (2015). Babies Can Think Before They Can Speak. *Northwestern University News*. May 26.

KNOWING 1**October 7**

- [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*.

KNOWING 2**October 12**

- [C] Hunt, M. E. (1984). Environmental learning without being there. *Environment and Behavior*. 16, 307-334.
- [C] Kleinsmith, L., & Johnston, J. (1991). Tackling the fear of science: the impact of a computer-based study center on minority student achievement in biology. In Allen, W. R., E. G. Epps, and N. Z. Haniff, editors, *College in Black and White: African American Students in Predominately White and Historically Black Public Universities*. State University of New York Press. pp. 239-246.
- [C] Falk, J. H., & Dierking, L. D. (1992). *The museum experience*. Washington, DC: Whalesback Books. Excerpt pp.30-35.

DISCUSSION DAY WITH PROFESSOR DE YOUNG - RM. 3556 **October 14**
Readings TBD

NO CLASS - UM STUDY BREAK **October 19**

NO CLASS - EXAM #1 DUE 1:00 PM ON CTOOLS **October 21**

RATIONALITY **October 26**

- [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
- [C] Gigerenzer, G. (2008). Why heuristics work. *Perspectives on Psychological Science*. 3(1) 20-29.

CARING & PREFERENCE 1 **October 28**

- [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
- [C] Baumeister, R. F. (2005). *The cultural animal: Human nature, meaning, and social life*. New York: Oxford University Press. Ch. 3, What people want, pp. 91-93.
- [C] Ardrey, R. (1970). Excerpt: Innate needs and Rousseau, *The Social Contract*. NY: Atheneum. (pp. 90-92 and 101).

PREFERENCE 2 **November 2**

- [H] Chapter 6 - Preferred Environments (pp. 147-155, 170-174)
 - Introduction
 - Lynch, The Image of the Environment
 - Eliovson, The Japanese Garden
- [C] Kaplan, Kaplan & Ryan (1998). *With people in mind*. Washington, D.C.:Island Press. (Pp. 7-16)
- [C] Alexander, Ishikawa & Silverstein (1977) *A Pattern Language*. NY: Oxford University Press. Excerpts:
 - Four story limit (pp. 114-119)
 - Small public squares (pp. 310-314)
 - Hierarchy of open space (pp. 557-560)
 - Circulation realms (pp. 480-484)
- [H] Watt, Man's Efficient Rush Toward Deadly Dullness, (pp.160-170)
- [C] Kaplan, S. (1987). Aesthetics, affect and cognition: Environmental preference from an evolutionary perspective. *Environment and Behavior*. 19, 3-32.

DISCUSSION DAY WITH PROFESSOR DE YOUNG - RM. TBD **November 4**
Readings TBD

STRESS: THE FAILURE OF PREFERENCE**November 9****[H]** 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

[C] Hygge, S., G. W. Evans & M. Bullinger (2002). A prospective study of some effects of aircraft noise on cognitive performance in school children. *Psychological Science*. 13, 469-474.**[C]** Epel, E. S. et al. (2013). Wandering minds and aging cells. *Clinical Psychological Science*. 1(1) 75-83.**COPING: TERRITORY****November 11****[H]** Chapter 8 - Coping Strategies (pp. 263-273 , 331-338)

Introduction

Sommer, Territory

Jackson, Fences and Hedges

Sherrod and Cohen, Density, Personal Control and Design

[C] Alexander, Ishikawa & Silverstein (1977) *A Pattern Language*. NY: Oxford University Press. Excerpt: Intimacy gradient (pp. 610-613)**[C]** Edney, J. J. (1976). The psychological role of property rights in human behavior. *Environment and Planning A*, 8, 811-822.**DISCUSSION DAY WITH PROFESSOR DE YOUNG - RM. 1006****November 16**

Readings TBD

COPING: COMMUNITY**November 18****[H]** 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

[C] Liftin, K. T. (2011). Seed Communities: Ecovillage Experiments Around the World. Retrieved from www.youtube.com/watch?feature=player_detailpage&v=MtNjZaXDGqM on August 30, 2014 (8.4 min).**COPING: INTERPRETATION****November 23****[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

[C] Kaplan, S. & Kaplan R. (1983). Interpretation strategies. *Cognition and Environment*. Ann Arbor: Ulrich's. Excerpt pp. 132-137.**[H]** Jackson, After the Forest Came the Pasture, (pp. 347-351)**[H]** Jacobs, The Valuable Inefficiencies and Impracticalities of Cities, (pp. 373-376)**NO CLASS – THANKSGIVING BREAK****November 25**

EXPERTS & SHARING INFORMATION**November 30**

- [C] Kaplan, S. (2015). The Expertise Challenge. In R. Kaplan & A. Basu (Eds.), *Fostering Reasonableness* (pp. 43–53). Ann Arbor: Maize Books.
- [C] Kearney, A. (1994). Understanding global change: A cognitive perspective on communicating through stories. *Climatic Change* 27, 419-441.
- [C] Kearney, A. R., Bradley, G., Kaplan, R., Kaplan, S. (1999). *Stakeholder perspectives on appropriate forest management in the Pacific Northwest*. *Forest Science*, 45(1), 62-73.
- [RG] De Young, R. & M. C. Monroe (1996). Some fundamentals of engaging stories. *Environmental Education Research*. 2: 171-187.

DISCUSSION DAY WITH PROFESSOR DE YOUNG - RM. TBD**December 2**

Readings TBD

PEOPLE & PARTICIPATION**December 7**

- [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
- [C] Kaplan, S. (1990). Being needed, adaptive muddling and human-environment relationships. In R. I. Selby, K. H. Anthony, J. Choi & B. Orland (Eds.), *EDRA 21* (pp. 104-110). Oklahoma, City, OK: Environmental Design Research Association.
- [C] Phalen, K. B. (2015). Evidence-Based Approaches to Public Participation in Design Decisions. In R. Kaplan & A. Basu (Eds.), *Fostering Reasonableness* (pp. 368–391). Ann Arbor: Maize Books.

THE REASONABLE PERSON MODEL, SUSTAINABLE LIVING & SUMMARY**December 9**

- [H] Afterwords (pp. 454-457)
- [C] Kaplan, R., & Kaplan, S. (2012). Enabling the best in people. In De Young & Princen [Eds.] *The Localization Reader*. (Pp. 233-240). Cambridge, MA: MIT Press.
- [C] Meadows, D. (1994). Envisioning a Sustainable World. Paper presented at the Third Biennial Meeting of the International Society for Ecological Economics, October 24-28, 1994, San Jose, Costa Rica.
- [C] Seligman, M. E., P. Railton, R. F. Baumeister & C. Sripada (2013). Navigating into the future or driven by the past. *Perspectives on Psychological Science*. 8(2) 119-141.
- [C] Fredrickson, B. L., et al. (2013). A functional genomic perspective on human well-being. *PNAS Early Edition*. 2 July 2013: 1-6.

NO CLASS - WORK DAY (No Class)**December 14****NO CLASS - EXAM #2 DUE 1:00 PM ON CTOOLS****December 16**