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

Fall 2014 – Mon/Wed 1:00-2:30 – 1040 DANA

INSTRUCTORS
Raymond De Young  rdeyoung@umich.edu  2034 Dana
Erin Hamilton  emham@umich.edu  2034 Dana
Lauren White  lmwhit@umich.edu  2034 Dana

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  On CTools unless otherwise noted.

ASSIGNMENTS & GRADING

Individual Projects
Small Experiments  15%  October 20
Mini-Paper  15%  November 20

Exams
Short quizzes (5 min)  10%  Throughout term
Exam 1 (30 min)  10%  September 29
Exam 2 (80 min)  20%  October 29
Exam 3 (80 minutes)  20%  December 10

Participation (involvement, attention, attendance, tasks, etc.)  10%  Throughout term

SCHEDULE

<table>
<thead>
<tr>
<th>Jul/Aug</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/3</td>
<td>SUMMER READING</td>
<td>NEW BIO-PHYSICAL CONTEXT</td>
</tr>
<tr>
<td>9/8</td>
<td>NEW BEHAVIORAL CONTEXT</td>
<td>EVOLUTION</td>
</tr>
<tr>
<td>9/15</td>
<td>ATTENTION</td>
<td>ATTENTION RESTORE-1</td>
</tr>
<tr>
<td>9/22</td>
<td>ATTN RESTORE-2</td>
<td>COPING: MINDFULNESS</td>
</tr>
<tr>
<td>9/29</td>
<td>COPING: GREEN ACT &amp; EXAM 1 (30 min)</td>
<td>PERCEPTION 1</td>
</tr>
<tr>
<td>10/6</td>
<td>PERCEPTION 2</td>
<td>KNOWING 1</td>
</tr>
<tr>
<td>10/13</td>
<td>STUDY BREAK - NO CLASS</td>
<td>KNOWING 2</td>
</tr>
<tr>
<td>10/20</td>
<td>RATIONALITY</td>
<td>CARING &amp; PREFERENCE 1</td>
</tr>
<tr>
<td>10/27</td>
<td>PREFERENCE 2</td>
<td>EXAM 2 - Midterm (80 minutes)</td>
</tr>
<tr>
<td>11/3</td>
<td>PREFERENCE 3</td>
<td>STRESS</td>
</tr>
<tr>
<td>11/10</td>
<td>COPING: NATURE AS MEDICINE</td>
<td>COPING: TERRITORY</td>
</tr>
<tr>
<td>11/17</td>
<td>COPING: COMMUNITY</td>
<td>COPING: INTERPRETATION</td>
</tr>
<tr>
<td>11/24</td>
<td>EXPERTS &amp; SHARING INFO</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>12/1</td>
<td>PEOPLE &amp; PARTICIPATION</td>
<td>RPM &amp; SUSTAINABLE LIVING</td>
</tr>
<tr>
<td>12/8</td>
<td>SUMMARY &amp; REVIEW</td>
<td>EXAM 3 (80 minutes)</td>
</tr>
</tbody>
</table>
ASSIGNMENT DETAILS

- **SMALL EXPERIMENT (15%)** – The small experiments provide a chance to test out course concepts. These will be assigned in the discussion sections.

- **MINI-PAPER (15%)** – The goal of this one-page paper is to provide a coherent and engaging synthesis of the course content. Outline 5±2 principles that are essential in understanding the psychological relationship between humans and environments. Provide a carefully crafted and selective summary of the class that communicates its essentials to someone who has not taken the course. Do not emphasize novel ideas, instead 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 (1) how well it uses the course principles to communicate and (2) how well it captures the essence of these same principles. This dual focus makes this a difficult paper to write.

GUIDELINES – Submitted independently; no group efforts are allowed on the final product. Plagiarism (from other course members, other sources, other years, etc.) is dealt with harshly. However, you are encouraged to discuss the paper in study groups and discussions provided the final paper is entirely your own work. The paper is to be typed, single-spaced and no longer than one page (i.e., one side of an 8 1/2 by 11 inch sheet) with a 10 point font minimum. Name, date and section number are to be in upper right corner of the page, not on a separate sheet.

Suggestions from past students:

1. **Start writing this paper early in the term.** Constantly edit 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. **Direct paper to 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 the 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 task.**
7. **Some students frame the principles within a particular context, such as how the course might assist a specific profession (e.g., urban planning, environmental education, clinical practice). Some structure their principles as a story or for a particular audience. You don’t have to do any of these, but if you do be absolutely sure that it aids in communicating your principles.**

- **QUIZZES (10%)** – Unannounced, brief quizzes on readings and previous lectures.

- **EXAMS (50%)** – Multiple-choice, matching, short essay questions. In-class and closed book.

- **PARTICIPATION (10%)** – Active participation is essential, including taking part in class activities, asking insightful questions and contributing in an affirmative and attentive way to the discussion.

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 documents 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.
SUMMER READING

June/July/August


NEW BIO-PHYSICAL CONTEXT

September 3


NEW BEHAVIORAL CONTEXT and ENVIRONMENTAL PSYCHOLOGY

September 8

New Behavioral Context:


Environmental Psychology:


EVOlUTIONARY CONTEXT

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


ATTENTION RESTORATION – 1


ATTENTION RESTORATION – 2


COPING: MINDFULNESS


COPING: GREEN ACTIVITY & ENGAGEMENT & EXAM 1 (30 minutes)  September 29


PERCEPTION 1  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  October 6


KNOWING 1  October 8

[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]

KNOWING 2  October 15


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


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


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]


- 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)


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


**EXAM 2 – MID-TERM (80 minutes)**

**COPING: NATURE AS MEDICINE**

**November 10**


**COPING: TERRITORY**

**November 12**

[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


**COPING: COMMUNITY**

**November 17**

[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

**COPING: INTERPRETATION**

**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]
EXPERTS & SHARING INFORMATION


NO CLASS

PEOPLE & PARTICIPATION

[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

[H] Afterwords (pp. 454-457)


SUMMARY and REVIEW


EXAM 3 – (80 minutes)