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 Humanscape: Environments for People. 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

SCHEDULE OF COURSE CONTENT

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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.

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<td>November 20</td>
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<td>(Thanksgiving Break, No Discussion)</td>
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<td>Participation + RPM &amp; Sustainable Living*</td>
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- **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


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


ATTENTION  
September 16


ATTENTION RESTORATION 1  
September 21


ATTENTION RESTORATION 2 & MINDFULNESS

September 23


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


PERCEPTION 2

October 5


KNOWING 1

October 7

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

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


KNOWING 2

October 12


### 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


### 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


### 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


  
  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)


### DISCUSSION DAY WITH PROFESSOR DE YOUNG - RM. TBD  
November 4
Readings TBD
STRESS: THE FAILURE OF PREFERENCE

[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


COPING: TERRITORY

[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


DISCUSSION DAY WITH PROFESSOR DE YOUNG - RM. 1006

Readings TBD

COPING: COMMUNITY

[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

[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


[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 9
November 11
November 16
November 18
November 23
November 25
EXPERTS & SHARING INFORMATION

November 30


DISCUSSION DAY WITH PROFESSOR DE YOUNG - RM. TBD

Readings TBD

December 2

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


THE REASONABLE PERSON MODEL, SUSTAINABLE LIVING & SUMMARY

December 9

[H] Afterwords (pp. 454-457)


NO CLASS - WORK DAY (No Class)

December 14

NO CLASS - EXAM #2 DUE 1:00 PM ON CTOOLS

December 16