BEHAVIOR & ENVIRONMENT

Transitional Thinking for a New Normal

NRE 560 / SW 710/ UP 544
Fall 2017  |  3 credits
Mon/Wed 1:00-2:30  |  1040 DANA

INSTRUCTORS
Raymond De Young  rdeyoung@umich.edu  2034 Dana
Taylor Landeryou  tlandery@umich.edu  2034 Dana (UG GSI), Office Hours: Thurs 10-12
Jessica Santos  jesanto@umich.edu  2034 Dana (UG GSI), Office Hours: Tues 12-1, Wed 3-4pm
Katie Williamson  willka@umich.edu  2034 Dana (Grad GSI), Office Hours: Thurs 12-2pm

RESOURCES
[H] Textbook  Required readings in Humanscape: Environments for People
[C] Canvas  Required readings on Canvas

ASSIGNMENTS & GRADING
Weekly Synthesis Posts  15%  Throughout term
Midterm  25%  October 27
Mini-Paper  20%  November 20
Individual Exploratory  30%  December 11
Participation (involvement, attention, attendance, tasks, etc.)  10%  Throughout term

SCHEDULE

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<td>Pattern language &amp; info processing</td>
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<td>Voluntary Simplicity</td>
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ASSIGNMENT/SCHEDULE DETAILS

- **LABS** – On certain days throughout the semester, the grads and undergrads will split to give each a chance to apply course concepts in more depth. Grads will meet with Ray on these days for discussion and applied activities. These are listed in the schedule, and attendance is required. Please notify your GSI well-in-advance if you have need to miss a lab session to discuss the possibility for a makeup assignment.

- **WEEKLY SYNTHESIS POSTS** – These short (250-300 word) posts will ask students to summarize and apply weekly material as a way of solidifying and building on core concepts throughout the term. A
prompt will be posted every Wednesday (with some exceptions) after lecture, and students will need to respond by 6pm on Thursday of that week.

- **MID-TERM EXAM** – This will be a take-home exam 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.

- **MINI-PAPER** – 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.

- **INDIVIDUAL EXPLORATORY** – 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.

- **PARTICIPATION** – 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 there is anything that may affect your participation in the class, please let me know at the beginning of term, so I can accommodate you as best I can.

**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 most successful strategies for doing well in this course.

b) Develop strategies in advance to process the material efficiently. The **Active Reading** document on Canvas 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.

**ELECTRONIC DEVICES**

For reasons that will become clear as we discuss attention, perception and mental model building processes, lectures are an electronic-free zone. Except for lab sessions (and announced in advance) no devices (e.g., computers, tablets, cellphones) will be allowed. Further exceptions will be made only through an official medical or learning accommodation. For an initial explanation, read Rosenblum, D. (2017). **Leave your laptop at the door to my classroom. New York Times (2 January)** on Canvas.
PLAGIARISM AND REFERENCES

We take plagiarism very seriously. Familiarize yourself with UM’s guide to academic integrity and plagiarism here: www.lib.umich.edu/academic-integrity/understanding-academic-integrity-and-plagiarism-students. When preparing the mini-paper and lab reports you can use the citation style of your choice (e.g., APA, MLA) as long as you are consistent and citing all sources. When in doubt, add a citation and a reference even if you are just referencing an idea (i.e., even if you do not quote directly the source). Make sure the sources you are referencing are reputable (i.e., not Wikipedia, not a blog). You may (and are encouraged to) discuss the course and readings with classmates outside of class. However, all written assignments should be your work and your work alone.

SUMMER READING


9-6-17 - ORIENTATION and EVOLUTIONARY CONTEXT


[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

9-11-17 – LAB 1 (Initial 3CM)

9-13-17 - ATTENTION


9-18-18 - ATTENTION RESTORATION


9-20-17 - MINDFULNESS

9-25-17 – LAB 2

9-27-17 - PERCEPTION 1
[H] Chapter 2 - Perceiving (pp. 22-41)
Introduction
Campbell, Evolution and Information
Kaplan, Perception of an Uncertain Environment
Hilgard, The Goals of Perception


10-2-17 - PERCEPTION 2

10-4-17 - KNOWING 1 (Basics)
[H] Chapter 3 - Knowing (pp. 42-58)
Introduction
Kaplan, On knowing the environment


10-9-17 – LAB 3

10-11-17 - KNOWING 2 (Application)

10-16-17 - NO CLASS - UM STUDY BREAK

10-18-17 - RATIONALITY
[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


10-23-17 – LAB 4

10-25-17 - PREFERENCE 1
[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


10-30-17 - PREFERENCE 2

[H] Chapter 6 - Preferred Environments (pp. 147-155, 160-170, 170-174)

Introduction
Lynch, *The Image of the Environment*
Watt, *Man’s Efficient Rush Toward Deadly Dullness*
Eliovson, *The Japanese Garden*


11-1-17 - 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*


11-6-17 – LAB 5

11-8-17 - 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*


11-13-17 - 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


11-15-17 - COPING: INTERPRETATION

[H] Chapter 9 - Coping Strategies: Interpretation (pp. 339-341, 343-346, 352-358)

Introduction
Fox, *The Cultural Animal*
Jackson, *After the Forest Came the Pasture*, (pp. 347-351)
Parr, *The Child in the City: Urbanity and the Urban Scene*
Jacobs, The Valuable Inefficiencies and Impracticalities of Cities, (pp. 373-376)


11-20-17 – LAB 6

11-22-17 - NO CLASS – THANKSGIVING BREAK
11-27-17 - EXPERTS & SHARING INFORMATION


11-29-17 - PARTICIPATORY DESIGN

[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


12-4-17 – LAB 7 (Final 3CM)

12-6-17 – PATTERN LANGUAGE and INFORMATION PROCESSING


Patterns:

8 - Mosaic of subcultures (p. 42 ff)
9 - Scattered work (p. 51 ff)
14 - Identifiable neighborhoods (p. 80 ff)
25 - Access to water
39 - Housing hill (Pp. 209 ff)
59 - Quiet back (Pp. 301 ff)
62 - High places (Pp. 316 ff)
64 - Pools and streams
102 - Family of entrances (pp. 499 ff)
104 - Site repair (Pp. 509 ff)
106 - Positive outdoor space (pp. 517 ff)
111 - Half hidden garden (p. 545 ff)
114 - Hierarchy of space
117 - Sheltering roof
127 - Intimacy gradient (pp. 610 ff)
134 - Zen view (pp. 641 ff)
148 - Small work groups (Pp. 701 ff)
151 - Small meeting rooms (Pp. 713 ff)
237 - Solid doors with glass (pp. 1103 ff)

xxx - Four story limit (pp. 114 ff)
xxx - Small public squares (pp. 310 ff)
xxx - Hierarchy of open space (pp. 557 ff)
xxx - Circulation realms (pp. 480 ff)


[H] Afterwords (pp. 454-457)