INSTRUCTIONAL FORMAT FOR FALL 2021

Much like our evolutionary environment required that humans remain situationally aware, flexible, and innovative; the pandemic continues to require us to respond in adaptive ways. We embrace, rather than shrink from, the adaptivity that this situation demands of us and consider it a demonstration of how humans are psychologically equipped to carry out and learn from small experiments during uncertain times. Our brains evolved to respond to just the types of challenges that we all now face.

The course uses a variety of instructional modes with lectures available online and discussions held in-person. Modification due to changing circumstances will be shared via Canvas Announcements.

INSTRUCTORS

Raymond De Young  
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2034 Dana, Office Hours: TBD

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Office Hours: TBD  
Zoom link provided on Canvas

RESOURCES

[H] Textbook  
Required readings in *Humanscape: Environments for People.*

[C] Canvas  
Required readings and assignments online in Canvas Modules.

SCHEDULE

<table>
<thead>
<tr>
<th>DATES</th>
<th>MONDAYS (Async)</th>
<th>WEDNESDAYS (Sync)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(viewing of pre-recorded lectures)</td>
<td>(conversations, presentations &amp; workshops)</td>
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<tr>
<td>Week 1</td>
<td>Aug 30 &amp; Sept 1</td>
<td>Orientation and Premise Evolutionary Context</td>
<td>Conversation &amp; course introductions</td>
</tr>
<tr>
<td>Week 2</td>
<td>Sept 6 &amp; 8</td>
<td>Attention A-Zero Climate Action Plan</td>
<td>Conversation on previous week’s and Monday’s material</td>
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<tr>
<td>Week 3</td>
<td>Sept 13 &amp; 15</td>
<td>Attention Restoration, Parts 1 &amp; 2</td>
<td>Conversation on Monday’s material Term-project team formation</td>
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<tr>
<td>Week 4</td>
<td>Sept 20 &amp; 22</td>
<td>Perception, Parts 1 &amp; 2</td>
<td>Conversation on Monday’s material</td>
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<tr>
<td>Week 5</td>
<td>Sept 27 &amp; 29</td>
<td>Knowing, Parts 1 &amp; 2</td>
<td>Conversation on Monday’s material</td>
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<tr>
<td>Week 6</td>
<td>Oct 4 &amp; 6</td>
<td>Rationality Preference, Part 1</td>
<td>Conversation on Monday’s material WEDNESDAY WORKSHOP – Neighborhood Project: Research Overview</td>
</tr>
<tr>
<td>Week 7</td>
<td>Oct 11 &amp; 13</td>
<td>Preference, Parts 2 &amp; 3</td>
<td>Conversation on Monday’s material</td>
</tr>
<tr>
<td>Week 8</td>
<td>Oct 18 &amp; 20</td>
<td>X</td>
<td>WEDNESDAY WORKSHOP – Neighborhood Project: Field Work MIDTERM DUE OCT 22</td>
</tr>
<tr>
<td>Week 9</td>
<td>Oct 25 &amp; 27</td>
<td>Pattern Language Stress</td>
<td>Conversation on Monday’s material WEDNESDAY WORKSHOP – Pattern Language</td>
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<tr>
<td>Week 10</td>
<td>Nov 1 &amp; 3</td>
<td>Coping: Mind-body Medicine Coping: Mindfulness StoryCorps</td>
<td>Conversation on Monday’s material WEDNESDAY WORKSHOP – StoryCorps NEIGHBORHOOD PROJECT PART 1 DUE NOV 5</td>
</tr>
<tr>
<td>Week 11</td>
<td>Nov 8 &amp; 10</td>
<td>Coping: Nature as Medicine</td>
<td>Conversation on Monday’s material</td>
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INSTRUCTIONAL LOGISTICS

Asynchronous sessions: All lectures will be pre-recorded and posted on the Canvas Modules page. Both lectures for Monday and Wednesday will be available on Canvas by Monday at 1 PM EDT/EST. Students will need to watch these lectures before they are discussed during the weekly discussion sessions and/or the Wednesday synchronous session.

Synchronous sessions: The class will meet together simultaneously two times per week.
- On Wednesdays, 1:00 – 2:20 PM EDT/EST, Professor De Young and the GSI will host a synchronous session to further discuss the course material and questions posed by students beforehand via Canvas.
  (See: Assignments, “Online Synthesis Posts & Questions”). Instructions to login to these sessions will be provided beforehand through a Canvas announcement and in the “Zoom” section of the site.

  - All discussion sections will be held synchronously. Your discussion section enrollment can be found by reviewing your course schedule in WolverineAccess.

TECHNOLOGICAL REQUIREMENTS

Students will need a high-speed internet connection that will allow them to connect fully to the synchronous sessions with few issues. If you experience technological issues during the duration of the course, please contact your GSI immediately so you both can design a temporary, alternative solution to participate in the course.

COPYRIGHT/PRIVACY INFORMATION

Course lectures will be audio/video recorded and made available to other students in this course. These recordings should not be shared outside of your course and will only be available to registered students to protect the privacy of both instructors and students. These will be available on Canvas.

As part of your participation in this course, you will be asked to consent to be recorded for the purpose of sharing the recording with your classmates. If you do not wish to be recorded, please contact your GSI the first week of class (or as soon as you enroll in the course, whichever is latest).

Under University rules, students are prohibited from recording/distributing any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student’s own private use. Here is a link to the ITS Recording and Privacy Concerns FAQ: https://safecomputing.umich.edu/be-aware/privacy/privacy-u-m/videoconferencing/recording-privacy-concerns-faq
COVID-19 SPECIFIC INFORMATION

COVID-19 requires a flexible and dynamic response. Elements of the syllabus, assignments, and course structure may change based on potential public health developments. We, as instructors, also pledge our own adaptability in addressing and supporting your personal physical and psychological health needs, which will undoubtedly be affected by the pandemic during the semester. Please reach out to us if you feel you need support for any reason.

Even though our class is fully remote this semester, we want to remind you that you still need to adhere to all safety measures mandated by the State of Michigan and the University, including wearing a face covering that covers the mouth and nose in all classrooms, and not coming to class when ill or in quarantine. Other applicable safety measures may be described in the Wolverine Culture of Care, the University’s Face Covering Policy for COVID-19, and the SEAS Questions & Concerns document. We also encourage you to review the Statement of Students Rights and Responsibilities and check-in with the Office of Academic Affairs Director to navigate support and resources for you.

If you cannot attend a synchronous class session for COVID-19 related reasons (significant time zone differences; caring for family; sickness), please contact your GSI as soon as possible.

ASSIGNMENTS

- **NEIGHBORHOOD PROJECT** – There will be three parts to the neighborhood project.
  
  **PART 1:** Team-work-based. Produce neighborhood description, analysis, needs, and opportunities (will include ART, Preference, and Nature-as-medicine assessments). Neighborhoods will be chosen based on Census Tracts.
  
  **PART 2:** Individual work-based. Students will interview other members of their teams using the StoryCorps app. Interviews will link environmental psychology concepts to coping/well-being under premise of climate crisis and energy-descent at neighborhood scale.
  
  **PART 3:** Individual work-based. Pattern Language entry on neighborhood-scale well-being management/coping techniques at individual, family, neighborhood-scale.

- **EXAMS** – These exams will focus on applying 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 five days to complete the exam and all work must be completed individually. Exams will be distributed to students in the Canvas Assignments page, which is also where students will submit their completed exams.
  
  - **Exam 1:** Released on Monday, October 18 at 9 AM EDT/EST; due Friday, October 22 at 5:00 PM EDT/EST.
  
  - **Exam 2:** Released on Friday, December 10 at 9 AM EDT/EST; due Wednesday, December 15 at 5:00 PM EDT/EST.

- **SYNOPSIS POSTS & QUESTIONS** – After watching the week’s pre-recorded lectures, students will be required to submit a weekly “synopsis” post. Submissions will be automatically graded upon posting, but the GSI will continue to review the posts for their depth (e.g., that posts reference topics discussed throughout the lectures and readings) and their quality (e.g., that posts are thoughtful; they should not superficial based on an inattentive watching of the lectures or reading the course material).

  Online questions are held to the same standard as the online synopsis posts. Three questions are required to be submitted throughout the semester. Students will have weekly opportunities to post
their online questions. Questions will be utilized during the synchronous Weekly Conversations with Professor De Young.

Synopsis posts will be due each week on Sunday at 11:59 PM EDT/EST, while questions should be submitted by 6:00 PM EDT/EST on Tuesdays.

- **PARTICIPATION** – We are a diverse group of students and will all benefit greatly from the sharing of our insights and experiences. It is required that all students be visually present for all synchronous question-and-answer sessions and all discussion sections. In addition, you can actively participate by engaging with your peers through thoughtful, respectful discussion, participating in group-based activities, and attending online office hours (or making an appointment to meet online with your GSI). We seek 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 groups, you can be actively engaged by staying in email contact with your GSI and attending office hours.

Please note that your attendance in all synchronous sessions is mandatory and all efforts should be made to attend. If there is conflict preventing you from attending or participating fully (e.g., technological issues; health concerns), you should contact your GSI as soon as possible, **before the class begins** to discuss a temporary, alternative assignment to complete instead.

### DELIVERABLES and GRADING

<table>
<thead>
<tr>
<th>DELIVERABLE</th>
<th>GRADE PERCENTAGE</th>
<th>DUE DATE (posted to Canvas)</th>
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<tbody>
<tr>
<td>Neighborhood Project</td>
<td></td>
<td></td>
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<tr>
<td>Part 1 – Neighborhood Assessment</td>
<td>20%</td>
<td>Friday, November 5</td>
</tr>
<tr>
<td>Part 2 – StoryCorps</td>
<td>15%</td>
<td>Friday, November 19</td>
</tr>
<tr>
<td>Part 3 – Pattern Language</td>
<td>15%</td>
<td>Friday, December 10</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15%</td>
<td>Week of October 18-22</td>
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<tr>
<td>Final Exam</td>
<td>15%</td>
<td>Week of December 10-15</td>
</tr>
<tr>
<td>Online Posts</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Synopsis Posts</td>
<td></td>
<td>Sundays, 11:59 PM EDT/EST</td>
</tr>
<tr>
<td>Questions (3 minimum are required)</td>
<td></td>
<td>Tuesdays, 6:00 PM EDT/EST</td>
</tr>
<tr>
<td>Participation (involvement, attendance, tasks, etc.)</td>
<td>10%</td>
<td>Throughout term</td>
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### 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.
LATE POLICY

Students should make every effort to turn in assignments by the posted due date. All assignments submitted after the due date will be assessed a point deduction of 5% each day (e.g., 90 to 85 or A- to B) until the assignment is turned in. Assignments will NOT be accepted beyond one week after the posted due date.

Students having difficulty completing assignments should contact their GSI before assignment due dates to discuss any issues that may be affecting their ability to complete work.

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. Please note that we do check submissions using UM software and online services.

When preparing assignments, 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 the source directly). 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.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you think you need an accommodation for a disability, please let your GSI know at your earliest convenience. Some aspects of this course, assignments, or activities may be modified to facilitate your participation and progress. As soon as you make your GSI aware of your needs, we can work with the Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential.

COURSE READINGS

WEEK 1 – OPTIONAL SUMMER READING / ORIENTATION & PREMISE / EVOLUTIONARY CONTEXT

OPTIONAL SUMMER READING


ORIENTATION & PREMISE

[C] 560 Course Syllabus (This document).

EVOLUTIONARY CONTEXT

[H] Introduction to Part 1 (pp. 5-6)
[H] Chapter 1 – Evolution (pp. 7-12, 14-21)
   Introduction
WEEK 2 – ATTENTION / A2ZERO CLIMATE ACTION PLAN

ATTENTION

[H] Chapter 4, Kaplan, Attention and Fascination: The Search for Cognitive Clarity. (pp. 84-90)

A2ZERO CLIMATE ACTION PLAN


Read the following sections:
Executive summary – Pages 6-9
Introduction – Pages 12-18
Strategy 4 – Reduce the miles we travel – Pages 69-81
Strategy 5 – Expand composting program – Pages 85-87
Strategy 5 – Move toward a circular economy – Pages 93-93
Strategy 5 – Support a plant rich diet – Pages 94-95
Strategy 6 – Enhance the resilience of our people and our place – Page 99-104 and 106-109
Scan the rest of the plan looking for behaviors relevant for individuals, families, and neighborhoods.

WEEK 3 – ATTENTION RESTORATION

ATTENTION RESTORATION 1


ATTENTION RESTORATION 2


WEEK 4 – PERCEPTION

PERCEPTION 1
Chapter 2 - Perceiving (pp. 22-41)

Introduction
Campbell, Evolution and Information
Kaplan, Perception of an Uncertain Environment
Hilgard, The Goals of Perception


PERCEPTION 2


Excerpts pp. 16-18, 29-32.


WEEK 5 – KNOWING

KNOWING 1 (Basic mechanism)

Chapter 3 - Knowing (pp. 42-81)

Introduction
Stea, Environmental perception and cognition
Kaplan, On knowing the environment
Lee, A theory of socio-spatial schernata
Appleyard, Style and methods of structuring a city

Kaplan, S., Weaver, M. & Fu, L. (Draft) Chapter 4: Internal Models. In A Small Brain in a Big World.

KNOWING 2 (Application)


WEEK 6 – RATIONALITY & PREFERENCE, PART 1

RATIONALITY

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


PREFERENCE 1

Chapter 4 - Caring (pp. 82-120)

Introduction
Kaplan, Attention and Fascination: The Search for Cognitive Clarity [Focus on cognitive clarity notion]
Coles, A Domain of Sorts
Cantril, The Human Design
Hebb, The Causes of Fear
Farber, Quality of Living - Stress and Creativity
Houston, The last blue mountain
Catton, The Quest for Uncertainty
Hebb, Altruism and the Need for Excitement
WEEK 7 – PREFERENCE, PARTS 2 & 3

PREFERENCE 2
[H] Chapter 6 - Preferred Environments (pp. 143-174, 178-193)
Part 2 – The Experience of the Environment
Preferred Environment
Lynch, The Image of the Environment
Carr, Some Criteria for Environmental Form
Watt, Man’s Efficient Rush Toward Deadly Dullness
Eliovson, The Japanese Garden
Zube, The Natural History of Urban Trees
Kaplan, The Green Experience

PREFERENCE 3

WEEK 8 – STUDY BREAK & WEDNESDAY WORKSHOP

WEEK 9 – PATTERN LANGUAGE & STRESS

PATTERN LANGUAGE

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 (pp. 557 ff)
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)
STRESS: THE FAILURE OF PREFERENCE

[H] Chapter 7 – Stress and the Failure of Preference (pp. 194-262)

  Introduction
  Wilson, Density and Aggressive Behavior
  Napier, Violence and Overcrowding
  McClelland, Crowding and Territoriality
  Greenbie, Social Territory, Community Health and Urban Planning
  Milgram, The Experience of Living in Cities
  Appleyard and Lintell, The Environmental Quality of City Streets: A Residents’ Viewpoint
  Glass and Singer, Some Effects of Uncontrollable and Unpredictable Noise


WEEK 10 – COPING: MINDFULNESS & MIND-BODY MEDICINE

COPING: MIND-BODY MEDICINE


COPING: MINDFULNESS, ATTENTIVENESS and AWARENESS


STORYCORPS


Review the following:
(1) **Resilient Ann Arbor interviews** (2020), listen to a few stories from last year’s class:
https://archive.storycorps.org/communities/resilient-ann-arbor

(2) StoryCorps (2021) **Getting started:**

[Optional] StoryCorps (2021) **Homepage:**
https://storycorps.org

[Optional] StoryCorps (2021) **Interview tips:**

[Optional] StoryCorps (2021) **Sound quality:**

[Optional] StoryCorps (2017) **Best practices for conducting an interview:**
https://youtu.be/PHs5UvwhKD0

Install, activate, and test the following:

For **remote interviewing use the StoryCorps Connect service:**
https://storycorps.org/introducing-storycorps-connect-a-new-way-to-come-together-through-remote-conversations

**StoryCorps Connect Teacher Toolkit (2020):** http://storycorps.org/SCC/Toolkit

For **in-person interviewing use the StoryCorps App:** https://storycorps.org/participate/storycorps-app

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**WEEK 11 – COPING: NATURE AS MEDICINE & ENGAGED & ACTIVE LIVING**

**COPING: NATURE AS MEDICINE**


[C] Erickson, J. (2020, Apr. 8). MaryCarol Hunter: Feeling stressed? Take a ‘nature pill’. *University of Michigan, Vice President for Communications, Michigan News*.


**COPING: ENGAGED & ACTIVE LIVING**


WEEK 12 – COPING: TERRITORY & COMMUNITY

COPING: TERRITORY

[H] Chapter 8 - Coping Strategies (pp. 263-273, 324-338)
Introduction
Sommer, Territory
Jackson, Fences and Hedges
Sherrod and Cohen, Density, Personal Control and Design
Pastalan, Privacy as an Expression of Human Territoriality

[C] Chatterjee, R. (2018, July 20). Replacing vacant lots with green spaces can ease depression in urban communities. *NPR.org*


COMMUNITY

[H] Chapter 8 - Coping Strategies (pp. 274-324)
Denman, Small Towns are the Future of America
Cole, The Edge of the Hollow
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
Kummer, Spacing Mechanisms in Social Behavior


WEEK 13 – COPING: INTERPRETATION & THANKSGIVING BREAK

COPING: INTERPRETATION

[H] Chapter 9 - Coping Strategies: Interpretation (pp. 339-402)
Introduction
Cole, Names Written in a Bible
Fox, The Cultural Animal
Jackson, After the Forest Came the Pasture
Parr, The Child in the City: Urbanity and the Urban Scene
Wigginton, Foxfire 3: Introduction
Halle, International Behavior and the Prospects of Human Survival
Jacobs, The Valuable Inefficiencies and Impracticalities of Cities
Alexander, The City is Not a Tree


WEEK 14 – PARTICIPATORY DESIGN & EXPERTISE & SHARING INFORMATION

PARTICIPATORY DESIGN
[H] Chapter 10 - Making Participation Possible (pp. 403-412, 427-453)
   Introduction
   Gump and Barker, Big School, Small School: Overview and Prospects
   Kaplan, Participation in Environmental Design
   Carr and Lynch, Where Learning Happens
   Ladd, City Kids in the Absence of Legitimate Adventure
   Lewis, Nature City


EXPERTISE & SHARING INFORMATION


WEEK 15 – VOLUNTARY SIMPLICITY & THE ART OF BEHAVIOR CHANGE

VOLUNTARY SIMPLICITY


ART OF BEHAVIOR CHANGE
[H] Afterwords (pp. 454-457)