

BEHAVIOR & ENVIRONMENT

Transitional Thinking for a New Normal

EAS 560 / SW 710 / URP 544

Fall 2019 | 3 credits

Mon/Wed 1:00-2:30 | 1040 DANA

INSTRUCTORS

Raymond De Young

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2034 Dana

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2034 Dana (Grads), Office Hours: TBD

RESOURCES

[H] Textbook

Required readings in *Humanscape: Environments for People*

[C] Canvas

Required readings on Canvas

ASSIGNMENTS & GRADING

Weekly Questions & Synthesis Posts	15%	Throughout term
Exam 1 (Midterm)	20%	October 16
Individual Exploratory Proposal	5%	October 28
Individual Exploratory Report	20%	December 4
3x3x3 Presentation	10%	December 9
Exam 2 (End of Term)	20%	December 16
Participation (involvement, attention, attendance, tasks, etc.)	10%	Throughout term

SCHEDULE

	<i>Monday</i>		<i>Wednesday</i>	
		9/4	Orientation & Premise	Discussion 1
9/9	Evolution	9/11	Attention	Discussion 2
9/16	Attention restoration	9/18	Application Day 1	Discussion 3
9/23	Mindfulness	9/25	Perception 1	Discussion 4
9/30	Perception 2	10/2	Knowing 1	Discussion 5
10/7	Knowing 2	10/9	Application Day 2	Discussion 6
10/14	STUDY BREAK - NO CLASS	10/16	MIDTERM DUE: 2:30 PM	
10/21	Rationality	10/23	Preference 1	Discussion 7
10/28	Preference 2	10/30	Application Day 3	Discussion 8
11/4	Stress	11/6	Coping: Territory	Discussion 9
11/11	Coping: Community	11/13	Application Day 4	Discussion 10
11/18	Coping: Interpretation	11/20	Voluntary simplicity	Discussion 11
11/25	Participatory design	11/27	THANKSGIVING BREAK: NO CLASS	
12/2	Experts sharing information	12/4	Application Day 5	Discussion 12
12/9	3x3x3 Presentations	12/11	Review	
12/16	FINAL DUE: 5:00 PM			

ASSIGNMENT DETAILS

- **APPLICATION DAYS** – 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 an Application Day to discuss the possibility for a makeup assignment.

- **WEEKLY QUESTIONS** – Students are required to post at least one question about the course material on the Canvas website weekly. These questions should either seek to clarify the material further or apply the material more thoroughly with classmates. These questions will be used to facilitate conversation during graduate Discussion Sections. Students will be able to post questions starting after Monday's lecture until 10 PM the following Wednesday.
- **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. Students may broadly reflect on the material in an unstructured reflection or respond to a given prompt about the material. The prompts will be posted every Wednesday after lecture. Students will need to post their unstructured reflections or prompt responses by 10 PM the following Sunday.
- **EXAMS 1 & 2** – These take-home 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.
 - **Exam 1:** Released on Canvas on **October 11, 1:00 PM; due October 16, 2:30 PM.**
 - **Exam 2:** Released on Canvas on **December 11, 2:30 PM; due December 16, 5:00 PM.**
- **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. (Additional details to come).
 - A one-page project proposal is due on Canvas by **5 pm on Friday, October 28.** (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 at the beginning of lecture (1:00 pm) on **Monday, December 4.**
- **3x3x3 PRESENTATIONS** – These presentations will challenge students to work in groups of three to concisely synthesize course material and apply it to an outside topic. This topic should be distinct from the themes chosen for the group's Mini-Papers. Students must plan to present for a total of three minutes, utilizing three slides, which each display three bullet points.
- **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 meet with your GSI). 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 your GSI 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 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 Application Days (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.

LATE POLICY

Students should make every effort to turn in assignments by the posted due date. Weekly Questions and Synthesis Posts must be submitted by the stated deadline to receive full credit. If submitting a **Weekly Synthesis Post** within 24 hours of the deadline, students will receive half credit. After 24 hours, the student will not be given credit if submitting the post late. However, we encourage you to still work through these posts even if they are late for your own review and learning process. **Weekly Questions** may **not** be submitted late for partial credit.

All other 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. In addition, Exams 1 and 2 **MUST** be turned in by their deadlines or they will not be accepted.

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.

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 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.

COURSE READINGS

SUMMER READING

- [C] Mueller, P. A. & D. M. Oppenheimer (2014). The pen is mightier than the keyboard: Advantage of longhand over laptop note taking. *Psychological Science*. May 22, 2014: 1-10. **(READ SECTIONS: Abstract & General Discussion.)**
- [C] Von Pfetten, V. (2016) Read this story without distraction (can you?). *New York Times*, April 29, 2016.
- [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] 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
- [C] Lieberman, C. (2019, March 25). Why you procrastinate (it has nothing to do with self-control). *New York Times*.

9-4-19 - ORIENTATION & PREMISE

- [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.
- [C] De Young, R. (2019). Supporting behavioral entrepreneurs: Using the biodiversity-health relationship to help citizens self-initiate sustainability behavior. *Biodiversity and Health in the Face of Climate Change*, 295-313.

9-9-19 – 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

9-11-19 - ATTENTION

- [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] Ophir, E., Nass, C., & Wagner, A. (2009). Cognitive control in media multitaskers. *Proceedings of the National Academy of Sciences Early Edition*. **(READ SECTIONS: Abstract & Discussion.)**
- [C] **OPTIONAL:** 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] **OPTIONAL:** Shows, G. D., Albinsson, P. A., Ruseva, T. B., & Waryold, D. M. (2018). Technology over-consumption: Helping students find balance in a world of alluring distractions.

9-16-19 - ATTENTION RESTORATION

- [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.
- [C] Grant, A. (2019, March 28). Productivity isn't about time management. It's about attention management. *New York Times*.
- [C] **OPTIONAL:** Basu, A., Duvall, J., and Kaplan, R. (2018). Attention Restoration Theory: Exploring the role of soft fascination and mental bandwidth.
- [C] **OPTIONAL:** 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] **OPTIONAL:** Tennesen, C. M. and Cimprich, B. (1995). Views to nature: Effects of attention. *Journal of Environmental Psychology*. 15, 77-85.

9-18-19 – APPLICATION DAY 1

- [C] Leff, H. (1984). Playful perception: Choosing how to experience your world.
- [C] Duvall, J. (2011). Enhancing the benefits of outdoor walking with cognitive engagement strategies. *Journal of Environmental Psychology*. 31, 27-35.

9-23-19 - MINDFULNESS

- [C] De Young, R. (2010). Restoring mental vitality in an endangered world: Reflections on the benefits of walking. *Ecopsychology*, 2, 13-22. Retrieved from https://www.researchgate.net/publication/238323040_Restoring_Mental_Vitality_in_an_Endangered_World_Reflections_on_the_Benefits_of_Walking
- [C] Kaplan, S. (2001). Meditation, restoration and the management of mental fatigue. *Environment and Behavior*. 33, 480-506.
- [C] Konnikova, M. (2012, December 15). The power of concentration. *The New York Times*.
- [C] **OPTIONAL:** 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.

9-25-19 - 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
- [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).

9-30-19 - PERCEPTION 2

- [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] Gopnik, A. (2016, October 26). Babies show a clear bias – To learn new things. *Wall Street Journal*.

10-2-19 - KNOWING 1 (Basics)

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

10-7-19 - KNOWING 2 (Application)

- [C] Hunt, M. E. (1984). Environmental learning without being there. *Environment and Behavior*. 16, 307-334.
- [C] Falk, J. H., & Dierking, L. D. (1992). *The museum experience*. Washington, DC: Whalesback Books. Excerpt pp.30-35.

10-9-19 – APPLICATION DAY 2

- [C] Tough, P. (2014). Who gets to graduate. *New York Times*, May 15, 2014.
- [C] Hamilton, E., Guckian, M., & De Young, R. (2018). Living well and living green: Participant conceptualizations of green citizenship. *Handbook of Sustainability and Social Science Research*.
- [C] **OPTIONAL:** 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.

10-14-19 - NO CLASS - UM STUDY BREAK

10-16-19 – MIDTERM DUE ON CANVAS BY 2:30 PM

10-21-19 - 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
- [C] Gigerenzer, G. (2008). Why heuristics work. *Perspectives on Psychological Science*. 3(1) 20-29.

10-23-19 - 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
- [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).

10-28-19 - 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
- [C] Kaplan, Kaplan & Ryan (1998). *With people in mind*. Washington, D.C.: Island Press. (Pp. 7-16)
- [C] Kaplan, S. (1987). Aesthetics, affect and cognition: Environmental preference from an evolutionary perspective. *Environment and Behavior*. 19, 3-32.

10-30-19 – APPLICATION DAY 3

11-4-19 - 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

Glass and Singer, Some Effects of Uncontrollable and Unpredictable Noise

OPTIONAL: Appleyard and Lintell, The Environmental Quality of City Streets

[C] Epel, E. S. et al. (2013). Wandering minds and aging cells. *Clinical Psychological Science*. 1(1) 75-83. **(READ SECTIONS: Abstract, Introduction, & Discussion.)**

[C] Fernandez, E. (2013, September 16). Lifestyle changes may lengthen telomeres, a measure of cell aging. *University of California, San Francisco*.

[C] **OPTIONAL:** 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.

11-6-19 - 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

[C] Edney, J. J. (1976). The psychological role of property rights in human behavior. *Environment and Planning A*, 8, 811-822.

11-11-19 - 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

OPTIONAL: Alternatives to Fear – Review of Newman's Defensible Space

[C] Litfin, K. T. (2011). Seed Communities: Ecovillage Experiments Around the World. Retrieved from www.youtube.com/watch?feature=player_detailpage&v=MtNjZaXDGqM

11-13-19 – APPLICATION DAY 4

[C] Marselle, M. R., Warber, S. L. & Irvine, K. R. (2019). Growing resilience through interaction with nature: Can group walks in nature buffer the effects of stressful life events on mental health? *International Journal of Environmental Research and Public Health*, 16(6), 1-25.

[C] Popova, M. (2019, May 27). The healing power of gardens: Oliver Sacks on the psychological and physiological consolations of nature. *Brainpickings*.

11-18-19 - 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)

[C] Kaplan, S. & Kaplan R. (1983). Interpretation strategies. *Cognition and Environment*. Ann Arbor: Ulrich's. Excerpt pp. 132-137.

11-20-19 – VOLUNTARY SIMPLICITY

[C] Monbiot, G. (2015). Consume more, conserve more: Sorry, but we just can't do both, *The Guardian*, 11-24-15.

[C] Alexander, S. & S. Ussher (2012). The voluntary simplicity movement, *J. of Consumer Culture*, 12, 66-86 **(READ SECTIONS: Abstract, Introduction, A Statement and Preliminary Analysis of the Central Findings [including subsections], & Conclusion.**

11-25-19 – PARTICIPATORY DESIGN

- [H] Chapter 10 - Making Participation Possible (pp. 403-412, 427-438)
 - Introduction
 - Kaplan, Participation in Environmental Design
 - OPTIONAL: Gump and Barker, Big School, Small School: Overview and Prospects
- [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. **(READ SECTIONS: Abstract, Introduction, Measuring Effectiveness [including subsections], Evidence-Based Recommendations [including subsections], Conclusion.)**

11-27-19 – NO CLASS – THANKSGIVING BREAK

12-2-19 – EXPERTS & SHARING INFORMATION

- [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.

12-4-19 – APPLICATION DAY 5

- [C] De Young, R. (2017). The role of psychology in preparing for lean times: The behavioral context of energy descent. In A. M. Columbus (Ed.) *Advances in Psychology Research*, 116. Chapter 9 (Pp. 207-214) Hauppauge, NY: Nova Science Publishers. Retrieved from https://www.researchgate.net/publication/313561392_The_role_of_psychology_in_preparing_for_lean_times_The_behavioral_context_of_energy_descent

12-9-19 – 3x3x3 PRESENTATIONS

12-11-19 – REVIEW

- [H] Afterwords (pp. 454-457)