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  rdeyoung@umich.edu  2034 Dana
Jess Lasoff-Santos  jesanto@umich.edu  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

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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.
  o **Exam 1**: Released on Canvas on October 11, 1:00 PM; due October 16, 2:30 PM.
  o **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).
  o 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.)
  o 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](http://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**


**9-4-19 - ORIENTATION & PREMISE**


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

9-16-19 - ATTENTION RESTORATION

9-18-19 – APPLICATION DAY 1

9-23-19 - MINDFULNESS

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
9-30-19 - PERCEPTION 2

10-2-19 - KNOWING 1 (Basics)
[H] Chapter 3 - Knowing (pp. 42-58)
   Introduction
   Kaplan, On knowing the environment

10-7-19 - KNOWING 2 (Application)

10-9-19 – APPLICATION DAY 2

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

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

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

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


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


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


11-13-19 – APPLICATION DAY 4


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)


11-20-19 – VOLUNTARY SIMPLICITY


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


11-27-19 – NO CLASS – THANKSGIVING BREAK

12-2-19 – EXPERTS & SHARING INFORMATION


12-4-19 – APPLICATION DAY 5


12-9-19 – 3x3x3 PRESENTATIONS

12-11-19 – REVIEW

[H] Afterwords (pp. 454-457)