

BEHAVIOR & ENVIRONMENT

EAS 560 / SW 710 / URP 544

Fall 2021 | 3 credits

Mon/Wed 1:00-2:20 pm EDT/EST

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
Jess Lasoff-Santos

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2034 Dana, Office Hours: TBD
Office Hours: TBD
Zoom link provided on Canvas

RESOURCES

[H] Textbook

Required readings in *Humanscape: Environments for People*.

Available here: <https://deepblue.lib.umich.edu/handle/2027.42/148515>

[C] Canvas

Required readings and assignments online in Canvas *Modules*.

SCHEDULE

DATES		MONDAYS (Async) (viewing of pre-recorded lectures)	WEDNESDAYS (Sync) (conversations, presentations & workshops)	
Week 1	Aug 30 & Sept 1	Orientation and Premise Evolutionary Context	Conversation & course introductions	Discussion 1
Week 2	Sept 6 & 8	Attention A ² Zero Climate Action Plan	Conversation on previous week's and Monday's material	Discussion 2
Week 3	Sept 13 & 15	Attention Restoration, Parts 1 & 2	Conversation on Monday's material Term-project team formation	Discussion 3
Week 4	Sept 20 & 22	Perception, Parts 1 & 2	Conversation on Monday's material	Discussion 4
Week 5	Sept 27 & 29	Knowing, Parts 1 & 2	Conversation on Monday's material	Discussion 5
Week 6	Oct 4 & 6	Rationality Preference, Part 1	Conversation on Monday's material WEDNESDAY WORKSHOP – Neighborhood Project: Research Overview	Discussion 6
Week 7	Oct 11 & 13	Preference, Parts 2 & 3	Conversation on Monday's material	Discussion 7
Week 8	Oct 18 & 20	X	WEDNESDAY WORKSHOP – Neighborhood Project: Field Work MIDTERM DUE OCT 22	No Discussion
Week 9	Oct 25 & 27	Pattern Language Stress	Conversation on Monday's material WEDNESDAY WORKSHOP – Pattern Language	Discussion 8
Week 10	Nov 1 & 3	Coping: Mind-body Medicine Coping: Mindfulness StoryCorps	Conversation on Monday's material WEDNESDAY WORKSHOP – StoryCorps NEIGHBORHOOD PROJECT PART 1 DUE NOV 5	Discussion 9
Week 11	Nov 8 & 10	Coping: Nature as Medicine	Conversation on Monday's material	Discussion

		Coping: Engaged & Active Living		10
Week 12	Nov 15 & 17	Coping: Territory Coping: Community	Conversation on Monday's material NEIGHBORHOOD PROJECT PART 2 DUE NOV 19	Discussion 11
Week 13	Nov 22 & 24	Coping: Interpretation	Thanksgiving Break: No Class.	No Discussion
Week 14	Nov 29 & Dec 1	Participatory Design Expertise & Sharing Information	Conversation on Monday's material TEAM-BASED FEEDBACK: StoryCorps Project	Discussion 12
Week 15	Dec 6 & 8	Voluntary Simplicity The Art of Behavior Change	Conversation on Monday's material NEIGHBORHOOD PROJECT PART 3 DUE DEC 10 FINAL EXAM DUE DECEMBER 15	Discussion 13

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 be 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

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

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:

- Using a study group is one of the most successful strategies for doing well in this course.
- 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.
- 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.
- 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

- [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] Lieberman, C. (2019, March 25). Why you procrastinate (it has nothing to do with self-control). *New York Times*.
- [C] Kaplan, R. (1996). The Small Experiment: Achieving More with Less. In J. L. Nasar & B. B. Brown (Eds.), *Public and Private Places*. Environmental Design Research Association.

ORIENTATION & PREMISE

- [C] 560 Course Syllabus (This document).
- [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. (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

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

WEEK 2 – ATTENTION / A²ZERO CLIMATE ACTION PLAN

ATTENTION

- [H] Chapter 4, Kaplan, Attention and Fascination: The Search for Cognitive Clarity. (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] Supiano, B. (2020, April 23). Why is Zoom so exhausting? *The Chronicle of Higher Education*.
- [C] Herrera, T. (2018, Dec. 2). Hide your phone when you're trying to work. Seriously. *The New York Times*.
- [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.

A²ZERO CLIMATE ACTION PLAN

[C] A2Zero (2020) Climate Action Plan (Version 4.0) download – From:

<https://www.a2gov.org/departments/sustainability/Documents/A2Zero%20Climate%20Action%20Plan%20 4.0.pdf>

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

- [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] 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] Tennessen, C. M. and Cimprich, B. (1995). Views to nature: Effects of attention. *Journal of Environmental Psychology*. 15, 77-85.

ATTENTION RESTORATION 2

- [C] Collado, S., Staats, H., Corraliza, J. A., & Hartig, T. (2016). Restorative environments and health. In G. Fleury-Bahi et al. (Eds.), *Handbook of Environmental Psychology and Quality of Life Research* (pp. 127-148). International Handbooks of Quality-of-Life.
- [C] Sullivan, J. (2020, June 9). Beating quarantine fatigue through nature. *The Chronicle Journal*.
- [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.

WEEK 4 – PERCEPTION

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).

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] 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*.
- [C] **OPTIONAL:** Brown, T. (as told to W. Watkins) (1978). Ch. 1 - The ultimate track. *The Tracker*. NY: Berkley Books.
- [C] **OPTIONAL:** Wargo, E. (2006). Going the distance takes more than meets the eye. *Observer*. 19(6), 10.

WEEK 5 – KNOWING

KNOWING 1 (Basic mechanism)

- [H] Chapter 3 - Knowing (pp. 42-81)
 - Introduction
 - Stea, Environmental perception and cognition
 - Kaplan, On knowing the environment
 - Lee, A theory of socio-spatial schemata
 - Appleyard, Style and methods of structuring a city
- [C] Kaplan, S., Weaver, M. & Fu, L. (Draft) Chapter 4: Internal Models. In *A Small Brain in a Big World*.

KNOWING 2 (Application)

- [C] Hunt, M. E. (1984). Environmental learning without being there. *Environment and Behavior*. 16, 307-334.
- [C] Falk, J. & Dierking, L. (1992). *The museum experience*. Washington, DC: Whalesback Books. Excerpt pp. 30-35.
- [C] Tough, P. (2014). Who gets to graduate. *New York Times*, May 15, 2014.

WEEK 6 – RATIONALITY & PREFERENCE, PART 1

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.
- [C] **OPTIONAL:** Dreifus, C. (2007) Through analysis, gut reaction gains credibility. *New York Times*, August 28. Retrieved from <http://www.nytimes.com/2007/08/28/science/28conv.html>
- [C] **OPTIONAL:** Sigmund, K., E. Fehr and M. Nowak (2002) The economics of fair play. *Scientific American*. January, 83-87.

PREFERENCE 1

- [H] 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

- [C] Ardrey, R. (1970). Excerpt: Innate needs and Rousseau, *The Social Contract*. NY: Atheneum. (pp. 90-92 and 101).

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
- [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).

PREFERENCE 3

- [C] Kaplan, R. (1985). The analysis of perception via preference: A strategy for studying how the environment is experienced. *Landscape Planning*. 12, 161-176.
- [C] Kaplan, Kaplan & Ryan (1998). Chapter 2 – Some human characteristics. *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.
- [C] Herzog, T. R. (1988). Mystery: An imaginary stroll. *Grand Valley Review*. 4, 23-29.
- [C] Herzog, T. and Leverich, O. L. (2003). Searching for legibility. *Environmental and Behavior*. 35, 459-477.

WEEK 8 – STUDY BREAK & WEDNESDAY WORKSHOP

WEEK 9 – PATTERN LANGUAGE & STRESS

PATTERN LANGUAGE

- [C] Lange, A. (2019, July 11). Let Christopher Alexander design your life. *Curbed*.
- [C] Hopkins, R. (2010). An interview with Pattern Language author Christopher Alexander, *Transition Culture* (12-23-10) <http://www.resilience.org/stories/2010-12-23/interview-pattern-language-author-christopher-alexander/>
- [C] Alexander, Ishikawa & Silverstein (1977) *A Pattern Language*. NY: Oxford University Press.
- 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)

xxx - Four story limit (pp. 114 ff)
xxx - Small public squares (pp. 310 ff)
xxx - Circulation realms (pp. 480 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
- [C] Whalley, M., & Kaur, H. (2020). Living with Worry and Anxiety Amidst Global Uncertainty. *Psychology Tools*.
- [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.
- [C] **OPTIONAL:** Segerstrom, S.C. & G. E. Miller (2004). Psychological stress and the human immune system: A meta-analytic study of 30 years of inquiry. *Psychol Bull*. 130(4), 601-630.

WEEK 10 – COPING: MINDFULNESS & MIND-BODY MEDICINE

COPING: MIND-BODY MEDICINE

- [C] Ausubel, K. (2001). The coming age of ecological medicine: Our health depends on a healthy planet. *Utne Reader*.
- [C] Konnikova, M. (2012, December 15). The power of concentration. *The New York Times*.
- [C] van der Kolk, B. (2014). Ch. 5: Brain-Body Connections. *The Body Keeps the Score*.
- [C] Jacobs, G. D. (2001). The physiology of mind-body interactions: The stress response and the relaxation response. *J Altern Complement Med*. 7 Suppl 1, S83-92.
- [C] **OPTIONAL:** Rice, R. I. (2001). Mind-body interventions. *Diabetes Spectrum*. 14(4), 213-217.

COPING: MINDFULNESS, ATTENTIVENESS and AWARENESS

- [C] Tingley, K. (2020). Can mindfulness evolve from wellness pursuit to medical treatment? *The New York Times*.
- [C] Amel, E., C. Manning and B. Scott (2009). Mindfulness and sustainable behavior: Pondering attention and awareness as means for increasing green behavior. *Ecopsychology*. 1, 14-25.
- [C] Kaplan, S. (2001). Meditation, restoration and the management of mental fatigue. *Environment and Behavior*. 33, 480-506.
- [C] Brown, K. W. and R. M. Ryan (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *J Pers Soc Psychol*. 84(4), 822-848.
- [C] **OPTIONAL:** Bishop, Lau, et al. (2004). Mindfulness, A proposed operational definition. *Clinical Psychology: Science and Practice*. 11(3), 230-241.
- [C] **OPTIONAL:** Davidson, R.J., J. Kabat-Zinn (2003). Alteration in brain and immune function produced by mindfulness meditation. *Psychosom Med*. 65(4), 564-570.
- [C] **OPTIONAL:** Grossman, P., L. Niemann, et al. (2004). Mindfulness-based stress reduction and health benefits: A meta-analysis. *J Psychosom Res*. 57(1), 35-43.
- [C] **OPTIONAL:** Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present and future. *Clinical Psychology: Science and Practice*. 10(2), 144-156.

STORYCORPS

Brooks, D. (2020) Nine nonobvious ways to have deeper conversations, *New York Times*, November 11. From:
<https://www.nytimes.com/2020/11/19/opinion/nine-nonobvious-ways-to-have-deeper-conversations.html>

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:**
<https://storycorporg-staging.s3.amazonaws.com/uploads/Getting-Started.pdf>
- [Optional] StoryCorps (2021) **Homepage:**
<https://storycorps.org>
- [Optional] StoryCorps (2021) **Interview tips:**
<https://storycorporg-staging.s3.amazonaws.com/uploads/Interview-Tips.pdf>
- [Optional] StoryCorps (2021) **Sound quality:**
<https://storycorporg-staging.s3.amazonaws.com/uploads/Improve-Sound-Quality.pdf>
- [Optional] StoryCorps (2017) **Best practices for conducting an interview:**
<https://youtu.be/PHs5UvwhKDO>

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>

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

COPING: NATURE AS MEDICINE

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- [C] Popova, M. (2019, May 27). The healing power of gardens: Oliver Sacks on the psychological and physiological consolations of nature. *Brainpickings*.
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- [C] **OPTIONAL:** Clay, R. A. (2001). Green is good for you. *Monitor on Psychology*. 32(4), 40-42.
- [C] **OPTIONAL:** Frumkin, H. (2001). Beyond toxicity: Human health and the natural environment. *American Journal of Preventive Medicine*. 20, 234-240.
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COPING: ENGAGED & ACTIVE LIVING

- [C] Duvall, J. (2011). Enhancing the benefits of outdoor walking with cognitive engagement strategies. *Journal of Environmental Psychology*. 31, 27-35.
- [C] Leff, H. (1984). Playful perception: Choosing how to experience your world.
- [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] Moser, S. C. (2020). The work after “It’s too late” (to prevent dangerous climate change). *WIREs Climate Change*, 11, 1-11.
- [C] Reis, K., & Ferreira, J-A. (2015). Community and school gardens as spaces for learning social resilience. *Canadian Journal of Environmental Education*, 20, 63-77.
- [C] **OPTIONAL:** Ryan, R. M., Huta, V., & Deci, E. L. (2008). Living well: A self-determination theory perspective on eudaimonia. *Journal of Happiness Studies*, 9, 139-170. (READ PAGES 156-166, starting with section, “Autonomy and Mindfulness in Eudaimonic Living”).
- [C] **OPTIONAL:** Dalai Lama, & Brooks, A. C. (2016, Nov. 4). Dalai Lama: Behind our anxiety, the fear of being unneeded. *The New York Times*.
- [C] **OPTIONAL:** Pretty, J. (2006). Physical activity in modern society: Is there also an environmental benefit? *Environmental Conservation*, 33(2), 87-88.
- [C] **OPTIONAL:** Pretty, J. (2005). The mental and physical health outcomes of green exercise. *International Journal of Environmental Health Research*, 15(5), 319-337.
- [C] **OPTIONAL:** Kabat-Zinn, J. (2005). Walking meditations. In *Coming to Our Senses: Healing Ourselves and the World Through Mindfulness*. NY: Hyperion. (pp. 268-272).
- [C] **OPTIONAL:** Nhat Han, T. (1991). Walking meditation. Peace is every step: The path of mindfulness in everyday life. NY: Bantam (pp. 27-29).
- [C] **OPTIONAL:** Endredy, J. (2002). Earthwalks for body and spirit: Exercises to restore our sacred bond with the earth. Rochester, VT: Bear & Company.

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

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

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
- [C] Kaplan, S. & Kaplan R. (1983). Interpretation strategies. *Cognition and Environment*. Ann Arbor: Ulrich's. Excerpt pp. 132-137.
- [C] Pihkala, P. (2018). Eco-anxiety, tragedy, and hope: Psychological and spiritual remedies of climate change. *Zygon*, 53(2), 545-569. (READ SECTIONS: "Having Hope in the Midst of Tragedy", p. 554-555; "Putting Tragic Hope into Practice" and sub-sections, p. 559-563; "Summary", p. 563-564.)
- [C] Ojala, M. (2012). How do children cope with global climate change? Coping strategies, engagement, and well-being. *Journal of Environmental Psychology*, 32, 225-233. (READ SECTIONS: "Introduction" and sub-sections, p. 225-227; "Discussion" and sub-sections, p. 230-232.)

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
- [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.)

EXPERTISE & 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.
- [C] Dahlstrom, M. F. (2014). Using narratives and storytelling to communicate science with nonexpert audiences. *PNAS*, 111(4), 13614-13620.

WEEK 15 – VOLUNTARY SIMPLICITY & THE ART OF BEHAVIOR CHANGE

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], and Conclusion).
- [C] Alexander, S. (2012). Resilience through simplification: Revisiting Tainter's theory of collapse. *Simplicity Institute Report*.
- [C] **OPTIONAL:** 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

ART OF BEHAVIOR CHANGE

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

[C] De Young, R. (2011). Slow wins: Patience, perseverance and behavior change. *Carbon Management*, 2, 607-611.