

FCS/Psy 3620-1 Fall 2017 Environmental Psychology & Sustainability no pre-requisites. 3 credit hrs., meets T,H 12:25 -01:45 PM in AEB 350 Barbara Brown, PhD 581-7111, FCS Dept., 246 AEB barbara.brown@fcs.utah.edu (I prefer email) Office hrs: Tues 1:45- 4:45 or by appt.

Schedule of topics and due dates. Topic dates are approximate; due dates I expect to maintain. Accurate as of 8-18-17.			
Tues	Thurs	Topics	Assigned readings due before class: pay attention to page #s
8/22	8/24	Introduction & Methods; Cognition (maps, Lynch) (Just for this week, text readings on Canvas)	Ch 1 (only: 2-6; 12-14); Ch15 (pp.513-15) Ch 2 (33-46, except omit hippocampus p. 44)
8/29	8/31	Cognition (wayfinding); New Ecological paradigm ; Dragons of inaction; Psychology of climate change & Frames ; Paper 1 Ecological Footprint due 8/31 prior to class discussion	Ch 3 attitudes (pp. 83-87 (stop at mediators); read p. 90); Nisbet article (ALL articles are on Canvas); Ch 13 all (420-453)
9/5	9/7	Nature & restorativeness.	Ch12 (pp. 387-391 AND Ch 3 pp.61-62);
9/12	9/14	Territoriality; Privacy	Ch 5 (Territoriality pp 126, 128-9, 138-142, 147-150, 155-6) (Ch 6 Privacy only: 190-194; 197 Theories of privacy – 200; 202-204);
9/19	9/21	World climate simulation	Murtaugh 1-page article
9/26	9/28	Personal space (with video!)	Ch 5 (Personal space pp. 126-7; 133-7; 143-5; 151-3; 155-6)
10/3	10/5	Test 1 = 10/3; Social norms for environmental behavior	Griskevicius article;
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10/17	10/19	Environmental supports for health: physical activity & eating	Brown & Werner chapter (pp. 459-477)
10/17	10/19	Urban environments (Whyte film)	Ch 8 (Read 241-243 (skip: What is a neighborhood 243-4); read 245-65)
10/24	10/26	Designing more fitting environments Paper 2 (Get your feet wet) due 10/24	Ch 15 (only: 500-502, 512 Stages – 514, 519 Post-occupancy evaluation - 522)
10/31	11/2	New urbanism 1-page Paper3a due 11/2 on Canvas	Brown & Cropper article
11/7	11/09	Place attachment	Ch 9 (all: 272-300)
11/14	11/16	Test 2 = 11/14 Growing up in the inner city	Taylor article
11/21	--	Commons dilemmas	Ch 14 first half: (only: pp 455-8, 464-9, 477-490)
11/28	11/30	Guest lectures, from Ms. Lietzke & Ms. Artman Poster/Paper 3b due in class	Garst article; Suttie article
12/5	12/7	Disasters & risk 12/7 = Test 3 & Posters presented	Ch 12 (only last half: pp. 391 Big Trouble -411)

Text = Gifford, R. (2014). *Environmental psychology: Principles and practice, 5th Ed.* Optimal Books. Available at the bookstore.

Plus Extra reading assignments (available on Canvas/Instructure)

Brown, B. B., & Cropper, V. L. (2001). New urban and standard suburban subdivisions: Evaluating psychological and social goals. *Journal of the American Planning Association, 67*(4), 402-419.

Brown, B. B., & Werner, C. M. (2012). Healthy physical activity and eating: Environmental supports for health. In S. Clayton (Ed.), *The Oxford Handbook of Environmental and Conservation Psychology* (pp. 459-484). New York: Oxford University Press.

Garst, B. A., Baughman, S., Franz, N. K., & Seidel, R. W. (2013). Strengthening families: Exploring the impacts of family camp experiences on family functioning and parenting. *Journal of Experiential Education, 36*(1), 65-77.

Griskevicius, V., Cialdini, R. B., & Goldstein, N. J. (2008). Social norms: An underestimated and underemployed lever for managing climate change. *International Journal of Sustainability Communication, 3*, 5-13.

Murtaugh, P. (2015). Paul Ehrlich's Population Bomb Argument Was Right. *New York Times*. Retrieved from <https://www.nytimes.com/roomfordebate/2015/06/08/is-overpopulation-a-legitimate-threat-to-humanity-and-the-planet/paul-ehrichs-population-bomb-argument-was-right>

Nisbet, M. C. (2009). Communicating climate change: Why frames matter for public engagement. *Environment, 51*(2): 12-23.

Suttie, J. (2016). How to Raise an Environmentalist. *Greater Good Magazine, September 14*. Retrieved from https://greatergood.berkeley.edu/article/item/how_to_raise_an_environmentalist

Taylor, A. F.; Wiley, A., Kuo, F. E., & Sullivan, W.C. (1998). Growing up in the inner city: Green spaces as places to grow. *Environment & Behavior, 30*, 3-27.

Course Description (from catalog): Effects of built and natural environments on human behavior; how people use and affect the physical environment. **Teaching and learning methods.** Include lecture, discussion, films, short problems addressed in class or by short field trips.

Assignments & criteria. Tests are non-cumulative and cover text & lecture. Format includes mostly multiple choice, with some definitions & short answers. Class attendance is required to do well on tests. Paper descriptions are below. Test 1 = 25% Test 2 = 25% Test 3 = 8% Paper 1= 3% Paper 2=10%; Project paper 3a = 2%; Project paper 3b 20%; In-class participation options, 1- 2 pts each, scattered throughout the semester = 7%

Missed exams. Depending on your reason, I may allow an early exam, which you can take at the University Testing Center for a fee. If you have missed an exam, let me know as soon as you can and bring in documentation, such as a doctor's excuse. Depending on the timing and rationale of

any missed exams, I may or may not opt to give you a cumulative final to substitute for a missed exam. As an example calling me to say you cannot take my test because you are on your way out of town for a scheduled field trip for another class is not a sufficient reason to take the test late—you should schedule to take it early.

Grading scale. Papers are graded on a 1-10 scale, proportional to 100 pts. (Ex: 93% = 9.3), then converted to points. Tests are on the 0-100 scale, then converted to points. Example: a 93 on test 1, worth 24% of grade, = $93 \times .24 = 22.32$

93% = A	90-92.9 = A-	
87-89.9 = B+	83-86.9 = B	80-82.9 = B-
77-79.9 = C+	73-76.9 = C	70-72.9 = C-
67-69.9 = D+	63-66.9 = D	60-62.9 = D- < 60 = E

Course objectives: By the end of this course students should be able to:

Achieve a deep understanding of the interdependence between human behavior, psychological processes, & the environment.

Apply an understanding of environment-behavior relationships to improving environments

Critique how environmental psychologists make scientific claims.

Appreciate and more readily notice influences on your behavior from the built and natural environments

Explain how behaviors and built environments will need to change toward greater sustainability and why this is difficult for humans.

Appreciate which behaviors matter most for sustainability.

Academic Honesty/Cheating/Plagiarism. Don't do it! I do not hesitate to give 0s when students cheat. This includes turning in a paper you got off the internet, one you turned in for another class, or communicating answers to a test. **Do not text or cell phone during a test**—turn them off! If you have questions, here is a link to the student code: <http://regulations.utah.edu/academics/6-400.php> All honesty and plagiarism policies established by the University of Utah will be upheld in this class. Academic misconduct includes, but is not limited to, representing another's work as your own, collaborating on individual assignments, and **submitting the same work for more than one course without the permission of both instructors**. Any of these actions will not be tolerated. If it is discovered that you have engaged in academic misconduct of any type in this course, **the Family & Consumer Studies departmental policy states that you will be given a failing grade in the course** and be reported to the Dean and the VP for Academic Affairs, who will keep your name on record. Should you be reported more than once, you may face expulsion from the University.

PAPERS: Paper writing rules for citations for Papers 1, 2, and 3a/b. If you include information from outside the class or quotes in your written assignments (with the exception of exams), you must provide citations and a reference list. Avoid the urge to over-rely on quotes; a written assignment that is substantially made up of quoted material will not be considered to be your own work, even if you have used correct citations. Generally, use the (Author(s), date) method in the text and a complete citation (any style is OK) at the end of the paper. Example: The presence of green trees is associated with more play among children in Chicago public housing (Taylor et al., 1998). See the full citation on page 1 of this syllabus. Paper 1 only is submitted through Canvas; please upload as a .doc or .pdf. **Plagiarism Software Policy.** "Your professor may elect to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment." **Late papers** are accepted, but with 10% off for each late day (24 hour days; can email late papers directly to Dr. Brown).

Paper 1: Ecological Footprint. 1 page plus evidence from the final page of the footprint quiz. See the possible ways to critique the exercise on the Assignments page on Canvas/Instructure

Paper 2: Observation & analysis 3 pages, double spaced. The goal is to give you an opportunity to apply what you have learned from text and lecture. You will choose one from a list of paper options, which will be found on Canvas/Instructure Assignments page. I look for good evidence of understanding of the underlying concepts, evidence of care in "data collection," the ability to draw conclusions from the data, and reflection on whether your data support/refute the current research and theory, and what modifications or new directions you would suggest for researchers in this area. All "data" you collect (personal logs, cognitive maps) should be turned in with the project (beyond the 3 pages) so that I can tell your drew conclusions based on your data. If you cite other work (not mandatory, depends on which option you use) please cite them (see above).

Paper 3a 2 articles related to Paper3b To make sure you devote enough time to paper 3b, I will ask you to turn in on Canvas a 1-page description of 2 articles you have found that you believe will be helpful in creating your final paper/project 3. Please just summarize what these studies suggest and how they might lead to a research question for your final paper. You do not have to use these 2 as the required 3 sources for the paper, if you change your mind. Provide the full citations of the two articles. If the project sounds too big or too small, I will give you that feedback so you can get back on course.

Paper 3b: Paper/Poster. 6 pages (per person, approximately) + poster. Study a setting for a particular process. You choose the setting (your workplace, home, the bus, a coffee shop, Main Street, a park, a gym). You select environment & behavior concepts to use in deepening your understanding of the setting (select 1 or 2, I prefer depth to breadth). Use as your tools for analysis any method researchers use to learn more about settings: observations, interviews, historical or library research, cognitive maps, etc. Your paper should show you understand the concepts, have done a short literature review, can appreciate the strengths and weaknesses of your methods while doing good research, and can develop a theme for the results. For the short literature review use **at least 3 different sources cited with at least 2 from scholarly journals**; 1 can be a non-scholarly source (e.g., Wikipedia; a web site; the Salt Lake Tribune). You can develop your own theme, or adopt one of these: Setting "X" is poorly (or well) designed for users, as shown by my data. Or describe a research-informed campaign to make some environmental change. Or, you can add an ideal re-design. Or a new design selected with certain users in mind (e.g., single moms, kids, elderly, poor people, etc.). Or describe how a setting today varies from its historical functions. Or create a new concept and demonstrate why the field of environment & behavior (E & B) needs the concept. Use proper citations (I don't care about style, but give all the information; see above, "Paper writing rules for citations").

In addition to the paper, you will share the essence of the paper in a **poster or presentation**. Most of you will create a poster to illustrate what you have learned; up to 3 individuals or groups can do a short (5-8 minute) talk or audiovisual presentation on a 1st requested, 1st scheduled basis. For posters, I grade on clarity, not artistic skills. Part of your grade will depend on how clear and interesting you make the presentation to your peers. **Extra credit for winning projects!** We vote for the favorite poster presentations with winner getting 0.3 points added to final grade and runner up getting 0.15 points to final grade. Please do not ask to do more papers for extra credit I'd prefer you do a good job on the assignments you are given.

Group project bonus option for Paper 3: I believe in the value of working in interdisciplinary teams. It may take a bit longer to recognize the point of view of another discipline, but that is what survival in today's world often requires. I reward interdisciplinary teams (defined as those comprising students from at least 2 different majors) by automatically giving them .3 higher (out of 10) on the final project. At the very end of the paper, state that you have an interdisciplinary team and what the majors of the team members are. This can move a project from one grade to the next level (e.g., an 8.5 goes to 8.8, moving the B to a B+). Limit yourself to 3 in a team. For additional details on finding academic sources and how to prevent social loafing, see the fuller version of directions on Assignments.

Incompletes. In order to qualify for an "Incomplete" in any U. of U. course, you must complete no less than 80% of the course work *and* be in good standing (i.e., have earned at least a C on all completed work) *and* receive permission from the instructor. **The FCS Department Policy is that students who do not complete the work within 1 year will automatically receive a failing grade.** No exceptions will be made to this policy.

Attendance. "The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor." PPM, Policy 6-100III-O. (<https://utah.instructure.com/courses/148446/pages/syllabus-design>)

My policy is that you must give advance notice and secure permission to miss a scheduled test or exam. Depending on the quality of the excuse, I may or may not allow an alternative final exam or differential weighting of assignments to make up an assignment missed. When there are not special assignments due, I still expect students to attend class and to get notes from other students when they must miss. If you have questions, ask me during my office hours or schedule an appointment.

"Americans with Disabilities Act (ADA) Statement. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the [Center for Disability Services](#), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services."

Wellness statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.

If you are a **student veteran**, I want you to know that the U of Utah has a Veterans Support Center on campus—418 the Olpin Student Union Building. Their website has more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

If you are a member of the **LGBTQ community**, I want you to know that my classroom is a safe zone*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus--Room 409 in the Olpin Student Union Building. Their website has more information about the support they can offer, their events, and resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

If **English is your second language**, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics EAS Program (<http://linguistics.utah.edu/certificates-and-programs/eas/index.php>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class. [<https://utah.instructure.com/courses/148446/pages/syllabus-design>]

Other University of Utah or FCS Department Policies

Deadlines for adding and dropping. Last day to: add without a permission code= Friday, August 25; wait list: Friday, August 25; add, drop (delete), elect CR/NC, or audit classes: Friday, September 1; withdraw from classes: Friday, October 20.

Non-contract note. "Note: The syllabus is not a binding, legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification."

Technology statement. Students are expected to maintain a respectful and civil atmosphere during class meetings. Please prevent disruptions by turning off and refraining from use of cell phones/alarms, and by putting away extraneous reading materials.

In order to maintain a positive, civil environment for learning I expect that all students will strive to meet the goals described in the University of Utah's Student Code, which states *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of*

discovery and scholarship."

Faculty responsibilities The professor will... ;

1. Be prepared for class.
 2. Arrive on time or early for class and have all equipment set up.
 3. Use a variety of teaching methods, including lecture, group work, discussion, demonstrations, films, etc. in an effort to create a stimulating learning environment and accommodate different learning styles.
 4. Provide feedback on assignments in a timely manner.
 5. Be available for individual consultation during office hours or by appointment.
 6. Reply to email within 48 hours, not including weekends or holidays.
 7. Follow all official University of Utah policies regarding conduct within the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis and only with the required documentation. No exceptions will be made to this policy.
 8. Comply with the final exam schedule. [Not relevant to this class but FCS policy nonetheless: Final papers (in place of exams) should be due at the final exam time. Final projects or presentations should also follow this schedule.]
 9. Not cancel classes – if there is an emergency situation efforts should be made to inform students.
 10. Treat students equitably and with respect. This includes enforcing responsible classroom behavior on the part of students. For the full list of faculty responsibilities at the University of Utah, see <http://www.admin.utah.edu/ppmanual/8/8-12-4.html>
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Student responsibilities: You are expected to...

1. Spend 2-3 hours per credit hour in preparing for this class, including completing reading assignments, written assignments, and studying for exams. As this is a 3 credit hour course, you should plan to spend 6-9 hours per week in preparation for this course in addition to class time.
 2. Complete required reading assignments in a timely manner.
 3. Complete written assignments on time, or make alternate arrangements for completing assigned work with the professor in advance of assigned due dates.
 4. Attend class and participate in class activities and discussions.
 5. Arrive on time for class and stay the entire class period – arriving late and/or leaving early will be disruptive to group work and class discussions.
 6. Treat one another, the instructor, campus staff, and the classroom with respect.
 7. Seek help from the professor (and other resources such as the Center for Disability Services or the Writing Center) whenever necessary, and before minor problems become major barriers to learning.
 8. Refer to the syllabus and the class webpage for important information pertaining to exams, written assignments, and class policies.
- For the full list of student rights and responsibilities at the University of Utah, see <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

Scheduling accommodations: Students should register for courses for which they have no scheduling conflicts. Professors should be very cautious in providing accommodations for students missing classes due to trips, family events, etc. It is the student's responsibility to get class information from other students (not the professors).

U of U policy allows students to make up assignments and exams if they are participate in officially sanctioned University activities such as intercollegiate athletics.

If students miss an exam due to illness, medical documentation (i.e., a doctor's note) should be provided in order to make up missed work. Except in the case of an emergency, students must inform the professor before the exam.

Sensitive topics: Some of the writings, lectures, films, or presentations in this course include material that some students may find offensive. Please review the syllabus carefully to see if this is a class you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

Evacuation site. If we need to evacuate for disasters or emergency drills, gather in President's Circle as shown on the map. Full evacuation flyer is on Canvas with the syllabus. Register with alert.utah.edu/headsup and see all emergency sites at <http://emergencymanagement.utah.edu/eap>

U of U rocks for research! As the only institution in Utah with the highest research category (R1), students at the U. have access to state-of-the-art research facilities and can be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in [programs](#) that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.



In all cases, the policies of the University of Utah will be followed.