Environmental Psychology (Spring 2009)
MWF 10:00, HH 010

Basics
Email: v-sheets@indstate.edu
Phone: 237-2451
Office: Root Hall B-205
Office hours: M W F: 9-10

Textbooks
Kopec, D. (2006). *Environmental Psychology for Design.*
Fussel, P. (1983). *Class*.

Textbooks are available in the bookstore. May also be purchased (Amazon) or rented (Chegg) on-line.

Course Objectives
Although this is a psychology class, this course earns you credit as a General Education SBS Elective (FS 2000) and Foundational Studies Integrative, Upper-Division Elective (FS 2010).

The learning outcomes promoted through this course therefore represent those of the Psychology Department as well as specific outcomes associated with the Foundational Studies program.

Psychology-specific learning objectives:
As a result of this course, you should be able to:
1. be familiar with the theory and research practice of the field of environmental psychology
2. be able to apply psychological research methods to improve the functioning of physical settings
3. be more aware of the impact of your physical surroundings on your behavior and be willing to change the environment to meet your needs

These will be fostered through lectures, class discussions, readings, and other assignments.

Foundational Studies Learning Objectives
As a result of their experience in Foundational Studies, students should be able to:
1. Locate, critically read, and evaluate information to solve problems;*
2. Critically evaluate the ideas of others;*
3. Apply knowledge and skills within and across the fundamental ways of knowing;*

4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate skills for effective citizenship and stewardship;*
6. Demonstrate an understanding of diverse cultures within and across societies;*
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness;
10. Express themselves effectively, professionally, and persuasively both orally and in writing*

*Each of these learning outcomes will be fostered through the readings, class discussions, and especially the course papers and group project. (Others may be touched upon but are not a significant focus of this class).

Integrative, upper-division elective objectives
Through their experience in an integrative, upper-division elective, students should:
1. Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing
2. Engage in or conduct research that makes use of multiple ways of knowing to address a particular topic or issue
3. Analyze and write at an advanced level

to specifically enhance their applied skills in:
1. Critical thinking
2. Information literacy
3. Writing
4. Reading/analysis of sophisticated material
5. Application of information form within and across various "ways of knowing"

Grading
Grades will be based on attendance, an article review, a book review, a course project exams, and other assignments. All written assignments should be typed, double-spaced with 1" margins. APA-style should be followed for citations.
[FS reviewer: I have highlighted each of the Foundational Studies (FS) Learning Outcomes, Integrative upper-division elective (IE) Learning outcomes, and Applied Learning Skills (LS) fostered by each graded assignment as well as lecture/discussion topic below.]

Attendance (20 points). Attendance will be randomly taken 10 times throughout the semester, with each date worth 2 points toward your final grade.

Article review (30 points). Students are required to read a recent (e.g., 1998+) empirical article of relevance to environmental psychology. The paper should a) summarize and critique the article, b) discuss the possible applications of the findings, and c) suggest ideas for further research.

The *summary & critique* section should describe the rationale for the study and the research methods used, as well as the results and the author's conclusions. Any limitations to the authors' methodology (and possible alternative methodologies) should be highlighted as well. This section should answer the questions: What did the author do, why did he/she do it, and what did he/she find?

The *potential application* section should translate the findings into terms that are useful and meaningful for a practitioner (e.g., interior designer, architect or landscape architect, urban planner, or social activist). I want you to think beyond the implications/applications that may be discussed in the article to identify possible users and uses of the information. This section should answer the question: What do you think it means, that is, how could this be useful?

The *further study* section should identify other needs for study of this topic and identify alternative methodologies that might be used to verify the findings. How would *you* test the researcher's hypotheses or related hypotheses? (Note: I do not want a "research plan" but I want to see that you've given some thought as to what else might be done, particularly to resolve any criticisms that you might have raised).

Articles may be selected from any **academic journal** as long as they discuss issues relevant to our class. Some relevant journals include: *Environment and Behavior*, the *Journal of Environmental Psychology,* the *Journal of Applied Social Psychology*, the *Journal of Personality & Social Psychology*, the *Journal of Architecture & Planning Research,* and the *Journal of Social Issues* (Not all of these are available in full-text through ISU's databases). A good strategy to find a relevant article would be to do a PsychInfo search on a topic you find interesting from the syllabus, class, or textbook.

For full points, you must include a copy of your article with your review.
[FS reviewer: This assignment fosters FS #1, FS #2, FS #3, FS #10; LS #1, LS #2, LS #4, LS #5].

Book Review (20 points). All students must read and review the book *Class*. The book review should be 2-3 typed pages in which you a) briefly review the book, b) discuss its relevance to environmental psychology, and c) describe your own reactions to the author's major points.

The first section (1-2 paragraphs) should describe the contents of the book. What does the author say about the relationship between class and the environment?

The second section (1-3 paragraphs) should discuss the relevance of the book to environmental psychology. For instance, how does it fit into the topics you've read about or that we've discussed in class? (Hint: You should think about the

underlying motivations and concepts rather than the actual behaviors vis-à-vis social class).

The final section (2-3 paragraphs) should describe your reactions to the book, either at the concrete (specific content) or abstract (conceptual) level.
[FS reviewer: This book is not a "psychology" text, but is rather a facetious account of the American class system that is used to motivate a discussion of social class differences use of the environment to symbolize their status and leads into a class discussion of possessions as symbols of social identity: FS #2, FS #3, FS #6—if you accept that social class is an important dimension of "culture"; LS #1]

Course Project (100 points). The course project will involve an in-depth analysis of the psychological attributes of a place in the Wabash Valley. With your partner(s), you will be responsible for choosing an appropriate site. The completed project will be reported in a paper and an oral presentation.

This will be a "team" assignment, involving groups of 3 persons. Although students' efforts will be individually graded, the project should be too substantial for one person to perform alone–making it very difficult to succeed on the back of a single individual. *You will need to work together*.

The final project should a) describe the site, b) identify the purposes/functions of the setting, c) highlight its attributes that promote or inhibit its effective functioning, and d) culminate in recommendations to improve the setting for its users. The (a) physical description of the site will likely require photos and/or renderings of the site layout. The (b) discussion of the purposes/functions should not only talk about the mundane tasks performed, but should discuss the (psychological) needs of the users in order to perform their tasks. The (c) discussion of site attributes that promote or inhibit functioning should be framed in terms of abstract concepts or theoretical models described in class or readings. The (d) recommendations for improvement should flow from theoretical models.

Your understandings of the site should be formed from data rather than your *a priori* beliefs about how things work. Therefore, each team will be required to collect at least two of the following forms of data: a) behavioral observations (at least 2 hours) recorded at the site, b) structured, in-depth interviews with at least four users, or c) surveys collected from at least 15 users. A copy of your instruments/questionnaires and summary of your data must be turned in as an appendix to your report.

The project paper should be typed using APA format. You should include at least 3 references other than your textbook (e.g., journal articles, book chapters, technical reports, **government** web-sites or databases). Note that while you may download publications from the web, no more than **one** of your sources may be a website.

The presentation of the project should contain all of the elements of the paper (though probably in a shortened form); the presentation shall constitute

10% of your project grade.

     Although the project is not due until the last week of classes, you should start meeting with your teammates soon to generate ideas and develop a plan. Teams should be determined via self-selection (I will ask for teams to identify their members by the 3rd week of class, and I will ask for a summary of your intended plans by the end of the seventh week). Note: almost all of your work will be completed outside of class, but I will be happy to use class time to address general questions/issues.
 [FS reviewer: FS #1, FS #2, FS #3, FS #5, FS #10; IE #1, IE #2, IE #3; LS #1, LS #2, LS #3, LS #4, LS #5]

Exams (280 points). There will be four exams during the course worth 60 points each. The lowest of these grades will be dropped. There will also be a cumulative final exam worth an additional 100 points.
[FS reviewer: Exams consist of multiple choice, short-answer and essay questions with essays selected to test students' ability to apply their knowledge to solve a specific real-world problem, e.g., mitigating the effect of noise, constructing a good "you R here map," etc. FS #3, FS #5, FS #10; FS # 3]

Additional Assignments. Additional assignments <u>may</u> be made throughout the course for extra-credit. This is the only source for extra-credit in the class.

Grades will be assigned on a straight (90-80-70-60) percentage scale applied to a 450 point base:

        405 - 450 = "A"
        360 - 404 = "B"
        315 - 359 = "C"
        270 - 314 = "D"
          0 - 269 = "F"

All assignments are due on dates indicated, unless otherwise announced in class. **Late assignments are not accepted**. Dates of exams are approximate; exact dates will be announced in class at least one week prior to exam. **Make-ups are not given.**

Academic Misconduct Policy
Students have the responsibility to know and observe the requirements of the Indiana State University Code of Student Conduct and Policy on Academic Integrity. This code forbids cheating, fabrication, or falsification of information, multiple submission of academic work, plagiarism, and complicity in academic dishonesty. Students who violate this code can expect to receive penalties ranging from a "0" for an individual assignment to failing the course and getting expelled from the university.

Signing someone else in (or asking someone to sign you in) on an attendance sheet constitutes falsifying an academic record. It is academic misconduct and will result in

your receiving 0 attendance points *for the semester* and a report being filed with Student Judicial Programs.

*Falsification of data constitutes both academic and **scientific** misconduct and will result in your automatic failure in the course*.

Laptop Policy
Although no laptop is required for this class, you are free to bring your laptop to use (as appropriate) to take notes in class. On occasion, I may request that those who have laptops bring them to assist in small group activities. If you bring your laptop to class, please be prepared to run it on battery during class sessions (I walk around a lot and do not want to trip over your cord).

Note that even though you are not required to bring a laptop to class, you will need access to a computer with Internet connection in order to complete some of the graded assignments (as specified above).

Americans with Disabilities Compliance Statement
"Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms

Statement on Academic Freedom
Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

The preceding statement is from the American Association of University Professors and would seem to assure that professors can raise matters of controversy when they are germane to the substance of the class. As a matter of practice, I would extend this to you—as students in my class—as well. You are free to question or challenge ideas that are raised. I will insist, however, that any and all discussions be civil; this freedom does not entitle you to belittle those with different opinions or to disrupt the conduct of the class. May empiricism rule!

For more information and the complete AAUP statement on Academic Freedom, I would refer you to:

http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm

Tentative Agenda

Week	Readings & Assignments

Jan 12   Overview (Chap 1)
[FS reviewer: This course represents the intersection between the field of psychology and the broad field of environmental design. It pulls research and theory from psychology, anthropolgy, architecture, aesthetics, interior design, sociology, and urban planning: FS #3; IE #1].

Jan 19   Foundational Theories (Chap 2)
[Foundational theories go beyond those frameworks examined in typical psychology courses as noted above: FS #3; IE #1]

Jan 26   Human Factors (Chap 3)
        EXAM #1 DUE ABOUT HERE

Feb 2   Psychology of Behavior (Chap 4)
[Although this chapter is labeled the "psychology" of behavior, this section really encompasses topics like proxemics—from anthropology—and wayfinding—from urban planning: FS #3; IE #1]

Feb 9   Human Perception & Environmental Design (Chap 5)
[This section begins with a review of psychological knowledge of perception, but also introduces basic aesthetic concepts more familiar to a design or architecture major than students in psychology courses. Perhaps one of the biggest emphases of this course is on the prospect of "participatory design," a democratic design process that involves and empowers users to take charge of their setting to make it fit their functions: FS #3, FS #5; IE #1]

Feb 16   Risk Assessment (Chap 6)
[This section represents an intersection between microeconomics and cognitive psychology to understand assessing risk and coping with environmental stress: FS #1, FS #3, FS #5, FS #9; IE #1; LS #2; LS #4]

        EXAM #2 DUE ABOUT HERE

Feb 23   Residential Environments (Chap 7) **(Book Review Due: Feb 23)**
[This and subsequent environment sections use the environment as a unifying category to examine research from a variety of areas that may influence a settings' functioning: FS #1, FS #3, FS #6; IE #1; LS #5]

Mar 2   Discussion of Book & Articles **(Article Review Due: March 2)**

Mar 9   SPRING BREAK!

Mar 16   Environments for Youth (Chap 8)
                    Schools & Learning Environments (Chap 10)
[FS #1, FS #3, FS #6; IE #1; LS #5]

        EXAM #3 ABOUT HERE

Mar 23   Environments for Disabled/Elderly (Chap 9)
[While the importance of cultural diversity is spread throughout the course, this section specifically speaks to this matter with a focus on aging & disability: [FS #1, FS #3, FS #6; IE #1; LS #5]
                    Healthcare Environments (Chap 11)
[FS #1, FS #3, FS #6; IE #1; LS #5]

Mar 30   Workplace Environments (Chap 12)
                    Retail & Service Environments (Chap 14)
[FS #1, FS #3, FS #6; IE #1; LS #5]

Apr 6   Hospitality Environments (Chap 13)
[FS #1, FS #3, FS #6; IE #1; LS #5]

        EXAM #4 ABOUT HERE

Apr 13   Community Environments (Chap 15)
[This is really a section in urban sociology and environmental planning: FS #3, FS #6; IE #1; LS #5]

Apr 20   Psychology & the larger world (Reading TBA)

Apr 27   Project presentations; Exam preparations **(Project Due: Apr 27)**

The final exam will be given on Monday, May 4th at 10:00 am.