DEA 1500 INTRODUCTION TO HUMAN-ENVIRONMENT RELATIONS

http://courses.cit.cornell.edu/dea150

"To live in an environment that has to be endured or ignored rather than enjoyed is to be diminished as a human being." Sinclair Gauldie (1969). *Architecture, NY: Oxford University Press.*

Overview

Human-Environment Relations is the study of environment and behavior. Much of our attention will be focused on how the physical environment influences human health and well being. How are health, moods and emotions, preferences, performance, interpersonal relationships influenced by the physical settings we live and work in?

We will also take a look at the flip side of this focus. How do human attitudes and behavior affect the environment?

DEA 1500 introduces the field of Human-Environment Relations. No pre-requisites are assumed for this course. It is an introductory course that will interest designers and planners, environmental scientists, as well as people interested in psychology, sociology, public health or medicine.

The course is organized into four major sections, as shown below on the syllabus. Each of the sections is devoted to one setting: Home, City, Work, and the Earth. Within each of these settings various Human-Environment Relations (HER) Processes are discussed. Each of these HER processes explains how the physical environment and behavior go together. Each of these four sections, in addition to looking at explanatory processes, will provide concrete illustrations of using knowledge to make a difference in the day to day health and well being of individuals. In addition, throughout we will examine inequalities in environmental exposure and social justice issues.
KEY PROGRAM AND COURSE LEVEL LEARNING OUTCOMES

My overarching goals for this class are easy to state but challenging:

1. I want you to become fascinated about how the physical environment affects human health and behavior.

2. I want you to learn how to think about environmental issues from a psychological perspective.

Specific program and learning outcomes:
1. Grounding in the field
2. Innovation
3. Direct own learning
4. Write, speak, and use visual communication effectively

Requirements
Requirements for the course consist of discussion section activities (participation and two projects) and three examinations. You are responsible for materials covered in lectures, readings, audiovisuals, and discussion sections.

Preliminary Examination #1  7:30  2/21  100 points
Preliminary Examination #2  7:30  4/3   100 points
Final Examination          2:00  5/17  100 points

Discussion Section Attendance & Participation  100 points
Dormitory Design Guidelines In section  3/2   100 points
Ergonomic Analysis         Draft in sect.  4/13
                              Final in class  4/20  100 points
Extra Credit               Last day of classes.  20 points

Each of the three examinations will be focused primarily on the materials covered in that section of the course. The final is not cumulative.
Writing in the Major

As an alternative to the bi-weekly Discussion Sections, this course offers a 4 credit, Writing in the Major option which meets weekly. One of these WIM Options is for anyone, regardless of major, interested in improving their writing skills who would like to learn more about the subject matter. Grades are determined based on different criteria. See the course web site for more information. The second WIM Option is required for SNES students.

Discussion Sections

As indicated below, there are eight discussion sections. The principal objective of the Discussion Sections is to increase your interest in Human-Environment Relations. Discussion sections meet in lieu of lecture on eight Fridays. Attendance, punctuality, and participation affect your discussion section grade. Documents for participation in the discussion sections are included on the course web site. Details on the two project reports are also included on the web site.

N.B. The first discussion section is in week one of the course.

Grading

Grades will be based upon a final points total (600, exclusive of extra credit) according to the following criteria:

A 570 A- 540 B+ 525 B 510 B- 480 etc.
A+ = 595 without extra credit or 615 with extra credit.

Extra-credit. You may earn up to 20 extra credit points by participating in the human subject pool. The SUSAN web site in Psychology is your resource to find and sign up for experiments. Every 30 minutes in SUSAN yields one point. Each SUSAN point = 2.5 points towards your DEA 1500 grade. Thus the maximum points you can receive for this class from SUSAN is 8 points. This will yield 20 extra credit points for DEA 1500. If you sign up for an experiment and do not show up, the equivalent points will be deducted. http://susan.psych.cornell.edu N.B. Last day possible to obtain extra-credit is last day of classes.

Make-up examinations. If you must miss an examination because of off-campus participation in an athletic event or performing arts presentation, your coach or director must inform me ahead of time in writing. He or she shall provide a proctor for you to take the exam while you are away from Cornell. You cannot make up the examination after it is given. Please note, it is your responsibility to obtain a written note ahead of time and to have your coach/director make proctor arrangements directly with me.

If you have a signed note from a physician certifying an illness at the time of the examination, then you will be excused from the examination that you unavoidably missed. Your grade will then be calculated on the basis of the two remaining examinations. You cannot make up the examination after is given. If you miss two examinations because of illness, you will have to repeat the course.

Exam Schedule. All exams will be given as scheduled.

Lecture Notes and PowerPoint Slides. Before each lecture an outline is posted. PowerPoint slides are posted for 48 hours after the lecture. It is a violation of US intellectual property law for me to post these slides all semester.

Disabilities Services. If you have or believe you have a learning disability that may interfere with your ability to do any of the work for this class, please go to disability services and discuss with them. I want everyone to perform up their potential in this class, but we have to work through disability services.
**Reading Materials**

There are two paperbacks for the course plus a course packet available at the bookstore. Two comments about the readings: The primary objective in selecting readings is to find interesting, provocative materials. Many of the best reading materials I can find are old. If you find a better reading for this class at any time during the semester than the one assigned and I agree with you, I’ll give you 5 extra credit points. If you find a dynamite slide, video clip that I decide to use now or in the future, I will give you 1 extra credit point. Lecture provides the most current, up to date knowledge and thinking about the topics covered in the course. Consider the readings as hors d’oeuvres and the lecture as main course. On the web site there are additional current materials to explore environmental psychology as well as professional opportunities in the field (e.g., environmental psychology textbooks, environmental psychology and human factor journals).


(R) Course reading packet.

(R) [www](http://) Required website readings

- [www](http://) without (R) are optional for you to explore at your leisure

**Course Outline**

**HOME**

1/23  [http://www.urban-advantage.com](http://www.urban-advantage.com)  Click on images.

1/25  (H) Chapter 1, Culture as communication.

1/27  **Discussion Section 1. Note: go to discussion section, not to lecture!**


1/30  (H) Chapter 9, The anthropology of space.

   (H) Chapter 10, Distances in man.

2/1  (H) Chapter 11, Proxemics in a cross-cultural context: Germans, English, and French.

   (H) Chapter 12, Proxemics in a cross-cultural context: Japan and the Arab world.

2/3  **Discussion Section 2.**


   (H) Chapter 2, Distance regulation in animals.


2/10  Discussion Section 3.


CITY


2/20  http://developingchild.harvard.edu/library/reports_and_working_papers/wp4/  
(R) http://www.agehealthy.org/pdf/chap7_0926.pdf

2/21  7:30 PM EXAM

2/22  (H) Chapter 3, Crowding and social behavior in animals.

2/24  Discussion Section 4.  


3/2  Discussion Section 5. Dormitory Design Guidelines due.  

3/5  (H) Chapter 13, Cities and culture.  
(H) Chapter 14, Proxemics and the future of man.

3/7  (H) Chapter 4, Perception of space: Distance receptors.  
(H) Chapter 5, Perception of space: Immediate receptors.

3/9  Discussion Section 6.  
(H) Chapter 6, Visual space.  
(H) Chapter 7, Art as a clue to space.  
(H) Chapter 8, The language of space.

3/12  (L) Chapter 1, The image and the environment.  
(L) Chapter 2, Three cities (read about one city).
Chapter 3, The city image and its elements.

Chapter 4, City form.
Chapter 5, A new scale.


3/19 – 03/23 Spring Break

http://www.ww.s.org
http://www.activeliving.org

(R) http://www.ajph.org/cgi/content/full/93/9/1410
http://www.smartgrowthamerica.org
http://www.cohousing.org

WORK

http://www.segd.org Click on Design Awards and Publications.


4/3 7:30 PM EXAM


4/13 Discussion Section 7. Ergonomic draft analysis due in section.
http://www.planetree.org/
http://www.healthdesign.org

EARTH


4/18 (R) http://www.lhhl.uic.edu/index.htm (Click on Trees near home boost…
http://www.naturewithin.info/CivicEco/Youth_Lit_FS14.pdf

4/20 Ergonomic Poster Due in class.


4/27 Discussion Section 8.


http://www.gdrc.org/uem/footprints/index.html
http://www.economist.com/node/21541457

http://www.inhabitat.com/
http://www.gapminder.org/

5/17 FINAL EXAM 2-4 PM

Papers and exams are available until September 15, 2012. They will be discarded at that time. If you have any questions about grading, please make sure you resolve them by that date.