"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
Environmental psychology 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, and 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 Environmental Psychology. 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 goal for this class is easy to state but challenging to fulfill:

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

How does the physical environment influence your behavior and health?
How do your attitudes and actions affect environmental quality?

At the end of this course, you should have very well informed answers to each of these questions.

Specific program and learning outcomes:
1. Grounding in the field
2. Innovation
3. Direct own learning
4. More experience and skills engaging with persons and ideas that are diverse

Sat, May 19 2:00 PM

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.

<table>
<thead>
<tr>
<th>Examination</th>
<th>Date</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Examination #1</td>
<td>7:30</td>
<td>2/27</td>
<td>100</td>
</tr>
<tr>
<td>Preliminary Examination #2</td>
<td>7:30</td>
<td>3/29</td>
<td>100</td>
</tr>
<tr>
<td>Final Examination</td>
<td>2:00</td>
<td>5/19</td>
<td>100</td>
</tr>
<tr>
<td>Dormitory Design Guidelines</td>
<td>3/9</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Ergonomic Analysis</td>
<td>4/20</td>
<td></td>
<td>100</td>
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<tr>
<td>Extra Credit</td>
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<td>20</td>
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</tbody>
</table>

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.

**Discussion Sections**
As indicated below, there are seven 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 seven 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 two, on Friday.

**Writing in the Major Discussion Section Option (4 credits instead of 3)**
As an alternative to the bi-weekly Discussion Sections, this course offers a 4 credit, Writing in the Major option which meets weekly. These WIM Options are **for anyone, regardless of major**, interested in improving their writing skills and learning more about environmental psychology. Grades are determined based on different criteria. See the course web site for more information.

**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 SONA web site in Psychology is your resource to find and sign up for experiments. Every 30 minutes in SONA yields one point. Each SONA point = 2.5 points towards your DEA 1500 grade. Thus the maximum points you can receive for this class from SONA is 8 points. This will yield 20 extra credit points for DEA 1500. Last day possible to obtain extra credit is last day of classes.

The SONA website can be reached at: https://cornellpsych.sona-systems.com/. Please register an account and bring the ID number to your study appointments. Look at the study description and restriction before register studies. Both in-lab and online studies are eligible for earning credits toward the class. If you sign up for an experiment and do not show up, the equivalent points will be deducted. You can find the SONA participant factsheet both on the course website and the Blackboard. Please read it carefully before signing up for studies.

**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 it 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 after the lecture. It is a violation of US intellectual property law for you to share these slides with anyone, regardless of their enrollment in this course.

**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 to their potential in this class, but we have to work through disability services.

**Diversity Statement**

Diversity is an important aspect of this course in at least two respects. First, the diversity each of us brings by way of ethnicity, culture, gender, sexual orientation, able bodiedness, socioeconomic status, or political perspective is a critical resource, strength, and benefit. Each of us experiences our surroundings through our own sociocultural-shaped lens. The university is one of the few places in modern society where we get the opportunity to know and listen to others who think differently than each of us. Consider this: Do you learn more when you surround yourself with people just like you; or when you engage with people who sometimes see things differently? The second way diversity is an essential aspect of this course is because we will learn how diversity influences the relations between environments and people: this is called **person x environment interaction**. For instance, walking to class on a snowy day may not raise our awareness/understanding of what this journey is like for someone with a mobility impairment.

Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of this course for you personally.

**Reading Materials** (*n.b. some extra credit options in here*)

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 or video clip that I decide to use now or in the future, I will give you 1 extra credit point. You will have a hard time finding a better reading, but good slides/videos are not so hard.* 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 and human factors as well as professional opportunities in the field (e.g., environmental psychology and human factors textbooks, environmental psychology and human factor journals). I have also provided some optional readings on the syllabus itself.


(R) Course reading packet (there are old reading packets around but some changes have been made so be careful)

(R*) Available online (through the Cornell library)

(R) www Required website readings

(O) Readings and www) are optional for you to explore at your leisure. There is an example of this on day 1 (http://www.urban-advantage.com)

Course Outline

HOME

1/24  (O) http://www.urban-advantage.com  Click on images.

1/26  (H) Chapter 1, Culture as communication.


1/31  (H) Chapter 9, The anthropology of space.
(H) Chapter 10, Distances in man.

2/2  Discussion Section 1. Note: go to discussion section, not to lecture! If you do not know where to go, come to the lecture room, and a TA will guide you. Please come early if this is the case so you can reach a section on time.
(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.

(H) Chapter 2, Distance regulation in animals.

Optional Review Section on Tables & Graphs. 7:30 PM. Bring R from 1/24. 201 HEB.

2/9  Discussion Section 2.


(O) http://www.defensiblespace.com click on the book


CITY

2/16  Discussion Section 3.

2/19  Winter break

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

2/23  (H) Chapter 3, Crowding and social behavior in animals.

(O) http://www.vox.com/2016/1/30/10872878/world-population-map
(O) http://www.worldometers.info/world-population/


2/27  Preliminary Examination I  7:30

3/2        Discussion Section 4.
(O) http://hdl.handle.net/2429/50349

3/5        (H) Chapter 13, Cities and culture.

3/7        (H) Chapter 14, Proxemics and the future of man.

3/9        Discussion Section 5 Dormitory Design Guidelines Due
(H) Chapter 4, Perception of space: Distance receptors.
(H) Chapter 5, Perception of space: Immediate receptors.

3/12       (H) Chapter 6, Visual space.
(H) Chapter 7, Art as a clue to space.
(H) Chapter 8, The language of space.

3/14       (L) Chapter 1, The image and the environment.
(L) Chapter 2, Three cities (pick one city to read about).

3/16       (L) Chapter 3, The city image and its elements.

3/19       (L) Chapter 4, City form.
(L) Chapter 5, A new scale.

(O) http://www.pps.org
(O) http://www.activeliving.org

3/23       Discussion Section 6
(R) http://www.ajph.org/cgi/content/full93/9/1410
(O) http://www.smartgrowthamerica.org/
(O) http://www.cohousing.org/

WORK

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

3/29  Preliminary Examination 2 7:30


4/2– 4/6 Spring Break


(O) https://www.healthdesign.org/

EARTH

4/20 Ergonomic Poster Due

4/23 (R) http://www.lhhl.uiuc.edu/index.htm (Click on Trees near home boost…)
(O) http://www.naturewithin.info/CivicEco/Youth_Lit_FS14.pdf


5/4 Discussion Section 7

(O) http://www.gdrc.org/uem/footprints/index.html
(O) http://www.gapminder.org/

FINAL EXAM  See final examination schedule.

Papers and exams are available until September 15, 2018. They will be discarded at that time. If you have any questions about grading, please make sure you resolve them by that date.