Gary W. Evans Fall 2023

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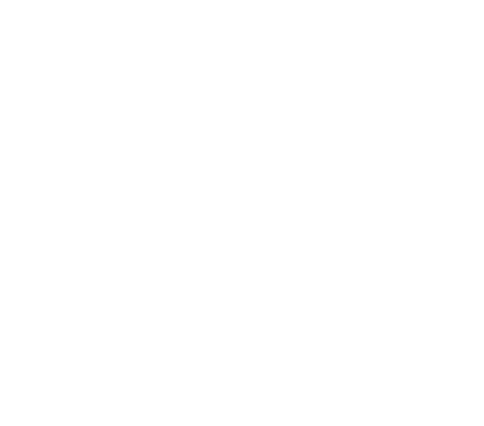
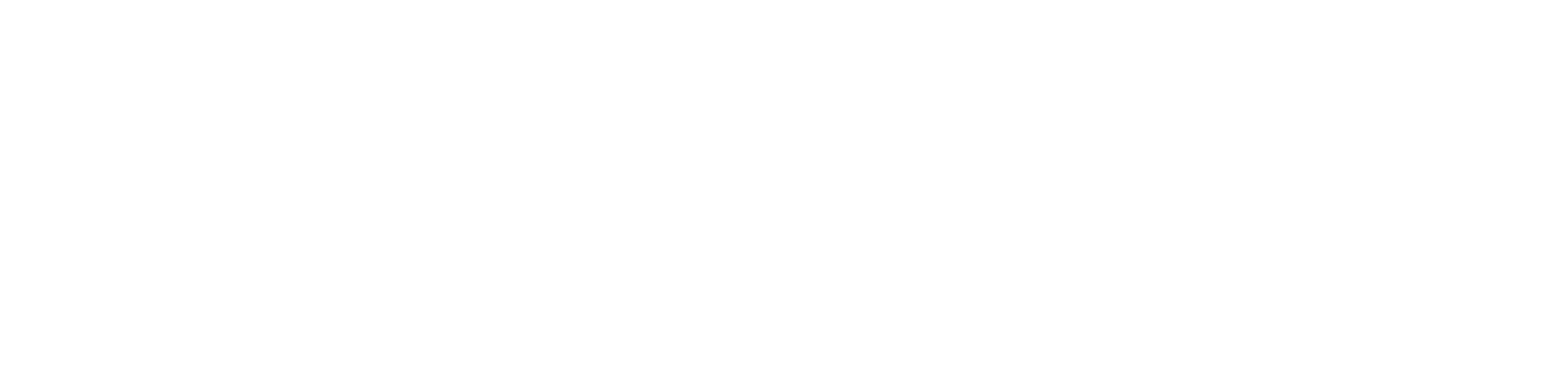
**DEA/PSYCH/COG SCI 1500 ENVIRONMENTAL PSYCHOLOGY**

**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*.*

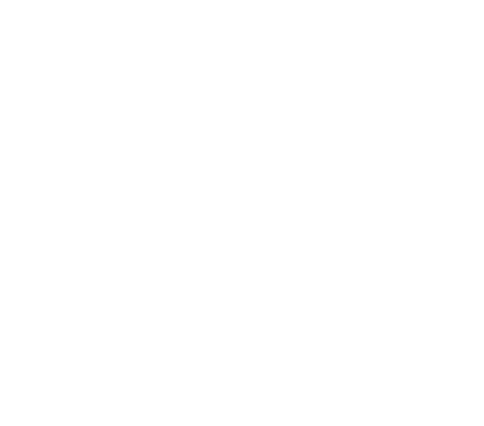
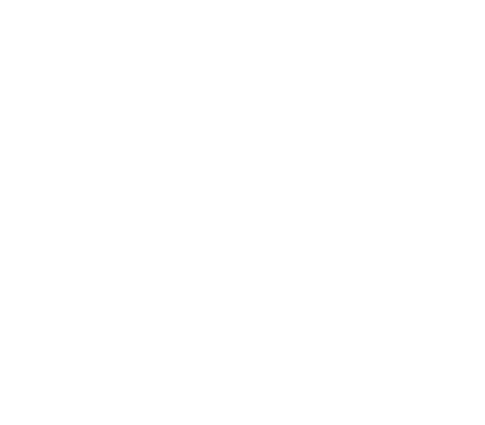
# Overview

Environmental psychology is the study of the physical 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, performance, and interpersonal relationships influenced by the physical settings we live and work in?



**Physical**

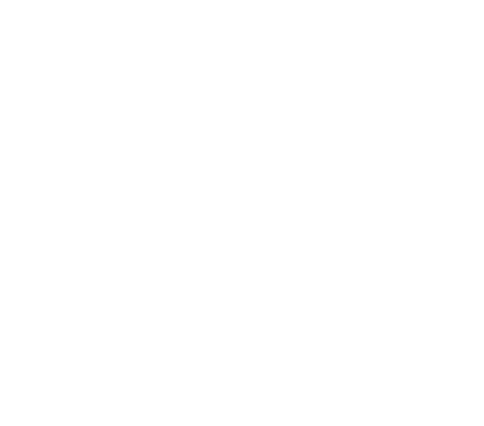
**Environment**



**HER**

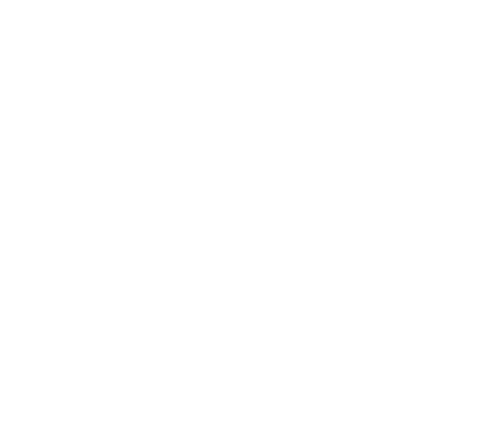
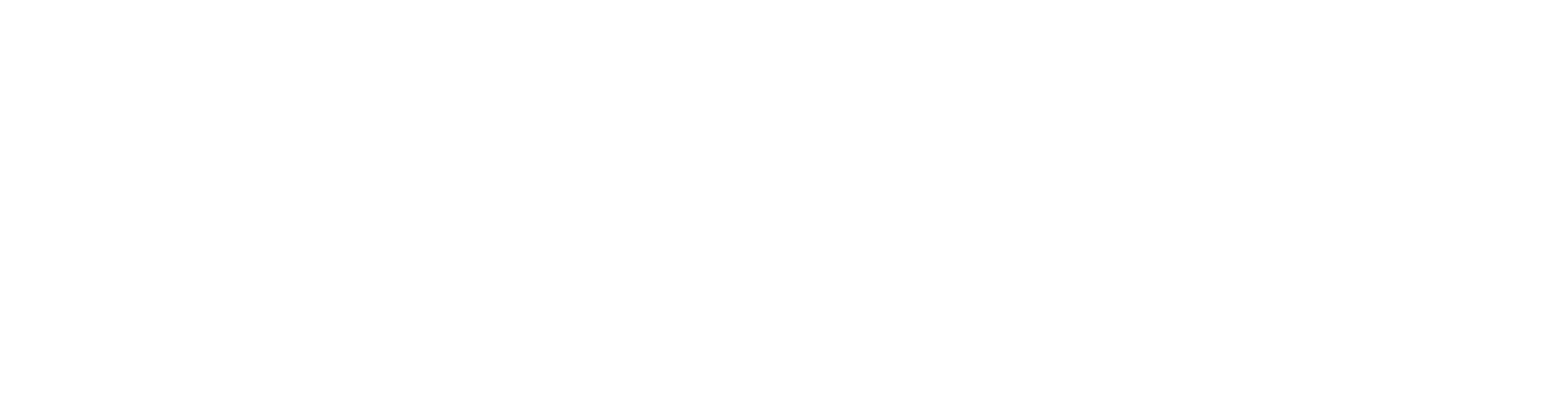
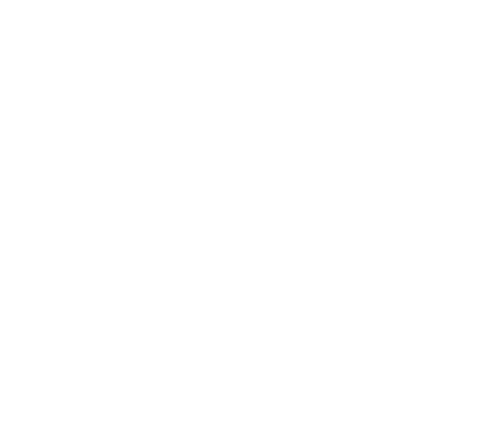
**Process**

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



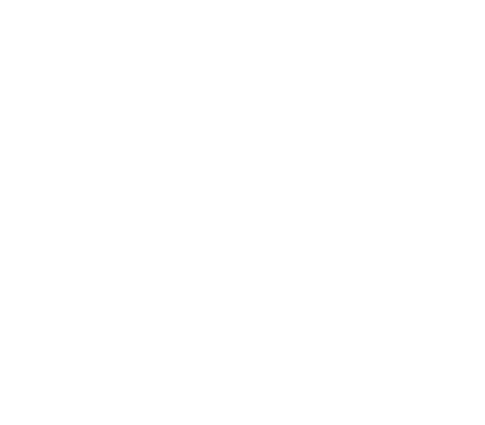
**Physical**

**Environment**



**Physical**

**Environment**



DEA/PSYCH/COGSCI 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, engineering, 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. For instance an HER process essential for understanding how the Home environment effects human behavior is privacy. Each of these four sections of the course (Home, City, Work, and Earth), in addition to looking at explanatory, HER 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 environmental justice issues. The environments we encounter, how we perceive them, and their impacts vary with income, sex, ethnicity, and culture.

KEY PROGRAM AND COURSE LEVEL LEARNING OUTCOMES

**My goals for this class are 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. More experience and skills engaging with persons and ideas that are diverse

# 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 PM 10/3 100 points

Preliminary Examination 2 7:30 PM 11/14 100 points

Final Examination See Finals Schedule 100 points

Dormitory Design Guidelines 10/13 100 points

Ergonomic Analysis Poster 11/20 100 points

Discussion Section Participation 100 points

Extra Credit Last date 12/4 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 six discussion sections. The principal objective of the Discussion Sections is to increase your interest in environmental psychology. Discussion sections meet in lieu of lecture on six 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, September 1.

# 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 with projects counting more and exams less. 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+ 595 A 570 A- 540 B+ 525 B 510 B- 480 etc.

S = 420

Note: Extra credit does not count towards an A+. For every other grade, it counts.

*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 SONA point. Each SONA point = 2.5 points towards your DEA 1500 grade. The maximum SONA points you can receive for this class is 8 points. This will yield 20 extra credit points for the course. If you sign up for an experiment and do not show up, the equivalent points will be **deducted**. 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 note from a physician/health clinic/or disability services 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. **Please note that starting a job or an internship are not acceptable reasons to miss the Final. The fact that your parents booked an airline flight for you without checking the finals schedule is also not an acceptable reason to miss the Final.**

**Lecture Notes and PowerPoint Slides**

The night before each lecture, an outline is posted. These are on the course website under **Lecture Outlines**. PowerPoint slides are posted after the lecture on CANVAS. It is a violation of US intellectual property law for you to share these slides with anyone, regardless of their enrollment in this course. I post these slides to assist your learning. Please do not share these slides or I will have to stop posting them. Thank you.

**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, able bodied, 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 set of slides on a topic or a 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 discovering good slides/videos is 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.

I have also provided some optional readings on the syllabus itself.

(H) Hall, E. T. (1966). The hidden dimension. NY: Anchor.

(L) Lynch, K. (1960). Image of the city. Cambridge, MA: MIT Press.

(R) Digital course reading packet.

(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**

8/21 (O) <http://www.urban-advantage.com> Click on images.   
(R) Evans, G.W. Environmental psychology: Tables & graphs. <https://courses.cit.cornell.edu/dea150/files/dea1500_tablesgraphs_final.pdf>

8/23 (H) Chapter 1, Culture as communication.

8/25 (R) McCracken, G. (1989). Homeyness: A cultural account of one constellation of consumer goods and meanings. In E. Hirschman (Ed.), Interpretive consumer culture. Provo, UT: Association for Consumer Research. **N.B. This is a Friday but lecture not discussion section.**

(O) <https://www.brookings.edu/articles/for-better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/>

8/28 (H) Chapter 9, The anthropology of space.

(H) Chapter 10, Distances in man.

8/30 (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.

9/1 **Discussion Section 1. Note: go to discussion section, not to lecture. Contact graduate   
 TA (see website) if you need help locating your discussion section.**

(R) Sommer, R. (1969). Personal Space. Englewood Cliffs, NJ: Prentice-Hall. Chapter 3.

9/4 LABOR DAY HOLIDAY

(R) Evans, G.W. (2022). Design guidelines. <https://courses.cit.cornell.edu/dea150/files/2022-Files/Design_Guidelines.pdf>

9/6 (H) Chapter 2, Distance regulation in animals.

9/8 **Discussion Section 2. Remember to prepare materials you need before section.   
See website Discussion Section Tab.**

(R) Sommer, R. (1969). Ibid. Chapter 4, In defense of privacy.

(R) Halpern, D. (1995). Mental health and the built environment. London: Taylor & Francis. Chapter 5. The environment as symbol and the example of the high rise flat. pp. 147-155.

9/11 (R) Newman, O. (1973). A theory of defensible space. Intellectual Digest, 3, 57-64.

(O) <http://www.huduser.org/publications/pdf/def.pdf>

9/13 (R) Sommer, R. (1969). Personal space. Chapter 9. Scholars in the hotel business.

**CITY**

9/15 **Discussion Section 3.**

(R) Moore, C.F. (2009). Children and pollution. NY: Oxford. Chapter 1. Lead and the roots  
of environmental controversies.

(R) <http://www.agehealthy.org/pdf/chap7_0926.pdf>

(O)<http://developingchild.harvard.edu/library/reports_and_working_papers/wp4>

DownloadW4

9/18(H) Chapter 3, Crowding and social behavior in animals.

9/20 (R) Bilotta, E. et al. (2019). Environmental stress. In L. Steg, A.E. van den Berg & J.L.M.  
 de Groot (Eds.), Environmental psychology, 2nd ed. London: Wiley. Available here:   
 <https://courses.cit.cornell.edu/dea150/files/2018_files/BilottaEvansVaid_2017.pdf>

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

(O) <http://www.worldometers.info/world-population/>

(O) <https://99percentinvisible.org/episode/reverb-evolution-architectural-acoustics/>

9/22 (R\*) Evans, G.W. (2004). The environment of childhood poverty. American Psychologist, 59, 77-92. Available library catalogue on line.

9/25 (R\*) Milgram, S. (1970). The experience of living in cities. Science, 167, 1461-1468. Available library catalogue on line.

9/27 (R) Dubos, R. (1965). Man adapting. New Haven: Yale. Chapter 10, Adaptation and its dangers.

9/29 (R\*) Patz, J.A., Frumkin, H., Holloway, T., Vimont, D.J. & Haines, A. (2014). Climate change: Challenges and opportunities for global health. Journal of the American Medical Association, 312, 1565-1580. Available library catalogue on line.

(R\*) Evans, G.W. (2019). Projected behavioral impacts of global climate change. Annual Review of Psychology, 70, 449-474. Available library catalogue on line.

(O) Watts, N. et al. (2015). Health and climate change: Policy responses to protect public health. Lancet, 386, 1861-1914.

10/2 (H) Chapter 13, Cities and culture.

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

10/3 **Preliminary Examination 1. 7:30 PM**

10/4(H) Chapter 4, Perception of space: Distance receptors.

(H) Chapter 5, Perception of space: Immediate receptors.

10/6 (H) Chapter 6, Visual space.

(H) Chapter 7, Art as a clue to space.

(H) Chapter 8, The language of space.

10/9 FALL BREAK HOLIDAY

10/11 (L) Chapter 1, The image and the environment.

(L) Chapter 2, Three cities (pick one city to read about).

10/13 **Discussion Section 4. *Dormitory Design Guidelines Due***

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

10/16 (L) Chapter 4, City form.

(L) Chapter 5, A new scale.

10/18 (R) Kaplan, R., Kaplan, S. & Ryan, R.L. (1998). With people in mind. Washington, D.C.:   
 Island Press. Chapter 4, Way-Finding, pp. 57-66.

10/20 (R\*) Hall, S. (1989). Standing on those corners, watching those people go by: William H. Whyte. Smithsonian, 21, 120-130. Available library catalogue on line.

(R) Gehl, J. (2010). Cities for people. Washington, DC: Island Press. Pp. 137; 139-147; 162-165; 167

(O) <http://www.pps.org>

10/23 (R) Gehl (2010). Ibid. pp. 111; 113-115; 182-183; 185-191.

(R) <http://www.ajph.org/cgi/content/full93/9/1410>

10/25 (R) Botchwey, N., Mc Sorley, M. & Meyer, M.R.U. (2022). Physical activity and the  
 built environment. In N. Botchwey, A.L. Danenberg & H. Frumkin (Eds.). Making healthy  
 places, 2nd ed. (pp. 34-51). Washington, DC: Island Press.

(R) Dupuis, R., Glanz, K. & Cannuscio, C. (2022). Food, nutrition, and community design.  
 In N. Botchwey, A.L. Danenberg & H. Frumkin (Eds.). Making healthy  
 places, 2nd ed. (pp. 52-65). Washington, DC: Island Press.

(O)<https://smartgrowthamerica.org/what-is-smart-growth/>   
 (O) <http://www.cohousing.org/>

**WORK**

10/27 **Discussion Section 5.**

(R) Norman, D. (2013). The psychology of everyday things, 2nd ed. NY: Basic. Chapter 1, The psychology of everyday things. New York: Basic Books.

(R) Stanton, N. (1998). Product design with people in mind. In N. Stanton (Ed.), Human factors in consumer products. London: Taylor and Francis.

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

10/30 (R\*) Hedge, A. (2016). Introduction to workplace ergonomics and issues of health and productivity in compute work settings. In A. Hedge (Ed.), Ergonomic workplace design for health, wellness, and productivity (pp. 4-13). Boca Rotin: FL: CRC Press. Available library catalogue on line.

(R\*) Wargocki, P. (2016). Ventilation, indoor air quality, health and productivity. In A. Hedge (Ed.), Ergonomic workplace design for health, wellness, and productivity (pp. 46-63). Boca Raton: FL: CRC Press. Available library catagloe on line.

(O) Veitch, J. A. (2018). Lighting for productive workplaces. In D. J Clements-Croome (Ed.), Creating the productive workplace (3rd ed.,). London, UK: Taylor & Francis.

11/1 (R\*) Figueiro, M.G. & Rea, M.S. (2016). Vision and light. In A. Hedge (Ed.), Ergonomic   
 workplace design for health, wellness, and productivity (pp. 115-129). Boca Rotin: FL:   
 CRC Press. Available library catalogue on line.

11/3 (R\*) Elliot, A.J. & Maier, M.A. (2014). Color psychology. Annual Review of Psychology, 65, 95-12. Available library catalogue on line.

(O) Kay, P. (2015). Universality of color categorization. In A.J. Elliot, M.D. Fairchild &  
Handbook of color psychology (pp. 245-258). NY: Cambridge University Press. Available library catalogue on line.

(O) Schloss, K.B. & Palmer, S.E. (2015). Ecological aspects of color preference. In A.J. Elliot & M.D. Fairchild (Eds.). Handbook of color psychology (pp. 435-453). NY: Cambridge University Press.

11/6 (R) Sommer, R. (1969). Personal space. Chapter 5, Small group ecology.

(O) Kushlev, K., Dwyer, R. & Dunn, E.W. (2019). The social price of constant connectivity: Smartphones impose subtle costs on well-being. Current Directions in Psychological Science, 28, 347-352.

11/8 (R\*) McCarthy, M. (2004). Healthy design. Lancet, 364, 405-406. Available library catalogue on line.

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

**EARTH**

11/10(R) Sullivan, W. (2016). In search of a clear head. In R. Kaplan & A. Basu (Eds.) Fostering reasonableness: Supportive environments for bringing out our best. Ann Arbor: Maize Books.

<http://quod.lib.umich.edu/m/maize/13545970.0001.001/1:7/--fostering-reasonableness-supportive-environments-for?rgn=div1;view=fulltext>

11/13 (R) Hartig, T., Mitchell, R., & de Vries, S., & Frumkin, H. (2014). Nature and health.   
 Annual Review of Public Health, 35, 207-228. Available library catalogue on line.

11/14 **Preliminary Examination 7:30 PM**

11/17 (R) <http://www.lhhl.uiuc.edu/index.htm> (Under Recent Works: Click on Trees near home boost…)

(O) Ulrich, R.S. (2008). Biophilic theory and research for healthcare design. In S.R. Kellert (Ed.). Biophilic design (pp. 87-106). New York: Wiley.

(O) <http://www.naturewithin.info/CivicEco/Youth_Lit_FS14.pdf>

11/20 *Ergonomic Analysis Poster**due* ***in lecture****.*

(R) Zube, E. (1972). Scenery as a natural resource. Landscape Architecture, 21, 126-132.

11/22-24 NO Class

11/27 (R) Gardner, G. & Stern, P. (2002). Environmental problems and human behavior.   
 Boston: Allyn & Bacon. Chapter 3, Religious and moral approaches.

(O) <https://climatecommunication.yale.edu/visualizations-data/americans-climate-views/>

11/29 (R) Winter, D. & Koger, S. (2004). The psychology of environmental problems. Mahwah, NJ: Erlbaum. Chapter 3, Social psychology.

(R) Gardner, G. & Stern, P. (2002). Chapter 4, Education interventions.

12/1 **Discussion Section 6.**

(R) Winter & Koger (2004). Chapter 4, Behavioral psychology.

(O) Karlin, B. et al. (2015). The effect of feedback on energy conservation: A meta-analysis. Psychological Bulletin, 141, 1205-1227. Available library catalogue online.

(R) Gardner, G. & Stern, P. (2002). Chapter 5, Changing the incentives.  
(O) Evans, G.W. (2019). Projected behavioral impacts of global climate change. Annual   
 Review of Psychology, 70, 449-474.

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

12/4 (R\*) Gifford, R. (2011). The dragons of inaction: Psychological barriers that limit climate change mitigation and adaptation. American Psychologist, 66, 290-302. Available library catalogue on line.

(O) Weber, E.U. (2020). Seeing is believing: Understanding & aiding human responses to   
 climate change. Daedalus, 149, 139-150.

(O) <http://www.gapminder.org/>

**FINAL EXAM See final examination schedule.**

Papers and exams are available until February 15, 2024. They will be discarded at that time. If you have any questions about grading, please make sure you resolve them by that date.