

Salem State College
Environmental Psychology PSY 340-01
MWF 12:30-1:20 pm
MH 233

Fall Semester 2003

<http://www.salem.mass.edu/~pschmidt/>

Name: Pamela Braverman Schmidt, M.Ed., LCSW, LMHC
Office Hours: Appointments arranged as needed
Phone: 978-741-7878 x20 (off campus voice mail)
Email: pbschmidt@earthlink.net
FAX: 978-741-8383

Texts: Environmental Psychology, Bell, Greene, Fisher, and Baum, 5th edition, Wadsworth 2001

Catalog Description: The relationship between human behavior and the physical environment, both natural and built. The behavioral effects of such things as spatial design, crowding, noise, privacy, personal space, and climate are examined.

Course Description: Environmental Psychology is the field of psychology, which studies the relationships between humans and the physical environment. It studies three broad issues: environmental perception, the effects of the environment on behavior and experiences, and the effects of behavior on the environment. This area of study examines our relationships to the world we live in and the impact that space and design has on our behavior. It also offers a model of human nature that is equally grounded in natural processes and human experience and development.

Environmental Psychology is connected to other fields and disciplines that share in the importance of environmental understanding including Social Psychology, Environmental Science, Environmental Design, Business Management, Organizational Development, Marketing, Curriculum Development, Psychiatry, Ergonomics, Universal Design, Architecture, Ecological Sustainability and Action, and Environmental Ethics.

Recently the emphasis has been on:

- the relationship between nature and psychological health
- wilderness based experience and personal renewal
- an ecopsychological model of human nature
- the psychological aspects of environmental issues and action
- behavioral and psychological aspects of sustainability.
- the sense of place and belonging
- the psychology of home and homelessness

Course Objectives: It is my hope and intent that upon completion of this course you will have developed

1. insight into relationship between human behavior and the physical environment
2. awareness about the social and the cultural context that environmental policies have on human behavior
3. tools to recognize what constitutes humanized environments
4. knowledge about the restorative aspects of personal connections with nature
5. perspectives about noise and mental health
6. awareness regarding human reactions to climate and weather
7. theoretical perspectives relevant to Environmental Psychology
8. impact of sensory deprivation on the human psyche
9. views concerning personal space and territoriality
10. knowledge about revitalizing environments
11. perspectives about institutional and non-institutional settings and its impact on personal adjustment and use
12. understanding about the psychological impact of disaster
13. knowledge of business strategies that shape consumer behavior
14. insight into the significance of personal space

Method: This is a dynamic, interactive three credit course that will be taught using lectures, videos, and discussion. Due to time constraints, I will not be able to cover *all* the material in each chapter of the text book. *It will be up to you to complete a careful understanding of all assigned reading material.* Lectures will relate theoretical information to real life application. I encourage your active participation, questions, and comments. I encourage you to contact me via email or make appointments with me before or after class.

This course integrates lectures and reading with experiential exercises (both in and out of class). The experiential aspects of the course are designed to make the concepts relevant and to foster both environmental and psychological health. This course format calls for a high degree of personal involvement from students.

Critical Thinking Exercises Critical Thinking Assignments are designed to expand knowledge and bring interactive experiences into this process. Each critical thinking paper is designed to move you beyond the textbook and examine a critical issue facing adolescents today.

Monday, October 20: CT Exercise # 1 due
Monday, November 17: CT Exercise # 2 due
Monday, December 1: CT Exercise # 3 due

Critical Thinking Assignments are to be submitted on the due dates outlined in this syllabus or be at risk for 50% grade deduction. If there are extenuating circumstances, students must contact me **prior** to the assignment due date.

Exams: There will be 3 multiple choice and short essay format exams given during this semester based on the readings in the text.

Exam #1: Wednesday, October 1 (Chapters 1-4)

Exam #2: Friday, November 7 (Chapters 4-9)

Exam #3: Monday, December 8 (Chapter 10-14)

In the event of a missed exam, students must contact me prior to the exam date. It is the responsibility of the student to make up the exam before the next class. Make up exams are constructed in an essay format.

Grading:

If the grade you receive in the course is important to you, I expect you to demonstrate your understanding and performance in your work. A grade of "A" means excellent work, well above expectations. A grade of "B" means very good work, above expectations. A grade of "C" means average work, at expectations. A "D" means work that is below expectations but still passing. These grades do not assess your worth as a person; rather they reflect your academic performance in the course.

Extra Credit: Not available

Attendance: Attendance is necessary for completing course work. Students are responsible for completing *all* reading assignments **before** class and should be prepared to be called on in class to answer questions relating to the current reading assignment.

Weather: Classes may be cancelled due to inclement weather. Please call 978.542.6000 to find out if classes are scheduled. If an exam is

scheduled when a class is cancelled, the exam will be given at the next class session.

Salem State College is committed to non-discrimination of handicapped persons as specified in Section 504 of the Rehabilitation Act of 1973. Students who qualify as handicapped persons under definition of this Act should notify me at the beginning of the course so that reasonable modifications in course requirements may be made if possible. If you are unsure whether you qualify, please contact the Office of Students with Disabilities at 978-542-6217, located in the Learning Center on the 4th floor of the Library.

COURSE ASSIGNMENTS

Wednesday, September 3

Orientation to Course

Friday, September 5

Chapter 1: The Why, What, and How of Environmental Psychology

Monday, September 8

Chapter 1: The Why, What, and How of Environmental Psychology

Wednesday, September 10

Chapter 2: Nature and Human Nature

Friday, September 12

Chapter 2: Nature and Human Nature

Monday, September 15

Chapter 2: Nature and Human Nature

Wednesday, September 17

Chapter 3: Environmental Perceptions and Cognition

Friday, September 19

Chapter 3: Environmental Perceptions and Cognition

Monday, September 22

Chapter 3: Environmental Perceptions and Cognition

Wednesday, September 24

Chapter 4: Theories of Environment-Behavior Relationships

Friday, September 26

Chapter 4: Theories of Environment-Behavior Relationships

Monday September 29

Chapter 4: Theories of Environment-Behavior Relationships

Wednesday, October 1

Chapter 4: Theories of Environment-Behavior Relationships

Exam # 1: (Chapters 1-4)

Friday, October 3

Chapter 5: Noise

Monday, October 6

Chapter 5: Noise

Wednesday, October 8

Chapter 5: Noise

Friday, October 10

Chapter 6: Weather, Climate, and Behavior

Monday, October 13

Columbus Day Holiday

Wednesday, October 15

Chapter 6: Weather, Climate, and Behavior

Friday, October 17

Chapter 6: Weather, Climate, and Behavior

Monday, October 20

Chapter 7: Disasters, Toxic Hazards, and Pollution

Critical Thinking Exercise #1 due

Wednesday, October 22

Chapter 7: Disasters, Toxic Hazards, and Pollution

Friday, October 24

Chapter 7: Disasters, Toxic Hazards, and Pollution

Monday, October 27

Chapter 8: Personal Space and Territoriality

Wednesday, October 29

Chapter 8: Personal Space and Territoriality

Friday, October 31

Chapter 8: Personal Space and Territoriality

Monday, November 3

Chapter 9: High Density and Crowding

Wednesday, November 5

Chapter 9: High Density and Crowding

Friday, November 7

Chapter 9: High Density and Crowding

Exam #2: (Chapters 4-9)

Monday, November 10

Chapter 10: The City

Wednesday, November 12

Chapter 10: The City

Friday, November 14

Chapter 11: Planning and Design for Human Behavior

Monday, November 17

Chapter 11: Planning and Design for Human Behavior

Critical Thinking Exercise #2 due

Wednesday, November 19

Chapter 12: Design in Residential and Institutional Environments

Friday, November 21

Chapter 12: Design in Residential and Institutional Environments

Monday, November 24

Chapter 13: Work, Learning, and Leisure Environments

Wednesday, November 26

Thanksgiving Recess

Friday, November 28

Thanksgiving Recess

Monday, December 1

Chapter 13: Work, Learning, and Leisure Environments

Critical Thinking Exercise #3 due

Wednesday, December 3

Chapter 14: Changing Behavior to Save the Environment

Friday, December 5

Chapter 14: Changing Behavior to Save the Environment

Monday, December 8

Exam #3: (Chapters 6-14)

Critical Thinking Exercise #1

The Psychological Consequences of Coping with Disaster

9/11 altered our psyches in numerous ways. As we watched the footage on television, we were horrified. The effects of this catastrophe still linger. Why is this so? Witnessing disaster has multiple consequences. What are the psychological effects of experiencing technical catastrophe? Is there a link between a person's psychological state and their immune response? How does this reaction differ from experiencing a natural disaster (e.g. earthquake, tornado)? What is post traumatic stress disorder and how is it treated? What individual and situational factors make a difference in psychological outcome? Is there an age-based developmental difference in how individuals react to disaster?

This critical thinking exercise involves thoughtful research in answering these questions. Using scientific journals, internet research, summarize your findings into a 2-3 typed page paper.

Critical Thinking Exercise #2

A Consumer's View of Two Business Environments

Does the *experience* of drinking coffee at Starbucks *feel* different than drinking coffee at Dunkin Donuts? Does the *experience* of grocery shopping at Wild Oats *feel* different than shopping at Market Basket? Does the *experience* of perusing computers at the Apple Store *feel* different than computer shopping at Best Buy? Business environments vary considerably. Each business setting employs a variety of strategies to engage the consumer. This critical thinking exercise invites you to visit two business environments that share in generalities but have certain dissimilarities. Through observation and analysis, determine which strategies are being used to affect the psychological behavior of the consumer.

Your comparative analysis is to include:

- research about the relation between color, environmental space, and human responsiveness
- perspectives on use of lighting, signage, and sound
- insight into the consumer/employee relationship
- review the scientific research (using a minimum of 2 scientific references) about color psychology, space design, and its application to

Be sure to document all reference sources through footnotes and bibliography. If you use the internet for research, remember to cite the URLs and the title of the Web sites you have consulted. Research should include information from course text, a survey of psychology journals and scientific/medical websites. Paper is to be a typed 2-3 page essay.

Critical Thinking Exercise #3

Four Perspectives: A Sense of Place

What is a sense of place, a place of attachment, and a place of identity? People's emotional relationships to places encompass a wide range of physical settings. People's relationships to places change and environments can become active shapers in their lives. What connects us with the environment? Which environments contribute to our well being? What is the link between people's needs and design? How does privacy and territoriality affect our mental health?

Our lives are largely defined by the amount of time we spent in residential and institutional settings. Sense of place affects our psyches. Research continues to mushroom on what a *sense of place* includes and how to advance these models in our future communities. Over the past decade, there has been an increase in expanding versions of these concepts (e.g. McMansions, prefabricated houses, cooperative housing; assisted living facilities; gated communities; intergenerational housing) which are affecting our choices in having a *sense of place*.

This critical thinking exercise involves researching a minimum of four references from the following list. The purpose of this research is to broaden your awareness of the visual and content possibilities of what a *sense of place* includes. Take notes while doing your research. You may wish to continue researching the names and topics on this list until you have found some references that interest you. Once you have identified four references that are of interest to you, combine your research to summarize four perspectives on what constitutes a *sense of place*.

Be sure to document all reference sources, including the course text book. If you use the internet for research, remember to cite the URLs and the title of the Web sites you have consulted. Paper is to be a typed 2-3 page essay.

References for Critical Thinking Exercise #3

Celebration, Florida
Evanswood, Kingston, Massachusetts
Low stimulus Alzheimer s facilities
Wellspring, Gloucester, Massachusetts
Ghost Ranch, New Mexico
Paper House, Rockport, MA
Lasall Village, Newton, MA
Ecovillages
Sense of Place, University of Oregon, Dept. of Architecture
The Federation of Egalitarian Communities
Hospice
Earth Houses
Co-Housing
David M. Childs
Daniel Libeskind
I.M.Pei
Michael Graves
Habitat for Humanity
Shimon Attie
Maya Lin
Trailer Coaches
The Grandfamilies House
Frank Lloyd Wright
Buckminster Fuller
Alexander Thomson
Antonio Gaudi

Thomas Jefferson
Mies van Ser Rohe
Adaptive Environments, Inc.
Ronald L. Mace
Dwell Magazine
Experimental housing

Suggested Reference Sources for Critical Thinking Exercises: Scientific Journals for Environmental Psychology

Journal of Environmental Psychology
American Psychological Association
Environment and Behavior
Journal of Architectural and Planning Research

Suggested Web Sites for Environmental Psychology

<http://www.psy.gu.se/iaap/envpsych.htm>
International Association of People-Environment Studies
<http://www.bwk.tue.nl/iaps/>
Design Research Society
<http://www.drs.org.uk>
Ethics and research
<http://www.apa.org/ethics/code.html#Teaching>
Journal of Environmental Psychology
<http://www.academicpress.com/jep>
Environmental Section, Canadian Psychological Association
<http://www.psych.ubc.ca/enviropsych>

Sustainability
<http://www.eco-portal.com/>
<http://www.nrdc.org/>
http://www.geog.ouc.bc.ca/conted/onlinecourses/geog_210/210notes.html
<http://www.rff.org/>
Aesthetics and Rudolf Arnheim
<http://astro.temple.edu/~iversteg/Gestalt.html>
Thomas Jefferson s Monticello
<http://www.monticello.org/index.html>
Environmental Attitudes Scale: SEQUOIA from the Natural Resources
Conservation Service
<http://people.nrcs.wisc.edu/SSIEnvPsy/nrcs/index.shtml>

New York State Biodiversity Research Institute

<http://www.nysm.nysed.gov/bri.html>

Environmental Justice: EcoJustice Network

<http://www.igc.org/envjustice/>

National Park Service

<http://www.nps.gov/>

Color

<http://www.colormatters.com/link.html>

<http://www.xterna-net.de/~r.strasser/colour1.html>

Perception

<http://www.hhmi.org/senses/>

Environmental Perception Laboratory, University of Arizona

<http://ag.arizona.edu/EPLab/>

Cognitive Maps in Nonhumans

<http://www.biologists.com/JEB/199/01/jeb0088.html>

Wayfinding without Vision

<http://www.geog.ucsb.edu/people/golledge.htm>

Wayfinding by Polynesian Voyagers

<http://www.kcc.hawaii.edu/org/pvs/navigate/wayfind.html>

Commercial Wayfinding Systems

<http://www.wayfinding.com/>

<http://www.quintessence5.com/>

<http://www.stancosignage.com/index2.html>

Environment—Behavior Relationships

<http://www.psycport.com/2000/07/24/eca/0018-0620-dpa-SPECIAL-Science.html>

Restricted Environmental Stimulation Technique (REST)

<http://www.psych.ubc.ca/~psuedfeld/RESTlab>

Stress, Depression, Learned Helplessness

<http://www.apa.org/psychnet/depression.html>

Weather, Climate, and Behavior

Fundamentals of Physical Geography, including weather effects

<http://www.geog.ouc.bc.ca/physgeog>

http://www.geog.ouc.bc.ca/conted/onlinecourses/geog_210/210notes.html

Global Climate

http://geography.uoregon.edu/envchange/clim_animations/index.html

<http://www.eco-portal.com/>

<http://www.nrdc.org/>

<http://www.rff.org/>

National Center for Atmospheric Research

<http://www.scd.ucar.edu/vg>

National Snow and Ice Data Center

<http://www.nsidc.org/NASA/SOTC>

U.S. Global Change Research Program

<http://www.gcdis.usgcrp.gov>

Preventing Heat Effects, Center for Disease Control and Prevention

<http://aepo-xdv-www.epo.cdc.gov/wonder/prevguid/p0000449/p0000449.htm?>

Cold Stress, Center for Disease Control and Prevention

http://aepo-xdv-www.epo.cdc.gov/wonder/prevguid/tp_00200.htm

OSHA Guidelines on ELF-EMF

<http://www.osha-slc.gov/SLTC/elfradiation/index.html>

National Institute of Environmental Health Sciences on EMFs

<http://www.niehs.nih.gov/emfrapid/home.htm>

Light Therapy: Northern Light Technologies

<http://www.northernlight-tech.com>

Planning and Design For Human Behavior

Roberta Feldman, Architect and Psychologist

<http://www.apa.org/monitor/jan99/path.html>

Children s Architecture

<http://www.uwm.edu/Dept/cerdg/toc.htm>

Frederick Law Olmstead

<http://architecture.about.com/arts/architecture/library/blolmsted-schools.htm>

<http://www.nps.gov/frla/>

Architecture Research Institute, Inc.

<http://www.architect.org/>

Design Research Society

<http://www.drs.org.uk>

About Architecture

<http://architecture.about.com/arts/architecture/mbody.htm>

Color

<http://www.colormatters.com/entercolormatters.html>

Wayfinding on Campus

<http://www.quintessence5.com/>

Leadership in Energy & Environmental Design

www.usgbc.org/programs/leed.htm

Design in Residential and Institutional Environments

Housing Information Gateway

<http://www.colorado.edu/plan/housing-info/>

European Network for Housing Research

<http://www.enhr.ibf.uu.se/>

Center for Health Design

<http://www.HealthDesign.org/index.html>

Wayfinding in a Hospital

<http://www.fhcrc.org/admin/facilities/facplan/phaseii/relocation/orientation/wayfind.html>

Federal Bureau of Prisons

<http://www.bop.gov/pubinfo.html>

Environment and Gerontology Network

<http://www.tm.tue.nl/gerontology/>

Home Modifications for the Elderly:

<http://www.aoa.gov/aoa/eldractn/homemodf.html>

Institute on Aging & Environment, University of Wisconsin-Milwaukee

<http://www.uwm.edu/dept/IAE>

Continuum of Care: Columbine Health Systems

<http://www.columbinehealth.com/>

Alzheimer s Association

<http://www.alz.org>

Work, Learning, and Leisure Environments

Ergonomics Society

<http://www.ergonomics.org.uk/>

Human Factors and Ergonomics Society

<http://hfes.org/>

NASA

<http://www.nasa.gov/>

Wayfinding in Schools

<http://www.wayfinding.com/schools.htm>

Smithsonian Institution

<http://www.si.edu/>

Canada s National Gallery

<http://national.gallery.ca/>

Denver Museum of Nature & Science

<http://www.dmnh.org/>

National Park Service

<http://www.nps.gov/>

Yellowstone National Park

<http://www.nps.gov/yell/>

U.S.D.A. Forest Service

<http://www.fs.fed.us/>

Changing Behavior to Save the Environment

Commons Dilemma & Other Social Dilemmas

<http://members.aol.com/trajcom/private/trajcom.htm>

<http://magnolia.net/~leonf/sd/sd.html>

<http://serendip.brynmawr.edu/bb/pd.html>

Hardin s classic 1968 Tragedy of the Commons article

<http://www.aloha.net/%7Ejhanson/page95.htm>

U.S. Global Change Research Program

<http://www.gcdis.usgcrp.gov>

Carnegie Mellon Green Design Initiative Economic Input-Output Life Cycle Assessment

<http://www.eiolca.net>

Department of Energy

<http://www.eia.doe.gov>

American Petroleum Institute

<http://www.api.org>

California Energy Commission

<http://www.energy.ca.gov/education/index.html>

Alliance to Save Energy

<http://www.ase.org>

National Academy Press book on world population: Our Common Journey: A Transition toward Sustainability

<http://books.nap.edu/catalog/9690.html>

Sustainability

<http://www.eco-portal.com/>

<http://www.nrdc.org/>

http://www.geog.ouc.bc.ca/conted/onlinecourses/geog_210/210notes.html

<http://www.rff.org/>

Environmental Protection Agency

<http://www.epa.gov/>

Studies of Voluntarism and Social Participation, Inc.

<http://www.corch.org/svsp1.htm>

National Renewable Energy Laboratory (NREL)

<http://www.nrel.gov>

Leadership in Energy & Environmental Design

www.usgbc.org/programs/leed.htm

Fuel Cells:

Los Alamos National Laboratory

<http://www.education.lanl.gov/resources/fuelcells>

Fuel Cells 2000 <http://www.fuelcells.org>

HyWeb <http://www.hydrogen.org> and www.HyWeb.de/accepth2

Wind Power

<http://www.light-power.org/windpowr.HTM>

Suggested Web Sites for Environmental Psychology

Noise

Research in the Hearing Sciences, UC Berkeley

<http://ear.berkeley.edu/>

Acoustical Society of America

<http://asa.aip.org/>

OSHA Standards for Noise Exposure in the Workplace

http://www.osha-slc.gov/OshStd_data/1910_0095.html

Noise Pollution

<http://ehis.niehs.nih.gov/topic/noisepol.html>

<http://ehis.niehs.nih.gov/topic/hearing.html>