

**LSA 650**  
**People in the Environment**  
*(aka Behavioral Factors of Community Design)*

Fall 2014 / 3 Credits  
MWF 10:35-11:30  
Baker 141

Assistant Professor Susan Dieterlen, RLA, MLA, PhD  
Office: 322 Marshall  
Email: [sdieterl@esf.edu](mailto:sdieterl@esf.edu)  
Course website: <http://dieterlen.weebly.com/courses.html>

Office hours: As posted on my office door (322 Marshall) or by appointment (please email me).

### **Do people need nature?**

### **What makes a place feel safe or dangerous, interesting or confusing, welcoming or alienating?**

### **What do these questions have to do with Syracuse?**

This course reviews established areas of research investigating how people interact with their surroundings, and applies those findings to the design, planning, and management of places for people. Areas covered include safety, wayfinding, mental restoration, and health implications. Many examples are drawn from the Syracuse area, investigating how these places work (or don't) for local residents. An emphasis is placed upon critical thinking for those preparing to conduct their own research or apply the research of others to real-world problems. This course takes an applied view of Environment and Behavior (often abbreviated "E&B") research, focusing on the "greatest hits" of the research.

#### **Course Objectives:**

- To learn a selection of highlights from Environment and Behavior research
- To learn a variety of ways in which these highlights have informed the shaping of the built environment
- To become familiar with a set of references in which to find out more about Environment and Behavior research and applications
- To create, share, and document original applications of the course material to your own work as a designer, planner, or manager of places for people.
- To create a mental map connecting the research of others to your own work as a professional or scholar.

#### **Readings:**

In order to apply behavioral factors in your career, you must learn and remember the information in this course. Toward that end, it is essential that you complete the readings to allow your mind to absorb this new information in three complementary forms: through

reading, through lectures, and through application in your assignments. Please complete all readings for a given day **before** you come to class.

Course readings will be drawn from the text below and from additional material provided in .pdf format. Readings for each class session are listed on the schedule, below. This text is available at the campus bookstore as well as all the usual online outlets.

**Required:** Kaplan, R., S. Kaplan, and R. Ryan. (1998). *With People in Mind: Design and Management of Everyday Nature*. Washington, D.C., Island Press.

“Extra” readings: *Optional* readings for those looking for more information. Some “extra” readings are more difficult or specialized, while others are more fun resources to enrich your experience. “Extra” readings are eligible for journal entries like any other reading.

### Assignments and Grading:

Final grades in the class will be determined as follows:

Journal first hand-in	10%
Journal second hand-in	10%
Journal third hand-in	10%
DIY Site Visit Evaluations (6 sites)	20%
Get Lost map	10%
Winter places project	30%
Class participation and civility	10%
Total	100%

**Grading scale:** Final grades will be determined using the standard scale (ie 90%+ = A, 80-89% = B, 70-79% = C, 60-69% = D). I reserve the right to curve these percentages downward, meaning the scale may be more lenient but not more severe.

**Late work:** Turn your work in on time. **Late work will be penalized 10% for each 24-hour day that it is overdue.** If extraordinary circumstances arise, I may be able to grant extensions, but do not ask for such an extension within 24 hours of the deadline.

### Attendance:

While this course has no required attendance policy, excessive absences will impact your final grade, since you cannot participate if you are absent. I may make alternative arrangements for missed work, presentations, activities, etc. if there is an excellent reason and if you tell me about it. Please note that “excellent reasons” do not include things such as leaving for Thanksgiving early, and recreational or social activities.

### Plagiarism:

The use of the work of others without proper citation or credit will not be tolerated in this class. Writing that has been simply cut and pasted in from another source, even if it is just a few paragraphs, will lower your grade by at least a letter grade and could result in a failing grade for the course. Repeated instances of plagiarism may result in expulsion from ESF.

Plagiarism is defined in this class as presenting work by others as your own, by omitting:

1) quote marks enclosing the words you did not write, eg: “Now is the winter of our discontent.” Long quotes over 2 sentences may be set off as a block of text with larger margins; ask me if you aren’t familiar with this practice.

AND/OR

2) citation providing the name of the person or entity who wrote these words, eg: William Shakespeare.

You need both quotes and citation to use words written by someone else without plagiarizing. **Please ask if this is not clear.**

Useful resource on avoiding plagiarism, especially for international students:

<http://owl.english.purdue.edu/owl/resource/589/01/>

**Except where noted, all assignments are due at the beginning of class.**

### **Major assignments:**

**Journal:** A primary product of this class will be a Pattern Language-like guide that can serve as a toolbox for students to use in the future. This will use a format similar to that of *A Pattern Language* (see readings, Week 1) and *With People in Mind*:

- a simply stated **axiom** or fact drawn from E&B literature
- some **commentary** on it, (which might include the references for it within the literature)
- a simply stated **directive** or rule of thumb for applying it to the built environment

We will discuss this format and hand-in products in detail in the second class meeting.

**DIY Site Visits:** We will use the city of Syracuse as a laboratory in our exploration of how people interact with environments. Before each main topic section of the course, students will visit a site (location) within Syracuse and record their perception of it through completion of the DIY Site Visit Evaluation form (available on the course website).

**Note about use of assignments:** I keep hardcopies or digital copies of all assignments students complete for this class. I may use these assignments in future presentations or portfolios, and will credit the creator or author except where anonymity is required or desirable. I **strongly encourage** students to likewise keep copies of all their work in this class for future use in portfolios and interviews!

**BACK UP YOUR WORK!!!**

## Course Schedule

### Week 1

M, 8/25 - Class topic: Getting started

W, 8/27 - Class topic: The Pattern Language Format in People in the Environment

Readings:

- *With People in Mind*, (pps. 3-6; skim pps. 147-165)
- Alexander, C., S. Ishikawa, et al. (1977). *A Pattern Language: Towns, Buildings, Construction*. New York, NY, Oxford University Press, Introductory sections (pp. ix-xliv), and Patterns 127 (Intimacy gradient), 106 (Positive outdoor space), 104 (Site repair), 39 (housing hill), and 62 (high places)

Assignments: Assign journal and discuss formats

F, 8/29 - Class topic: DIY Site Visit discussion day

*Please bring your completed evaluation forms to class (digital format is OK)*

**Assignment due: DIY Site Visit: Oakwood Cemetery (Attention Restoration Theory)**

### Week 2

M, 9/1 - Labor Day – NO CLASS MEETING

W, 9/3 – Class topic: People need nature: Attention Restoration Theory

Readings due:

- Kaplan, R. and S. Kaplan (1995). *The Experience of Nature: A Psychological Perspective*. Ann Arbor, MI, Ulrich's Bookstore (pps. 1-5)
- *With People in Mind*, (pps. 7-10)
- Kaplan, R. and S. Kaplan (1982). *Humanscape: Environments for People*. Ann Arbor, MI, Ulrich's Bookstore, (pps. 7-21)
- Kaplan and Kaplan (2006). "The Reasonable Person Model: A Brief Description."

F, 9/5 - Class topic: Journal review

*Please come to class prepared to discuss your journal entries. No formal presentation is required!*

**Assignment due: First journal hand-in (pdf)**

### Week 3

M, 9/8 - Class topic: Preference

Readings due:

- Kaplan, R. and S. Kaplan (1995). *The Experience of Nature: A Psychological Perspective*. Ann Arbor, MI, Ulrich's Bookstore (pps. 49-57).
- *With People in Mind*, (pps. 10-16, 39-48, 81-120)

W, 9/10 - Class topic: DIY Site Visit discussion day

*Please bring your completed evaluation forms to class (digital format is OK)*

**Assignment due: DIY Site Visit: SU Quad (How people use spaces)**

F, 9/12 – Class topic: Observation and E&B: Studying how people really use spaces.

*View in class: William Whyte video: The Social Life of Small Urban Spaces*

Readings due:

- Whyte, W. H. (1980). *The Social Life of Small Urban Spaces*. Washington, D.C., Conservation Foundation, pps. 16-75 (containing many photos).
- Extra: Browse through Project for Public Spaces website at <http://www.pps.org/>

**Week 4**

M, 9/15 - Class topic: Observation and E&B: Studying how people really use spaces (II)

Readings due:

- Marcus, Clare Cooper, and Carolyn Francis, eds. 1997. *People Places: Design Guidelines for Urban Open Space*. Second ed: Van Nostrand Reinhold, pps. 1-7, 143-171.

W, 9/17 - Class topic: Observation and E&B: Post Occupancy Evaluation

Readings due:

- Marcus, Clare Cooper, and Carolyn Francis, eds. 1997. *People Places: Design Guidelines for Urban Open Space*. Second ed: Van Nostrand Reinhold, pps. 345-356.

F, 9/19- Class topic: DIY Site Visit discussion day

*Please bring your completed evaluation forms to class (digital format is OK)*

**Assignment due: DIY Site Visit: Wegman's Supermarket (Fatigue and Restoration)**

**Week 5**

M, 9/22 -Class topic: Fatigue

Readings due:

- Sullivan, William C. 2013. "In Search of a Clear Head," from the forthcoming book *The Reasonable Person Model*, edited by Kaplan and Basu. **(Do not distribute this article – it's not yet in print!)**
- *With People in Mind*, pps. 16-18.
- Extra: Kaplan, R. and S. Kaplan (1995). *The Experience of Nature: A Psychological Perspective*. Ann Arbor, MI, Ulrich's Bookstore, pps. 178-182

W, 9/24 – Class topic: Restoration

Readings due:

- *With People in Mind*, pps. 18-22, and pps. 67-78.
- Kaplan, R. and S. Kaplan (1995). *The Experience of Nature: A Psychological Perspective*. Ann Arbor, MI, Ulrich's Bookstore, pps. 182-200.

F, 9/26 – No class meeting.

**Week 6**

M, 9/29 – No class meeting

W, 10/1 – Class topic: Benefits for communities

Readings due:

- Holtan, Meghan, Susan Dieterlen, and William C. Sullivan. 2014. Social Life Under Cover: Tree Canopy and Social Capital in Baltimore, Maryland. *Environment and Behavior*. doi: 10.1177/0013916513518064
- Matsuoka, Rodney, and William C. Sullivan. 2011. Urban Nature: Human psychological and community health. In *The Routledge Handbook of Urban Ecology*, edited by I. Douglas, D. Goode, M. Houck and R. Wang. London, UK: Routledge.

F, 10/3 - Class topic: E&B and working better

Readings due:

- Boice, R. (2000). *Advice for New Faculty Members*. Needham Heights, MA, Allyn & Bacon. "Moderation in Writing" (pps. 103-191).

### Week 7

M, 10/6 – Class topic: Get Lost Map discussion day

*Please bring a copy of your map to class (digital OK).*

**Assignment due: Get Lost Map: Onondaga Community College**

W, 10/8 - Class topic: Cognitive maps

Readings due:

- *With People in Mind*: pps. 49-66.
- Lynch, Kevin. (1960). *The Image of the City*. Cambridge, MA: The MIT Press. "The City Image and its Elements," pps. 46-49
- Extra: Explore Place Pulse, a current MIT project on urban perception based on Lynch's work: <http://pulse.media.mit.edu/vision/>

F, 10/10 - Class topic: Wayfinding

Readings due:

- *With People in Mind*, pps. 22-25.
- Kaplan, R. and S. Kaplan (1982). *Humanscape: Environments for People*. Ann Arbor, MI, Ulrich's Bookstore, Ch. 3, "Knowing," pps. 42-81.

**Assignment due: Second journal hand-in (pdf)**

### Week 8

M, 10/13 - Class topic: More wayfinding; applications to ESF/SU

W, 10/15 – Class topic: *Investigating visitor risk management using attribution and risk perception theory: The case of three national parks* (Guest lecture: Dr. Laura Rickard, ESF Environmental Studies)

Readings due:

- Rickard, Laura N. (2013). Perception of Risk and the Attribution of Responsibility for Accidents. *Risk Analysis*.

F, 10/17 – Class topic: Healthy environments (Guest lecture: Margaret Lapp, MSLA 2012, MPH 2013; Cornell Cooperative Extension of Niagara County)

Readings due:

- Health Scotland. (2008). *Health Impact Assessment of Greenspace: A Guide*. Stirling, UK: Greenspace Scotland.(pp. 16–27, and pps 71-74 (references))
- Extra: TED talk: Healthy Human Habitats: Howard Frumkin at TEDxRainier (access at <http://www.youtube.com/watch?v=UfmROLPfBX8&feature=share&list=PL23C97182637F4EB8&noredirect=1>)

### Week 9

M, 10/20 - Class topic: DIY Site Visit discussion day

*Please bring your completed evaluation forms to class (digital format is OK)*

**Assignment due: DIY Site Visit: Berkeley Park neighborhood (Healthy Communities)**

W, 10/22 – Class topic: Overview of E&B findings regarding human health

Readings due:

- Chang, Chun-Yen, William E. Hammitt, Ping-Kun Chen, Lisa Machnik, and Wei-Chia Su. 2008. Psychophysiological responses and restorative values of natural environments in Taiwan. *Landscape and Urban Planning* 85:79-84.
- Ulrich, Roger S. (1993). "Biophilia, Biophobia, and Natural Landscapes." In S.R. Kellert & E.O. Wilson (Eds.), *The Biophilia Hypothesis*. Washington, D.C.: Island Press (pp. 98-137 or as announced in class).
- Extra: Wilson, E.O. (1993). "Biophilia and the conservation ethic." In S.R. Kellert & E.O. Wilson (Eds.), *The Biophilia Hypothesis* (pp. 31–41). Washington, D.C.: Island Press (pp. 31–41).

F, 10/24 – Class topic: Healthy communities

Readings due:

- Frumkin, H., Frank, L., & Jackson, R. (2004). *Urban Sprawl and Public Health: Designing, Planning, and Building for Healthy Communities*. Washington, D.C.: Island Press (pp. 90–108)

### Week 10

M, 10/27 - Class topic: Healing gardens

Readings due:

- Cooper Marcus, C., & Barnes, M. (eds). (1999). *Healing Gardens: Therapeutic Benefits and Design Recommendations*. New York: John Wiley & Sons, Inc., pps. 36-61
- Extra: Browse through Therapeutic Landscapes Network website at <http://www.healinglandscapes.org/>

W, 10/29 – Class topic: Landscape perception: a practitioner's guide – cues to care

Readings due:

- Nassauer, J. I. (1997). "Cultural Sustainability: Aligning Aesthetics and Ecology." *Placing Nature: Culture in Landscape Ecology*. J. I. Nassauer. Washington, D.C., Island Press: pps. 66-83.
- Nassauer, Joan. "Messy Ecosystems, Orderly Frames," *Landscape Journal* 4 (2).

F, 10/31 - Class topic: DIY Site Visit discussion day

*Please bring your completed evaluation forms to class (digital format is OK)*

**Assignment due: DIY Site Visit: Thornden Park (in groups!) (Safety and Danger)**

### Week 11

M, 11/3 - Class topic: Spaces of Protest (Guest lecture: Dr. Don Mitchell, SU Dept. of Geography) - **MEET IN MOON 110.**

Readings due:

- Mitchell, Don. 2003. *The Right to the City: Social Justice and the Fight for Public Space*. New York, NY: Guilford Press, Chapter 3: "From Free Speech to People's Park," pps. 81-117.

W, 11/5 – Class topic: Perceptions of safety and danger

Readings due:

- Kuo, Frances E., and William C. Sullivan. "Environment and Crime in the Inner City: Does Vegetation Reduce Crime?" *Environment and Behavior* 33(3): 343-367
- *With People in Mind*, "Fears and Preferences," pps. 31-38.

F, 11/7 – Class topic: Student research on healthy environments (Guest lecture: Meghan Hazer, MSLA 2013, MPH student at Upstate Medical University)

Readings due:

- Busa, Kevan. 2013. The Designer Becomes the Patient. *Landscape Architecture*, June, 114-118.
- Cooper Marcus, C., & Barnes, M. (eds). (1999). *Healing Gardens: Therapeutic Benefits and Design Recommendations*. New York: John Wiley & Sons, Inc., pps. 196-229

## Week 12

M, 11/10 – Class topic: Safety, danger, and crime

Readings due:

- Newman, Oscar. 1996. *Creating Defensible Space*. Washington, DC: U.S. Dept. of Housing and Urban Development, pps. 9-30 ONLY (can skim rest of pdf if you want).
- Taylor, R. B. (2002). Crime Prevention through Environmental Design (CPTED): Yes, No, Maybe, Unknowable, and All of the Above. *Handbook of Environmental Psychology*. R. B. Bechtel and A. Churchman. New York, NY, John Wiley Sons, Inc.: 413-426.

W, 11/12 – Class topic: Wildness in postindustrial cities

Readings due:

- Gobster, Paul H. 2012. Appreciating Urban Wildscapes: Towards a Natural History of Unnatural Places. In *Urban Wildscapes*, edited by A. Jorgensen and R. Keenan. London, UK: Routledge.

F, 11/14 - Class topic: DIY Site Visit discussion day

*Please bring your completed evaluation forms to class (digital format is OK)*

**Assignment due: DIY Site Visit: Near Northside (Diversity in Design)**

## Week 13

M, 11/17 - Class topic: Class topic: Diversity in design (I)

Readings due:

- Hayden, D. (1995). *The Power of Place: Urban Landscapes as Public History*. Cambridge, MA, Massachusetts Institute of Technology Press. (pps. 2-43)

W, 11/19 - Class topic: Diversity in design (II): Latina/o Landscapes

Readings due:

- Dieterlen, S. (2012). "The Workers' Camp versus Main Street: Then and Now in the Mexican-American Neighborhoods of the Non-Metro Midwest." *Journal of Urbanism* 5(2/3): 171-191.
- Schneekloth, L. H. and R. G. Shibley (1995). *Placemaking: The Art and Practice of Building Communities*. New York, NY, Wiley (pps. 1-18)

F, 11/21 - Class topic: What E&B tells us about how to work as professionals with people who don't share our profession

**Assignment due: Third journal hand-in (pdf)**



**Week 14**

THANKSGIVING BREAK – NO CLASS

**Week 15**

M, 12/1 - Class topic: What about the winter?

W, 12/3 - Class topic: Mystery Day

F, 12/5 - Class topic: Final class  
*Please bring your laptop to class.*

<b>NOON, Friday, 12/12: Assignment due: Winter Places Project (in pdf)</b>
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