BEHAVIOR & ENVIRONMENT

Understanding human nature as a means of helping transition to a resource-limited future

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Fall 2014 – Mon/Wed 1:00-2:30 – 1040 DANA

INSTRUCTORS

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RESOURCES

[H] Textbook Required readings in *Humanscape: Environments for People*. Available at Ulrich's.
[C] CTools Required readings on CTools (ctools.umich.edu).
[A] Advanced On CTools unless otherwise noted.

ASSIGNMENTS & GRADING

Individual Projects

Small Experiments	15%	October 20
Mini-Paper	15%	November 20

Exams

Short quizzes (5 min)	10%	Throughout term
Exam 1 (30 min)	10%	September 29
Exam 2 (80 min)	20%	October 29
Exam 3 (80 minutes)	20%	December 10

Participation (involvement, attention, attendance, tasks, etc.) 10% Throughout term

SCHEDULE

	Monday		*Wednesday*	
Jul/Aug	**SUMMER READING**	9/3	**NEW BIO-PHYSICAL CONTEXT**	
9/8	**NEW BEHAVIORAL CONTEXT**	9/10	**EVOLUTION**	Discussion 1
9/15	**ATTENTION**	9/17	**ATTENTION RESTORE-1**	Discussion 2
9/22	**ATTN RESTORE-2**	9/24	**COPING: MINDFULNESS**	Discussion 3
9/29	**COPING: GREEN ACT & EXAM 1** (30 min)	10/1	**PERCEPTION 1**	Discussion 4
10/6	**PERCEPTION 2**	10/8	**KNOWING 1**	Discussion 5
10/13	**STUDY BREAK - NO CLASS**	10/15	**KNOWING 2**	
10/20	**RATIONALITY**	10/22	**CARING & PREFERENCE 1**	Discussion 6
10/27	**PREFERENCE 2**	10/29	**EXAM 2 - Midterm** (80 minutes)	Discussion 7
11/3	**PREFERENCE 3**	11/5	**STRESS**	Discussion 8
11/10	**COPING: NATURE AS MEDICINE**	11/12	**COPING: TERRITORY**	Discussion 9
11/17	**COPING: COMMUNITY**	11/19	**COPING: INTERPRETATION**	Discussion 10
11/24	**EXPERTS & SHARING INFO**	11/26	**NO CLASS**	Thanksgiving Break
12/1	**PEOPLE & PARTICIPATION**	12/3	**RPM & SUSTAINABLE LIVING**	Discussion 11
12/8	**SUMMARY & REVIEW**	12/10	**EXAM 3** (80 minutes)	

ASSIGNMENT DETAILS

- **SMALL EXPERIMENT (15%) –** The small experiments provide a chance to test out course concepts. These will be assigned in the discussion sections.
- **MINI-PAPER (15%) –** The goal of this one-page paper is to provide a coherent and engaging synthesis of the course content. Outline 5±2 principles that are essential in understanding the psychological relationship between humans and environments. Provide a carefully crafted and selective summary of the class that communicates its essentials to someone who has not taken the course. Do not emphasize novel ideas, instead extract fundamental principles from the course. It is to be compact, portable and memorable. The paper itself is to be written using the principles outlined in the course. Thus, it is graded based both on (1) how well it uses the course principles to communicate and (2) how well it captures the essence of these same principles. This dual focus makes this a difficult paper to write.

  GUIDELINES **–** Submitted independently; no group efforts are allowed on the final product. Plagiarism (from other course members, other sources, other years, etc.) is dealt with harshly. However, you are encouraged to discuss the paper in study groups and discussions provided the final paper is entirely your own work. The paper is to be typed, single-spaced and no longer than one page (i.e., one side of an 8-1/2 by 11 inch sheet) with a 10 point font minimum. Name, date and section number are to be in upper right corner of the page, not on a separate sheet.

  Suggestions from past students:

  1. *Start writing this paper early in the term. Constantly edit it as you learn more.*
  2. *Make it extremely clear what your principles are and discuss only one principle at a time.*
  3. *Provide reasonable coverage of each principle you select.*
  4. *Be sure that you explain the principle rather than merely naming it and/or talking about it.*
  5. *Direct paper to those who have not taken the course. Do not use jargon, technical terms, stories or references that would be understood only by someone taking the course.*
  6. *Do not pack in as much detail as possible. Keep in mind the reader - an educated layperson who is interested in using your insight, but who has a limited cognitive capacity and a great fear of being confused. Successful communication is an important aspect of this task.*
  7. *Some students frame the principles within a particular context, such as how the course might assist a specific profession (e.g., urban planning, environmental education, clinical practice). Some structure their principles as a story or for a particular audience. You don't have to do any of these, but if you do be absolutely sure that it aids in communicating your principles*.
- **QUIZZES (10%) –** Unannounced, brief quizzes on readings and previous lectures.
- **EXAMS (50%) –** Multiple-choice, matching, short essay questions. In-class and closed book.
- **PARTICIPATION (10%) –** Active participation is essential, including taking part in class activities, asking insightful questions and contributing in an affirmative and attentive way to the discussion.

ADVICE ON READINGS

Treat readings as an exploration, a process of making sense. Ask and answer questions as you read. Seek links between the environment and effective human functioning. Exams will emphasize the readings, so it is essential to stay up-to-date. Also keep in mind:

a) Using a study group is one of the more successful strategies for doing well in this course.
b) Develop strategies in advance to process the material efficiently. The *Active Reading* documents on Ctools will help as will regularly meeting with a study group.
c) In most cases the authors were not writing for this course. They likely would have framed their piece differently had you been their audience. You may need to reinterpret their work.
d) Note your reactions, especially surprising things. Note passages that contradict previous understanding or conventional wisdom. Share reactions in study group and discussions.

SUMMER READING **June/July/August**

[C] Holmgren, D. (2009). *Future Scenarios: How Communities Can Adapt to Peak Oil and Climate Change*. White River Junction, VT: Chelsea Green. [Purchase book or read online]

[A] McKibben, B. (2010). *Eaarth: Making a Life on a Tough New Planet.* New York : Times Books.

[A] Meadows, D. (1994). Envisioning a Sustainable World. Paper presented at the Third Biennial Meeting of the International Society for Ecological Economics, October 24-28, 1994, San Jose, Costa Rica. [Link to paper on CTools]

NEW BIO-PHYSICAL CONTEXT **September 3**

[C] McKibben, B. (2010). (Pp. 27-33) Excerpt from *Eaarth: Making a Life on a Tough New Planet*. New York : Times Books.

[C] Greer, J. M. (2012). Progress vs. apocalypse. In T. Butler, D. Lerch & G. Wuerthner [Eds.] *The Energy Reader: Overdevelopment and the Delusion of Endless Growth.* (Pp. 95-101) Sausalito, CA: The Foundation for Deep Ecology.

[A] Berry, W. (2012). Faustian economics. In T. Butler, D. Lerch & G. Wuerthner [Eds.] *The Energy Reader: Overdevelopment and the Delusion of Endless Growth.* (Pp. 33-42) Sausalito, CA: The Foundation for Deep Ecology.

[A] Hall, C. A. S. (2012). Energy return on investment. In T. Butler, D. Lerch & G. Wuerthner [Eds.] *The Energy Reader: Overdevelopment and the Delusion of Endless Growth.* (Pp. 62-68) Sausalito, CA: The Foundation for Deep Ecology.

[A] Jackson, W. (2012). Five carbon pools. In T. Butler, D. Lerch & G. Wuerthner [Eds.] *The Energy Reader: Overdevelopment and the Delusion of Endless Growth.* (Pp. 27-32) Sausalito, CA: The Foundation for Deep Ecology.

NEW BEHAVIORAL CONTEXT and ENVIRONMENTAL PSYCHOLOGY **September 8**

New Behavioral Context:

[C] Liftin, K. T. (2013). Localism. In C. Death [Ed.] Critical Environmental Politics. (Pp. 154-164). London, UK: Routledge.

[C] De Young, R. (2013). Transitioning to a new normal: How psychology can help society prepare for the harder times ahead. *EcoPsychology, 5(4):* 1-3. Retrieved from http://www.researchgate.net/publication/259495556_Transitioning_to_a_New_Normal_How_Ecopsychology_Can_Help_Society_Prepare_for_the_Harder_Times_Ahead?ev=prf_pub on August 30, 2014.

[C] Liftin, K. T. (2011). Seed Communities: Ecovillage Experiments Around the World. Retrieved from www.youtube.com/watch?feature=player_detailpage&v=MtNjZaXDGqM on August 30, 2014 (8.4 min).

[A] Clayton, S., C. Manning & C. Hodge (2014). Beyond Storms & Droughts: The Psychological Impacts of Climate Change. Washington, DC: American Psychological Association and ecoAmerica.

[A] Kingsnorth, P. (2012). Confessions of a recovering environmentalist. *Orion,* January/February: 1-9.

Environmental Psychology:

[C] De Young, R. (2013). Environmental psychology overview. In Huffman & Klein [Eds.] Green Organizations: Driving Change with IO Psychology. (Pp. 22-45) London, UK: Psychology Press. Retrieved from http://www.researchgate.net/publication/259286195_Environmental_Psychology_Overview on August 30, 2014.

[C] Kaplan, S. & Kaplan, R. (2009). Creating a larger role for environmental psychology: The Reasonable Person Model as an Integrative Framework: *J. of Environmental Psychology.* 29(3) 329-339.

[A] Gifford, R. (2014). Environmental psychology matters. *Annu. Rev. Psychol, 65:* 541–579.

EVOLUTIONARY CONTEXT **September 10**

[H] Introduction to Part 1 (pp. 5-6)

[H] Chapter 1 – Evolution (pp. 7-12, 14-21)
Introduction
Berrill, Life in the trees
Washburn, Brain, Evolution and Human Survival
Laughlin, Stalking

[C] Medina, J. (2008). Brain rules: 12 principles for surviving and thriving at work, home, and school. Seattle, WA: Pear Press, Ch. 2, Survival. Excerpts pp. 31-32, 35-37.

[A] Kaplan, S. (1972). The challenge of environmental psychology: A proposal for a new functionalism. *American Psychologist*. 27, 140-143.

ATTENTION **September 15**

[H] Kaplan, S. (1978). Attention and Fascination: The Search for Cognitive Clarity. In S. Kaplan and R. Kaplan (Eds.) *Humanscape*. (pp. 84-90).

[C] James, W. (1892). *Psychology: The Briefer Course*. (Collier, 1962), Ch 13 - Attention (pp. 84-105).

[C] Baumeister, R. F. (2005). *The cultural animal: Human nature, meaning, and social life*. New York: Oxford University Press. Ch. 6, How people act and react, pp. 310-315.

[C] Richtel, M. (2010). Digital Devices Deprive Brain of Needed Downtime. *New York Times*, August 24.

[A] Hoffman, J. (2014). Rethinking the colorful kindergarten classroom. *New York Times,* June 9.

[A] Herbert, W. (2008). Is EF the new IQ? *Newsweek*, June 4.

[A] Ophir, E., Nass, C., & Wagner, A. (2009). Cognitive control in media multitaskers. *Proceedings of the National Academy of Sciences Early Edition.*

[A] Kouchaki, M. & I. H. Smith (2013). The morning morality effect: The influence of time of day on unethical behavior. *Psychological Science, 25(1):*95-102.

ATTENTION RESTORATION – 1 **September 17**

[C] Kaplan, S. (1995). The restorative benefits of nature: Toward an integrative framework. *Journal of Environmental Psychology.* 15, 169-182.

[C] Kaplan, R., & Kaplan, S. (1989). *The experience of nature: A psychological perspective*. Cambridge: Cambridge University. Excerpt pp. 177-187.

[C] Tennessen, C. M. and Cimprich, B. (1995). Views to nature: Effects of attention. *Journal of Environmental Psychology*. 15, 77-85.

[A] Joye, Y., R. Pals, L. Steg & B. L. Evans (2013) New methods for assessing the fascinating nature of nature experiences. *PLoS ONE, 8(7):* e65332 (Pp. 1-14).

[A] Kaplan, S. & Berman, M. (2010). Directed attention as a common resource for executive functioning and self-regulation. *Perspectives in Psychological Science*. 5(1):43-57.

[A] Dolesh, R. J. (2013). The soft fascination" of nature. *Parks & Recreation*. 2013-04-01.

[A] Fredrickson, B. (2013). Your phone vs. your heart. *The New York Times.* March 23.

[A] Silverman, R. E. (2012). Workplace distractions: Here's why you won't finish this article. *The Wall Street Journal.* 11 December 2012.

[A] Reynolds, G. (2014). Want to be more creative? Take a walk. *New York Times,* April 30.

ATTENTION RESTORATION – 2 **September 22**

[C] Jaffe, E. (2010). This side of paradise: Discovering why the human mind needs nature. *Observer*. 23(5), 11-15.

[C] De Young, R. (2010). Restoring mental vitality in an endangered world: Reflections on the benefits of walking. *Ecopsychology*, 2, 13-22.

[C] Herzog, T., Black, A., Fountaine, K. & Knotts, D. (1997). Reflection and attentional recovery as distinctive benefits of restorative environments. *J. Environmental Psychology*. 17, 165-170.

[A] Berman, M., Jonides, J., & Kaplan, S. (2008). The cognitive benefits of interacting with nature. *Psychological Science*. 19(12), 1207-1212.

[A] Hartig, T, F. G. Kaiser & E. Strumse (2007). Psychological restoration in nature as a source of motivation for ecological behavior. *Environmental Conservation*. 34(4), 291-299.

[A] Kaplan, R. (2001). The nature of the view from home: Psychological benefits. *Environment and Behavior.* 33, 507-542.

[A] Wells, N. (2000). At home with nature: Effects of "greenness" on children's cognitive functioning. *Environment & Behavior*. 32(6), 775-795.

COPING: MINDFULNESS **September 24**

[C] Amel, E., C. Manning & B. Scott (2009). Mindfulness and sustainable behavior: Pondering attention and awareness as means for increasing green behavior. *Ecopsychology*. 1, 14-25.

[C] Kaplan, S. (2001). Meditation, restoration and the management of mental fatigue. *Environment and Behavior.* 33, 480-506.

[C] Mrazek, M. D., et al. (2013). Mindfulness training improves working memory capacity and GRE performance while reducing mind wandering. *Psychological Science.* 24(5) 776-781.

[A] Bishop, Lau, et al. (2004). Mindfulness, A proposed operational definition. *Clinical Psychology: Science and Practice.* 11(3), 230-241.

[A] Wenk-Sormaz, H. (2005). Meditation can reduce habitual responding. *Alter. Therapies*. 11(2), 42-58.

[A] Grossman, P., L. Niemann, et al. (2004). Mindfulness-based stress reduction and health benefits: A meta-analysis. *J Psychosom Res*. 57(1), 35-43.

[A] Davidson, R.J., J. Kabat-Zinn (2003). Alteration in brain and immune function produced by mindfulness meditation. *Psychosom Med*. 65(4), 564-570.

[A] Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present and future. *Clinical Psychology: Science and Practice*. 10(2), 144-156.

COPING: GREEN ACTIVITY & ENGAGEMENT & EXAM 1 (30 minutes) September 29

[C] Duvall, J. (2011). Enhancing the benefits of outdoor walking with cognitive engagement strategies. *Journal of Environmental Psychology*, 31, 27-35.

[C] Pretty, J. (2005). The mental and physical health outcomes of green exercise. *International Journal of Environmental Health research,* 15(5), 319-337.

[C] Leff, H. (1984). *Playful perception: Choosing how to experience your world*. Burlington, VT: Waterfront Books. Excerpts pp. 3-7, 16-17, 36-37, and 40-41.

[C] Newman, L., & Dale, A. (2009). In praise of mundane nature. *Alternatives Journal*, 35(2), 33-35.

[A] Louv, R. (2007). Leave no child inside: The growing movement to reconnect children and nature. *Orion*. March/April

[A] Duvall, J. (2011). Using engagement-based strategies to alter perceptions of the walking environment. *Environment & Behavior*. 45(3) 303-322.

PERCEPTION 1 October 1

[H] Chapter 2 - Perceiving (pp. 22-41)
Introduction
Campbell, Evolution and Information
Kaplan, Perception of an Uncertain Environment
Hilgard, The Goals of Perception

[C] Bruner, J. S. (1964). On going beyond the information given. In R. J. Harper, C.C. Anderson, C. M. Christensen and S. M. Hunka (Eds.) *The Cognitive Processes*. (pp. 293-299).

PERCEPTION 2 October 6

[C] Miller, G. A. (1962). *Psychology: The Science of Mental Life*. NY: Harper. Excerpt pp. 188-201.

[C] Medina, J. (2008). *Brain rules: 12 principles for surviving and thriving at work, home, and school*. Seattle, WA: Pear Press, Ch. 10, Vision. Excerpts pp. 223-231, 233-236.

[C] Kaplan, S. & Kaplan R. (1983). Challenges of perception. *Cognition and Environment*. Ann Arbor: Ulrich's. Excerpts pp. 16-18, 29-32.

KNOWING 1 October 8

[H] Chapter 3 - Knowing (pp. 42-58)
Introduction
Stea, Environmental perception and cognition
Kaplan, On knowing the environment

[C] Kaplan, S., Weaver, M. & Fu, L. (Draft) Chapter 4: Building Models. In *A Small Brain in a Big World*.

[A] Lee, A theory of socio-spatial schemata, in **[H]**

UM STUDY BREAK (No Class) October 13

KNOWING 2 October 15

[C] Hunt, M. E. (1984). Environmental learning without being there. *Environment and Behavior*. 16, 307-334.

[C] Kleinsmith, L., & Johnston, J. (1991). Tackling the fear of science: the impact of a computer-based study center on minority student achievement in biology. In Allen, W. R., E. G. Epps, and N. Z. Haniff, editors, *College in Black and White: African American Students in Predominately White and Historically Black Public Universities.* State University of New York Press. pp. 239-246.

[C] Falk, J. H., & Dierking, L. D. (1992). *The museum experience*. Washington, DC: Whalesback Books. Excerpt pp.30-35.

RATIONALITY **October 20**

[H] Chapter 5 - On Knowledge and Rationality (pp. 121-141)
Introduction
Kates, The underlying view of man's rationality
Simon, Satisficing and the One Right Way
Foa, Interpersonal and Economic Resources

[C] Miller, A. (1985). Psychological biases in environmental judgments. *Journal of Environmental Management.* 20, 231-243.

[A] Dreifus, C. (2007). Through analysis, gut reaction gains credibility. *The New York Times*, August 28.

[A] Gigerenzer, G. (2008). Why heuristics work. *Perspectives on Psychological Science*. 3(1) 20-29.

[A] Hutchinson, J. M. C. & G. Gigerenzer (2005). Simple heuristics and rules of thumb: Where psychologists and behavioral biologists might meet. *Behavioural Processes.* 69: 97-124.

[A] Sigmund, K., E. Fehr & M. Nowak (2002). The economics of fair play. *Scientific Amer*. Jan, 83-87.

CARING & PREFERENCE 1 **October 15**

[H] Chapter 4 - Caring (pp. 82-83, 94-108, 112-120)
Introduction
Cantril, The Human Design
Hebb, The Causes of Fear
Catton, The Quest for Uncertainty
Hebb, Altruism and the Need for Excitement

[C] Baumeister, R. F. (2005). *The cultural animal: Human nature, meaning, and social life*. New York: Oxford University Press. Ch. 3, What people want, pp. 91-93.

[C] Ardrey, R. (1970). Excerpt: Innate needs and Rousseau, *The Social Contract*. NY: Atheneum. (pp. 90-92 and 101).

PREFERENCE 2 **October 20**

[H] Chapter 6 - Preferred Environments (pp. 147-155, 170-174)
Introduction
Lynch, The Image of the Environment
Eliovson, The Japanese Garden

[C] Kaplan, R., & Kaplan, S. (1989). *The experience of nature: A psychological perspective*. Cambridge: Cambridge University. Excerpts pp. 50-58, 67-69.

[C] Kaplan, Kaplan & Ryan (1998). *With people in mind.* Washington, D.C.:Island Press. (Pp. 7-16)

[A] Carr, Some Criteria for Environmental Form, in **[H]**

[A] Watt, Man's Efficient Rush Toward Deadly Dullness, in **[H]**

PREFERENCE 3 **October 22**

[C] Herzog, T. & Leverich, O. L. (2003). Searching for legibility. *Environment and Behavior*. 35, 459-477.

[C] Herzog, T. R. (1988). Mystery: An imaginary stroll. *Grand Valley Review*. 4, 23-29.

[C] Alexander, Ishikawa & Silverstein (1977) *A Pattern Language*. NY: Oxford University Press. Excerpts:
Four story limit (pp. 114-119)
Small public squares (pp. 310-314)
Hierarchy of open space (pp. 557-560)
Circulation realms (pp. 480-484)
Intimacy gradient (pp. 610-613)

[A] Kaplan, S. (1987). Aesthetics, affect and cognition: Environmental preference from an evolutionary perspective. *Environment and Behavior*. 19, 3-32.

STRESS: THE FAILURE OF PREFERENCE **October 27**

[H] Chapter 7 - Stress (pp. 194-199, 211-262)
Introduction
Greenbie, Social Territory, Community Health and Urban Planning
Milgram, The Experience of Living in Cities
Appleyard and Lintell, The Environmental Quality of City Streets
Glass and Singer, Some Effects of Uncontrollable and Unpredictable Noise

[A] Hygge, S., G. W. Evans & M. Bullinger (2002). A prospective study of some effects of aircraft noise on cognitive performance in school children. Psychological Science. 13, 469-474.

[A] Epel, E. S. et al. (2013). Wandering minds and aging cells. *Clinical Psychological Science.* 1(1) 75-83.

[A] Segerstrom, S.C. & G. E. Miller (2004). Psychological stress and the human immune system: A meta-analytic study of 30 years of inquiry. *Psychol Bull.* 130(4), 601-630.

EXAM 2 – MID-TERM (80 minutes) **October 29**

COPING: NATURE AS MEDICINE **November 10**

[C] Frumkin, H. (2001). Beyond toxicity: Human health and the natural environment. *American Journal of Preventative Medicine, 20*(3), 234-340.

[C] Maller, C., Townsend, M., Pryor, A., Brown, P., & St Leger, L. (2005). Healthy nature healthy people: 'Contact with nature' as an upstream health promotion intervention for populations. *Health Promotion International*, 21(1), 45-54

[C] Ulrich, R. (1984). View through a window may influence recovery from surgery. *Science*. 224: 420-421.

[A] Faber Taylor, A. & Kuo, F.E. (2009). Children with attention deficits concentrate better after walk in the park. *Journal of Attention Disorders*, *12*, 402-409.

[A] Hartig, T., R. Mitchell, S. de Vries & H. Frumkin (2014). Nature and health. *Annu. Rev. Public Health, 35:* 21.1-21.22.

[A] Schuster, D. G. (2003). Neurasthenia and a Modernizing America. JAMA. 290 (17), 2327-2328.

[A] Kuo, F. (2001). Coping with poverty: Impacts of environment and attention in the inner city. *Environment and Behavior*. 33(1), 5-34.

[A] Coon, J. T., et al. (2011). Does participating in physical activity in outdoor natural environment have a greater effect on physical and mental wellbeing than physical activity indoors?: A systematic review. *Environmental Science and Technology.* 45: 1761-1772.

[A] Husted, K. (2012). Can gardening help troubled minds heal? *The Salt: NPR's Food Blog. 22 Feb 12.*

COPING: TERRITORY **November 12**

[H] Chapter 8 - Coping Strategies (pp. 263-273 , 331-338)
Introduction
Sommer, Territory
Jackson, Fences and Hedges
Sherrod and Cohen, Density, Personal Control and Design

[C] Edney, J. J. (1976). The psychological role of property rights in human behavior. *Environment and Planning A*, 8, 811-822.

COPING: COMMUNITY **November 17**

[H] Chapter 8 - Coping Strategies (pp. 274-279, 288-321)
Denman, Small Towns are the Future of America
Jacobs, Contrasting Perceptions of a Community
Porteous, The Pathology of Forced Relocation
Yancey, Architecture, Interaction and Social Control
Alternatives to Fear – Review of Newman's Defensible Space

COPING: INTERPRETATION **November 19**

[H] Chapter 9 - Coping Strategies Interpretation (pp. 339-341, 343-346, 352-358)
Introduction
Fox, The Cultural Animal
Parr, The Child in the City: Urbanity and the Urban Scene

[C] Kaplan, S. & Kaplan R. (1983). Interpretation strategies. *Cognition and Environment*. Ann Arbor: Ulrich's. Excerpt pp. 132-137.

[A] Jackson, After the Forest Came the Pasture, in **[H]**

[A] Jacobs, The Valuable Inefficiencies and Impracticalities of Cities, in **[H]**

[A] Alexander, A City is Not a Tree, in **[H]**

EXPERTS & SHARING INFORMATION **November 24**

[C] Kaplan, S. & Kaplan R. (1983). The transfer of information. *Cognition and Environment*. Ann Arbor: Ulrich's. Excerpt pp. 181-185.

[C] Kearney, A. (1994). Understanding global change: A cognitive perspective on communicating through stories. Climatic Change 27, 419-441.

[C] Bardwell, L. (1999). Success stories: Imagery by example. *J. Environmental Education*, 23(1), 5-10.

[A] Kearney, A. R., Bradley, G., Kaplan, R., Kaplan, S. (1999). *Stakeholder perspectives on appropriate forest management in the Pacific Northwest*. Forest Science, 45(1), 62-73.

[A] Brand, R. & A. Karvonen (2007). The ecosystem of expertise: Complementary knowledge for sustainable development. *Sustainability: Science Practice & Policy.* 3(1) 21-31.

NO CLASS **November 26**

PEOPLE & PARTICIPATION **December 1**

[H] Chapter 10 - Making Participation Possible (pp. 403-412, 427-438)
Introduction
Gump and Barker, Big School, Small School: Overview and Prospects
Kaplan, Participation in Environmental Design

[C] Irvine, K. and Kaplan, S. (2001). Coping with change: The small experiment as a strategic approach to environmental sustainability. *Environmental Management*. 28(6), 713-725.

[C] Kaplan, S. (1990). Being needed, adaptive muddling and human-environment relationships. In R. I. Selby, K. H. Anthony, J. Choi & B. Orland (Eds.), *EDRA 21* (pp. 104-110). Oklahoma, City, OK: Environmental Design Research Association.

[A] Kaplan, R. (1996). The small experiment: Achieving more with less. Pages 170-174 in J. L. Nasar & B. B. Brown (Eds.) Public and Private Places. Edmond, OK: Environmental Design Research Association.

[A] Wade, Karl Hess: Technology with a human face, in **[H]**

[A] Wurman, The invisible city, in **[H]**

[A] Carr and Lynch, Where Learning Happens, in **[H]**

[A] Ladd, City Kids in the Absence of Legitimate Adventure, in **[H]**

THE REASONABLE PERSON MODEL, MEANINGFULNESS & SUSTAINABLE LIVING **December 3**

[H] Afterwords (pp. 454-457)

[C] Kaplan, R., & Kaplan, S. (2012). Enabling the best in people. In De Young & Princen [Eds.] *The Localization Reader.* (Pp. 233-240). Cambridge, MA: MIT Press.

[A] Fredrickson, B. L., et al. (2013). A functional genomic perspective on human well-being. *PNAS Early Edition.* 2 July 2013: 1-6.

SUMMARY and REVIEW **December 8**

[A] Macy, R. & T. J. Doherty (2013). The 2013 annotated guide to graduate education in environmentally focused psychology and therapy. *Ecopsychology.* 5(2) 136-145.

EXAM 3 – (80 minutes) **December 10**