

environment & behavior

envd 3001 · fall 2011

three credit seminar

Tuesday/Thursday, 3:30-4:45

VAC Room B88

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or by appointment

Location: ENVD 205

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Course Overview

This course provides an overview of a broad range of social and behavioral aspects of the built environment that are relevant to architecture, landscape architecture and planning. We will explore people's relationships with the built and natural environment (such as public spaces and green spaces), different user groups (such as young people and the elderly) and different types of individual and group behaviors (such as wayfinding and place attachment). The course will emphasize the responsibility designers have to be aware of their power to influence people's lives and actions through architecture and planning, as well as the limitations of that power, with the goal of showing how design can apply environment and behavior principles and participatory processes to improve people's quality of life. In addition to lectures, this course will incorporate films, readings and field assignments to facilitate learning and comprehension.

Learning Objectives

1. To understand how places are conceived, produced and lived in everyday life.
2. To understand how environments may affect people and how people transform environments, individually and collectively, to accommodate their needs and aspirations.
3. To appreciate how issues of diversity and power affect the built environment and individual and group behaviors.
4. To increase awareness of local, national and international issues related to environment and behavior studies.

Course Requirements and Assessments

Students enrolled in the course are expected to:

- Attend class on a regular basis and complete in-class assignments
- Navigate the CU Learn website to access course readings, assignments and resources and monitor grades (<http://culearn.colorado.edu>). To communicate with the instructor and teaching assistants, write to their email addresses on the syllabus cover page.
- Complete the assigned readings in preparation for each lecture.
- Answer film questions. This means that you must bring to class the questions for each film showing.
- Complete three assigned field exercises and written reports
- Complete the mid-term and final exam
- Follow the university's policies (noted at end of syllabus)

Grades will be posted on CU Learn as they are assigned throughout the semester.

In-class exercises	10%
Mid-term exam	20%
Final exam	20%
Assignments	50%

Course Materials

All course materials are available on CU Learn (<http://culearn.colorado.edu>). Check the learning module associated with the date of each class session for the materials related to that course segment.

Schedule of Classes and Assignments

It is your responsibility to locate readings and assignments on CU Learn and to take note of changes in the schedule as discussed in class and posted on the course website.

Week	Date	Topic	Assignments
1	8.23	Intro to E&B and Course	
1	8.25	Intro to E&B	Stokols, D. 1995. The paradox of environmental psychology. <i>American Psychologist</i> 50(10):821-837.
2	8.30	FILM: Shock of the New: The End of Utopia	
2	9.1	E&B Research & Methods	Zeisel, J. 2006. Research methodology, approaches, designs and settings. Chapter 5 in <i>Inquiry by Design</i> . New York: W.W. Norton.
Individual Experiences of the Environment			
3	9.6	Ancestral Traits for Survival & Territoriality	Bell, P. 2001. Territorial Behavior. Pp. 276-291 in <i>Environmental Psychology</i> , 5 th ed. Forth Worth, TX: Harcourt College Publishers
3	9.8	Defensible Space	Kingsley, G.T. & O. Newman (for Henry Cisneros). 1995. Defensible Space. Washington, DC: Dept. of Housing & Urban Development
4	9.13	Dislocation FILM: <i>Dislocation</i>	
4	9.15	Home and Homelessness <i>Transitory Gardens, Uprooted Lives</i>	Read "problem" and "solution" readings as assigned on CU Learn in preparation for World Café

The Experience of Public Spaces

5	9.18	Public spaces	Attend Boulder Green Streets Ciclovía on Pearl Street, complete assignment 1
5	9.20	Public Housing <i>Guest Speaker Corrie Colvin</i>	Kotlowitz, A. 1991. Chapters 1-3 in <i>There are no children here</i> . New York: Anchor Books
5	9.22	Gentrification FILM: <i>Where Can I Live?</i>	
6	9.27	Place Attachment	No reading – work on ciclovía assignment
9.27 ** Assignment 1 Due**			
6	9.30	Designing for Sense of Place	Levy, M. 2011. Nature and Human Nature: We are trying to care for our environment architecturally, but something is missing. <i>Texas Architect</i> : 34-36.
7	10.4	Imageability & wayfinding	Salmi, P. 2002. Wayfinding Design: Hidden Barriers to Universal Access. <i>Implications</i> 5(8).
7	10.6	Urban experience FILM: <i>The Nature of Cities</i>	No Reading – Prepare for Midterm
8	10.11	MID-TERM EXAM	
8	10.13	Public Space: The Street <i>Uncompromising Architecture: Urban Earth</i>	Jacobs, J. 1961. The uses of sidewalks: Contact. Pp. 55-73 in <i>The Death and Life of Great American Cities</i> . New York: Vintage Books.
9	10.18	Public Space: The Plaza FILM: <i>The Social Life of Small Urban Spaces</i>	Whyte, W.H. 1980. "The life of plazas" and "Sitting space." Pp. 16-39 in <i>The Social Life of Small Urban Spaces</i> . Washington, DC: The Conservation Foundation
9	10.20	Who are cities for?	Review readings from previous two classes (Jacobs, Whyte)
10	10.25	Participatory Planning & Design <i>Guest Speaker: Louise Chawla</i>	Chawla, L. 2002. Toward better cities for children and youth. Pp. 219-242. <i>Growing Up in an Urbanising World</i>
10	10.27	People and Nature	Beatley, T. 2011. Chapter 1 in <i>Biophilic Cities</i> . Washington, D.C.: Island Press. 10.27 **Assignment 2 Due** 10.27 ** Assignment 3 Issued**

11	11.1	Nature on CU's campus	No reading
11	11.3	Biophilic Design FILM: <i>Biophilic Design</i>	Derr & Kellert, <i>Making Children's Environments R.E.D.</i> Pages 1-5 Extra Credit Issued: Biophilic Design Critique 11.3 ** Topics for Assignment 3 Due**
12	11.7	FILM: <i>Sprawling from Grace</i>	No Reading
12	11.10	Public Health & Social Capital	Jackson, R. & C. Kochtitzky. 2000. Pp. 1-19 in <i>Creating a Healthy Environment</i> . Washington, DC: Sprawl Watch Clearinghouse.
13	11.15	Present wayfinding solutions <i>Age Friendly Environments</i>	No Reading
13	11.17	Child- and Age-Friendly Environments <i>Guest Speaker: Mara Mintzer, Growing Up Boulder</i>	No Reading 11.17 ** Assignment 3 Due **
14	11.29	Sustainability & Social Equity <i>Sustainable South Bronx</i> <i>Climate Refugees</i> <i>Garbage Warriors?</i>	Agyeman, J. and T. Evans. 2003. Toward Just Sustainability in Urban Communities: Building Equity Rights with Sustainable Solutions. <i>Annals AAPSS</i> 590: 35-53.
14	12.1	... And Its Relation to Design <i>Cities as Sustainable Ecosystems</i> <i>Uncompromising Architecture</i> <i>Architecture 2030</i>	Van der Ryn, S. and S. Cowan. 1995. Sustainability and Design. Chapter 1 in <i>Ecological Design</i> . Island Press. 12. 1 ** Biophilic Design Extra Credit Due**
15	12.6	Sustainability & the Psychology of Happiness FILM: <i>No Impact Man</i>	O'Brien, C. 2006. A footprint of delight: Exploring sustainable happiness. NCBW Forum, Article 10-1-06, October 2006. National Center for Bicycling & Walking
15	12.8	Exam Review	
FINAL EXAM: Saturday, December 10th, 7:30 p.m. - 10:00 p.m.			

COURSE POLICIES

Required Readings

The lectures will only cover part of the readings and are designed on the assumption that you have read the assigned reading material carefully and come to class with this background. Study questions will be posted in the Learning Module along with each reading to help you identify key ideas. They are for your own use—not to hand in. Approximately half of the midterm and final exam questions will be based on the study questions.

Writing Assignments

The two written assignments will be evaluated on the basis of comprehensive coverage of all parts of the assignment, thoughtful content, clear organization, and mechanically correct writing. Each assignment must be typed and double spaced, using one inch margins and 12-point font. Be sure to proof read. Graders will deduct points for spelling and grammar errors, so if you need help with your writing skills, please consult the CU Writing Center: wrtghelp@colorado.edu; 303-492-1690.

In-class Exercises

There will be a number of short group or written assignments in class to be handed in and counted toward a class participation grade. To be counted, they need to be written coherently and legibly and show that you have given the exercise serious thought. You get to drop two exercises without penalty.

Film Answers

The film questions are posted on CU Learn in the Learning Module folder for the class date when the film is shown. Students are responsible for bringing them to class in order to take notes as they watch each film. Neatly typed and proof read answers to each set of questions are due one week from the date of the film showing. For the final film (No Impact Man), questions will be due electronically on Tuesday, December 13th. The six highest film grades will be averaged into the final course grade.

Deadlines

In-class exercises are due at the end of the relevant class. All other assignments are due at the beginning of class. Bring a hard copy to class and submit an electronic copy prior to the start of class. Writing assignment due dates are posted in this syllabus. Film questions are due one week from the date of the film showing. **NO LATE ASSIGNMENTS ARE ACCEPTED IN THIS COURSE** without written documentation from a doctor or other authority that you were incapable of meeting the deadline.

Final Grade Calculation

In-class exercises	10%
Mid-term exam	20%
Final exam	20%
Assignments	50%

(Assignments include answers for 6 films as well as three field research assignments. Each assignment will contribute to the overall grade as follows: field research assignments (10% each for 30%); and film assignments (20%)

University Policies

1. **Disabilities** – If you qualify for accommodations because of a disability, please submit a letter to the instructor from Disability Services no later than the second week of the semester so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Also, provide a copy of the letter to Peggy Gordon. For information, contact Office of Disability Resources and Services, Arts Building 177, 303-556-3450 or <http://www.colorado.edu/disabilityservices>. If you have a temporary medical condition or an injury, see guidelines at www.colorado.edu/disabilityservices/accommmauxaid.html.

2. **Accommodation for religious observances** – Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Please inform the instructor in a timely manner so that any necessary alternative arrangements may be made. See policy details at http://www.colorado.edu/policies/fac_relig.html.

3. **Learning environment** – Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and set reasonable limits on the manner in which students express opinions. See policies at <http://www.colorado.edu/policies/classbehavior.html>

4. **Academic honesty & plagiarism** – All assignments in this course are to be completed by an individual student. If there is evidence of academic dishonesty of any form on any assignment, test, or film questions, you will be given the grade of “F” for the assignment, and if the misconduct is serious enough, an “F” for the course, with further consequences possible under applicable university policies.

All students at the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include cheating, plagiarism, aiding academic dishonesty, fabrication, lying, bribery and threatening behavior. Incidents of academic misconduct may be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension or expulsion). Additional information on the Honor Code can be found at <http://www.colorado.edu/academics/honorcode>.

5. **Missing grades.** Students are responsible for monitoring the posting of grades for assignments that they have handed in and should notify the professor immediately of missing grades. The deadline for bringing missing grades to the professor’s attention is Wednesday, December 14th, 5:00 p.m.

How to Use CU Learn

1. If you have not already activated your IdentiKey account and created an IdentiKey password, follow the directions for students listed on the Information Technology Services

homepage. If you have any problems with your IdentiKey, contact ITS at 303-735-HELP or help@colorado.edu.

2. Enter CU Learn at <http://culearn.colorado.edu>. Select Login with Identikey and enter your CU Login Name and Identikey Password. Select the ENVD 3001 course title, and when you enter the course site, select the Student View tab.

Learning Modules contain PPT lectures, reading assignments, study questions for readings, and film questions. My Grades enables you to see your grades as they are posted.