

Environmental Psychology

PSYC 4377 SMU-in-Taos August 2018

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Office Hours: by appointment
I am free to meet after class daily.

Web page: Canvas

Course Description

The course will focus on the interdisciplinary work on Environmental Psychology. The course will incorporate research and theory from Social Psychology, Cognitive Psychology, Positive and Health Psychology, and Human Factors. The first half of the course will emphasize: (a) understanding what environmental psychology is and is not, (b) research methods in psychology, and (c) basic social and cognitive psychology principles that influence the understanding and use of built and natural environments and broader communities. The second half of the semester will have a more applied emphasis on: (a) well-being, health, and restorative effects, (b) work and home environmental influences, (c) environmental communication and conflict resolution.

Office hours are times that I have set aside to be available for questions, etc. but I will also be available by appointment at other times. Email is usually the best way to get a message to me. If you must miss an exam you must let me know **BEFORE** the exam. Makeups will be scheduled at instructor's discretion and only with a written excuse. Makeup exams for reasons other than official University absences will be scheduled during scheduled department makeup sessions or by appointment. Things like job schedules, roommate problems, social conflicts, etc. are not valid excuses. If you need to contest an exam score, you have one week from the day the exam was returned to do so.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

Student Learning Outcomes

- On an exam, students should be able to define and understand the major research approaches to the scientific study of human-environment interactions and understand empirical support for those perspectives.
- Students should be able to understand the interactions between attitudes, perceptions, and behaviors with the built and natural environments.
- Students should be able to apply the course material in an individual creative project and present that material effectively in a class presentation.
- This course has been approved as an Individuals, Institutions, and Culture Pillar Level II. Students will need to meet the following SLOs.
 - Students will be able to analyze different theoretical or interpretive perspectives in the study of individuals, institutions, and cultures that shape economic, political and social experiences.
 - Students will be able to evaluate critically the research outcomes, theory, and/or theoretical applications in the study of individuals, institutions, and cultures that shape economic, political and social experiences.

- This course has been approved as a Creativity and Aesthetics Pillar Level II. Students will need to meet the following SLOs.
 - Students will be able to analyze and construct clear and well-supported interpretations of creative works.
 - Students will be able to apply the creative process to develop original works, and/or design applications that advance an area of inquiry or improve upon existing state-of-the-art in a particular discipline.
- This course has been approved for the Community Engagement Proficiency. Students will need to meet the following SLO.
 - Students will gain an enhanced sense of personal values and civic responsibility through a community engagement experience addressing a community's specific need(s).
- This course has been approved for the Oral Communication Proficiency. Students will need to meet the following SLOs.
 - Students will be able to select, organize and use appropriate evidence or information to suit a specific or targeted audience.
 - Students will be able to use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience.

Books

- Required Textbook: Steg, L., van den Berg, A. E., & de Groot, J. I. M. (Eds.). (2013) *Environmental Psychology: An Introduction*. Malden, MA: John Wiley and Sons.
- Recommended: Gosling, S. (2008). *Snoop: What your stuff says about you*. New York: Basic Books.
- Articles and additional reading available through Canvas.

Grades

- Attendance in lecture is required. The in-class exams are over material presented in class, so attendance will help your grade. Excessive absences over the semester will result in a drop in points. Creating an atmosphere in class that discourages the participation of others (interrupting or insulting classmates) or interferes with the classroom environment (text messaging, reading the newspaper, talking during class, using a computer for activities unrelated to this class) will also result in a drop in points.
- You will have a midterm exam and a cumulative final exam over the semester. The exams will each count as 150 points towards your grade in the class. The exams will be a combination of multiple choice, true-false, short answer, and essay questions. Exams will cover both the lecture and textbook presentation of the material so you need to keep up with the reading as well as the lectures. You will also be responsible for content from the two field trips.
- In addition to the exams and participation, you will have one detailed writing assignment and a presentation. You will get more details later but the focus will be on your understanding of the interaction between person, built, and natural

environments. You will design a living space in a community that is based on the principles we address in class. Your project will culminate in a class presentation.

- Each exam is worth 150 points, assignments are worth a combined 50 points, and participation is 10 points for a total of 360 points in the class. I do not anticipate accepting extra credit.

Calendar

- Please see calendar in Excel file on Canvas.

Letter Grades

<u>Letter</u>	<u>Percentage</u>	<u>Letter</u>	<u>Percentage</u>
A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	Below 60

Course Policies

- Changes to the Syllabus: From time to time, I may make changes to the course plan, topics, or other aspects of the course, **including the dates of exams**. These changes will be announced in class. You are responsible for keeping up with announcements of changes and other course business.
- Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)
- Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)
- Academic Integrity: Cheating and/or plagiarism will not be tolerated in this course and will be dealt with according to the University's Honor Code. This can include ACADEMIC SABOTAGE (Intentionally taking any action which negatively affects the academic work of another student.); CHEATING (Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.); FABRICATION (Intentional and unauthorized falsification or invention of any information or citation in an

academic exercise.); FACILITATING ACADEMIC DISHONESTY (Intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code); and PLAGIARISM (Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.) A violation of the Code will result in an F for the course. In addition, the student may also be taken before the Honor Council. If you are unclear about this please see the instructor immediately.

- Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)
- Any study involving observation of or interaction with human subjects which originates at Southern Methodist University, including a class project, report, or research paper, must be reviewed and approved by the Institutional Review Board (IRB) for the Protection of Human Subjects in Research and Research-Related Activities. Students should consult with their course instructors early in the course to ascertain if their projects need to be reviewed by the IRB and/or to secure information on appropriate forms and procedures for IRB review. The student's instructor and department chair must sign the application for approval by the IRB.

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Writing Assignment and Presentation

Part 1 (3-5 pages)

Compare and contrast built living environments of Taos Pueblo, Earthship Biotecture, and your hometown neighborhood. You will need to incorporate research and theory from the semester as you address:

1. Role of culture as it influences building choices
2. Role of built environment in influencing culture
3. Role of built environment within a broader environmental setting

Part 2 (2 or more pages plus visuals)

Design an ideal living space for yourself addressing the above interactions.

1. Where do you want to live and why?
2. What type of living arrangement would provide the greatest opportunities for you to flourish? Address the role of place attachment to the psychological construct of flourishing.
3. In addition to the paper, in class you will need to present a built space, situated in a broader environment, which would be your ideal.
 - a. You will need to do an 8 minute in class presentation with visual aids describing your flourishing environment that addresses the following elements:
 - i. Where will that home be and why? (city, country, region, etc.)
 - ii. In what proximate environment will that home be located and why? (dense walkable neighborhood, 10 acres in the mountains, suburb, etc.)
 - iii. What general style of home do you feel is best suited to your particular psychological strengths? (large home with many purpose-dedicated rooms, large multi-family complex shared with people of similar age and background, isolated family compound shared with family members and means of survival like agriculture and livestock, shack on the beach, etc.)
 - iv. An actual model of that space drawn by hand or computer
 - v. Sample photographs of home styles that would be representative of your choices
 - vi. At least four elements of sustainable design that will be incorporated in the space design