COURSE DESCRIPTION
Planners and designers often speculate about the effects of their plans on people, without an adequate empirical basis. This course examines the research on the relationship between the physical environment and humans to help students identify ways to make environmental design more fitting to its inhabitants. The course focuses on the way individuals experience their surroundings and the use of that information to evaluate environments, predict consequences of alternative physical plans, and plan places for human use.

COURSE GOAL
The course aims to help students understand the complex interrelationships between physical settings and users (peoples who interact with the settings). It also seeks to give students an understanding of how to apply that knowledge to analyze existing environments and to establish guidelines for the planning, design, and management of places.

COURSE OBJECTIVES
On finishing the course students should be able to do define terms, identify and describe important principles, discriminate between different points of view, distinguish between sound and unsound principles and applications of methods, construct problem solving approaches using the methods and principles. They should be able to demonstrate the methods and principles in contexts similar and dissimilar to those discussed in class in relation to each of the content areas.

COURSE FORMAT
Class sessions will have a presentation by the instructor, presentations by students on projects and discussion/summary of readings to delineate issues, problems and solutions.

GRADING
Grades will be based upon the student's performance in meeting the course objectives through:

1. **Applied Projects (60 percent of grade)** Students will conduct three projects, write up and submit the findings. Reports must be ONE side of ONE page or less. Put your name and project title on the top. Reports are due before the start of class on the days noted. Label the file with your last name, such as Jones.doc. **Format (length, name & title on top, file name) counts for the grade, so make sure to get it right.**

   **Tue. Sept. 11 Cognitive map due** Chose a neighborhood in Central OH. Get an aerial photograph or google map of it. 1) Mark the five kinds of elements noted by Lynch. 2) Indicate what should be done to improve the legibility and imageability of the area. (20 points)
Tues., Oct. 16 Life course and life style project due For the same neighborhood (or part of it), Examine census figures and 1) report summary figures that describe the stage in life-course and family structure. From your view on-site, 2) describe the location of type of housing. 3) Describe the fit of the likely life-style preferences from the census data, to the housing type and location. (20 points)

Tues. Nov. 6. Livable Space Project due Choose an outdoor public place. Submit an annotated photograph of the place, which describes 1) the presence and 2) quality of its livable features. Based on that, 3) evaluate its livability, and 4) suggest changes to improve its livability (20 points).

2. Participate in experiment or read and report on an article related to experiment DUE: Thurs. Nov. 8 (10 points)

3. Pop quizzes. Students should do the assigned readings for each class prior to class. Instructor will have periodic pop quizzes on the readings. (10 points)

4.

4. Wed. Dec. 12 (10 a.m. – 11:45 a.m.) Final project. For five of the eight following areas, report using graphics and text (the key findings related to the content area) and how they apply to planning (either for the studied neighborhood or in general), one page per area: 1. environmental appraisal/meaning, 2. Environmental stress, 3. hazards, 4. psychology & climate change, 5. behavior change, 6 interpersonal interaction/friendship formation/community, 7. CPTED, 8. organizational behavior & universal design, (20 points)

Lateeness
All work must be handed in on time by the START OF CLASS. Late work will get a 0. Medical excuses require a note from the doctor.

Academic Misconduct
Plagiarism will not be tolerated in the classroom. Plagiarism is passing off as one’s own ideas, words, writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own, even with the permission of that person. Any instances of academic misconduct will be reported to the Committee on Academic Misconduct (University Rule 3335-5-487).

ADA Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services at (614) 292-3307. Additionally, contact the instructor as early as possible in the quarter, so your disability can be properly accommodated.
COURSE OUTLINE

WEEK 1
Thurs. Aug. 23 INTRODUCTION. Introduction to this class, course purposes, requirements, student objectives etc. A schematic overview of theoretical and conceptual approaches of environmental psychology as applied to planning.

Tue. Aug. 28 Film: Unnatural Causes - Episode 1

WEEK 2
Thurs. Aug. 30 PLANNING & DESIGN FOR HUMANS. Favorite places. Determinism, possibilism, probabilism, nativism, environmentalism. Design failures. Concerns of environmental design, models of the design/planning process, systems approach.
Read:
Brolin, B. (1972) Chandigarh was planned by experts but something has gone wrong, Smithsonian, 56-81.

Tue. Sept. 4 RESEARCH AND EVALUATION METHODS
Read: Ch. 1Ways of Knowing, from Research Methods in the Social Science

WEEK 3
Thurs. Sept. 6 ENVIRONMENTAL PERCEPTION & COGNITION: BASIC PROCESSES
Read

Tue. Sept. 11 COGNITIVE MAPS: Images, content, development & changes.
DUE: Cognitive map project (20 points)
Read:

WEEK 4
Thurs, Sept. 13 ORIENTATION, WAYFINDING AND COGNITIVE DISTANCE
Read:

Tue., Sept. 18 ENVIRONMENTAL APPRAISALS AND MEANING
Read:
WEEK 5
Thurs. Sept. 20 ENVIRONMENTAL STRESS
Read:
Gifford, R (2002). Ch. 7 Crowding (pp. 171-209) *Environmental Psychology*

Tue, Sept 25 HAZARD PERCEPTION
Read:

WEEK 6
Thurs. Sept. 27 PSYCHOLOGY AND GLOBAL CLIMATE CHANGE
Read:

Tue. Oct. 2 BEHAVIORAL SOLUTIONS TO SOCIAL AND ENVIRONMENTAL PROBLEMS
Read


WEEK 7
Thurs. Oct 4 PERSONALITY, ATTITUDE AND INDIVIDUAL DIFFERENCES
DUE: Personality Inventory. Complete and score your personality inventory, and submit it in class anonymously for tallying and discussion.

Read

Tue, Oct. 9 LIFE STYLES AND LIFE COURSE, HOUSEHOLD STRUCTURE
Read
WEEK 8
Thurs. Oct 11 LIFE STYLE/VALUES LIFE COURSE, HOUSEHOLD STRUCTURE, AND SOCIAL CLASS
Read


Tue, Oct. 16 Film: Unnatural Causes: Is inequality making us sick (RA448.4 .U565 2008 DVD): Place Matters (ALSO FITS AFTER STRESS LECTURE or NEAR SOCIAL EQUITY LECTURE; VIEW OTHER SEGMENTS AS WELL)
**DUE: Life course and life style project** (20 points)

WEEK 9
Thurs. Oct 18 PERSONAL SPACE, TERRITORY, PRIVACY
Read

Tue, Oct. 23 Film: The Social Life of Small Urban Places
Read: Project for Public Space (2000). *How to turn a place around*. NY: PPS

WEEK 10
Thurs. Oct 25 INTERPERSONAL INTERACTION, FRIENDSHIP FORMATION, SENSE OF COMMUNITY
Read

Tue, Oct. 30 Film: *Ways We Live: Exploring Community* Episode 3

WEEK 11
Thurs. Nov 1 CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED).
Read

Tue, Nov. 6 Film: Holding ground: The rebirth of Dudley Street
**DUE: Livable space project** (20 points)
WEEK 12
Thurs. Nov 8 Take part in experiment or read and write report on related article. (10 points)

Tue, Nov. 13 Film: Ways We Live: Exploring Community Episode 4
Read
1, 65-78.

WEEK 13
Thurs. Nov 15 ORGANIZATIONAL BEHAVIOR; UNIVERSAL DESIGN
Read
Preiser, WFE (2007). Integrating the seven principles of universal design into planning practice. In 
JL Nasar & J Evans-Cowley (Eds.) Universal Design and Visitability. (pp. 11-30) Columbus, 
OH: The John Glenn School of Public Affairs.

Tue., Nov 20 Planning for pedestrians and bicyclists
Read
Oregon Department of Transportation (1999). Ch. 4 Ingredients (pp. 33-62) Main Street...When a 
Highway Goes Through It. A Handbook for Oregon Communities Retrieved from: 

Nov 22 No Class, Thanksgiving Break

WEEK 14
Tue, Nov. 27 Pluralism. Neighborhoods in metropolitan Context; Where is the North American city 
going and what future do we want?
Read
Developing a strategic plan
Nominal Group Process

Thurs. Nov. 29 Review, discussion of final exam

Wed. Dec 12 (10-11:45 a.m.) Final Project (20 points)