
CITY & REGIONAL PLANNING 5420: Planning Places with People in Mind

(3 units)

Tue. & Thu.: 11:10 a.m. – 12:35 a.m., 177 Knowlton Hall

Office Hours: TBA.

Office: 0292 Knowlton, 275 W. Woodruff, Aug. 22 – Dec. 4

Autumn, 2012

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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)

Lateness

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.

Pollan, M. (2006) *Omnivore's dilemma*. Penguin (pp. 185-261)

Tue. Sept. 4 *RESEARCH AND EVALUATION METHODS*

Read: Ch. 1 Ways of Knowing, from *Research Methods in the Social Science*

WEEK 3

Thurs. Sept. 6 *ENVIRONMENTAL PERCEPTION & COGNITION: BASIC PROCESSES*

Read

Bell, PA et al. 2001. Characterizing environmental perception. In *Environmental Psychology* (5th ed.) pp. 57-68. Belmont, CA: Thompson.

Evans, G., Smith, C., & Rezdah, J. (1982). Cognitive maps and urban form, *Journal of the American Planning Association*, 232-244.

Tue. Sept. 11 *COGNITIVE MAPS: Images, content, development & changes*.

DUE: Cognitive map project (20 points)

Read:

Tolman, E., (1948). Cognitive maps in rats and men. *Psychological Review*, 55, 189-208.

Kitchin, R. M. (1994). Cognitive maps: What are they and why we study them? *Journal of Environmental Psychology*, 14, 1-19.

WEEK 4

Thurs, Sept. 13 *ORIENTATION, WAYFINDING AND COGNITIVE DISTANCE*

Read:

Cubukcu, E. & Nasar, J. L. (2005). Relation of physical form to spatial knowledge in large-scale virtual environments. *Environment and Behavior*, 37, 3, 397-417.

Sadalla, E. & Staplin, L. (1980). The perception of traversed distance: Intersections. *Environment and Behavior*, 12, 2, 167-182.

Tue., Sept. 18 *ENVIRONMENTAL APPRAISALS AND MEANING*

Read:

Nasar, J.L. (1998). The elements of likability pp. 59-80 in *The Evaluative Image of the City*. Thousand Oaks, CA: Sage

Sadalla, E., Vershure, B. & Burroughs, J. 1987. Identity symbolism in housing. *Environment and Behavior*, 19, 569-587.

WEEK 5

Thurs. Sept. 20 *ENVIRONMENTAL STRESS*

Read:

Evans G.W., Wener R.E., & Phillips D. 2002. The morning rush hour: predictability and commuter stress. *Environment & Behavior*, 34, 521-530.

Gifford, R (2002). Ch. 7 Crowding (pp. 171-209) *Environmental Psychology*

Maxwell, L. & Evans, G. 2000. The effect of noise on pre-school children's pre-reading skills. *Journal of Environmental Psychology*, 20, 91-97.

Tue, Sept 25 *HAZARD PERCEPTION*

Read:

Francaviglia, R.V. (1978). Xenia rebuilds: Effects of predisaster conditioning on post-disaster redevelopment. *Journal of the American Institute of Planners*, 13-24.

Levine, J. N., Esnard, A-M., & Sapat, S. 2007. Housing displacement and housing dilemmas due to catastrophic disasters. *Journal of Planning Literature*, 22, 3-15.

WEEK 6

Thurs, Sept. 27 *PSYCHOLOGY AND GLOBAL CLIMATE CHANGE*

Read:

Psychology and Climate Change: Addressing a multifaceted phenomenon and set of challenges, executive summary. APA 2009.

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

Read

Cialdini, R. B. 2003. Crafting normative messages to protect the environment. *Current Directions in Psychological Science*, 12, 104-109.

Lehman, P. K. and Geller, E. S. (2004). Behavior analysis and environmental protection: Accomplishments and potential for more. *Behavior and Social Issues*, 13, 13-32. HOW

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

Dunlap, RE, Van Liere, KD, et al. 2000. Measuring endorsement of the New Ecological paradigm. *Journal of Social Issues*, 56, 425-442.

Lounsbury, JW et al. 2003. An investigation of personality traits in relation to career satisfaction. *Journal of Career Assessment*, 11,287-307.

Tue, Oct. 9 *LIFE STYLES AND LIFE COURSE, HOUSEHOLD STRUCTURE*

Read

Krizek, K. (2006). Lifestyles, residential location decisions, and pedestrian and transit activity. *Transportation Research Record*, 1981, 171-178.

Walker, JL & Li, J. (2006). Latent lifestyle preferences and household location decisions. *Journal of Geographical systems*, 9, 77-101.

WEEK 8

Thurs. Oct 11 *LIFE STYLE/VALUES LIFE COURSE, HOUSEHOLD STRUCTURE, AND SOCIAL CLASS*

Read

Elder, G. H., Jr. (2000). The life course, in E. F. Borgatta & R. J.V. Montgomery (Eds.). *Encyclopedia of Sociology*, Vol. 3 (pp. 1614-1622). 2nd Edition. NY: Macmillan Reference.

Gottdiener, MD, & Budd, L. (2005). Immigration and migration, inequality and poverty (pp. 60-80). *Key Concepts in Urban Studies*. Thousand Oaks, CA: Sage.

Kleniewski, N (2006). Ch. 10 Social Class (pp. 216-237). *Cities, Change and Conflict: A Political Economy of Urban Life*. Belmont, CA: Wadsworth

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

Bell, P. A., Greene, T., Fisher, J. and Baum, A.S. (2005). Ch. 8. Personal Space and Territoriality (pp. 251-290). *Environmental Psychology (5th Ed)*. Belmont, CA: Wadsworth.

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

Bell, P. A., Greene, T., et al., (2005). Neighboring and Community Environments (pp. 412-415) in *Environmental Psychology (5th Ed)*. Belmont, CA: Wadsworth.

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

WEEK 11

Thurs. Nov 1 *CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED)*.

Read

Cisneros, H (1996). *Defensible Space: Deterring Crime and Building Community*. Department of Housing and Urban Development (pp. 1-30).

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

Fischer, C. S. 2001. Bowling Alone: What's the Score? Author Meets Critic: Putnam, *Bowling Alone*, Meeting of American Sociological Association, August 2001. 1-16. Retrieved August 22, 2012, from <http://ucdata.berkeley.edu/rsfcensus/papers/BowlingAlone.pdf>

Putnam, R. D. 1995. Bowling alone: America's declining social capital. *Journal of Democracy*, 6, 1, 65-78.

WEEK 13

Thurs. Nov 15 *ORGANIZATIONAL BEHAVIOR; UNIVERSAL DESIGN*

Read

Bell, P. A., et al. (2005). Ch. 13 Work and Learning Environments (pp. 433- 450). *Environmental Psychology (5th Ed)*. Belmont, CA: Wadsworth

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.

Lissner, S. (2004) *Auditing Facilities*.

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: <http://www.oregon.gov/ODOT/HWY/BIKEPED/docs/mainstreethandbook.pdf>

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

Kleniewski, N (2006). Ch. 9 African-Americans in cities (194-215).

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)