

PSY 222: ENVIRONMENTAL PSYCHOLOGY

Spring 2016 * MWF 9:00am-9:50am * Forster 210

Professor: Lisa M. Brown, Ph.D.

Office: 105 Moody Center * Office Phone: 903.813.2218 * Office Fax: 903.813.2477
Office hours: Mon & Wed 10:00am-10:50am, Tues 2:00pm-3:30pm or by appointment

Email: lbrown@austincollege.edu

Psychology Department webpage: <http://artemis.austincollege.edu/acad/psych/>

*In every walk with nature one
receives far more than he
seeks.*
John Muir

*The most important
environmental issue is one
that is rarely mentioned, and
that is the lack of a
conservation ethic in our
culture.*
Gaylord Nelson

*Noble life demands a noble
architecture for noble uses of
noble men. Lack of culture
means what it has always
meant: ignoble civilization and
therefore imminent downfall.*
Frank Lloyd Wright

Please note that all facets of the syllabus are subject to change at my discretion.

Course Overview

What are some of the constraints of architecture? Does temperature affect human behavior? Can people be induced to produce less trash? Does psychology relate to international policy over land? Does office lighting affect worker productivity and satisfaction? Are experiences with nature therapeutic for people? All of these questions are relevant to the field of environmental psychology. It is “the discipline that studies the interplay between individuals and the built and natural environment” (Steg, van den Berg & de Groot, 2012, p. 2). Thus on the one hand it looks at ways in which physical environments affect human thoughts, moods and behaviors. On the other hand it looks at ways in which human behavior may impact the physical environment, particularly as it relates to ecological issues.

Course Requirements

I will make every reasonable attempt to grade blind. In order to maintain blind grading on assignments submitted through turnitin.com, you must create a new or edit an existing turnitin.com account. For your first name, enter your four-digit personal class ID number. For your last name, enter your four-digit personal class ID number. Submit all of your assignments for this class using this account that keeps your identity masked from me unless instructed otherwise. To receive credit for an assignment you must submit all written assignments both on hardcopy and on **turnitin.com** unless instructed otherwise in writing.

Exams. Four equally weighted exams consisting of short answer questions. Each exam is worth 15% of your course grade. These exams generally will not be cumulative. These will be 50-minute exams. All grading will be done blind so only put your personal class ID number on your exam. **Review sheets for exams (and other course documents) will be posted on Moodle.**

Individual Report of Environmental Psychology in the Real World: Your task is to write about an example of environmental psychology. You may observe behavior in a natural setting by recording (in written form not on videotape or audiotape) people’s responses. You may collect archival data (e.g., taking pictures, using Census information) that relate to a particular environmental psychology issue. You may interview people whose work involves environmental psychological issues. You may discuss a relevant issue from a recent news or magazine article. **You may not simply review a journal article.** You will submit a 2½-page to 4-page, doublespaced typed written report detailing what you did, and what environmental psychological phenomenon was revealed. At a minimum you should relate this phenomenon to environmental psychology concepts we have learned in class. These reports will be due throughout the course on Fridays, and ***it should reflect the theme of the week it is due.*** Reports must be submitted on turnitin.com. **The class ID number for turnitin.com is 11885519; the password is class.** The report will be worth 10% of your course grade. All grading will be done blind so only put your personal class ID number on your report.

Group Environmental Community Project & Class Presentation: You and other group members need to develop an environmental presentation for a community agency or group. Ideally, this group will be members of the community. The presentations may aim to get individuals to implement behaviors relevant to environmental psychology. The aim may be to get an agency, company or division to adopt green policies. The aim may be to help a business or organization better serve its clientele by adjusting its physical space. In addition, as a group you will deliver this presentation to a local community agency or group. Your written

report will be worth 15% of your course grade. You must submit both a hardcopy and a copy on turnitin.com. The class ID number for turnitin.com is **11885519**. The password is **class**. The group implementation component will be worth 15% of your grade. In addition to presenting to a community group, each group is required to do one five-minute summary presentation to the class; Powerpoint, Keynote, Prezi or some other presentation software is required. These presentations will be throughout the course on Fridays. The report and slideshow must be submitted in class on hardcopy and the report also submitted electronically on turnitin.com. **The assignment does not need to reflect the theme of the week you present it in class.** However, it should reflect the course materials on shifting people's behaviors. You are limited to one direct quote per page. All grading will be done blind so only put your personal class ID numbers on your portion of the report. All components of this assignment must be completed by **Friday, April 29, 2016**.

Required Readings

Steg, L., van den Berg, A.E., & de Groot, J.I.M. (Eds.) (2012). *Environmental psychology: An introduction*. West Sussex, UK: BPS Blackwell. You may purchase it on amazon.com. There are additional required readings listed on the schedule at the end of this syllabus. They are posted on Moodle.

Miscellaneous

1) **I offer extra credit for participation in studies through the Psychology Department Participant Pool.** I generally do not accept more than 120 minutes of participation, so plan accordingly. In order to receive credit you must a) participate in studies approved by the Austin College IRB and b) turn in a sheet signed by the experimenter **in colored (not black) ink** documenting your participation and with your brief explanation of the study. You may earn no more than two points of extra credit on your final course grade (one point for every 60 minutes). These research opportunities are current studies being conducted by your peers and/or the psychology faculty, and are opportunities to contribute to the knowledge of the field as well as your classmates' education. Participation is a serious commitment that requires honest and thoughtful responses. If you give false, misleading, or thoughtless (i.e., choosing "4" on every item on the scale) data, it not only compromises the work of your peers and faculty but can potentially cripple research that took months or years to set up. The researchers can see how much time it took you to complete the study (even the online surveys) and have to throw out data that is clearly carelessly entered. If you do not have enough time to complete the research appropriately (as described in the informed consent statement), do it at another time. More information may be found at the Research Opportunities link on the Psychology Department webpage: <http://artemis.austincollege.edu/acad/psych/>. Incomplete grades are only appropriate when an unforeseen circumstance (e.g., an extended illness or severe accident) affects your ability to complete the assignments for this class in a timely manner. The incomplete allows you to complete the missed work at a later time; it does not allow you to rewrite a paper solely for the reason of improving your grade.

2) **If you miss class**, you are responsible for making up the work. Please do not ask me for lecture notes. However, you may ask your classmates. If you have questions about a classmate's notes (or in general), please ask me for clarifications. Students who have more than three unexcused absences may be reported to the Student Services Office and/or your mentor. Students who have more than four unexcused absences may be dropped from the class. As mentioned above, if you will be out of town on an exam day for an official absence, it is necessary for you to take the exam before you leave. Such absences generally do not count as unexcused absences; however, if you have already expended your allotment of unexcused absences or you are doing poorly in the class, I will determine if official absences count as unexcused absences on a case-by-case basis.

3) **Make-up exams without a late penalty** after the scheduled exam time will **only** be offered in the case of a **documented** emergency, illness or death in the family. Make-up exams will consist of short answer questions. When you are ill, I need an official note from a medical professional (e.g., an email from the campus nurse). In the case of ongoing problems, you or your family should notify Karen Spore in Student Affairs at 903.813.2228. Notification of your absence on the discussion leading day should be given preferably prior to but no later than the day of the class, and prior to the start time of the class to avoid a late penalty. You may reschedule assignments ahead of time if a conflict arises.

4) **Regarding reviewing your exams**, I do not give exams back to students. If you would like to review an exam you have taken (and I strongly encourage you to do so), please come to my office hours. I will keep your course materials through the end of the following semester. After that point, I will throw them out.

5) **If you have a documented disability** for which you would like accommodations, please inform me by the second week of class. It is your responsibility to remind me of your accommodations at least a week before I distribute each assignment or exam. To arrange for accommodations, you will need to register as soon as possible at the Academic Skills Center with Laura Márquez-Ramsey, the Director of the Academic Skills Center, (903) 813-2454, Suite 211 of the Wright Campus Center. For information on this process, go to <http://www.austincollege.edu/campus-life/academic-skills-center/>.

6) **Turn your cell phones on silent or off during class.** Please clear it with me if you feel that you have an emergency situation requiring your cell phone to be on vibrate mode while you are in class. If you need to use your phone, please step out of class to do so. You can enter your class schedule into a cell phone app (e.g., Studious [for Android phones]), and it will silence your phone when you are in class. If you need to use your phone, please step out of class to do so.

7) **Please be courteous in class to fellow students and to me.** This includes not holding conversations, not reading for other classes or for pleasure, not studying for other classes, not doing games or puzzles, not text messaging or emailing, not surfing the net, not flirting, etc. during class. Please make an effort not to fall asleep in class. Be respectful not to leave during class unless absolutely necessary. If you know you will need to leave during class, then sit near the door. Students who routinely text, surf the net or are otherwise distracted during class will be dropped from the class.

8) **The GRADING SCALE** is as follows: A+ = 97-100; A = 94-96; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D+ = 67-69; D = 64-66; D- = 60-63; F = 59 or below. I will make every reasonable attempt to grade blind, so only put your class ID number on your assignments (unless instructed otherwise). I will downgrade all late work a third of a letter grade for each day late (including weekend days). If you want to contest a grade, note I will keep course materials only until the last day of the subsequent semester. I will discard them after that time.

9) **You are responsible for keeping track of your grades in the course.** Do not assume that you are passing the course or that the course grade will be curved so that no one fails. If you are concerned about your progress in the class, please come and see me – the earlier, the better.

10) **Academic Honesty:** The academic process is one in which all members of the class, instructors and students alike, disseminate information and acquire knowledge with goals of both personal fulfillment and collective improvement through intellectual enrichment. Academic dishonesty completely undermines this honorable and valuable process. If I have evidence of your suspected academic dishonesty, I will report it to the Academic Integrity Council and you will have the incident noted in your file. Punishment could be as severe as failing the course. Austin College's detailed statement on academic honesty is in the student handbook, *The Environment*.

Avoiding Plagiarism and Cheating

Working together on assignments: Imagine a math problem involving a right triangle in which one leg of the triangle is 6 inches long while the other is 8 inches long. You and a friend are working on this homework problem. Your friend says, "Help me find the value of the hypotenuse." On the one hand you could say, "It's 10." However, on the other hand you could say, "It involves the Pythagorean theorem: $A^2 + B^2 = C^2$ where A is one leg of the triangle, B is the other and C is the hypotenuse." In my class the first response would be cheating and the second case would not. I define working together as sharing information regarding the means to a solution for an assignment. Sharing the solution is a form of cheating because one person's grade is dependent upon another person's work and unless instructed otherwise, you must produce the solutions to your assignments independently. You may share strategies and pointers (e.g., "Look at the lecture notes from last week" or "Read p. 52 in the text"). But each person must do the work to solve the problem alone unless instructed otherwise in the syllabus or a handout for the assignment.

Plagiarism: You will write short papers for this class and you will need citations beyond the required readings. Throughout the body of the paper, if you are summarizing findings or ideas that are not yours (including ideas from lecture), you need to cite where you found that information. I would rather you have citations every sentence than not give credit to the original authors. Besides, not giving credit to the original authors is plagiarism. In addition, if you use more than three words in a row from a source, you need to not only cite it but you also need to use quotation marks. Typing in a sentence from a source and then changing every third word but presenting it in your paper as your own ideas and writing is dishonest (i.e., it's cheating). In addition, using work you wrote, created, collected, etc. for another course or a from a previous semester of Environmental Psychology without first clearing it with me and any other professors involved will be considered plagiarism in this course.

Research Papers and Citing Sources: Your writing assignments will require you to conduct research. This involves citing the sources for your ideas. If you use someone else's idea, you **MUST** cite it. This is not only when you quote it; this is **ALWAYS**. In addition, you include the citation immediately after the sentence with the idea. **IT IS PLAGIARISM TO USE SOMEONE'S IDEAS THROUGHOUT A PARAGRAPH AND THEN CITE THEM AT THE END OF THE PARAGRAPH.** Maybe this is how some of you were taught in high school. **NOT ONLY IS THAT WRONG ACCORDING TO MLA STYLE AND APA STYLE, BUT IT IS ALSO PLAGIARISM.** If you think this is a trivial offense, keep in mind that in the past year several people were reported to the Academic Integrity Council for this exact type of offense. As your instructor, I believe it is incumbent upon me to give you clear warnings and instructions regarding this issue. However, it is incumbent upon you to take this seriously and to work diligently not to plagiarize. Students often start papers at the last minute. Doing so may not allow you enough time to cite sources properly. Make sure you

give yourself enough time to cite things properly so that you do not end up with a violation of Austin College’s Academic Integrity Policy.

Collecting Data: For certain assignments, you may collect data. Do not fabricate data. This is another violation of the Academic Integrity Policy. People who fabricate data will be immediately reported to the Academic Integrity Council. If you do not understand how to complete a task, simply ask the professor. Data represent what we believe to be true and results based upon fabricated data completely undermine the scientific process.

There are additional notes on avoiding plagiarism and cheating on Moodle. There are also notes on how to do well in this class on Moodle. You are responsible for information and instructions posted in these documents on Moodle even if I do not mention them in class. Moodle is a website that Austin College uses so that professors may exchange information via the Internet with their students. I use it to post documents you need for the course as well as to send messages to the class. If you are unsure how to sign into your Moodle account, ask another student or ask someone at the IT Helpdesk.

Schedule of Lectures & Readings

Week 1: Feb 1-5	Introduction and Methods – ch. 1, 3, 6, 13
Week 2: Feb 8-12	Values, Norms & Habits – ch. 14, 15, 18, 19
Week 3: Feb 15-19	Human Feelings for, Thoughts of & Attachment to Nature – ch. 4, 7, 8, 16, 2 readings: place attachment & place identity, religion & place attachment
Monday, Feb 22	FIRST EXAM
Week 4: Feb 22-26	Promoting Pro-Environmental Behavior – ch. 17, 19, 21, 22, 23; 5 readings: one is on community needs assessment, four are on promoting pro-environmental behaviors
Week 5: Feb 29-Mar 4	Noise – 3 readings: transportation noise; white noise; noise pollution
Mar 7-11	SPRING BREAK
Week 6: Mar 14-18	Weather & Climate – 4 readings: weather to go to college; clouds make nerds look good; climate change and health; weather effects on mood
Monday, Mar 21	SECOND EXAM
Week 7: Mar 21-25	Disaster, Toxic Hazards & Pollution – ch. 2, 3 readings: oil spills; air pollution in Pakistan; environmental pollution in Pakistan
Week 8: Mar 28-Apr 1	Personal Space & Territoriality – 3 readings: oxytocin & personal space; college students & retention; territorial displays in classrooms
Week 9: Apr 4-8	High Density & Crowding – 2 readings: crowding in juvenile detention; home & school density effects on children
Friday, Apr 8	Contact information of community group due
Week 10: Apr 11-15	The City – ch. 10, 2 readings: rural-urban gap; urban sprawl & public health
Monday, Apr 18	THIRD EXAM
Week 11: Apr 18-22	Environmental Health & Environmental Justice – ch. 5, 11, 24, 3 readings: spread of obesity; design & fast food restaurants; environmental justice
Week 12: Apr 25-29	Planning & Design – ch. 9, 4 readings: hospital design; universal bathroom; land use & public health; design & Alzheimer’s
Friday, Apr 29	All components of the community intervention project must be completed by this date.
Week 13: May 2-6	Virtual Environments – 3 readings: virtual behavior settings; virtual labs; facebook profiles
Week 14: May 9-13	FOURTH EXAM - Monday, May 9, 3:00pm-3:50pm

DATES YOU MAY WANT TO KEEP IN MIND

Feb 5: last day to add a course
 Mar 5-13: Spring Break
 Mar 25: last day to drop or change grading system
 Mar 18-19: AC Student Scholarship Conference
 Apr 8-10: SWPA in Dallas

Apr 15: last day to drop with W grade
 Apr 18: Boston Marathon on Patriots’ Day
 Apr 18-22: Fall and Summer registration
 May 9-13: Exam period
 May 15: Commencement