

PSY 324 Environmental Psychology

Psychology Department

College of Staten Island CUNY

PSY 324 D001(13733) Monday & Wednesday 2:30 p.m. - 4:25 p.m. 4S-217

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Office Hours: Monday & Wednesday 12:30 p.m. – 2:00 p.m.

Location: 4S-209A (you are welcome to stop by anytime, however, make an appointment if you want to make sure that I have time exclusively for you). Or by Skype @ValkyDuran

Course Description: Environmental psychology is the study of the dynamic relationship between individuals and the natural and built environment. This course will introduce students to the ecological view of psychological issues and the methods used to research and analyze person-environment transactions. In-class assignments and exercises will promote the analysis of the psychological dimension of issues such as personal space, crowding, privacy, territoriality, wayfinding, place attachment, building design, and energy conservation, among other. Conservation psychology and the psychology of environmental problems will also be addressed.

Prerequisite: PSY 100 (General Psychology) and PSY 201 (Foundations of Psychological Research or other social science research methods class)

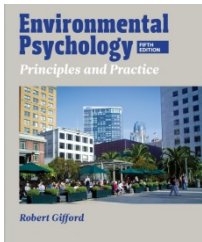
Introduction - What is Environmental Psychology?

Environmental psychology is defined as the study of people in relationship to the environments in which they spend time. "Environment" is conceptualized in many different ways and many of them have been studied within the field. Environment can mean the natural environment -as in grassy fields, trees, rivers, oceans and mountains- but it can also mean the built environment -as in buildings, homes, schools, and cities-. What distinguishes this discipline from others is the explicit consideration of the environment when trying to understand psychological phenomena.

Course Learning Objectives

At the end of this semester, students should be able to:

- Explain what environmental psychology -and associated concepts- and how it differs from other fields in psychology.
- Describe the ecological view of psychological issues.
- Describe what kinds of topics and problems environmental psychologists study.
- Name differences between the methods that environmental psychology uses and mainstream psychological methods.
- Describe the kinds of evidence that environmental psychologists collect.
- Increase awareness of the role of the physical environment in their lives.
- Have a better understanding of current environmental problems in their communities and possible solutions



Materials

Recommended Textbooks (not required):

- Gifford, R. (2007). Environmental psychology: Principles and practice (5th ed.). Colville, WA: Optimal Books
- Bechtel, R. B. & Churchman, A. (2002). Handbook of Environmental Psychology. New York: Wiley & Sons
- Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A.S. (2005). Environmental Psychology (5th. Ed). Erlbaum.
- Gieseeking, J., W. Mangold, C. Katz, S. Low, and S. Saegert. (2014). The People, Place, and Space Reader. New York, Routledge.

You only need to purchase these textbooks if you happen to fall in love with the subject or if you make the decision to study environmental psychology as a graduate student.

All required readings will be available on Blackboard. You will also be asked to find your own citations.

Grading Policy

Grading for this class will be based on the total points obtained in the following assignments:

Environmental Autobiography (1 Short paper)	10%
Five In-Class Assignments	25%
Field Work:	35%
participation	10%
data collection	10%
report	15%
Field Work Presentation (video or similar)	20%
Attendance	5%
Class participation	5%
(includes Discussion & Instagram feed)	

Total	100%
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The total number of points you achieve will be assigned a letter grade as follows:

A:	93 and above.	C+:	$77 \leq \% \text{-score} < 79$
A-:	$90 \leq \% \text{-score} < 93$	C:	$70 \leq \% \text{-score} < 76$
B+:	$87 \leq \% \text{-score} < 89$	D:	$60 \leq \% \text{-score} < 69$
B:	$83 \leq \% \text{-score} < 86$	F:	Less than 60
B-:	$80 \leq \% \text{-score} < 82$		

Description of Assignments

Environmental Autobiography 10% (1 short paper):

You will write an *environmental autobiography*. This paper tells the “story of your life” as it relates to a place that is meaningful to you. The environmental autobiography. It will not be a long and difficult assignment. You will first select a topic from the ones listed below and describe the place that you selected in detail. Then, you will choose a concept, theory, or research method -from what we have read in class- and use it to write about the place that you just described. Be as specific as you can, cite the concept that you are using, use theories reviewed, or pose questions. Write about the connection between psychological and environmental factors at this specific place. What are the main behavioral patterns taking place at this location? How do you think other people see this place? What role, if any, did design play in producing this place?

The topics are (select one):

Topic 1: “I am from...”: If you select this topic, you will write about the community, culture, or country where you feel that you are from. It could be where you were born, or where you grow up.

Topic 2: “This is where I live”: This topic is about the neighborhood where you currently live. Here you focus of the place that you go back to every night.

Topic 3: “This is my experience of CSI”: Some of you may want to write about your experience of living (dorms or nearby), commuting, and/or taking classes at CSI.

Topic 4: “My utopia: the ideal place for me”: If you select this topic, you will write about a place where you would want to live, whether it exists in real life or not. A place that you dream of for yourself and/or other people.

About the format:

This paper will be 2-3 pages long, double-spaced with standard margins (1 inch around) and a standard font (Times, Arial or Helvetica) size 12. I am interested in quality more than in quantity; however, it is usually the case that in order to be both clear and thorough about a topic you need to use more words. Papers will be uploaded into Blackboard section for assignments. Please make sure you spell check and re-read your paper at least two times before printing it. It is also helpful to read your paper out-loud to yourself or someone before turning it in. Doing this will increase the readability of the paper, and most likely your grade.

The overall structure for the paper should be:

1. Description of the physical characteristics of the place you chose
2. Description of how you interact with this place (what do you do there? What do people normally do at this place? What do you do when you spend time there?)
3. Write about a concept, theory, or study that you can connect to the description of this place. Why do you think there is a connection?

A rubric that describes how grading will be done for these papers is posted on Blackboard.

In-Class Assignments 25%: This class will be very dynamic and we will always be doing something related to the fieldwork project (description below). You will be graded for in-class assignments that will include finding information and presenting it to the rest of the group. You will find both journalistic articles and scientific articles that are connected to

the main topic of your fieldwork. These assignments will be completed during class time and will be individually graded. Rubrics will be included with the grading sheet that will be available on Blackboard and printed out as needed.

Fieldwork 35%: You will be required to complete a fieldwork group project. This will be a research-based experience that will enhance the learning of theoretical principles in the classroom, as well as increasing your knowledge of current issues in the relationship between people and environment. The fieldwork will supplement classroom theory with practical experience and further development of research skills. Each group will start and complete a research project at the CSI campus. A specific research strategy will be designed with goals that can be completed in a semester-long project. Your attendance and participation will be graded by your peers. More details about this assignment will be posted separately on Blackboard.

Fieldwork Video Presentation 20%: Fieldwork groups will create a professional presentation that will use slides or other audiovisual materials. These slides will be presented as a YouTube video that will remain online for future students and other members of the community. All group members must participate in the creation of the presentation. A separate rubric will be distributed in advance to evaluate the presentation showing grading criteria.

Attendance 5%: You are required to attend class every time class meets. Attendance is considered a “job skill” and will be a part of your final grade (5%). You can miss 2 classes without penalty if you have an emergency. If you miss three classes you will automatically receive a grade of 3.5%. More than four classes missed will assign you 0% in attendance. CSI’s attendance policy establishes that: “Students are expected to attend all sessions. A student who is absent in excess of 15 percent of the class hours in one semester is assigned a grade of WU (withdrew unofficially), subject to the discretion of the instructor.” For this class, 15% of classes is approximately 4 sessions. Attendance will be taken at the beginning of the class by the instructor. *It is the student’s duty to let the professor know if he/she was late for class.* The records that the instructor has will be used to determine attendance. Make sure that the records are accurate by letting the instructor know when you attend and when to excuse your missed class (due to emergency). If you have problems to attend class or be on time for class, it is better that you let the instructor know earlier in the semester rather than later.

Class Participation 5%: This class is a 300 level class and therefore one of its goals is to introduce you to appropriate professional behaviors. In work places and in graduate school it is expected that you are an active participant in meetings and in the exchange of information. With this in mind, participation will be required in class. At the end of the semester, the instructor will grade all students based on the amount of times they participated in class. Those students with highest number of verbal interventions will be graded a 5% (always raise their hand and contribute to class discussions) followed by 4% by those who are often participating, 3% for those that sometimes participate, 2% for those that rarely participate, and 1% - 0% for those that do not participate during the semester and/or have poor class attendance.

Class Calendar Fall 2018

Subject to changes. Any changes will be discussed in class.

PEDAGOGICAL GOALS	WEEK	ACTIVITIES	SPECIFICS	EVALUATION OF GOALS
<p>Understanding the environmental psychology perspective. Exploration of topics of interest. Selection and evaluation of sources. Establishment of group work dynamic.</p>	August 27	Course syllabus, introduction of class dynamic, expectations and evaluation.		Discussion Board post: Response to the syllabus as it was presented.
	August 29	General presentation of what is environmental psychology and main topics we will cover (personal space, crowding, privacy, territoriality, wayfinding, place attachment, building design, and energy conservation)	Power point presentation by the instructor.	Conversation on the difference between the environmental psychology approach v. traditional psychological approach.
	Sept. 3	<i>No class Labor Day</i>		
	Sept. 5 <i>classes follow Monday schedule (it does not affect us)</i>	Instructor introduces each topic using news stories modeling appropriate sources and topics. Students read about class topics and start nourishing interest in one of them.	Power point presentation by the instructor. Homework: Find a journalistic article connected to a related topic that is interesting to you.	Short vocabulary quiz on environmental psychology.
	Sept. 10	<i>College closed</i>		
	Sept. 12	Students must bring an article from the popular press on a topic (or two) of their choice). No need to print it, but needs to be available for using during class. Discussion and presentation of topics. Grouping begins.	LAB Have students get news stories about each topic individually. Fill out the first In-Class Assignment sheet (printed or online). Start grouping students based on their interests.	Everyone shares: Introduce topic, quality and relevance of each article are evaluated.

		Work groups are established and articles are collected at the conceptual and global level of the topic/issue. A work routine is set up by group members. Members select ways to communicate outside of class time.	Grouping is established. Communication channels need to be established by group members.	
	Sept. 17	Journalistic articles and internet resources are used as a gateway to the topic selected at the public knowledge level.	More research on the global level of the issue is needed. Find more journal articles.	
Understanding the conceptual level of the topic.	Sept. 19	No classes scheduled.		
	Sept. 24	Scientific articles are found and used to deepen the understanding of the topic from a disciplinary or interdisciplinary perspective.	LAB Finding scientific articles on the environmental psychology topics connected to the global issue. At least 1 per person in the group.	
	Sept. 26	Summarizing the scientific literature (at least one article per person) related to the global issue selected.	LAB Crafting of the presentation. Use audiovisual means to present to the rest of the group the scientific articles found. The slides produced could be used for the final fieldwork project presentation.	In-Class Assignment 1: Presentation on main findings of articles, one article per member. Each member presents one slide summarizing article "Medical style" publication.
	Oct. 1	Work continues from previous week.		
	Oct. 3	Research of legislation at the global level of the topic/issue. Organizations	LAB Online research on legislation and organizations that address the global topic of interest.	In-Class Assignment 2: List of regulations and organizations that work on the

		involved in the regulation, understanding, progress of the topic.		topic/issue. Graded on completeness, relevance. 5 pts.
	Oct. 8	No classes scheduled		
Understanding of the local level of the topic.	Oct. 10	Presentation of the topic at the global level by each group.	If needed, continue presentation of scientific articles.	In-Class Assignment 3: Presentation is scored based on the quality of content of power point slides presented. 5 pts.
	Oct. 15	Selection of focus. The local level of the issue/topic selected is explored. Documentation with images, video, sound, or other direct source.	Go "out in the world" and find information to help craft the local-level research project the groups will conduct. Document findings with pictures, papers, etc.	
	Oct. 17		Round table about each research project. Input from peers improves original proposed project.	Each group will present on what they found in their field exploration.
	Oct. 22	Identification of stakeholders. Communication (interviews, email contact, etc.) with stakeholders is conducted.	LAB Identification of stakeholders and creation of connections and specific research methods.	
	Oct. 24	Short research project is proposed to further the understanding of the local level of the topic/issue. Classwork on the design of a small research project that will further understanding of the	Short paper proposal detailing the research project to be conducted. Goals are to understand better the issue at the local level and to propose possible solutions.	Environmental Autobiography due online. 10 pts.

		local level of the topic/issue.		
Research Project Development.	Oct. 29		Work on research proposal. Details spelled out.	In-Class Assignment 4: Paper with short proposal due. 5 pts.
	Oct. 31	Data collection and analysis. Class workshops where each group presents their progress, uses peers as sounding board.	Data collection begins, any problems that may arise can be discussed in plenary with peers.	
	Nov. 5	Troubleshooting: Are there obstacles to your field work? How can the class support each project?		
	Nov. 7	Data collection and analysis. Class workshops where each group presents their progress, uses peers as sounding board.		
	Nov. 12	Data presented to the class. Must include a digital/physical copy for the instructor.		Data collection file or paper record. 10 pts.
	Nov. 14	Proposal of solutions, new directions, new visions.	Data analysis is conducted.	Data analysis must be supervised by instructor.
	Nov. 19	Crafting of final presentation project. Workshop on using YouTube. Video editing tools.		
Technical Skill Building.	Nov. 21	Extra In-Class Assignment - Online	Today the class will have an online assignment instead of a face to face meeting.	
	Nov. 26	Use of computer lab	Crafting of final paper.	Final paper needs to be turned in to

				the professor. 15 pts.
	Nov. 28	Crafting of final presentation project.		
	Nov. 1	Use of computer lab		
	Dec. 3	Invitations to the CSI community and other stakeholders.		
	Dec. 5	Presentations are made publicly available online. Possibly this will be done at a Psychology Colloquium. Feedback from stakeholders and other community members.		Presentation video. 20 pts.
	Dec. 10	Letter with recommendations will be written to students taking this class next year.		
Presentations				

Be aware of the dates for withdrawal and refunds. Please check CSI's academic calendar at:

https://www.csi.cuny.edu/sites/default/files/pdf/academicCalendars/FALL2018_ACADEMIC_CALENDAR.pdf

Additional Resources:

Writing Center

Bob Brandt, Tutoring Coordinator

<http://www.english.csi.cuny.edu/writing-center.html>

2S-216

(718) 982.3635

The Writing Center at CSI is a great resource for this class. At the Writing Center (WC), you can receive help with your assignments. The WC is located in 2S-216, the center provides one-on-one tutoring. You can get help with style, logic, voice, transitions, grammar, and organization. They work with students so that they learn to do the important work of proofreading and editing their own writing. At the WC, however, there is no talk about grades, and they do not proofread students' work for them. The WC works on issues that are going to contribute to students' long-term growth as writers.

For more information please go to their web site:
<http://www.english.csi.cuny.edu/writing-center.html>

Accommodating Disabilities

718-982-2510
Center for the Arts (1P), Room 101
CSA@csi.cuny.edu

Any student with a documented disability may be eligible for reasonable accommodations. To determine eligibility and to receive related services, students should contact the Office of Disability Services, which is located on the first floor of the Center for the Arts (1P-101). Please communicate with me regarding your eligibility for accommodations in this course as soon as possible.

Attendance Policy for CSI

Students are expected to attend all class sessions. A student who is absent in excess of 15 percent of the class hours in one semester is assigned a grade of WU (withdrew unofficially), subject to the discretion of the instructor.

Use of Technology and Blackboard Information

We will be using a Blackboard site for some of the class activities. If you have any questions about your CSI email address or access to Blackboard, or if you have any problems accessing the site please call the technology help desk at 718-982-3695.

Classroom Specific Policies

- There will be no make-up dates for missed assignments except for medical emergencies, in which case, a doctor's note should be provided. In the event of any personal tragedy, please contact me as soon as possible.
- I am available for appointments; feel free to approach me regarding class, or other academic-related matters. I have office hours, but please make an appointment to make sure I have enough time, otherwise I cannot guarantee that I will be available to you.
- No cellphones will be allowed during class time unless we are using them as part of an activity. If you need to receive an urgent call from a relative, employer, or other person, please let me know in advance.
- Plagiarism and cheating will not be tolerated and will be sanctioned according to the University's Law (see student handbook). If you are in doubt about what constitutes plagiarism, please ask me. Everybody should read CSI's plagiarism policy at: <http://www.cuny.edu/about/info/policies/academic-integrity.pdf> .