

University: The New School

School of Public Engagement
School of Undergraduate Studies
Bachelor's Program
Psychology

Environmental Psychology

Johnson/Kaplan 66 W 12th St. | 6:00p – 7:50p

Instructor: Kristen Hackett

Contact info: hackettk@newschool.edu

Office Hours: By appointment

COURSE DESCRIPTION

Environmental psychology is the study of the relationship between people and their surrounding environments. This introductory course is designed to study human-environments within the broader scope of social, economic, and cultural contexts. The course examines the role of identity, perception, and social relations in influencing or being influenced by environments. The course explores a variety of environments including the home, community, urban space, nature, and other types of surroundings. The course takes an interdisciplinary approach, leaning on social science and humanities, in order to understand individual and collective experiences in human-environments.

LEARNING OUTCOMES

- ❖ The core aim of this course is for students to understand and explain the relationships between people and their environments, and the issues/processes that shape and are shaped by these relationships.

In addition, students will:

- ❖ Gain insight into the significance of different environments in the lives of people through considering a range of perspectives on human-environment interactions, and be able to discuss how and why these person-environment relationships are meaningful.
- ❖ Gain knowledge about issues related to environment and behavior and be able to convey this knowledge in their writing, presentations, and contributions to class discussion.
- ❖ Gain proficiency in critically exploring and communicating about issues related to human-environment interactions.

ACCESSING COURSE INFORMATION

All information and course material needed to successfully complete this course will be housed on our shared course site on Canvas. This includes a copy of this syllabus - which includes our course information and policies and a calendar for the semester – as well as links to all assignments and readings. **THERE IS NO TEXTBOOK FOR THIS COURSE.**

COURSE REQUIREMENTS & POLICIES

- 1) Reading: All assigned readings can be accessed via Canvas, and should be completed by the corresponding class date, per the syllabus. You are responsible for knowing the key ideas, concepts, processes, actors and history outlined in the readings, so annotation of the reading is strongly suggested.
 - a. Students are required to bring the corresponding readings to each class as we will be referencing them throughout the class meeting.

- 2) Attendance: Regular, timely attendance and active participation in class discussions are essential elements for excelling in this class. Attendance will be taken at the start of every class. Please notify me if you have to miss class – proper notification (doctor’s note, etc.) will be required to excuse your absence.
 - a. GRADING: If you attend class regularly, arrive on time, and contribute to class discussions regularly, you will receive full credit. Regular tardiness or absences will be noted and will affect your grade.

- 3) In Class Participation: This is largely a discussion-based class wherein students are expected to come to class ready to critically discuss and analyze the readings. Discussions will range from ensuring that we all understand the main concepts and ideas, to applying these concepts and ideas to events taking place outside of the course and course material.
 - a. Respectful and constructive participation is expected by all. This means that while disagreement among students is ok – the sign of a healthy discussion even – students should engage and respond to one another in a way that is respectful and constructive to the conversation overall.

- 4) Technology in the Classroom: I do permit students to use **tablets or laptops** in the classroom to take notes or access readings. However, I reserve the right to amend this policy for a particular student or for the entire class should the device become disruptive in any way. **Cell phones** should be turned off or silenced and stowed away for the duration of class. If a student fails to comply with this policy on more than one occasion, they will be asked to place their phone on professor’s desk for the duration of every class period.

- 5) Assignments: Students are expected to submit assignments on time. Students grades will be cut by 5% for each day late. In general, no rewrites will be expected, though I reserve the right to amend this policy. A brief overview of assignments can be found below. Additional information will be distributed in over the course of the semester.

- 6) Extra Credit: At this time there are no extra credit opportunities. However, I will notify students of them as they arise.

BRIEF OVERVIEW OF ASSIGNMENTS AND DUE DATES

Assignment 1, Environmental Autobiography | DUE: This is an on-going, weekly assignment which should be turned in at the start of each class.

- Each week students will be asked to highlight a different ‘special place’ in relation to the concepts presented in the readings that week. Students should use this space to critically think about some of the dominant concepts on the docket for that week. The aim is twofold. One, that students will understand course concepts and human-

environment relations more deeply by examining them from within the context of their own lives. Two, that students will come to know themselves more deeply by engaging in critical reflection of their own lives on a weekly basis.

- Students are asked to keep their EA in a loose-leaf binder so that assignments can be turned in to Professor Hackett for grading, and then returned the journal.
- Students should include a sketch and 500 word critical reflection for each entry. Both should be submitted for review by Professor Hackett.

Assignment 2, Exposing the Urban Roots of Environmental Psychology | DUE: Prepare for Class on 9/13/16

- The readings this week represent a sampling of some of the seminal thinkers in the theorizing of human-environment relations. Each reading approaches the topic from a different perspective and with a different aim. Students will be grouped and assigned to a specific reading for which they will be the resident authority during class on September 13, 2016. More specifically, each group will be responsible for outlining and explaining the main concepts and ideas developed in the reading and explicating a general main point (or a few) about what this says about human-environment relations. Each group will also be responsible for researching the author and time period of the piece, and situating the work in relation to the larger historical context.

Assignment 3: Midterm Paper | DUE 10/28/16 by 11:59p

- For the midterm paper students will use the film, “Favelas Rising” to put forth a conceptualization of human-environment relations. Students will be asked to apply and critically assess 3-5 concepts discussed during the first half of the semester

Assignment 4: “Walking in their Shoes’: Place-based oral histories in East New York | DUE 12/21/16 (This deadline is extended because of the unpredictability of scheduling interviews).

- From mid-October through the end of the semester, students will be working with Cypress Hills Local Development Corporation to document place-based oral histories of the residents of East New York. ENY is the first of 15 neighborhoods set to be rezoned by De Blasio’s new rezoning initiative, and local residents and organizations fear this could contribute to mass displacement throughout the neighborhood. Our task is to pay tribute to the present community of ENY by documenting their stories. In addition, we aim to elevate their narratives and align them with vulnerable communities facing displacement across the city in hopes it may encourage local policy makers to seek alternatives that may preserve long standing communities in ENY and across the city.
- Students will assist by: 1) conducting walking interviews with residents in the neighborhood on at least one occasion, 2) visually documenting the walking interview, and 3) compiling the documentation so it can be shared with local policy makers (we will discuss more in class).

Assignment 5: Final Project | DUE: Presentations will take place in class on 12/6/16, 12/13/16 & 12/20/16, Papers will be due 12/20/16.

There are two possible directions for final projects for our course.

- Self-Selected Projects: Students may decide to pursue a particular topic of interest to them and critically analyze the topic through the lens of environmental psychology. Topics may include incarceration, urban green space design, mobility in cities, etc.

- Students will submit a topic proposal on November 15th. This will include a 500-word description of the topic they would like to investigate for their project along with a list of 7 outside references. Relevant course materials should also be cited.
- Students will be assigned a presentation slot on 12/6/16, 12/13/16 or 12/20/16. Presentations should be 15 minutes long.
- Final papers are due 6pm on 12/20/16.
- Local Policy Development in East New York: Alternatively, students may opt to work together – in conjunction with Professor Hackett – to compile a report for CHLDC. This report would rely heavily on an analysis of the walking interviews conducted with residents of East New York and would examine the psychological costs of displacement – and the threat of displacement in relation to this case study.
- If there is overwhelming interest in pursuing this project, then additional reading weeks may be developed, and a presentation with local policy makers, community organizations and residents of East New York may be scheduled.

OVERALL GRADING BREAKDOWN

Attendance & In Class Participation: 15%

Assignments: 85%

- Assignment 1: Environmental Autobiography, 15%
- Assignment 2: Exposing the Urban Roots of Environmental Psychology 5%
- Assignment 3: Midterm Paper: 25%
- Assignment 4: ‘Walking in my Shoes’: Place-based Oral Histories of East New York 15%
- Assignment 5: Final Project 25%

**If at any point in the semester you are curious about where you stand in the class, you can use this breakdown to determine what your grade is.*

RESOURCES

The university provides many resources to help students achieve academic and artistic excellence. These resources include:

- The University (and associated) Libraries: <http://library.newschool.edu>
- The University Learning Center: <http://www.newschool.edu/learning-center>
- University Disabilities Service: www.newschool.edu/student-disability-services/

In keeping with the university’s policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with me privately. All conversations will be kept confidential. Students requesting any accommodations will also need to contact Student Disability Service (SDS). SDS will conduct an intake and, if appropriate, the Director will provide an academic accommodation notification letter for you to bring to me. At that point, I will review the letter with you and discuss these accommodations in relation to this course.

UNIVERSITY POLICIES ON ACADEMIC HONEST AND INTEGRITY

Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university.

Students are responsible for understanding the University's policy on academic honesty and integrity and must make use of proper citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research. It is the responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others. The full text of the policy, including adjudication procedures, is found at

<http://www.newschool.edu/policies/#> Resources regarding what plagiarism is and how to avoid it can be found on the Learning Center's website: <http://www.newschool.edu/university-learning-center/student-resources/>

The New School views "academic honesty and integrity" as the duty of every member of an academic community to claim authorship for his or her own work and only for that work, and to recognize the contributions of others accurately and completely. This obligation is fundamental to the integrity of intellectual debate, and creative and academic pursuits. Academic honesty and integrity includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of faculty members and other students). Academic dishonesty results from infractions of this "accurate use". The standards of academic honesty and integrity, and citation of sources, apply to all forms of academic work, including submissions of drafts of final papers or projects. All members of the University community are expected to conduct themselves in accord with the standards of academic honesty and integrity. Please see the complete policy in the Parsons Catalog.

WEEKLY READING/ASSIGNMENT GUIDE

Below is the schedule of readings for each class. Please complete all readings before the class meeting.

I reserve the right to change these readings, and will notify students at least one week in advance if I do so.

| Date | Topic | Readings & Assignments DUE |
|---------|---|---|
| 8/30/16 | Introduction | Welcome to Environmental Psychology! |
| 9/6/16 | Origins, History and Central Theoretical Tenets in EP | <ul style="list-style-type: none"> •Bonnes, M. and Secchiarioli, G. (1995). Environmental Psychology: A Psycho-social Introduction. XXXX: XXXX. <ul style="list-style-type: none"> ➤ Ch1: The Origin and Theoretical Roots of Environmental Psychology ➤ Ch2: Environmental Psychology and Psychological Tradition •Heft, H. (2007). The social constitution of perceiver-environment reciprocity. <i>Ecological Psychology</i>, 19, 2, 85-105. •Heft, H. and Kytta, M. (2006). A psychologically meaningful description of environments requires a relational approach. <i>Housing, Theory and Society</i>, 23, 4, 210-213. <p>Assign groups for Assignment 2: 'Exposing the Urban Roots of EP'.</p> |
| 9/13/16 | Urban Spaces | <ul style="list-style-type: none"> •Giesecking et al. 2014. <i>The People, Place and Space Reader</i>, New York: Routledge. <ul style="list-style-type: none"> ➤ Lynch, Kevin (1960) "The City Image and its Elements." pp50-55 ➤ Milgram, Stanley. and Jodelet, D. ([1970). "Psychological maps of Paris." pp. 45-49. ➤ De Certeau, Michel. (1984). <i>Spatial Practices: Walking in the City.</i> pp. 232-236. ➤ Simmel, Georg. (1903). "The Metropolis and Mental Life." Pp223-226 ➤ Jacobs, Jane. (1961). "The Uses of Sidewalk: Contact." Pp237-240. ➤ Benjamin, Walter. (1939). "Paris, Capital of the Nineteenth Century: Expose of 1939. Pp227-231 ➤ Dovey, Kim. (2008). "Tall Storeys." pp. 111-115. ➤ Smith, Neil. (1996). <i>Class Struggle on Avenue B: The Lower East Side as Wild Wild West.</i> pp.314-320. <p>Assignment 2 is Due in class today.</p> |
| 9/20/16 | People in places & Places in people | <ul style="list-style-type: none"> •Altman, I. and Low, S. M. 1992. <i>Place Attachment</i>. Plenum Press: New York. <ul style="list-style-type: none"> ➤ Ch1: Place Attachment: A conceptual Inquiry ➤ Ch5: Environmental Memories, Clare Cooper Marcus •Proshansky, H., Fabian, A. K. and Kaminoff, R.. (2014[1983]). "Place-Identity: Physical World Socialization of the Self." Giesecking et al. (Eds.), <i>The People, Place and Space Reader</i>, pp. 77-81. New York: Routledge. •Climate Changes Claims a Lake and an Identity. New York Times. |

| | | |
|---------|------------------------------|---|
| | | <p>OPTIONAL:</p> <ul style="list-style-type: none"> •Ray, Janisse (2000). Introduction, Child of Pine, Below the Fall Line, Shame (pp3-33). In: <u>Ecology of a Cracker Childhood (The World as Home)</u>. Minneapolis, MN: Milkweed Editions •Ch4: Childhood Place Attachments, Louise Chawla in Altman, I. and Low, S. M. 1992. Place Attachment. Plenum Press: New York. |
| 9/27/16 | Perspectives on 'Home' | <ul style="list-style-type: none"> •Wood, D. and Beck, R. J. (2014[1994]). Home Rules. Giesecking et al. (Eds.), <i>The People, Place and Space Reader</i>, pp. 173-175. New York: Routledge. •Saegert, S. (1985). Chapter 12: The Role of Housing in the Experience of Dwelling. I. Altman et al (Eds.), <i>Home Environments</i>, New York: Springer. •Blokland, T. (2014[2008]). You got to remember you live in public housing. Giesecking et al. (Eds.), <i>The People, Place and Space Reader</i>, pp. 164-167. New York: Routledge. •Hackett, K., Saegert, S., Dozier, D., and Marinova, M. (in progress). Unlocking possible selves. (TENTATIVE, Pending completion). •Altman, I. and Low, S. M. 1992. Place Attachment. Plenum Press: New York. <ul style="list-style-type: none"> ➤ Ch12: Community Attachment: Local Sentiment and Sense of Place, David M. Hummon <p><u>SKIM</u> – <i>What are the distinctions between 'community' and 'neighborhood'?</i></p> <p>-Community Tool Box. Section 2: Understanding and describing the Community.</p> <p>-Taylor, R. B. (2012). Defining neighborhoods in space and time. <i>Cityscape</i>, 14, 2, 225-230.</p> <p>OPTIONAL:</p> <ul style="list-style-type: none"> •Cooper, C. (2014[1974]). The House as a Symbol of the Self. Giesecking et al. (Eds.), <i>The People, Place and Space Reader</i>, pp. 168-172. New York: Routledge. <p>Discuss structure and requirements of Midterm paper.</p> |
| 10/4/16 | Displacement & Dispossession | <p><i>Over the next month we will be working with Cypress Hills Local Development Corporation to document place-based oral histories of the residents of East New York. ENY is the first of 15 neighborhoods set to be rezoned by De Blasio's new rezoning initiative, and local residents and organizations fear this could contribute to mass displacement throughout the neighborhood. Our task is to pay tribute to the present community of ENY by documenting their stories. In addition, we aim to elevate their narratives and align them with vulnerable communities facing displacement across the city in hopes it may encourage local policy makers to seek alternatives that may preserve long standing communities in ENY and across the city.</i></p> |

| | | |
|----------|-------------------------------------|---|
| | | <p>Though we don't have class this week, I would like you to take some time to read through some of the articles I've included below and/or you may poke around the interwebs to see what you can learn about housing in NYC, and what's going on in East New York. We will discuss this work in the next class.</p> <p>NYC-Wide:</p> <ul style="list-style-type: none"> •Max, Ben. "A Closer Look at De Blasio's Neighbourhood Rezoning Plans" <i>Gotham Gazette</i>, Feb. 28, 2016. •Farkas, Ava and Sara Newman. "Rezoning: What you need to know". <i>Metropolitan Council on Housing</i>, November 2015. •Navarro, Mireya. "How do rent-burdened New Yorkers Cope?" <i>New York Times</i>, Aug. 24, 2016. •Gates, M. To Prevent Worsening Inequality, Put Affluent Neighborhoods ON NYC Re-Zoning List. <i>Metropolitics.eu</i>, November 17, 2015. <p>East New York Case Study:</p> <ul style="list-style-type: none"> •The Official East New York Neighborhood Plan •Rice, Andrew. "The Red-Hot Rubble of East New York: How Brooklyn's Gentrification Profiteers are Expanding their Boundaries." <i>New York Magazine</i>, January 28, 2015. <p>Recommended/Optional (You might talk to me about what you're interested in learning more about and I can recommend which of these readings might be most useful/appropriate for you):</p> <ul style="list-style-type: none"> • Ross, Byron and Myron Levine. 2012. <i>Urban Politics, Cities and Suburbs in a Global Age</i>, Chapter 2. NYC: ME Sharpe. • Josh Freeman. 2000. <i>Working Class New York</i>, "The Fiscal Crisis", Chapter 15. New Press. • Massey, D. S. 2008. "Globalization and Inequality: Explaining American Exceptionalism". <i>European Sociological Review</i>. 25 (1): 9-23. • <i>Housing New York: A Five-borough, Ten year plan</i>. The City of New York, Mayor Bill De Blasio. • "What is affordable housing? A guide developed by the Center for Urban Pedagogy. |
| 10/15/16 | East New York Case Study | Recruit participants for 'Walking in my shoes' project. |
| 10/18/16 | Displacement & Dispossession Cont'd | <ul style="list-style-type: none"> •Fullilove, Mindy Thompson (1996). <i>Psychiatric Implications of Displacement: Contributions from the Psychology of Place</i>. <i>The American Journal of Psychiatry</i>, 153(12): 1516-1523. •Adams, Vincanne, Van Hattum, Taslin and English, Diana (2009). <i>Chronic Disaster Syndrome: Displacement, disaster capitalism, and the eviction of the poor from New Orleans</i>. <i>American Ethnologist</i>, 36(4), 615-636. •Please peruse the Hurricane Sandy Oral History Project. In particular, please read some of the narratives, as well as read the 'About' page (both 'About the Hurricane Sandy Project' and 'About Oral History'). |

| | | |
|--|--|--|
| | | <p>Optional:</p> <ul style="list-style-type: none"> •Ch13: Disruptions in Place Attachment, Barbara B. Brown and Douglas D. Perkins In Altman and Low (1992). <p>Introduce and Discuss 'Walking in my shoes' project.</p> <p>Case Study: Favelas In-class viewing of "True Stories Favela Rising" 1 hr 30 m film <i>This film will be the basis of your Midterm Paper.</i></p> |
| 10/25/16 | Public Space | <ul style="list-style-type: none"> •The Social Values of Public Spaces. Joseph Rowntree Foundation. •Restorative / Natural environments TBA •The Pratt Center for Community Development 2012. Queens Triple Play: Willets West, Major League Soccer and The National Tennis Center. Brooklyn, NY: The Pratt Institute (September 21, 2012). •Steel, M. and Symes, M. (2005). The privatization of public space? The American experience of business improvement districts and their relationship to local governance. <i>Local Government Studies</i>, 31, 3, 321-334. •Davis, Mike. 1992 Chapter 4: Fortress Los Angeles: The Militarization of Urban Space. In <i>City of Quartz: Excavating the Future in Los Angeles</i>. Verso: New York. •Koskela, Hilda (2000). 'The Gaze Without Eyes': Video surveillance and the changing nature of public space. <i>Progress in Human Geography</i> 24(2): 243-265. <p>RECOMMENDED:</p> <ul style="list-style-type: none"> •Peter Eisinger 2000. The Politics of Bread and Circuses: Building the City for the Visitor Class. <i>Urban Affairs Review</i> 2000 35: 316-333. |
| Midterm Paper DUE Friday 10/21/16 by 11:59p | | |
| 11/1/16 | Contestation and Collective Resistance | <ul style="list-style-type: none"> •Bontemps, Johnny. Southside Story". <i>Narratively</i>, January 14, 2013. •Lefebvre, H. (2014[1991]). The Production of Space. Gieseking et al.(Eds.), <i>The People, Place and Space Reader</i>, pp.289-293. New York: Routledge. •Hou, J. (2010). Insurgent Public Space: Guerrilla Urbanism and the Remaking of Contemporary Cities. Routledge: New York. <ul style="list-style-type: none"> ➤ Ch. 9: "Night Market" in Seattle: community eventscape and the reconstruction of public space, by Jeffrey Hou ➤ Ch. 15: Urban Archives: Public memories of everyday places, by Irina Gendelman, Tom Dobrowolsky and Giorgia Aiello ➤ Ch. 20: Urban agriculture in the making of insurgent spaces in Los Angeles and Seattle, by Teresa M. Mares and Devon G. Pena. |
| 11/8/16 | Technology and Digital Environments | <p>Guest: Laurie Hurson</p> <p>TBA: Readings to be recommended by Guest Lecturer.</p> |

| | | |
|----------|--------------------------------------|---|
| 11/15/16 | Children and Play | <p>Guest(s): Eleanor Luken and Reilly Wilson</p> <p>TBA: Readings to be recommended by Guest Lecturers.</p> <p>Group assignments for Assignment 5 will be given.</p> <p>Assignment 6, Final Project: Topic Proposals due in class today.</p> |
| 11/22/16 | Classes follow a Wednesday Schedule. | |
| 11/29/16 | Sustainability and Just Cities | <ul style="list-style-type: none"> • Kolbert, Elizabeth. (2011). Enter the Anthropocene – Age of Man, National Geographic. • Copenhagen unveils first climate-change adapted neighborhood, From Al JazeeraAmerica, January 26, 2015, by Elisabeth Braw. • McPhearson, T. The Rise of Resilience: Linking Resilience and Sustainability in City Planning. The Nature of Cities. • Ross, T. and Solomon, D. “Flint Isn’t the Only Place with Racism in the Water.” <i>The Nation</i>, Feb. 9, 2016. • Jaffe, E. “Bike-Share is (Still) Struggling to Reach Poor People Across North America.” <i>CityLab</i>, Oct. 24, 2014. • Steinberg, T. Looking Backward into the Future of New York. <i>Metropolitics.ed</i>, January 12, 2015 <p>In addition to thinking about environmental issues and the city, read some selections from Toni Griffith’s compilations of Just Cities to think more broadly about what Just Cities might look like, and what that would mean for the urban residents.</p> <ul style="list-style-type: none"> • Griffin, T. L., Cohen, A., and Maddox, D. The Just City Essays: Visions for Urban Equity, Inclusivity and Opportunity. <i>Next City</i>, October 19, 2015. • Nurin, Tara. ‘Building the ‘Just City’: A Report from the Frontier of the New Urbanism.’ <i>NJ Spotlight</i>, October 22, 2015. <p>OPTIONAL: De Blasio’s Just City Plan</p> |
| 12/6/16 | Presentations | |
| 12/13/16 | Presentations | |
| 12/20/16 | Presentations (if needed) | Final Papers Due Tuesday 12/20/16 by 6p. |
| | | Assignment 4: Walking in my Shoes’ Due 12/21/16 by 6p. |