
Instructor:	Lynne C. Manzo, PhD	Term:	Winter 2017
Email:	lmanzo@uw.edu	Class Meeting Times:	T/Th 4:30-5:50pm
Office:	348E, Gould Hall	Class Location:	Gould, Room 436
Office Hours:	W/Th 1:30-2:30pm + by apmt	Course Website:	https://canvas.uw.edu/courses/1100411

Course Overview

Although we do not always recognize it, we are deeply affected by the physical world around us. To understand our daily experiences of place, and what makes places work well, we must consider our relationship to our surroundings carefully. In this course, we will explore critical issues in Environmental Psychology as a way to understand our reciprocal relationships with place.

This course takes an interdisciplinary approach to exploring people-place relationships, bringing together resources in the social sciences (psychology, geography, anthropology and sociology) and the design disciplines (landscape architecture, architecture and urban planning) to provide a richer understanding of the complex dynamic between people and their physical surroundings. Here, the environment is broadly conceived to include not only our physical surroundings (both natural and built) but also the larger, socio-cultural and political-economic milieu in which we live.

This course will examine an array of critical issues starting with foundational concepts of place attachment and place identity, then moving on to examine our relationships to nature, pro-environmental values, attitudes, and behaviors, environmental cognition, community development, gentrification and the complexities urban public space. We will conclude with a reconsideration of design and how it can be enriched through an environmental psychology lens.

Learning Objectives:

- To explore various perspectives on the social dimensions of design and planning through graduate level readings and active discussion;
- Further your critical thinking on areas of immediate concern to those in the placemaking professions and help you articulate your stance on these issues;
- Gain first-hand knowledge about environmental psychology and people-place dynamics through hands-on mini-projects, in-class exercises and cases;
- Consider and discuss possibilities for how to create more effective & appropriate designs that address human needs

Engaged Learning:

As a graduate course, this class is designed to provide a forum for an advanced treatment of the subject and material. In addition to more advanced readings, the hallmarks that distinguish this course from the undergraduate division is an expectation of active engagement in discussion and the ability to exercise some direction in that discussion through peer-led case presentations, and discussion & exercise leading.

Each class will begin with a mini-lecture presenting key issues and cases related to the topics and readings scheduled for that day. These will serve as a platform for further exploration and discussion through peer-led exercises, cases and discussion. In this way, the course is designed to foster thoughtful reflection and engagement. The richness of this class will depend on your willingness to engage with the material, with me, and with one another during class time.

Remember that a good discussion happens when participants are prepared and willing to share observations, to listen carefully and thoughtfully to one another, to find key ideas in the literature and discussions, and to provide critique in a constructive manner. **Each student is expected to contribute meaningfully to class discussions. This will make the class more interesting for you and for everyone!**

Peer Leadership in Cases/Exercises/ Discussions:

To facilitate active participation, each student is expected to take a turn once during the term as a peer discussion leader. The peer leading will be done in groups of three. The trio leading the class discussion must co-present a case/site or devise an exercise related to the day's readings, and then lead a discussion that connects the issues in the reading with the case or exercise. These should take about 45 minutes of class time.

Each peer-leading trio should coordinate with one another to devise an initial plan, and then meet with me in advance of the class session for advisement and final approval of their plan. These meetings should take place a minimum of **2 days prior** to the class session you are leading. A sign-up sheet will be distributed on day 1 of class.

Assignments:

There are two forms of assignments in this class: mini-projects and a place diary. These assignments are designed to: (1) help you operationalize and enact the concepts and issues learned in the class through field activities; (2) give you an opportunity to think about and theorize your field work experience by tying it to the larger concepts raised in the course literature; and (3) to facilitate skill building in analysis and writing.

1. Mini-Projects:

A series of mini-projects have been designed to help you draw critical connections between the ideas raised in the readings and in class with your direct experiences, observations and reflections of place. These mini-projects emphasize creative and thoughtful applications of the concepts you learn. This means you must directly draw on and include discussion of the readings in each mini-project.

NOTE: You are **required to complete 4 of the 8 projects** listed below, **one from each Module**. This means that you have a choice about which mini-projects to complete based on your interest in the topic and the due date. However, to help distribute the work evenly across the quarter, you must complete one mini-project from each of the 4 Modules listed on the next page. Each mini-project has a different due date and the due dates are spread throughout the quarter.

Your mini-projects write-ups should include no less than **5 pages of narrative plus supporting materials**. Mini-projects are to be **uploaded to the class website on Canvas by 4:00pm on the due date**— See last page of the syllabus for specific due dates. For a full list of mini-project options see the top of the next page of this syllabus.

#1: Environmental Autobiography #2: Concept Model of Nature	Module 1
#3: Cognitive Mapping of Seattle #4: Safety and Environmental Design	Module 2
#5: Community Grassroots Project Profile #6: Gentrification Case Profile	Module 3
#8: Environmental Appraisal of a Public Space #9: Photo-Voice Essay	Module 4

2. Place Diary:

According to dictionary.com, a diary is a written record, especially of the writer’s own experiences, observations, feels attitudes, etc. For this course, you are asked to keep a place diary and include 1 entry for each of the main subjects we cover. Entries are meant to be brief – no more than one page – and they are meant to focus on your reactions to the subjects. This is meant to be lower stakes, brief writings comprised of candid, more informal reactions/reflections rather than formal analytic, academic papers. Your entries should include your opinions of key issues raised in the readings and lectures, how the topics covered in class might relate to places you know. If the material covered opens questions for you, or provide insights into how you think about your emerging design work, you are welcome to add that too.

Required Text: No formal textbook is required for this class. However, a collection of essays, book chapters and articles have been carefully selected and compiled into a course reader. This is available at Professional Copiers on the corner of University Way (“the Ave”) and 42nd Street.

Additional Readings (pdf on website): For further resources and information on any class topic, there are some excellent readings in pdf on the course website, under the link, “Files.” You may use these as additional resources for any of your papers.

Grading: Course grades will be based on the following activities during the term:

Individual Participation / Place Diary	10%
Mini-project Assignments (4 total, 20% each)	80%
<u>Discussion/Exercise Leading</u>	<u>10%</u>
Total	100%

Weekly Discussion Topics & Readings

WEEK 1: Tues. Jan 3 / Thurs. Jan 5 Foundations of our Relationships to Place

Gieseeking, J.J., & Mangold, W. (2014). Introduction to *The People, Place, and Space Reader*. NY: Routledge.

Greenwood, D. (2013). “A critical theory of place-conscious education. In Stevenson, R. B. M. Brody, J. Dillon and A. Wals (eds). *International Handbook of Research Environmental Education*. NY: Routledge.

Film: "The Social Life of Small Urban Spaces" by William H. Whyte – an absolute classic on public space!

WEEK 2: Tues. Jan 10 / Thurs. Jan 12

Place Attachment & Place Meaning

- Manzo, L.C. and Devine-Wright, P. (forthcoming, 2017). Place Attachment. In Steg, L., Van den Berg, A. and de Groot, J. (Eds.) *Environmental Psychology: An Introduction*. (2nd Edition). Chichester, West Sussex: BPS Blackwell.
- Cooper Marcus, C. (1992). "Environmental Memories." In I. Altman and S. Low (Eds). *Place Attachment*. New York: Plenum Press.
- Hester, R. (2006). Excerpt from *Design for Ecological Democracy*. Cambridge MA: MIT Press.
- Devine-Wright, P. (2014). "Dynamics of place attachment in a climate changed world." In Manzo, LC. and Devine-Wright, P. (Eds.). *Place Attachment: Advances in Theory, Methods and Applications*. London: Routledge.
- Manzo, L.C. & Perkins, D. (2006). Finding common ground: The importance of place attachment to community participation and planning. *Journal of Planning Literature* 20(4), 335-350.

Online Cases & Websites:

www.flight93memorialproject.org

WEEK 3a: Tues. Jan 17

Human-Nature Relationships

- Kellert, St. (2005). Ch 1: Introduction. In *Building for Life: Designing and Understanding the Human-Nature Connection*. (p. 1-8). Washington DC: Island Press.
- Clayton, S. and Myers, G. (2015). Excerpt from Ch 5: Attitudes, Values, and Perceptions." In Clayton & Meyers (Eds.). *Conservation Psychology: Understanding and Promoting Human Care for Nature*. (p 93-101). NY: John Wiley & Sons.

WEEK 3b: Thurs. Jan 19

Nature, Health & Well-Being

- Cooper Marcus, C. & Sachs, N. (2014). "Theory, Research and Design Implications." In *Therapeutic Landscapes: An Evidence-based Approach to Designing Healing Gardens and Restorative Outdoor Spaces*. Hoboken, NJ: John Wiley & Sons.
- Frumppkin. (2001). "Beyond Toxicity: Human Health and the Natural Environment." *American Journal of Preventative Medicine*, 20(3):234–240.

WEEK 4a: Tues. Jan 24

Environmental Justice

- Wolch, J. R., J. Byrne, and J. Newell. (2014). "Urban green space, public health, and environmental justice: The challenge of making cities just green enough." *Landscape and Urban Planning*, 125, 234-244.

Agyeman, J., Schlosberg, D., Craven, L. and C. Matthews. (2016). "Trends and Directions in Environmental Justice: From Inequity to Everyday Life, Community and Just Sustainabilities." *Annual Review of Environmental Resources*, (41), 321-340.

WEEK 4b: Thurs. Jan 26

Pro-Environmental Behavior

Kollmuss, A. and J. Agyeman. (2002). "Mind the Gap: Why do People Act Environmentally and What are the Barriers to Pro-Environmental Behavior?" *Environmental Education Research*, 8(3), 239-260.

De Groot, J. and J. Thøgersen. (2013). Ch 14: "Values and Pro-Environmental Behavior." In Steg, L., Van den Berg, A. and J. de Groot (Eds). *Environmental Psychology: An Introduction*. (pp. 142-151). Chichester, West Sussex: BPS Blackwell.

Keizer, K. and P.W. Schulz. (2013). Ch 15: "Social Norms and Pro-Environmental Behavior." In Steg, L., Van den Berg, A. and J. de Groot (Eds). *Environmental Psychology: An Introduction*. (pp. 154-163). Chichester, West Sussex: BPS Blackwell.

WEEK 5a: Tues. Jan 31

Environmental Perception and Cognition

Thompson, C.W. (2013). "Landscape perception and environmental psychology." In P. Howard, I. Thompson and E. Materton (eds.). *Routledge Companion to Landscape Studies*. Florence: Taylor & Francis., 25-42.

Heft, H. (2010). Affordances and the perception of the landscape: An inquiry into environmental perception and aesthetics. In C. Thompson, P Aspinall, and Bell, S. (Eds.). *Innovative Approaches to Researching Landscape and Health*. London: Routledge.

WEEK 5b: Th. Feb. 2

Safety and Design: CPTED & Beyond

Wilson, J. Q., & Kelling, G. L. (1982). "Broken windows." *Atlantic monthly*,249(3), 29-38.

Taylor, R. (2002). "Crime prevention through environmental design (CPTED): Yes, no, maybe, unknowable and all of the above." In Bechtel, R. and Churchman, A. (eds). *Handbook of Environmental Psychology*. NY: John Wiley & Sons, 413-426.

Read at least 1 of the following 2 (either Macek or Beckett):

Macek, S. (2006). "A landscape of fear." In S. Macek. *Urban Nightmares: The Media, the Right and the Moral Panic over the City*. Minn: University of Minnesota Press.

Beckett, K. and St. Herbert, S. (2009). Chapters 1 & 2 In *Banished: The New Social Control in Urban America*. NY: Oxford University Press, 27-35.

Online Cases & Websites: www.defensiblespace.com

WEEK 6: Tues. Feb. 7 / Thurs. Feb. 9**Neighborhood Revitalization & Community Development**

- Briggs de Sousa, X. (2008). "Community building: New (and old) lessons about the politics of problem-solving in America's cities. In J. DeFilippis and S. Saegert (Eds.). *The Community Development Reader*. NY: Routledge.
- Cahill, C. (2013). "The road less traveled: Transcultural community building." In J. Hou (ed.). *Transcultural Cities: border Crossing and Placemaking*. NY: Routledge, 193-206.
- Merker, B. (2010). "Taking Place: Rebar's Absurd Tactics in Generous Urbanism." In Hou, J. (Ed.). *Insurgent Public Space: Guerilla Urbanism and the Remaking of Contemporary Cities*. NY: Routledge
- Diers, J. (2004). "Introduction" and "Modeling Community: Columbia City." In *Neighbor Power: Building Community the Seattle Way*. WA: University of Washington Press

Online Cases & Websites:

Creative pedestrian-friendly grassroots projects in Portland: <http://cityrepair.org/>
Pomegranate Center website: <http://www.pomegranatecenter.org/?v=2>

WEEK 7: Tues. Feb 14 / Thurs. Feb. 16**Gentrification**

- Brown-Saracino, J. (2010). Overview from *The Gentrification Debates*. NY: Routledge.
- Excerpts from Kennedy, M and Leonard, P. (2001). *Dealing with Neighborhood Change: A Primer on Gentrification and Policy Choices*. Prepared for the Brookings Institution, Center on Urban and Metropolitan Policy. Washington. D.C.
- Lees, L. Slater, L. and Wylie, E. (2013). "CH 6: Gentrification: Positive or Negative?" In *Gentrification*. London: Routledge. .

Online Cases & Websites

Film on Gentrification in Seattle: <http://23rdandunion.org/>
Links on Gentrification in Seattle
<http://www.blackpast.org/?q=perspectives/gentrification-integration-or-displacement-seattle-story>
Short films of Pruitt-Igoe: <http://www.pruittigoenow.org/video/>
Link to article: "Why they built Pruitt-Igoe: <http://www.soc.iastate.edu/sapp/PruittIgoe.html>
Trailer to the film, "The Pruitt-Igoe Myth:" <http://www.pruitt-igoe.com/>

WEEK 8a: Tues. Feb. 21**Urban Public Space**

- Johnson, A. and Glover, T. (2013). "Understanding urban public space in a leisure context." *Leisure Sciences*, 35(2), 190-197.
- Franck, K. and Stevens, Q. (2007). Tying down loose space." In *Loose Space: Possibility and Diversity in Urban Life*. NY: Routledge.

WEEK 8b: Thurs. Feb. 23**Diversity and Multiple Publics**

- Low, S. (2005). "The cultural Life of large urban parks." In S. Low, D. Taplin and S Scheld (Eds.). *Rethinking Urban Parks: Public Space and Cultural Diversity*. Austin, TX: University of Texas Press.

Hood, W. Hood, W. (2008). "Urban Diaries: Improvisation in West Oakland, California." In Chase, J., Crawford, M. and J. Kaliski (Eds.). *Everyday Urbanism*. NY: The Monacelli Press.

WEEK 9a: Tues. Feb 28

Contested Meanings in Public Space

Hines, S. (May 2005). "Contested Terrain." *Landscape Architecture Magazine*, pp 120-125, 146-147.

Hou, J. (2010). "(Not) your everyday public space." In *Insurgent Public Space: Guerilla Urbanism and the Remaking of Contemporary Cities*. NY: Routledge.

Online Cases & Websites:

<http://www.pps.org/gps> Project for Public Spaces - see their "Hall of Shame!"

www.tpl.org - Trust for Public Land – see what's happening in WA state

www.designtrust.org - design trust for public space – but focus is on NYC

www.itsyourspace.org.uk - innovative ideas from the UK

WEEK 9b: Thurs, March 2

Privatization of Public Space

Zukin, S. (2010). "Whose culture? Whose city?" In A. Orum and Z. Neal (Eds.). *Common Ground? Readings and Reflections on Public Space*. NY: Routledge.

Kohn, M. (2004). Ch 1 from *Brave New Neighborhoods: The Privatization of Public Space*. NY: Routledge.

WEEK 10: Tues, Mar 8

A New Look at Design

Hosey, L. (2012). "The Sustainability of beauty." In *The Shape of Green: Aesthetics, Ecology and Design*. Washington, D.C.: Island Press.

Stilgoe, J. R. (1999). Excerpts from *Outside Lies Magic: Regaining History & Awareness in Everyday Places*. Bloomsbury Publishing.

COURSE SCHEDULE AT-A-GLANCE

WK	TUESDAY	THURSDAY
1	1/3 Introduction	1/5 Human Relationships to Place
2	1/10 Place Attachment + Place Meaning	1/12 Place Attachment + Place Meaning Mini-Project #1: Env'tal Autobiography due by 4pm
3	1/17 Human-Nature Relationships	1/19 Nature, Health & Well-being Mini-Project #2: Concept Model of Nature due by 4pm
4	1/24 Environmental Justice	1/26 Pro-Environmental Behavior
5	1/31 Environmental Perception + Cognition Mini-Project #3: Cognitive Mapping due by 4pm	2/2 Safety and Design + Defensible Space (CPTED)
6	2/7 Neighborhood + Community Development Mini-Project #4: Safety & Env'tal Design due by 4pm	2/9 Neighborhood + Community Development
7	2/14 Gentrification and Preservation	2/16 Gentrification and Preservation Mini-Project #5: Grassroots Project Profile due by 4pm
8	2/21 Urban Public Space	2/23 Diversity and Multiple Publics in Public Space Mini-project #6: Gentrification Case Profile due 4pm
9	2/28 Contested Meanings of Public Space	3/2 Privatization of Public Space
10	3/7 A New Look at Design Mini-Project #7: Env'tal Appraisal of Public Space by 4pm	3/9 Wrap-up: Toward Better Environments
11	3/14 (exam week; no class) Mini-Project #8: Photo-Voice Essay due by 4pm	3/16