

CHAMINADE UNIVERSITY

PSYCH 480: Environmental Psychology

Fall Term Online

August 24 – November 25, 2020

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Texts

1. Steg, L. & de Groot, J. I. (2018). Environmental psychology: An introduction (2nd Edition). Wiley-Blackwell ISBN: 978-1-119-24107-2

Catalog Description

Selected topics in Psychology to be announced. Prerequisites vary according to topic.

Course Overview

This course introduces students to the science and practice of environmental psychology. It provides an overview of theory, research, and the application of environmental psychology in the real world

Program Linking Statement

This course develops and assesses the skills and competencies for the Psychology program student learning outcomes I.) Students will identify key concepts, principles, and overarching themes in psychology; and IV.) Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Student Learning Outcomes

Student performance, relative to the following specific course objectives, will be assessed. You will be asked, at various points throughout the course to demonstrate through quizzes and papers what you have learned in this course.

Upon completion of this course students will:

1. describe the methods and values of environmental psychology;
2. explain environmental influences on psychological well-being and health;
3. explain the relationship between people and their environments and be able to consider ways of improving this relationship;
4. utilize the scientific method to solve real world problems in the environments in which humans live.

Course Requirements

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

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|-----------------------|---------------------------------------|
| 1. Project | 200 points |
| 2. Chapter Quizzes | 130 points (13 @ 10 points each) |
| 3. <u>Discussions</u> | <u>70 points (7 @ 10 points each)</u> |

Total Points 400 points

1. Project (200 Points):

Environmental Psychology is an enormous area of study. The field is concerned with how organisms interact with their surrounding environments. This includes how these interactions affect the behavior of organisms physically, psychologically and socially as well as how organism behavior affects surrounding environments. Because Environmental Psychology spans such a broad spectrum of topics, one way of getting exposed to specific issues in environmental psychology that may be of interest to you personally is by researching a topic within the field.

Working in groups of 3-4 max, select one of the following topics, and research it using online sources, print and AV materials in the Chaminade Library and present your findings to the class in a PowerPoint presentation.

Grades for the project will be based on your PowerPoint submission (150 pts), in addition to your annotated bibliography (50 pts). Group presentations are due by November 20. The annotated bibliography must be submitted individually based on your contributions to the project by November 25. The annotated bibliography will provide a 1 paragraph summary for each of the major references you used to carry out your research and assemble your presentation. Reference sources can include scholarly journals, books, magazine and newspaper articles, websites and AV material such as documentaries. Using APA style referencing to convey your information sources, provide a minimum of 5 annotated summaries for your research.

If there is something your group would like to research that is not included in the following list, please discuss it with me as a possible topic.

Suggested Topics:

- Environmental design in relation to a specialized setting for a particular user group. This could include an educational setting for pre-school students, a seniors' facility, etc.
- Universal Design
- Crime prevention by environmental design
- Living and working in an unusual or extreme environment, for example, polar expeditions, extended space exploration, maritime operations, aviation etc.
- Sustainability – what is it?
- Creating to pro-environment, green and sustainable behaviors
- Environmental economics and pro-environment business models
- Urban transit
- Cultural differences in perceptions of the environment
- Therapeutic uses of nature and restorative environments
- Transitioning from a carbon based economy
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2. Weekly Quizzes (13 @ 10 points each):

The quizzes will consist of short answer questions. The quizzes will cover the material from the assigned readings.

3. Discussions (7 @ 10 points each)

Seven class discussion question will be posted. Sometime between Monday and Thursday each week, you should respond to the question. Then, sometime between Friday and Sunday, you should go back and read all of the submissions and respond to at least three of your classmate's posts. It is expected that each student's posts for each week will be approximately one page in length. The following guidelines should be used to actively and intelligently participate in the class discussions (adopted from <http://www.rasmussen.edu/student-life/blogs/college-life/tips-for-writing-thoughtful-discussion-responses/> (Links to an external site.)).

- Ask open-ended questions to promote discussion. Open-ended questions require individuals to write more than a simple one- or two-word answer. Open-ended questions require the use of critical thinking skills and allow individuals to reflect on their thoughts and feelings about a particular topic.
- Don't be afraid to disagree. It is okay to disagree with what someone has to say or play the "devil's advocate." However, when you choose to disagree, remember to do so respectfully. Everyone is entitled to their own opinion and it is okay for you to offer your own interpretation.
- Give reasons for your opinion. It is important to provide reasons for your thoughts and feelings about the topic. You may even choose to make a personal connection or share a personal experience with your classmates. Applying class information to real-world situations is a great way to demonstrate that you truly understand what you are learning.
- Think outside the box. Online discussions can get boring when everyone's posts begin to sound the same. Don't be afraid to propose a new idea or ask a probing question to generate conversation.
- Include outside resources. It is often helpful to include outside resources in your responses. Share an article or a website that is relevant to the topic of discussion. Introducing new, relevant ideas from resources, other than the provided class materials, can help take learning to the next level.

Grading

Unless otherwise indicated, all assignments for each week are due by 11:59 pm on Sunday night of the week that they are assigned. *No late assignments will be accepted or graded.* Final grades will be based on the quality of work and will be assigned based on a straight percentage basis using the following chart:

90%	-	100%	A
80%	-	89%	B
70%	-	79%	C
60%	-	69%	D
59% or below			F

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the

instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Students with Disabilities

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Statement

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations

Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html> (Links to an external site.)

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to

embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course however, the main focus is on the Marianist value of educating for adaptation and change. Psychology, by its

nature, looks at how people adapt and change depending on the environment and circumstances that they are in. Environmental psychology looks at the impacts of the environment on human behavior and helps us to understand how people are able to adapt and change as environments that we interact with change.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom

Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Academic Conduct Policy

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:

<https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf> (Links to an external site.) (Links to an external site.)

Course Schedule

(Please follow the syllabus regarding which assignments and activities should be completed each week. Assignments for each week are due by Sunday night of that week at midnight)

<u>Week</u>	<u>Topics</u>	<u>Reading/Assignments</u>
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#1 – August 24:	Environmental Psychology: History, Scope, and Methods	
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Review Chapter 1 Power Point Slides (in the "FILES" folder)

Read Chapter 1

Take Chapter 1 quiz

Participate in Discussion 1

#2 – August 31:	Environmental Risk Perception, Climate Change as a Unique Environmental Problem, & Environmental Stress	
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Review Chapter 2 - 4 Power Point Slides (in the "FILES" folder)

Read Chapters 2 - 4

Take Chapter 2 – 4 quiz

#3 - September 7:	Scenic Beauty: Visual Landscape Assessment and Human Landscape Perception, Health Benefits of Nature, & Restorative Environments	
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Review Chapter 5 - 7 Power Point Slides (in the "FILES" folder)

Read Chapters 5 - 7

Take Chapter 5 – 7 quiz

Participate in Discussion 2

#4 - September 14:	Ambivalence Towards Nature and Natural Landscapes, Human Dimensions of Wildlife, & Children and the Natural Environment	
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Review Chapter 8 – 10 Power Point Slides (in the "FILES" folder)

Read Chapters 8 – 10

Take Chapter 8 – 10 quiz

#5 - September 21: Appraising and Designing Built Environments that Promote Well-Being and Healthy Behaviour, Urban Environmental Quality, & Environment and Quality of Life

Review Chapter 11 - 13 Power Point Slides (in the "FILES" folder)

Read Chapters 11 - 13
Take Chapter 11 - 13 quiz

Participate in Discussion 3

#6 - September 28: Place Attachment & How Cues in the Environment Affect Normative Behaviour

Review Chapter 14 & 15 Power Point Slides (in the "FILES" folder)

Read Chapters 14 & 15
Take Chapter 14 & 15 quiz

#7 - October 5: Measuring Environmental Behaviour, Values and Pro-Environmental Behaviour, & Social Norms and Pro-Environmental Behaviour

Review Chapter 16 - 18 Power Point Slides (in the "FILES" folder)

Read Chapters 16 - 18
Take Chapter 16 - 18 quiz

Participate in Discussion 4

#8 - October 12: Emotions and Pro-Environmental Behaviour, Symbolic Aspects of Environmental Behaviour, & Social Dilemmas: Motivational, Individual, and Structural Aspects Influencing Cooperation

Review Chapter 19 - 21 Power Point Slides (in the "FILES" folder)

Read Chapters 19 - 21
Take Chapter 19 - 21 quiz

#9 - October 19: Theories to Explain Environmental Behaviour, The Role of Group Processes in Environmental Issues, Attitudes, and Behaviours, Yesterday's Habits Preventing Change for Tomorrow? & About the Influence of Automaticity on Environmental Behaviour

Review Chapter 22 - 24 Power Point Slides (in the "FILES" folder)

Read Chapters 22 - 24
Take Chapter 22 - 24 quiz

Participate in Discussion 5

#10 - October 26: Environmental Psychology in Latin America, Informational Strategies to Promote Pro-Environmental Behaviour: Changing Knowledge, Awareness, and Attitudes, & Encouraging Pro-Environmental Behaviour with Rewards and Penalties

Review Chapter 25 - 27 Power Point Slides (in the "FILES" folder)

Read Chapters 25 - 27
Take Chapter 25 - 27 quiz

#11 - November 2: Persuasive Technology to Promote Pro-Environmental Behaviour, Acceptability of Environmental Policies, & Processes of Change

Review Chapter 28 - 30 Power Point Slides (in the "FILES" folder)

Read Chapters 28 - 30
Take Chapter 28 - 30 quiz

Participate in Discussion 6

#12 - November 9: Simulating Social Environmental Systems & Environmental Issues in Low- and Middle-Income Countries

Review Chapter 31 & 32 Power Point Slides (in the "FILES" folder)

Read Chapter 31 & 32
Take Chapter 31 & 32 quiz

#13 - November 16: Conclusion: Summary, Trends, and Future Perspectives in Environmental Psychology

Review Chapter 33 Power Point Slides (in the "FILES" folder)

Read Chapter 33
Take Chapter 33 quiz

Participate in Discussion 7

Group Presentations due November 20

#14 - November 23: Complete Annotated Bibliography

Annotated bibliography is due November 25th.