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SYLLABUS – CAMPBELL – SPRING 2014



**IND 5937 Graduate Environment & Behavior Studies:  
Social Space Design & Its Impact on Behavior, Health, & Well-being**

Tuesdays 9:35a.m. – 12:35p.m.  
Rinker 230

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Instructor: Nichole Campbell, Ph.D., LEED - Green Associate  
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Office Hours: TBD

### **Course Focus**

The focus for this course is social space design and its impact on behavior, health, & well-being throughout the lifespan. This course makes an in depth exploration of material from the field of Environment and Behavior Studies (EBS) as it pertains to social spaces and the people who use them. EBS is the study of how people interact with the physical environment. By providing the appropriate analytical and applied research tools as well as practice using those tools, this course seeks to develop proficiency in assessing social space design then developing evidence-based design recommendations to improve how well social spaces are liked and used.

### **Course Objectives and Standards**

Assigned readings, presentations, papers and discussions focus on understanding environmental psychology and its relationship to the design of social spaces. Students will learn how to use research tools to evaluate designs of existing social spaces. From that, students will learn to develop evidence-based design recommendations. The aim is to provide students with the knowledge and skills to determine how well a building satisfies users' social needs.

### **Course Learning Expectations**

- Knowledge: Explore significant design theories, facts, principles, and common terms of the field of Environment and Behavior Studies in the context of social space design.
- Comprehension: Understand and interpret as well as compare and contrast concepts and principles of EBS to use as organizing models for explaining the social interaction of people with the physical environment.
- Application: Utilize these organizing models as tools to practice the application of EBS knowledge in social space design applications.
- Analysis, Synthesis & Evaluation: Demonstrate, through writing, an understanding of how people both shape and are shaped by the dimensions of space, materials, lighting, color, finishes, details, forms, and furnishings that make up buildings inside and out. Also how these building facets impact social interaction.

## Course Policies

- Attendance – Attendance is crucial in this class. Attendance will be taken during each class period. Since this class only meets one time per week, TWO UNEXCUSED ABSENCES LOWERS YOUR FINAL COURSE GRADE BY ONE LETTER GRADE.
- Lateness/Tardiness – Arriving on time for each class and staying for the entire length of the period is expected. ARRIVING MORE THAN 10 MINUTES LATE OR LEAVING MORE THAN 10 MINUTES EARLY will be counted as an unexcused absence.
- Contacting the Instructor – Email is the best and most efficient means of contacting the instructor. Do note that it may take up to 24 hours to respond to questions via email.
- Late Work – All assignments are due at the BEGINNING of the class period on their assigned due dates. Late assignments will only be accepted with special permission from the instructor. Unless there are exceptional extenuating circumstances, late assignments will only be accepted up to 24 hours late and will receive a one full letter grade deduction.

## Required Field Trip

This class requires an out of town field trip to The Villages in Ocala, FL, and Celebration, FL. Students will be expected to provide their own transportation. (Though the class generally carpools;) Also students will be expected to pay for their own lunch and dinner.

## Required Reading

The required reading assignments should be completed prior to each class session per the course schedule. Students are expected to be prepared to participate actively in the discussion in every session.

Campbell, N. (2014 – expected publication date). “Designing more successful social spaces: Lessons learned from a retirement community social spaces study” (invited book chapter). *Handbook of Interior Design*. Hoboken, NJ: Wiley/Blackwell

Madden, K. (2000). *How to turn a place around*. New York: Project for public spaces.

Ulrich, R. (1991). Effects of interior design on wellness: Theory and recent scientific research. *Journal of Healthcare Interior Design*, 97-109.

Walljasper, J. (2007). *The great neighborhood book: A do-it-yourself guide to placemaking*. New York: Project for public spaces.

Oldenburg, R. (1999). *The great good place*. New York: marlowe & company. (Original work published in 1989).

Other Selected Readings

## Recommended Reading:

Whyte, W. (1980). *The social life of small urban spaces*. Washington, D.C.: The conservation foundation. (Or just use the movie)

## Grading

Grades for the course will be calculated based on the following distribution:

Final Presentation	10%
Final Report	50%
Research	30%
Participation	10%
<b>TOTAL</b>	<b>100%</b>

\*PLEASE NOTE: THE ABOVE GRADE DISTRIBUTION IS SUBJECT TO CHANGE.

Final letter grades for the course will be based on the following criteria:

### Grading Scale

<b>A</b>	93-100	4.0
<b>A-</b>	90-92	3.67
<b>B+</b>	87-89	3.33
<b>B</b>	83-86	3.0
<b>B-</b>	80-82	2.67
<b>C+</b>	77-79	2.33
<b>C</b>	73-76	2.0
<b>C-</b>	70-72	1.67
<b>D+</b>	67-69	1.33
<b>D</b>	63-66	1.0
<b>D-</b>	60-62	0.67
<b>E</b>	0-59	0.0

Information in regard to UF's grading policy can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Teaching Philosophy

I believe the most effective teaching engages students in active learning to both understand and apply the course material. In order to engage the range of learning styles, multiple approaches (i.e. discourse, activities, reading, peer critique, etc.) will be used to explore this area of study's knowledge

base. From this, students will be offered practical hands-on opportunities to apply to this new knowledge.

### **Teaching Methods and Course Structure**

**Critique:** Your instructors and peers will critique your written work.

**Participation:** During class, everyone is expected to ask questions and make comments that are thought provoking and appropriate. Throughout the entire semester our objective is to coach you into becoming better at thinking critically and writing well –by active involvement in assessing the built environment.

**Teamwork:** Knowledge and understanding is achieved through written and oral assignments. Writing assignments demonstrate you are thinking in a critical manner about the readings and class material. To do that, your written and oral work must confront and assess the reading's strengths and weaknesses. Finally, the written and oral work must reflect creativity and problem solving by suggesting how the information can be applied to interior design.

Given the collaborative nature of most of the assignments in this course, interaction among student teams is desirable; but the intention and degree of assistance must be appropriate to the assignment and learning objectives. No one in the class may claim a grade for teamwork if they did not contribute a fair share. Students may be given the opportunity to anonymously evaluate their own team efforts as well as those of their team member, and to have dissimilar contributions reflected accordingly in their grades

### **Student Accommodations**

Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office, see <http://www.dso.ufl.edu/drc/getstarted.php>. The Dean of Students Office will review the case and, if appropriate, provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

### **Academic Integrity and the UF Honor Code**

All students at the University of Florida are expected to adhere fully to University of Florida Student Honor Code, view at <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>. The Honor Code outlines the expectations for student conduct in regard to academic honesty. All students should review this policy to understand the range and scope of the standards and the seriousness of any infractions of the code. The policy places full responsibility on students to know and adhere to these standards for academic integrity. All examinations, quizzes, design projects, and assignments in the Department of Interior Design are subject to this policy. Maintaining strict academic integrity is a priority of the Department of Interior Design and all instructors will fully enforce the UF Honor Code in their studios and classes. A strict adherence to the Honor Code is expected by the University of Florida and reflects the ethical standards of the interior design profession.

## Schedule

Date	Topic Covered	Materials Due
Jan. 7	Course Intro.	
Jan. 14	Guest Presentation: Allison from Plum Creek - Scope of the Project; Discussion + introduction to matrix.	NORC Aging Statistic Reports Due. Find & bring to class a good definition of New Urbanism. Read: Gibson + Kopec all chapter <b>summaries</b> ; Masotti et. al, Ulrich + Campbell articles.
Jan. 21	The Social Life of Small Urban Places. Matrix & Discuss Precedents	Precedent Analysis Presentation Due. Read: The Great Good Place - Part I pp ix-88;
Jan. 28	Discuss Readings + Update Matrix; Finish Going Over Precedents	Branding Draft 1 Due; Read: The Great Good Place - Part II pp 89-202.
Feb. 4	Field Trip to The Villages & Celebration	Read: The Great Neighborhood Book Chapters 1, 2, & 5
Feb. 11	Discuss Readings & Research Tools & Research Recruitment	Executive Report Lit Review Chapter Due to Peers. Read: How to Turn a Place Around.
Feb. 18	Site Visit - Intro to Tools: Observation/Site Assessment/Questionnaire/Surveys	Lit Review Critiques Due to Authors + Participant recruitment assignment due.
Feb. 25	Site Visit	
Mar. 4	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
Mar. 11	Work on Background of the Problem for Presentation PPT + Work on Critiques + Recruit	Site Assessment Due
Mar. 18	Focus Groups	Executive Report Methods Chapters Due to Peers
Mar. 25	Focus Groups	Methods Critiques Due to Authors
Apr. 1	Colate Class-wide Results + Develop pre-design research into evidence-based design recommendations	
Apr. 8	Tweek & Practice Final Presentation	COMPLETED Branding, Executive Summary + Final Report Due (INCLUDING FINDINGS, DISCUSSION & CONCLUSIONS) to Peers & Professor
Apr. 15	Final Presentation to Plum Creek	Peer Grading of Final Reports DUE
Apr. 22	Final Presentation to Plum Creek	