C&RPlann. 732: Urban Planning & Urban Form: Psychological Functions
(04838-8, 3 credits)
Autumn, 2005

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Course Description
Planners and designers often speculate about the effects of their plans on individuals, yet they lack an adequate empirical basis for making such judgments. Much research has looked at the relationship between humans and their physical environment. This course examines that research with an eye towards identifying directions for making environmental design more fitting to its inhabitants. The course focuses on the way individuals experience (perceive, construe, evaluate, and use) their surroundings and the use of that information to evaluate environments, predict consequences of alternative physical plans, and to plan places for human use.

Course Goal
The course aims to help students understand the complex interrelationships between physical settings and users (individuals and groups who interact with the settings). It also seeks to give students an understanding of how to apply that knowledge to analyze existing environments and to establish guidelines for the design of new environments.

Course Objectives
Upon completion of the course the student should be able to do define terms, identify and describe important principles, discriminate between different points of view, distinguish between sound and unsound principles and applications of methods, construct problem solving approaches using the methods and principles

They should be able to demonstrate the methods and principles in contexts similar and dissimilar to those discussed in class in relation to each of the following content areas:

- Theoretical concepts in environment and behavior
- Objective Behaviorism
- Process of environmental perception and cognition
- How people use their mental maps
- Modes of environmental perception and representation
- Mental maps (the elements of environmental image, styles of structuring mental maps, sources of inaccurate and accurate or legible images of environments, development of
spatial cognition.
Adapting environmental image to change
Spatial orientation, Distance perception, Effects of change
Environmental stressors
Environmental aesthetics/meaning
Hazard perception
Personality and environment

<table>
<thead>
<tr>
<th>Course Format</th>
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<tr>
<td>Class sessions will have a presentation by the instructor, presentations by students on projects and selected readings, and discussion/summary of readings to delineate issues, problems and solutions.</td>
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<th>Textbook (required)</th>
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<tr>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Books</td>
</tr>
<tr>
<td>Moore, G. &amp; Zube, E. Advances in Environment Behavior and Design (Vols. 1 through 4), Plenum, N.Y.</td>
</tr>
</tbody>
</table>

Journals

Environment and Behavior (E & B)
Journal of Environmental Psychology (J.E.P.)
Journal of of Planning Literature (JPL)
Research Design Connections (RDC)
Journal of Architectural and Planning Research (JAPR)
Journal of the American Planning Association (JAPA or JAIP)
Proceedings of the Environmental Design Research Association

Organizations

Environmental Design Research Association (EDRA)
Association for the Study of Man Environment Relations (ASMER)
People and Physical Environment Research (PAPER)
International Assoc. for the Study of Persons and their Surroundings (IAPS)

Grading

Grades will be based upon the student's performance in meeting the course objectives in three ways.

1. Mastery of the literature and conducting/describing applied projects (60% of grade)
In addition to reading the required reading from the text, for four classes students will read one article from a list of optional readings, and during class students will be called on to present summaries of the OPTIONAL article. For that, have 100-200 word summary. Include bibliographic information--author, article name etc. Post on discussion page.

For four other classes students will conduct a project, write up the findings, and submit it before the start of class. Reports are one page or less, in which you describe what you did, how many people you interviewed or observed, what you found, and perhaps, why. Show actual numbers, using tables or charts to show the results. (For cognitive map project, you will need to attach respondents' maps.

Week 2, Mon., Oct. 3, Behavior change reading
Week 3, Mon., Oct. 10, Behavior change PROJECT
Week 4, Mon., Oct. 17, Cognitive map PROJECT
Week 5, Mon., Oct. 24, Orientation, wayfinding, distance reading
Week 6, Mon., Oct 31, Aesthetics PROJECT
3. Final Graphic Concept Project (40% of grade).
DUE Final's Week: Mon. Dec. 5, 6:30 -8:18 p.m.
For each week of class, come up with five (5) major concepts discussed. Illustrate each concept graphically (photo, drawing, cartoon) and give each illustration a caption describing the concept. Captions should describe the concept in one sentence. Book must be 10 pages, one page per week. The next page shows an example for one session from another course.

Planning for pedestrians and bikers.

Planning for bikes and walking gives non-driving option, cuts air pollution, congestion, infrastructure, improves health and safety.
<table>
<thead>
<tr>
<th><strong>Separate pedestrian path from road by 5' strip for grass and trees</strong></th>
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<tbody>
<tr>
<td><strong>Build curb extensions (called bulb-outs) that narrow the distance across the intersection, and use decorative crosswalks to enhance pedestrian visibility.</strong></td>
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<td><strong>Medians and pedestrian refuge islands allow pedestrians to cross one direction of traffic at a time, and provide a protected waiting area prior to getting across the next segment.</strong></td>
</tr>
<tr>
<td><strong>To keep sidewalks level for pedestrians, bikers, and wheel chair users, swing the sidewalk away from the curb so that it meets the driveway at a level area.</strong></td>
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**Lateness**

All work must be handed in on time at START OF CLASS. For each 24 hours late, grades will drop one grade point:
- Up to 24 hours late: A goes to B
- Between 24 hours and 48 hours late: A goes to C
- Between 48 and 72 hours late: A goes to D
- Later than 72 hours: A goes to E

Medical excuses require a note from the doctor.

**Academic Misconduct**

Students are held responsible for knowing and abiding by the Department's policies on plagiarism and the University's policy's on academic misconduct. These have been distributed to City & Regional Planning students. If you have not received a copy, get one from the department secretary.

### COURSE OUTLINE

#### Week 1 INTRODUCTION: Environmental Psychology

Mon., Sept. 26

- Introduction to this class, course purposes, requirements, student objectives etc. A schematic overview of theoretical and conceptual approaches of environmental psychology as applied to planning.

#### Week 2 OBJECTIVE BEHAVIORISM FOR SOCIAL AND ENVIRONMENTAL PROBLEMS

Mon., Oct. 3

- Theoretical, and ethical considerations. The technology of behavioral engineering, (contingency management, stimulus control, reinforcement schedules, token systems), open field applications (litter control, pollution control, birth planning, transportation, energy conservation, etc.).

**DUE**

- Read Bell et al. Ch. 14: Changing Behavior to Save the Environment (pp. 468-500)
- READING: Read and prepare 100-200 word summary of article (below) for report in class.

** ARTICLES (pick one for optional reading/report) I've starred some preferred articles.**

- **Clark, Burgess and Hendee, The development of anti- litter behavior in a forest campground, JABA, 1972, 5.
- **Everett, Hayward, Meyers, The effects of a token reinforcement procedure
on bus ridership, JABA, 7, 1974.

- **Nasar, J. 2003. Prompting drivers to stop for crossing pedestrians, Transportation Research F: Traffic, Psychology and Behavior,
- **Nasar, J., The shaping of design behavior, in Wineman, J. et al., The Cost of Not Knowing, EDRA 17, pp. 68-77

Articles available on-line

- Brandon, Gwendolyn; Lewis, Alan. 1999. Reducing household energy consumption: A qualitative and quantitative field study J. Envir. Psych., 19, 1, 75 - 85
- **Durdan, C.A., G. D Reeder and P R Hecht (1985) Litter in a university cafeteria: demographic data and the use of prompts as an intervention
strategy, E & B. 17,3, 387,404.

- Werner, Carol M.; Makela, Eeva. 1998. Motivations and behaviors that support recycling. J. Envir. Psych., 18, 4, 373 - 386

**Week 3 ENVIRONMENTAL PERCEPTION AND COGNITION: BASIC PROCESSES**

Mon., Oct. 10

The dynamics of perception, the Gestalt view, and schemata and distinctive features of Gibson. The noticing, mapping and remembering of the environment. How cognitive maps are used in planning and executing both daily and long-term actions which involve both viewing and shaping our environment. Modes of perception and modes of mental representation of cognition will be discussed. The effects of spatial form of the environment of these processes will be examined. Implications for design will be discussed.

**DUE:**

- Read Bell et al. 56-69.
- **PROJECT:** Design, carry out and report project to change a behavior (using prompts or reinforcers). See p. 501, for examples. One page report: Describe what you wanted to test, what you did, how many people you observed (in each condition), what you found, and perhaps, why. Show actual numbers, using tables or charts to show before and after results.
ARTICLES FOR YOUR INTEREST (no reading assignment this week)

- Brunswik, E. Perception and the design of psychological experiments. pp. 61-89
- Carr, S., and D. Schissler, The city as a trip: Perceptual selection and memory in the view from the road, in Envir. & Beh 1, 1, June, 1968, pp. 7-35.
- Ittleson, W., Environmental perception, in Ittleson et al., An Introduction to Environmental Psych.1974, 102-125.
- Lynch, K., A walk around the block, in Proshansky, (ed.).
- Moore, G., Environmental knowing: Concepts and theories, in Moore (ed.).
- Mackworth and Morandi, The gaze that selects informative details within pictures, Perception and Psychophysics, 1967 , 2, 547-552.

On line

**Week 4 COGNITIVE MAPS: IMAGES, THEIR CONTENT, DEVELOPMENT & CHANGE**

Mon. Oct. 17

**Whatness, Whenness, Whereness.** What are the differences and similarities in which people structure their mental image? What environmental attributes and personal factors result in different styles of structuring one's mental image of an environment? Are cognitive maps accurate? What are the usual sources of inaccurate and incomplete transformations from objective to subjective reality? What makes an environment legible and imageable?

Development vs. learning; how does our knowledge of the environment develop and change with time and age? Stages of development? Learning processes in a new city? How does our image of the environment change as the environment changes? How can the environment be arranged to facilitate the process of achieving an accurate and economic mental image of our environment?

**DUE:**

- Read Bell et al., pp. 69-87.
- PROJECT. (Question 1, p. 96, Cognitive mapping) Ask at least five other people to draw a sketch (cognitive) map of the campus (see p. 70 for instructions). Report whether and which components are similar to one another. What distortions or omissions do you see on the maps?

**ARTICLES FOR YOUR INTEREST** (no reading assignment this week)

- **Appleyard, D., 1969. Why buildings are known, Envir. and Beh. 1, 131-157.**
- **Appleyard, D., Styles and methods of structuring a city, in Envir. & Behav. 2, 1970.**
- Blaut, J., Environmental mapping in young children, in Envir & Behav. 2, 1970, 335-351.
- Cox, et al., The cognitive organization of the North American city, Envir & Plann, 1979, .
- **DeJonge, D., Images of urban areas: Their structure and psychological foundations, in JAIP, 1962, 28, pp. 266-276.**
- **Devlin, A., The small town cognitive map: Adjusting to a new environment, in Moore, 58-67.**
- **Evans, G., D. Marero and P. Butler, Environmental learning and cognitive**
mapping, Enviro & Behav. 13, 1981, 83-104.

• **Evans, G., C. Smith, and J. Rezdah, Cognitive maps and urban form, JAPA Spring 1982, 232-244.


• **Francescato and Mebane, How citizens view two great cities, Milan and Rome, in Downs (ed.), Image & Environment, pp. 131-147.


• Garling, T., A. Bok, and E. Lindberg, Cognitive mapping of large scale environments, E & B, 1984, 16, 3-34.


• Hart, R., The development of spatial cognition, in Downs pp. 246-289.


• **Lukashok, A. and K.Lynch, Some childhood memories of the city, in JAIP, 1956, 22, 142-152.

• **Karar, Bladen, Singh, Slum dwellers and squatters images of the city, E&P 12, 1980, pp. 81-100.


• **Milgram, S., Psychological maps of Paris, in Proshansky (ed.), Environmental Psychology (sec. ed.) 104-125, also introduction.

• Moore, G., Theory and Research on the development of environmental knowing, in Moore (eds.), Environmental Knowing, pp. 139-164.

• **Orleans, P., Differential cognition of urban residents: Effects of social scale of mapping, in Image & Envir. pp.115-130


• **Tolman, E., Cognitive maps in rats and men, in Downs (ed.) pp. 8-27.

• Wang, K., Maps in minds: An empirical study, E & P, 11, 1289-1304.

• Webley, P., Sex differences in home range and cognitive maps in eight year
old children, J. Envir. Psych. 1981, 1, 4, 293

On Line

**Week 5 ORIENTATION, WAYFINDING AND COGNITIVE DISTANCE**
Mon. Oct. 24

How do we orient ourselves in the environment? What are the different orientation systems we use? How do we use our mental map in overcoming that central problem of "how to get there from here"? What factors affect our choice of route from one place to another? What factors affect our estimation of distances in the environment? How can the environment be arranged to facilitate orientation, wayfinding and accurate estimation of path lengths? Implications for sequence design at various scales from building and site design, to city and regional design will be discussed.

**DUE**

- Read Bell et al., 88-96.
- READING: Read and prepare 100-200 word summary of article (below) for report in class.

**READINGS**

- Cadwaller, M., Cognitive distance in intra-urban space, in Moore, No. 7, pp. 317-324.
knowledge, J. Envir. Psych, 5,2, 125-152.

- Pearce, P. (1981) Route maps: a study of travellers' perceptions of a section of countryside, J. envir. Psych, 1,2, 141-156.

**On Line**

- **Bronzoft, A. Spatial orientation in a subway system, in Environment and Behavior, 8, 1976, 545-575.
<table>
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<tr>
<th>Reference</th>
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<tbody>
<tr>
<td><strong>Cubukcu, Ebru; Nasar, Jack L. 2005. Relation of physical form to spatial knowledge in largescale virtual environments. Environment and Behavior, 37, 397-417</strong></td>
</tr>
</tbody>
</table>

**Week 6 ENVIRONMENTAL MEANING: The Environment as a Source of Affect**

Mon. Oct. 31

of the environment to affect.

DUE:

- Read Bell et al. Ch. 2, 23-53, project on p. 96.
- PROJECT: Have at least five people draw an evaluative map of campus. Give each person a campus map, and ask them circle the places (and buildings) whose appearance they like most, and write down next to each one the reasons why. Have them draw X's through places (and buildings) whose appearance they dislike most, and have them write down next to each one, the reasons why. From those maps, create a table showing most cited liked places, most cited disliked places, and most cited reasons for likes and dislikes. Also create a composite map summarizing the most liked and most disliked places and reasons. Briefly describe your findings. Did people agree, and if so, on what?

ARTICLES FOR YOUR INTEREST (no reading assignment this week)

- Hershberger, R., A study of meaning and architecture in Broadbent et al., eds., Meaning and behavior in the built environment, pp. 21-41.
- Herzog, et al., The prediction of preference for unfamiliar places, Pop & Envir, Spring 1982, 43-49.
- Kaplan, S., R. Kaplan, and J.S. Wendt, Rated preference and complexity for natural and urban visual material, Perception and Psychophysics 1972, 12, 354-56.
- Kaplan, S., An informal model for the prediction of preference, in E.H. Zube et al. (eds.), Landscape assessment: values, perceptions and resources.
• Lowenthal, D., Not every prospect pleases: What is our criterion for scenic beauty, 1962.
• Tuan, Y.F., Environment and Topophilia, Topophilia, Ch. 9.
• Ward, L. and J.A. Russell, The psychosocial representation of molar physical environments, J. Exper. Psych.: General, 110, 2, 121-52, and or following comment articles by Daniel and Ittleson, and by Craik.

On Line.

• Green, Ray 1999. Meaning And Form In Community Perception Of Town Character. J. Envir. Psych. 19, 4, 311 - 329
• Hanyu, Kazunori 2000. Visual Properties And Affective Appraisals In Residential Areas In Daylight Journal of Environmental Psychology, 20, 3, 273 - 284
• Herzog, T. R., Kropscott, L. S. 2004. Legibility, mystery and visual acess as

- Nelson, Thomas; Johnson, Thomas; Strong, Michael; Rudakewich, Gail 2001. Perception Of Tree Canopy. Journal of Environmental Psychology. 21, 3, 315 - 324
Environmental stressors such as noise, crowding, unpredictable and uncontrollable events can produce a cycle of stress, adaptation and its costs or its alternative adjustment. These after-effects take the form of physical and mental disease, psychosomatic disorders, performance and learning deficits, and general social-emotional maladjustments. Not all stress is harmful, however, in fact a lack of stress is harmful and exposure to stress is necessary for maintenance of necessary adaptation levels.
• Glass, and Singer, Urban Stress, (any of the chapters below)  
  Ch 2: Environmental stress and the adaptive process, pp. 4-21; or  
  Ch. 3: Effect of noise on physiology and task performance, pp. 23-44; or  
  Ch. 4: Behavioral aftereffects of unpredictable noise, pp. 45-60; or  
  Ch. 5: Perceived control and behavioral aftereffects of unpredictable noise, pp. 61-89.


• **Kuo. Effective life functioning in the inner city: Impacts of environment and attention. for E&B.


• Lynch, K., What Time is This Place? 1.38, 163-243.


On Line


• Enmarker, I.,Boman, E. Noise annoyance response of middle school pupils and teachers. Journal of Environmental Psychology , 24, 527-536

• Evans, Gary W.; Allen, Karen; Tafalla, Richard; Oaposmeara, Tiffan. 1996. Multiple Stressors: Performance, Psychophysiological and Affective Responses. J. Envir. Psych., 16, 2, 147 - 154

• Kjellberg, Anders; Landström, Ulf; Tesarz, Maria; Söderberg, Lena; Akerlund, Elisabeth. 1996. The effects of nonphysical noise characteristics, ongoing task and noise sensitivity on annoyance and distraction due to noise at work. J. Envir. Psych., 16, 2, 123 - 136.
• **Kuo, F. 2001. Coping with poverty - Impacts of environment and attention in the inner city, Environment and Behavior, 33, 5-34.
• Ng, Cheuk Fan 2000. Effects of building construction noise on residents: a quasi-experiment J. Envir. Psych. 20, 4, 375 - 385
Week 8 HAZARD PERCEPTION
Mon. Nov. 14

What factors contribute to our perception of environments as hazardous for certain activities? What factors result in inaccurate conceptions of environmental dangers? How do users cope with the dangers? Implications for such planning concerns as flood plain management, earthquake zones, and design of movement systems and playgrounds.

DUE

- Read Bell et al. Ch. 1: The Why and How of Environmental Psychology (pp. 1-22) Ch. 7 Disasters, Toxic Hazards, and Pollution (pp. 205-229)
- Read and summarize article distributed in class.

READINGS

- Burton, Cultural and personality variables in the perception of natural hazards, in Wohwill and Carson (eds.), Environment and Social Sciences: Perspectives and Applications, A.P.A. 1972
- Cvetkovich, G. and T.C. Earle, 1980. Classifying hazardous events, J.
Environmental Psych., 5, 1, 5-36;

- O'Riordon, T., R. Kemp and M. Purdue, 1980. How the Sizewell B Inquiry is grappling with the concept of acceptable risk, J. Environmental Psych., 5, 1, 69-86;
- Powell, J. & D. Canter, 1980. Quantifying the human contribution to losses in the chemical industry, J. Environmental Psych., 5, 1, 37-54;
- Saarinen, T., Environmental Planning, Perception and Behavior, Chapter 6, pp. 149-160.
- Svenson, O. and B. Fischoff, 1980. Levels of environmental decisions, J. Environmental Psych., 5, 1, 55-68

On Line


**Rotton, James; Dubitsky, Susan S.; Milov, Alex; White, Steve M.; Clark, M. Cherie. 1997. Distress, elevated cortisol, cognitive deficits, and illness following a natural disaster. J. Envir. Psych, 17, 2, 85 - 98

Schiff, M., Hazard adjustment, locus of control and sensation seeking, in Envir. & Behav, 9, 2. June 1977, pp. 233-255.


**Sime, J.D., Movement toward the familiar: person and place affiliation in a
Week 9 WEATHER, AIR POLLUTION AND BEHAVIOR
Mon. Nov. 21

At the local, regional and national levels, development influence our weather and pollution. It is crucial to understand how such changes effect people.

DUE:

- Read Bell et al. Ch. 6 Weather, Climate & Behavior (pp. 167-203).
- PROJECT: Interview at least 5 people about the Hurricane and flood damage in New Orleans. Ask them how they feel now, how they felt during and immediately after the event. Explain whether they reacted to it more as a natural hazard, a technological accident, or some mix of the two?

ARTICLES FOR YOUR INTEREST (no reading assignment this week)

- Baron, R.A. and P.A. Bell, Aggression and heat: the influence of ambient temperature, negative effect and cooling drink on physical aggression, J. Pers. & Soc. Psych. 1976, 33, 245-
- Bullinger, M. 1989 Psychological effects of air pollution on healthy residents--a time series approach. J. Envir. Psych, 9, 103-118.

On Line

Thurs. Nov. 24 Thanksgiving. No classes
Fri. Nov. 24 Columbus Day. No classes.

Week 10 PERSONALITY, ATTITUDE AND INDIVIDUAL DIFFERENCES IN ENVIRONMENTAL ENVIRONMENTAL RESPONSES. & FINAL EXAM REVIEW
Mon., Nov. 28

Research suggests systematic differences across individuals in personality traits and their environmental response. This session looks at these differences and their possible implications for plans and planning.

DUE

- Read Bell et al. Ch. 2 (pp. 23-33)
- Completion of SEI.
• PROJECT: Complete Personality Inventory (off the web) Kiersey, Myers-Briggs, or http://www.humanmetrics.com/cgi-win/JTypes1.htm click Jung Typology Test, then click do it. (This will not be graded, but please hand in your score anonymously at the start of class, to help with the discussion).

ARTICLES FOR YOUR INTEREST (no reading assignment this week)

• Dunlap, R.E., The impact of political orientation on environmental attitudes and actions, E&B, 1975, 7, 428 54.
• Helson, H., Adaptation level theory, Ch. 4 (optional read 3 and/or 6), New York: Harper and Row, 1964.
• Hetrick, C.C., C.J. Lieberman, and D.R. Ranish, Public opinion and the environment: ecology, the coastal zone and public, Coastal Zone Mgmt. Journal, 1974, 1, 275-89.
• Nasar, J.L. and E.Johnson (1985). Self esteem, community esteem and perceived value of environmental aesthetics, presented at the 93rd Annual Convention of the American Psychological Association at Los Angeles, CA.
• Sonnenfeld, J., Equivalence and distortion of the perceptual environment,
• Sonnenfeld, J. Variable values in space and landscape, J. Social Issues, 1966
On Line

- Arbuthnot, The role of attitudinal and personality variables in the prediction of environmental behavior and knowledge, E&B 1977, 9, 2, 69-84.
**FINAL'S WEEK**
**FINAL PROJECT DUE**
Mon. Dec. 5, by 11:18 a.m. (hard copy or on-line)

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**RESERVE READING (A.L.)**

<table>
<thead>
<tr>
<th>Call #</th>
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<tbody>
<tr>
<td>GF8E5</td>
<td>Burton &amp; Kates</td>
<td>Man, Space &amp; Environ. 1 ag/bus</td>
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<tr>
<td>NA254235M4</td>
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<td>BF353C66</td>
<td>Cone &amp; Hayes</td>
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<td>Craik &amp; McKechnie</td>
<td>Personality &amp; the Envir. 1 ED/ST</td>
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<td>Environmental Psychology et al (2nd edition) 1</td>
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<td>Rapoport, A</td>
<td>Human Aspects of Urban... 1</td>
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<td>Saarinen</td>
<td>Environmental Planning... 1</td>
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<td>Readings in environmental Psychology 1</td>
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<td>Perspective on environmental Psychology 1</td>
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<td>Wohlwill &amp; Carson</td>
<td>Environment &amp; the social sciences 1</td>
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