

Course Instructions: Landscape Analysis for People and Environment Studies, MP0002

These instructions are intended to support students attending to MP0002 Landscape Analysis for People and Environment Studies at SLU, Alnarp. The course instructions contains presentations of:

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Course homepage and Canvas

In between the meetings Canvas is our main access point for communication. Messages and information relevant to the course is available at Canvas and here you also submit the course assignments.

The course homepage and Canvas are available at your student account at SLU. Once you have received your second admission decision, you can activate your account at SLU at this page: <https://student.slu.se/en/study-support/it-support/support/new-student---start/>

The course homepage is also available at: <https://student.slu.se/en/studies/courses-and-programmes/course-search/course/MP0002/30168.2021>

As soon as you have been registered to the course you can reach Canvas at: <https://student.slu.se/studier/utbildningssystem/canvas-login/>

Course team

Course leader and co-examiner:

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Others in the course team:

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Disposition and overview

The course is given as a distance course at 50% speed with three on-line meetings and scheduled time for field work at an individual project place.

Course period: January 18th 2021 -June 6th 2021

- **Meeting 1** January 27-29: Orientation and finding a topic to focus in the field of outdoor environment in people environment studies.
- **Hand in of individual exercise:** February 14 submit your document as a Pdf at Canvas
- **Hand in of part 1:** March 14, submit your document as a Pdf at Canvas
- **Hand in of lecture preparation:** March 16: Submit your document as a Pdf at Canvas
- **Meeting 2** March 15-17: Describing tools for use in landscape analysis in people environment studies. **Note:** Prepare five-minute presentation drafts for part 2 and 3.
- **Hand in of part 2:** April 11: Submit your document as a Pdf at Canvas
- **Fieldwork at place of own choice** (individual), April 21-23: Testing tools for use in landscape analysis in people environment studies
- **Hand in of part 3:** May 17: Submit your document as a Pdf at Canvas
- **Meeting 3:** May 24-26: Presenting landscape analyses in people environment studies
- **Part 4:** May 24-26, oral presentations and constructive reflections at meeting 3
- **Time to complete eventual remaining of assignments:** by June 6th
- Feedback from course leaders: by end of June

In between the course meetings, you are welcome to contact Anna Bengtsson either by phone or by e-mail for guidance in relation to the course and the assignments:

Phone: 0046 40 415170

E-mail: anna.bengtsson@slu.se

Syllabus MP0002 Landscape Analysis for People and Environment Studies, 15.0 Credits

The course is offered as an independent course. It is also a course given in the Master's Programme Outdoor Environments for Health and Well-being

Swedish title: Landskapsanalys i studier av människa och miljö

Syllabus approved: 2019-11-14

Education cycle: Second cycle

Advanced study in the main field: Second cycle, only first-cycle courses as entry requirements(A1N)

Grading scale: 5:Pass with Distinction, 4:Pass with Credit, 3:Pass, U:FailThe requirements for attaining different grades are described in the course assessment criteria which are contained in a supplement to the course syllabus. Current information on assessment criteria shall be made available at the start of the course.

Language: English

Prior knowledge: Knowledge equivalent to 120 credits and English 6

Objectives: The aims of the course are to generate competence to perform landscape analyses and to create an understanding of the potential of landscape analysis within the field of people-environment studies.

After completion of the course, the student will be able to:

- discuss and compare concepts and tools for analysis and design
- formulate problems of relevance to landscape analysis
- identify literature for use in landscape analysis
- identify and develop tools for use in landscape analysis
- use and evaluate tools for use in landscape analysis
- be able to present completed landscape analyses verbally, in writing and visually

Content

The course is divided in three steps. In step one, literature review, the students identify issues and concepts within the field of people and environment studies of relevance for landscape analysis and compile useful literature concerning these identified aspects. This is reported in a written literature review. In step two, tools for use in landscape analysis are identified and/or developed. This is reported orally in seminars and in a written report. In step three different tools for landscape analysis are tested and compared. This is also reported orally in seminars and in a written report.

The course combines mandatory Campus meetings with tasks carried out independently and in groups.

Formats and requirements for examination

Participation in compulsory elements. Approved participation in seminars. Successful completion of exercises.

- If the student fails a test, the examiner may give the student a supplementary assignment, provided this is possible and there is reason to do so.

- If the student has been granted special educational support because of a disability, the examiner has the right to offer the student an adapted test, or provide an alternative assessment.
- If changes are made to this course syllabus, or if the course is closed, SLU shall decide on transitional rules for examination of students admitted under this syllabus but who have not yet passed the course.
- For the examination of a degree project (independent project), the examiner may also allow the student to add supplemental information after the deadline. For more information on this, please refer to the regulations for education at Bachelor's and Master's level.

Other information

- The right to take part in teaching and/or supervision only applies to the course date to which the student has been admitted and registered on.
- If there are special reasons, the student may take part in course components that require compulsory attendance at a later date. For more information on this, please refer to the regulations for education at Bachelor's and Master's level.

Further information

Determined by: Programnämnden för utbildning inom landskap och trädgård (PN - LT)

Replaces: LK0239

Specific requirements

The course is a meeting point for persons interested in landscape analysis within the field of people-environment studies.

This year, due to the pandemic situation, the three course meetings will be online only. The three online meetings, with the discussions and exchanges that take place during the meetings, are an important part of the course. Therefore **all course meetings are compulsory**. Failure to attend to singular components of the course as well as compensatory assignments are to be discussed with the course leader.

Students aiming for gradings above 3: Pass (i.e. 4: Pass with Credit or 5: Pass with Distinction) should submit assignments before deadline, unless for special reasons student and course leader agree upon other deadlines in advance.

What to do before the first meeting at campus

- Before the first meeting at Alnarp the students starts on their own with part one of the course assignment described above. It is an advantage to have ideas about possible topics to focus during the course before the first meeting. Start reading the course literature to get an introduction to the field of outdoor environment in people environment studies and start looking for a topic to focus during the course. Be aware that the course is given at 50% speed during the whole course period.
- Here you find information about the SLU university library's different search tools, databases and e-journals and about the valuable special collections within the SLU University Library: <https://www.slu.se/en/subweb/library/use-the-library/search/>
- Please take a look at this page with specific information about library service for distance students:
 - <http://www.slu.se/en/site/library/use-the-library/distance-students/> (English)
 - <http://www.slu.se/site/bibliotek/anvanda-biblioteket/distansstud/> (Swedish)

Information and guidelines regarding Zoom

Normally this course is Campus based, but because of the current situation the course will be mostly on-line. In addition, you will need to visit outdoor areas for specific exercises and assignments described below. Therefore you need to **install zoom in good time before the first course meeting**: <https://student.slu.se/en/sw-news/2020/3/new-tool-for-e-meetings-for-slu-students/>

The scheduled course meetings at Zoom are mandatory. Please note that they will not be recorded.

- You need to have audio and video that works. Install zoom and check that audio and video is working before the first course meeting. The video should be on all the time, except during presentations and breaks.
- Mute the microphone when you are not talking. Unmute if you want to say something. If you want to ask or say something, say it out loud. Use the chat if it is not urgent.
- The breaks are important! Let us know if the sessions are too long. Welcome to use the following links during breaks:
 - <https://www.youtube.com/watch?v=SCHYutSZa2Y&feature=youtu.be>
 - <https://staff.ki.se/health-promotion> (you need to scroll down a bit on the page)

Course assignment in four parts

The course objectives will be examined by means of a course assignment in four parts. Part 1-4 are all linked together and the overall aim is to identify, describe, use and develop topics in relation to landscape analysis in people environment studies. Part one includes the most extensive part of literature search in relation to the assignment, however, a continuous search for additional literature throughout all parts of the assignment is recommended. In the last part of the assignment at least two different landscape analyses should be presented in writing, with illustrative plans/maps and photos.

Note that in text citations and list of references are compulsory in all submitted texts and should conform to the APA Harvard system as follows: <https://www.slu.se/en/subweb/library/write-and-cite/writing-references/>

Part 1: Literature study. A written report (2000-2500 words and an additional reference list) based on literature from the course together with literature from topic specific searches conducted by the students. You are welcome to contact the library for guidance in the searching process: <https://www.slu.se/en/subweb/library/contact-us/book-a-librarian/>

The report should include:

- An introduction to the field of outdoor environment in people environment studies and lead to a problem formulation motivating your choice of topic
- A relevant description of the chosen topic for the landscape analysis that will be conducted in part 3.
- A relevant description of the user group in target
- Aspects of the topic as relevant as possible in relation to the physical environment and the user group
- Part 1 should end up with a number of bullet points that represents the conclusions of the paper describing aspects of the topic that clearly relates to physical environment. These bullet points should represent the first draft of the aspects that will be studied in the landscape analysis in part 3.
- In text citations and references according to the APA Harvard system

It is possible to choose one of the topics listed below and it is possible to choose freely among any other topics within the field of people environment studies as long as it is relevant to conduct landscape analysis. The user group could refer to the general public or it could be a specific group of people, e.g. a patient group or an age group.

Here follows examples of possible topics:

| | | |
|-------------------|--------------------------------|--------------------|
| • Public health | • An age group | • Prospect-refuge |
| • Biodiversity | • Activity/specific activities | • Affordance |
| • Restoration | • Safety | • Place attachment |
| • Stress | • Colour | • A user group |
| • A patient group | • Sound | • Green exercise |

A draft for part 2 and 3: Make a draft for how you intend to proceed with part 2 and 3 of the assignment and prepare a 5 minutes oral presentation. The presentation is a mandatory part of the second campus meeting at Alnarp.

Part 2: Pilot study (i.e. small-scale test study). Identify aspects of the topic (from hand in 1) as relevant as possible in relation to the physical environment and the user group in target. List these aspects and conduct a pilot study (e.g. interview) to clarify them further. The pilot study should involve at least two persons with personal experience of the topic and/or the user group in target. Use their knowledge to further inform the aspects of your topic in relation to the physical environment and the target group. The result should build on part 1 of the assignment and represent the second draft of the aspects that will be studied in the landscape analysis in part 3.

A written report (of 2000-2500 words and an additional reference list) should include:

- A short background referring to relevant research
- A short description of the approach and procedure of the pilot study referring to relevant methods
- Above all a presentation of the further informed aspects. It is important to describe in what way the aspects have been confirmed, altered and/or developed thanks to the pilot study.

Part 3: Written and oral presentation of two different landscape analyses. Choose one existing place of relevance for your topic of landscape analysis and/or your user group in target. (You could choose to work with the same place as one or more fellow students. However the course assignment is to be conducted individually). Motivate your choice of place in relation to your topic and user group and conduct one landscape analysis using the results and aspects developed in part 1 and 2. Conduct another landscape analysis based on one of the six models listed below (or another model useful in landscape analysis for people and environment studies). Note that the perspective of the user group in target should inform the two landscape analyses conducted. Discuss the two analyses that you have conducted in your paper.

| | | |
|--|---|--|
| <ul style="list-style-type: none"> • Kaplans' preference matrix (Kaplan & Kaplan, 1989) | <ul style="list-style-type: none"> • Perceived sensory dimensions (Grahn et al., 2005) | <ul style="list-style-type: none"> • Supportive garden theory (Ulrich, 1999) |
| <ul style="list-style-type: none"> • Lynch's five elements (Lynch, 1960) | <ul style="list-style-type: none"> • Accessibility standards (Newman & Park, 2004; or other legislations that you know of) | <ul style="list-style-type: none"> • Quality evaluation tool / Four zones of contact (Bengtsson & Grahn, 2014; Bengtsson, 2015) |

The written report (of 4000-5000 words and an additional reference list) should include the following:

- The written report is to be based on part 1 and part 2 and these parts needs to be described briefly in part 3 so that one does not need to read part 1 and part 2 to get a comprehensive understanding of the topic and the process. (It is ok to copy sections from earlier hand ins).
- A result presenting the two different landscape analyses in writing as well as visually. At least one plan presenting the result of each analysis should be included (i.e. presenting the aspects visually on a map), as well as photos or illustrations of the site combined with texts explaining the results.
- The written report should include a closing discussion reflecting on the result and the process referring to relevant literature.

Part 4: Oral presentations and constructive reflections. The presentations and reflections are mandatory and take place at the last campus meeting in Alnarp. Students reflect on the advantages and disadvantages of content and implementation of a fellow student's work orally after the student

has presented his or her work. More information will be available at Canvas shortly after submission of part 3. If you do not attend the last campus meeting, part 4 could be arranged as distance work.

Group assignment. Exercise at first and second meeting at campus

All students are divided into five groups. Each group is to focus on one of the following models:

1. Kaplans' preference matrix (Kaplan & Kaplan, 1989)
2. Lynch's five elements (Lynch, 1960)
3. Accessibility standards (Swedish legislation, 2003)
4. The supportive garden theory (Ulrich, 1999)
5. Four zones of contact with the outdoors (Bengtsson, 2015)

At the first and second meeting, each group is to decide on at least one place, and apply their model to this place. The group is then to present 1, the model and 2, the result of the assignment in a ~20 minute lecture. Photos of the place and illustrative plans (maps) of the models applied to the place are compulsory elements in the presentations.

Individual exercise

Pick an outdoor environment, e.g. a garden or park that you know of or want to get to know better. We suggest that you pick a setting that could inspire the course assignment. At Canvas, you find the result of the seminar "From topic to landscape analysis". Now use the list, that was developed during the seminar, to analyse (study) the setting that you have chosen for the exercise.

Find (a minimum of 5) examples of features in the setting in relation to the topic that we picked at the seminar. The examples could be good as well as bad, or just highlighting relevant aspects and features in relation to the seminary topic.

Hand in a 2 page document with:

1. A short overall introduction to and description of the setting
2. Photos and notes describing five examples highlighting relevant aspects and features in the environment in relation to the topic

The idea is, that this exercise should clarify and exemplify the kind of aspects you are asked to produce in part 1 of the course assignment.

Grading criteria

| Grading criteria: LK0239 Landscape Analysis for People and Environment Studies | | | | | |
|--|--|--|---|--|--|
| grading | Learning outcome 1: discuss and compare concepts and tools for analysis and design | Learning outcome 2: formulate problems of relevance to landscape analysis | Learning outcome 3: identify literature for use in landscape analysis | Learning outcome 4: use and evaluate tools for use in landscape analysis | Learning outcome 5: be able to present completed landscape analyses verbally, in writing and visually |
| 5 | Elaborated descriptions and high degree of problematisation of concepts and tools for use in landscape analysis for people environment studies. | Balanced and elaborated formulation of problem with explicit relevance to landscape analysis in people environment studies | Comprehensive and balanced identification of literature for use in landscape analysis for people environment studies | Uses and evaluates tools for use in landscape analysis comprehensively and with high degree of problematisation | Compelling, comprehensive and balanced presentations of completed landscape analyses, verbally, in writing and visually |
| 4 | Rational and extensive description of concepts and tools for use in landscape analysis for people environment studies | Elaborated formulation of problem with clear relevance to landscape analysis in people environment studies | Rational and extensive identification of literature for use in landscape analysis for people environment studies | Uses and evaluates tools for use in landscape analysis extensively and rationally | Rational, extensive and appealing presentations of completed landscape analyses, verbally, in writing and visually |
| 3 | Relevant discussion and comparison of concepts and tools for use in landscape analysis for people environment studies | Substantial formulation of problem with relevance to landscape analysis in people environment studies | Relevant identification and review of literature for use in landscape analysis for people environment studies | Uses and evaluates tools for use in landscape analysis thoroughly | Relevant presentations of completed landscape analyses, verbally, in writing and visually |
| U | | | | | |

LK0239 Course literature

The course literature is divided in three parts:

- *Basic literature* for selective reading to get an orientation of the field and to start looking for a topic.
- *Topic related literature* for intensive reading to specify topics and to find sources for other landscape analyses in people environment studies to relate your own work to.
- *Topic specific literature*, i.e. intensive reading of literature originating from topic specific searches conducted by the students individually, with optional guidance from the library staff <https://www.slu.se/en/subweb/library/contact-us/book-a-librarian/>
The topic specific literature should include at least three different pieces of literature.

Most articles and book chapters are available in e-journals or e-books at SLU Library and others are available at Canvas. Notice that all files provided are for personal use only, due to copyright restrictions. A few of the books are not provided as electronic resources but are available at SLU Library.

Access to online resources at the SLU Library

Many of the databases, e-journals and other online resources at the SLU Library are restricted by license agreements and can only be used within the university. VPN (Virtual private network) is a service that allows you to log in to the university's network from anywhere in the world and get access to the restricted resources. Everyone who is a student or employee at SLU can use the VPN function for making a safe connection between a computer outside SLU and the SLU network. To make it work you must have a user account in the Active Directory at SLU. Information on how to start using VPN is available on the following page:

<https://internet.slu.se/en/support-services/administrative-support/it/IT-support/guider-manualer/vpn-anyconnect/>

Information on how to activate your SLU user account is available here:

<https://student.slu.se/en/study-support/it-support/support/new-student---start/>

Basic literature

Selective reading to get an orientation of the field and to start looking for a topic.

Adevi, A., Grahn, P., 2011. Preferences for landscapes: A matter of cultural determinants or innate reflexes that point to our evolutionary background? *Landscape Research* 37, 1-23. (Available as e-journal at SLU Library)

Appleton, J., 1975. *The Experience of Landscape*. Wiley, London. (SLU Library)

Bell, P.A., 2001. *Environmental Psychology* (5th edition). Thomson Wadsworth, Belmont CA. (Pp. 1-22 and 251-292 available at Canvas)

Bonnes, M., Lee, T. & Bonaiuto, M. (2003). *Psychological theories for environmental issues*. Aldershot Ashgate. (SLU Library)

Cooper Marcus, C., Barnes, M., (Eds.), 1999. *Healing Gardens: Therapeutic Benefits and Design Recommendations*. John Wiley & Sons, New York. (SLU Library)

Cooper Marcus, C. & Sachs, N., (Eds.), 2014. *Therapeutic Landscapes: An Evidence-Based Approach to Designing Healing gardens and Restorative outdoor spaces*. John Wiley & Sons Ltd. (Available as e-book at SLU Library)

de Jong, K., Albin, M., Skärbäck, E., Grahn, P., Björk, J., 2012. Perceived green qualities were associated with neighbourhood satisfaction, physical activity, and general health: Results from a cross-sectional study in suburban and rural Scania, southern Sweden. *Health & Place* 18, 1374-1380. (Available as e-journal at SLU Library)

Falk, J., Balling, J., 2010. Evolutionary influence on human landscape preference. *Environment and Behaviour* 42 (4), 479-493. (Available as e-journal at SLU Library)

- Gehl, J., 2007. Public spaces for a changing public life. In: Ward Thompson, C., Travlou, P. (Eds.), *Open Space, People Space*. Taylor and Francis, pp. 3-9. (SLU Library)
- Grahn, P., Stigsdotter, U., 2010. The relation between perceived sensory dimensions of urban green space and stress restoration. *Landscape and Urban Planning* 94 (3-4), 264-275. (Available as e-journal at SLU Library)
- Grahn, P. & Stigsdotter, U., 2003. Landscape planning and stress. *Urban Forestry & Urban Greening*, 2, 1-18. (Available as e-journal at SLU Library)
- Hartig, T., 2007. Three steps to understanding restorative environments as health resources. In: Ward Thompson, C., Travlou, P. (Eds.), *Open Space, People Space*. Taylor and Francis, pp. 163–180. (SLU Library)
- Hartig, T., Mitchell, R., de Vries, S., Frumkin, H., 2014. Nature and Health. *Annual Review of Public Health* 35(1), 207-228. (Canvas)
- Iwarsson, S. & Ståhl, A., 2003. Accessibility, Usability and Universal Design – positioning and definition of concepts describing person-environment relationships. *Disability and Rehabilitation*, 25, 57-66. (Canvas)
- Joye, Y., van den Berg, A., 2011. Is love for green in our genes? A critical analysis of evolutionary assumptions in restorative environments research. *Urban Forestry & Urban Greening* 10 (4), 261-268. (Available as e-journal at SLU Library)
- Kaplan, R., Kaplan, S., 1989. *The Experience of Nature*. Cambridge University Press, Cambridge, MA. (SLU Library)
- Kellert, S. Calabrese, E., 2015. The Practice of Biophilic Design. Retrieved from www.biophilic-design.com (Canvas)
- Küller, R., 1991. Environmental assessment from a neuropsychological perspective. In: Gärling, T., Evans, G., (Eds.), *Environment, Cognition and Action: An Integrated Approach*. New York, Oxford University Press, pp. 111–147. (Available as e-book at SLU Library)
- Lynch, K., 1960. *The Image of the City*. Cambridge, London, The M.I.T. Press. (SLU Library and Canvas)
- Ode Sang, Å., Tveit, M., 2013. Perceptions of stewardship in Norwegian agricultural landscapes. *Land Use Policy* 31, 557-564. (Available as e-journal at SLU Library)
- Orians, G., 1986. An ecological and evolutionary approach to landscape aesthetics. In: Penning-Rowsell, E., Lowenthal, D., (Eds.), *Meanings and Values in Landscape*. London, Allen & Unwin, pp. 3-25. (Canvas)
- Ottosson, J., 2001. The Importance of Nature in Coping with a Crisis: A photographic essay. *Landscape Research* 26(2), 165-172. (Available as e-journal at SLU Library)
- Tveit, M., Ode, Å., Fry, G., 2006. Key concepts in a framework for analysing visual landscape character. *Landscape Research*, 31, 229-255. (Available as e-journal at SLU Library)
- Ulrich, R., Simons, R., Losito, B., Fiorito, E., Miles, M., Zelson, M., 1991. Stress recovery during exposure to natural and urban environments. *Journal of Environmental Psychology* 11, 201–230. (Available as e-journal at SLU Library)
- Ward Thompson, C., Travlou, P., 2007. *Open Space, People Space*. Taylor and Francis. (SLU Library)

Pilot study literature

van Teijlingen E., Hundley, V., 2001. The importance of pilot studies. *Social Research Update* 35, Department of Sociology, University of Surrey. Available at: <http://sru.soc.surrey.ac.uk/SRU35.pdf>

Topic related literature

Intensive reading to specify topics and to find sources for other landscape analyses in people environment studies to relate your own work to.

Bengtsson, A., 2015. From experiences of the outdoors to the design of healthcare environments. Doctoral Thesis No. 66. Acta Universitatis Agriculturae Sueciae. Swedish University of Agricultural Science. Pp. 21-26, available at: <http://pub.epsilon.slu.se/12192/>

- Bengtsson, A., Grahn, P., 2014. Outdoor environments in healthcare settings: A quality evaluation tool for use in designing healthcare gardens, *Urban Forestry and Urban Greening* 13 (4), 878-891. (Available as e-journal at SLU Library)
- Grahn P., Stigsdotter U., Berggren-Bähring A-M., 2005. A planning model for designing sustainable and healthy cities. The importance of people's need of recreational environments in an urban context. Post-conference proceedings, NAEP, Alexandria. (Available at Canvas)
- Grahn, P., Tenngart Ivarsson, C., Stigsdotter, U., Bengtsson, I-L., 2010. Using affordances as a health promoting tool in a therapeutic garden. In: Ward Thompson, C., Aspinall, P., Bell, S., (Eds.), *Innovative Approaches to Researching Landscape and Health: Open Space: People Space 2*, Routledge, New York, pp. 116-154. (Available at Canvas)
- Gyllin, M., Grahn, P., 2005. A semantic model for assessing the experience of urban biodiversity. *Urban Forestry & Urban Greening* 3, 149-161. (Available as e-journal at SLU Library)
- Hartig, T., Korpela, K., Evans, G. W. and Gärling, T., 1997. A Measure of Restorative Quality in Environments. *Scandinavian Housing & Planning Research* 14, 175-194. (Available as e-journal at SLU Library)
- Hedfors, P., Berg, P., 2003. The sounds of two landscape settings: auditory concepts for physical planning and design. *Landscape Research* 28(3), 245-263. (Available as e-journal at SLU Library)
- Hagerhall, C., Laike, T., Kuller, M., Marcheschi, E., Boydston, C., Taylor R., (2015). Human physiological benefits of viewing nature: EEG responses to exact and statistical fractal patterns. *Nonlinear Dynamics Psychol Life Sci.* 19 (1), 1-12. (Available at Canvas)
- Kaplan, R., Kaplan, S., 1989. *The Experience of Nature*. Cambridge University Press, Cambridge, MA. (Chapters 2 and 6, SLU Library)
- Kyttä, M. (2004). The extent of children's independent mobility and the number of actualized affordances as criteria for child-friendly environments. *Journal of Environmental Psychology.* 24(2). 179-198). (Available at Canvas)
- Lynch, K. 1960. *The Image of the City*. Cambridge, London, The M.I.T. Press. (Pp. 46-90, available at Canvas)
- Mårtensson, F. 2013. Guiding environmental dimensions for outdoor play. *SMT* 90(4), 658-665. (Available at: <http://socialmedicinskritidsskrift.se/index.php/smt/article/view/1047/849>)
- Mårtensson F., Boldemann, C., Söderström, M., Blennow, M., Englund, J-E., Grahn, P., 2009. Outdoor Environmental Assessment of Attention Promoting Settings for preschool children – part of salutogenic concept. *Health and place* 15, 1149-1157. (Available as e-journal at SLU Library)
- Schafer, M. 1993. *The Soundscape: our sonic environment and the tuning of the world*. Destiny Books, Rochester, Vt. (Pp. 3-12, 205-213, 246-259, available at Canvas)
- Stoltz, J., Lundell, Y., Skärbäck, E. et al. 2016. Planning for restorative forests: describing stress-reducing qualities of forest stands using available forest stand data. *European Journal of Forest Research*, 1-11. (Available at Canvas)
- Swedish Legislation, 2003. Removal of easily eliminated obstacles BFS 2003:19 / HIN 1. National Board of Housing, Building and Planning. Available at: http://www.boverket.se/globalassets/publikationer/dokument/2008/hin1_removal_of_easily_eliminated_obstacles_bfs_2003_19.pdf
- Taylor, R. P., Spehar, B., Van Donkelaar, P., Hagerhall, C. M., 2011. Perceptual and Physiological Responses to Jackson Pollock's Fractals. *Frontiers in Human Neuroscience*, 5 (60), 1-13. (Available at Canvas)
- Ulrich, R., 1999. Effects of gardens in health outcomes: Theory and research. In C.Cooper Marcus and M. Barnes (Eds.), *Healing Gardens* (pp. 27-86). New York:John Wiley & Sons. (Available at SLU Library)

Topic specific literature

Intensive reading of literature originating from topic specific searches conducted by the students individually, with optional guidance from the library staff:

<https://www.slu.se/en/subweb/library/contact-us/book-a-librarian/>

The topic specific literature should include at least three different pieces of literature.