
Population and Environmental Psychology Bulletin



Vol. 26, No. 2, Spring 2000

APA CONVENTION ISSUE

IN THIS ISSUE...

Feature Article, "The Demon-Haunted Universe", <i>Bechtel...</i>	1
APA CONVENTION ABSTRACTS, <i>various authors</i>	3
From the President... <i>Sommer</i>	7
A Day in the Life of a Consulting Environmental Psychologist, <i>Wise</i>	8
International Viewpoints	
IAAP - Environmental Psychology Division.....	9
The International Emergency Management Society.....	12
Book Review	
Psychology, Ecology and ... "Key Error", <i>Parsons</i>	13
Public Interest Issues	
Books for Vietnam.....	14
Advertising to children.....	14
Announcements.....	15
DIVISION HISTORY NOW IN PRINT.....	15
Position Statements of Candidates for President-Elect.....	17
DIVISION 34 CONVENTION PROGRAM-AT-A-GLANCE.....	19

FEATURE ARTICLE

The Demon Haunted Universe

Robert B. Bechtel
University of Arizona

My apologies for stealing most of the title of Carl Sagan's last book, *The Demon Haunted World*. I just felt the universe was more adequate to the problem.

When I read the web page for The Flat Earth Society to my class, they smile and feel smug about tolerating such an absurd belief as the price of free speech. Most have never heard of such a thing and find it hard to believe that anyone would be able to deny reality to this extent. The flat earth society claims all those pictures of a round earth rising from the moon were staged in a Hollywood set. But when I point out to them that in 1993 the supreme religious authority of Saudi Arabia issued a fatwah (something like the Pope speaking *ex cathedra*) declaring the world is flat and that anyone who believes it is round does not believe in God (see Sagan, 1995, p. 325), there is an uncomfortable silence. Most people tend to feel that even an absurd belief is protected by religion. There lies one of the dilemmas of our time: the belief that any belief must be protected if it is cloaked in religion.

While I chose Sagan's book as my starting point, I could have chosen Ehrlich and Ehrlich's (1996) *Betrayal of Science and Reason*, or Piattelli-Palmarini's (1994) *Inevitable Illusions* just as well. There is an increasing consciousness that science and scientific reasoning is under attack, and particularly that part of science that deals with the earth's environment. Ehrlich and Ehrlich call this anti-environmental movement *brownlash*.

The most incisive understanding of this attack on science was a much earlier book, Korzybski's *Science and Sanity* (1958). Korzybski understood that science is really anti-cultural in many respects. Since all cultures are pre-scientific in nature, the introduction of science is only tolerated so long as it supports the prevailing wisdom of the culture. Since all cultures have belief systems grounded in pre-scientific thought, it is only inevitable that at least some of these beliefs will be shown false by scientific evidence. The belief that the earth was the center of the universe was taken as a self-evident truth; Galileo was placed under house arrest for the remainder of his life and made to recant his support of the Copernican revolution. This was an early example of religious truth triumphing over scientific evidence.

NEWSLETTER NEWS:

PEPB is an unrefereed forum for the sharing of news, ideas, and opinions in population and environmental psychology. Opinions are those of the authors, and do not reflect the official policy of Division 34 unless explicitly stated.

Call for Submissions

Autumn , 2000

Families and Homes. Also: *other convention abstracts*

Deadline: October 1, 2000.

Winter, 2001: *Our own populations and environments (careers, jobs, students, and workplaces)*. Deadline: January 15, 2001.

Spring, 2001: *Pressing issues for population and environment*.

Deadline: May 1, 2001

Submissions may be of the following types:

- commentaries on topical issues (max 1500 words)
- "Day in the Life" columns (max 1500 words)
- preprint abstracts (max 300 words)
- news announcements -- e.g., Calls for Papers, etc.
- teaching tips, laboratory assignments, etc. (max 750 words)

Send submissions to Jennifer A. Veitch, Ph.D., Editor, at jennifer.veitch@nrc.ca.

Of course, the failure to accept evolution is a more current example. The creationists insist that creationism be taught as an equal to evolution and, moreover, that evolution is only a theory that has not been proven.

At an even earlier time Toynbee (1947) predicted a rebellion against science. We may be in the midst of this rebellion at the present time. Scientists themselves, however, and psychologists in particular, are not immune to refusing to accept evidence that goes against the prevailing wisdom. Shadish (1984) points out how the work of George Fairweather and Roger Barker have not been accepted by psychologists because they go against the prevailing wisdom of how to treat mental patients and how to study human behavior. Fairweather's work (1969, 1974) demonstrates a superior and cheaper method of dealing with mental illness which, despite its demonstrated clinical and experimental success, is virtually ignored by mainstream clinical psychology.

Barker's work (1968) showed how understanding the environmental context of human behavior as it exists in behavior settings can result in superior predictions of behavior. But, since this goes against the preference for individuals as units for study, it is completely ignored by mainstream psychology.

Psychologists are not the only scientific profession to resist their own data. Vonnegut (1981) describes how Semmelweis killed himself by exposure to bacteria in order to demonstrate against the indifference of physicians to the new germ theory of disease. Indeed, the germ theory would not have been accepted had not an independent organization been formed outside the profession and outside the university which took patients away from the doctors. That organization was the Pasteur Institute.

Thus, we have not only a society which "captures" science to its own advantage and ignores it when science contradicts, but we have nested within that society, scientists who follow their own prevailing wisdom rather than the data of others in the same profession. All this is not unexpected from an anthropological perspective; Spicer (1971) points out how our belief systems connect us together to form our identity. Thus, evidence contrary to our beliefs is seen as a direct threat to basic identity. It is no wonder the average person wants to resist science when science presents threatening evidence. The flat earthers and the creationists are confronted with a loss of meaning in life itself. This is no less true for many scientists who owe their allegiance to certain theories. Ah, you say, a true scientist should never become emotionally involved in any theory. A true scientist, perhaps, but a human being..?

What I am saying is that the next century will be an intensifying stage for this battle and that the scientists can no longer afford the luxury of standing on the sidelines hoping reason will prevail. There is every potential for Toynbee's rebellion against science, the consequences of which could eliminate the teaching of science in the schools, the elimination of government institutions that support science, and the treatment of science as a doctrine that opposes "proper" human beliefs.

For those who feel this is an exaggerated scenario, I suggest a following of the purposes of certain non governmental organizations to their final goals. For example, the recent

"creationist win" in Kansas is coupled with a 1997 poll that reports 68% of Americans believe creationism should be taught in the public schools (Holden, 1999). What would be the result if this were done for all schools in the United States?

Caine (1999) writes that there is an increasing tendency to blame science for the planet's woes and "searching elsewhere" for spiritual solace. While his thesis is that reason has a place in human life, the book has the tone of one crying in the wilderness.

The road ahead will not be an easy one. No one feels comfortable taking on a religious group, even one that proposes eliminating science. But who else, except the scientists, are able to do this? In our authority-laden society, it is the "expert" who is listened to. And, it must be expected that those who oppose science will muster their own experts. As Ehrlich and Ehrlich (1996) point out, there is a whole array of books, organizations, news articles and "fables" whose purpose is to discredit all the scientific evidence of global warming, population growth, pollution damage and other threats to our environment. Carl Sagan (1995) explored the "new religions" spawned by the "face" on Mars, UFOs and other sources. The array against science is impressive. The battle lines are drawn. Are we up to it? Remember, when you sign up for this battle, you sign up for life.

But then, ask yourself, is there really any other alternative?

References

- Barker, R. (1968). *Ecological psychology*. Palo Alto, CA: Stanford University Press.
- Caine, D. (1999). *Within reason: Rationality and human behavior*. New York: Pantheon.
- Ehrlich, R., & Ehrlich, A. (1996). *Betrayal of science and reason*. Washington, DC: Island Press.
- Fairweather, G. (1969). *Community life For the mentally ill*. New York: Aldine.
- Fairweather, G. (1974). *Creating change In mental health organizations*. Elmsford: Pergamon.
- Holden, C. (1999). Breakdown of the year: Creationists win in Kansas. *Science*, 286, 2242.
- Korzybski, A. (1958). *Science and sanity: An introduction to non-Aristotelian systems and general semantics*. Lakerville: Institute of General Semantics.
- Piattelli-Palmarini, M. (1994). *Inevitable illusions: How mistakes of reason rule our minds*. New York: Wiley.
- Sagan, C. (1995). *The demon-haunted world*. New York: Random House.
- Shadish, W. (1984). Policy research: Lessons from the implementation of deinstitutionalization. *American Psychologist*, 39, 725-738.
- Spicer, E. (1971). Persistent cultural systems. *Science*, 174, 795-800.
- Toynbee, A. (1947). *A study of history (Abridgement of volumes I- VI)*. London, UK: Oxford University Press.
- Vonnegut, K. (1981, August). A truly modern hero. *Psychology Today*, pp. 9-10.

Bob Bechtel's e-mail address is: bechtel@U.Arizona.edu.

APA CONVENTION ABSTRACTS

POSTER: The Effects of Workplace Control on Employee Satisfaction and Performance

Steffan J. Jones and Jennifer A. Veitch

Carleton University, Ottawa, Ontario, Canada

Turnover, reduced performance, and absenteeism are costly problems for business and for individuals. In the United States it is estimated that each year over 400 million work days are lost because of employee absenteeism. This investigation tested several hypotheses (generated based on the literature concerning person-environment fit) concerning the relationships between the job autonomy and environmental control an employee desires and the job autonomy and environmental control an employee perceives they actually have, and outcomes including job satisfaction, environmental satisfaction, job performance, absenteeism, intent to turnover and job stress. Approximately 90 employees from a post-secondary educational institution were recruited to participate in an anonymous mail-in questionnaire that included scales for all constructs. A significant linear relationship was found between job autonomy fit and job satisfaction, consistent with prior research. When an employee's desired job autonomy was greater than his or her perception of how much job autonomy was available, job satisfaction dropped. Environmental control fit was found to be significantly related to environmental satisfaction, environmental competence, and somewhat surprisingly, job competency. Greater misfits between desired environmental control and perceived environmental control lead to lower levels of all three outcome measures. Furthermore, environmental control variables were found to explain significant amounts of variance beyond that explained by job autonomy variables for environmental satisfaction, environmental competence and job competency. The results suggest that workplace control is one lever that employers could use to improve intermediate outcomes such as job satisfaction levels, which predict organizational commitment and intent to turnover. Whether the fit between the amount of control an employee desires and the amount of control the workplace provides is more important or critical than the absolute amounts of control provided is still an open question.

SYMPOSIUM: A National Study of School Environment and Problem Behavior

Moderator: Gary D. Gottfredson

A survey of problem behavior in schools and of what schools do to prevent or reduce problem behavior and promote safe and orderly environments was undertaken in the Spring of 1998. In a large national probability sample of schools, principals, teachers, students, and program implementers responded to questionnaires about their school and its practices, and about their own behavior and experiences. An aim of the research was to describe the nature, extent, and quality of interventions or arrangements in schools to reduce problem behavior and promote safety – with an emphasis on the quality of program implementation. The first speaker provides an overview of

study design, methods, and implementation. She also provides an overview of what the research sought to measure, who provided information of various types, and of response rates. The second speaker address the measurement of school environment and school population composition. He provides information about the degree of variability in such things as victimization, safety, and reports of organizational characteristics such as morale within and between schools and on the reliability of environmental assessment. He also reports on levels of delinquency, victimization and crimes reported to the police and shows how they correlate with school population and environmental measures. The third speaker describes the measurement of the quality of program implementation across a range of prevention program types. She summarizes the correlations between school characteristics, characteristics of program personnel, and quality and extent of prevention program implementation.

Design and Implementation of a Large-Sample Study of Schools

Elizabeth M. Jones

Describes the probability sample of 1287 schools stratified by location (urban, suburban, and rural) and level (elementary, middle/junior, and high/comprehensive). Describes (a) separate questionnaire surveys developed for principals, teachers, students, and program implementers; (b) how the instruments were developed; (c) what sources (respondents) provided information about school rules and procedures, architectural arrangements, school organizational arrangements, security procedures, personality of principals and program implementers, school climate and composition, victimization, self-reports of delinquent behavior, classroom disorder, and crime; (d) how schools were recruited to participate and how surveys were conducted. The highest level of participation was obtained for the Phase 1 principal questionnaire (used to obtain information about school programs to be sampled in Phase 2), where 66% of schools ($N = 849$) participated. Few schools that failed to participate in Phase 1 participated in the Phase 2 principal survey, and the participation rate for the Phase 2 principal survey fell to 50%. Fewer schools participated in the portion of the research involving surveys of teachers (48%) and students (38%) – that is, 48% of schools conducted a sufficiently high quality survey of students that data were considered usable. Obtaining the participation of urban high schools was most difficult. Obtaining the level of participation that was achieved required great effort and expense; the level of effort required is described.

Measurement of School Population and Environmental Characteristics

Gary D. Gottfredson

Describes the psychometric properties of measures of (a) individuals (principals, teachers, students, program implementers) and (b) of school environments including characteristics of the environments themselves (e.g., morale, safety, amenability to program implementation) as well as rates of population characteristics and experiences (e.g., victimization, program exposure or delivery, self-reported

delinquent behavior and other student characteristics). Shows that questions and scales deliberately worded to capture information about the environment usually have higher intra-class correlations – showing more of their variance between schools – than do questions and scales worded to capture information about the sentiments, attitudes, or experiences of the respondents. Reports on the convergent and discriminant validity of measures obtained using different categories of respondents' (i.e., teachers', principals', and students') reports of school safety and the reports of these groups about other school population and environmental characteristics. Describes the community (from zip code level census data), school population composition, and school environment correlations of safety, victimization rates, and rates of delinquency and drug use.

School Climate, Population Characteristics, and Program Quality

Denise C. Gottfredson

Shows how the study conceptualized and measured the quality of school prevention programming. Fourteen distinct questionnaires were developed for 14 different kinds of intervention (prevention curriculum, instruction or training is one kind of intervention; improvements to classroom management is another type; security and surveillance is a third type; and so on). For each kind of intervention, however, an effort was made to capture information about the degree to which it corresponds to best practices identified in the literature, the "dose," duration, frequency, and degree of coverage. In this way it was possible to compose scores describing the quality and intensity of preventive activity. Scale construction and high and low scoring examples are described. Describes hypotheses about characteristics of school population and environment that predict intervention technical quality and intensity, and then presents empirical information pertaining to these hypotheses. Among the most robust correlates of program quality are school morale, degree of structure for interventions, the quality and extent of training, and levels of supervision.

INVITED ADDRESS

Promoting Transdisciplinary Research on Environment and Behavior: Challenges and Opportunities

Daniel Stokols, Ph.D.,

School of Social Ecology, UC Irvine

The initial portion of this talk will examine some of the differences between unidisciplinary research and three different forms of cross-disciplinary research on environment and behavior: multidisciplinary, interdisciplinary, and transdisciplinary. Examples of these research approaches from the environment and behavior field will be provided, and potential costs and benefits of cross-disciplinary research endeavors will be discussed. Subsequently, a working model of transdisciplinary research (TDR), encompassing multiple antecedents, processes, and outcomes of TDR, will be outlined. Several environmental, interpersonal, organizational, and institutional impediments to the conduct of effective TDR will

be examined and various factors that facilitate effective TDR also will be noted. The theoretical framework and empirical findings presented in this talk are based on the author's experiences both as director and dean of an interdisciplinary academic unit at the University of California, Irvine (The School of Social Ecology), as well as his current research on the scientific collaboration among members of the Transdisciplinary Tobacco Use Research Center (TTURC), an NIH-funded research center at UCI. The final portion of the talk will address several challenges and opportunities associated with the promotion of TDR on environment and behavior in the coming years.

SYMPOSIUM: Involving Couples in the Prevention of STDs/HIV and Unintended Pregnancy

Co-chairs: S. Marie Harvey and Linda Beckman'

Relationship Commitment and Protective Behavior.

Christopher Agnew

Purdue University

In today's society, there are obvious health risks associated with engaging in unprotected sexual intercourse. However, research still shows that some people report little or no condom use even with partners considered to be "risky" (e.g., casual partners). The current research investigated if relational factor affect whether an individual reports that he or she would be more (or less) likely to protect themselves from sexually transmitted diseases (STDs) by using a condom as well as affect the individuals' perceptions of the likelihood that a potential partner has a disease. Past research suggests that relationship factors play an important role in the initiation and choice of contraception. However, the direction and magnitude of that role are unclear. In this paper, I examine social psychological explanations for the lack of consistent protective behavior by adolescents and young adults, emphasizing the role of relationship commitment. Following from two theories, interdependence theory (Kelley & Thibaut, 1978; Rusbult & Van Lange, 1996) and balance theory (Heider, 1958; Insko, 1984), it was hypothesized that adolescents and young adults involved in sexual relationships with partners for whom they felt high commitment would be less likely to use contraception than would those in less committed relationships because strong feelings of commitment can not be reconciled with perceiving one's partner as a potential health risk (i.e., as a person with a possible sexually transmitted disease). Accordingly, reported condom use was expected to decrease as a function of perceived relationship commitment. Data obtained from the National Longitudinal Study of Adolescent Health (Add Health) and from university students were analyzed to empirically examine these ideas. The results highlight the importance of relational factors in understanding contraceptive decision-making and behavior.

PRESIDENTIAL ADDRESS**Making a Difference**

Robert Sommer, Ph.D.

Four decades of doing action research have convinced me that it is possible and desirable to do studies that simultaneously advance knowledge and solve immediate problems. We can do right by our colleagues and do good for the public. This is not an easy juggling act but it is intensely rewarding when it succeeds. Further challenges are to connect our research to the secondary interests of members of other divisions and to the larger social movements concerned with the issues we study.

MINICONVENTION: Biodiversity, Peace Parks/Transnational Boundaries, and Conflict Resolution

Chairs: Ethel Tobach, Frank Dane, & Susan Opotow

In the spirit of the millennium, a ground-breaking mini-convention on "Peace Parks: Promoting Biodiversity, Peaceful Transnational Boundaries, and Constructive Conflict Resolution" will take place at the American Psychological Association annual meeting in Washington DC throughout Sunday, August 6 at the Capitol Hilton. The mini-convention, organized by Professor Ethel Tobach (American Museum of Natural History), Professor Francis C. Dane (Mercer University), and Professor Susan Opotow (University of Massachusetts Boston), brings together seven divisions and the International Office of the APA. The focus on Peace Parks offers practitioners and researchers new perspectives on conflict resolution, peace, environmental issues. The mini-convention features speakers from Asia, Africa, and North and South America who will examine creative approaches to conflict resolutions that protect people and their culture while conserving the nonhuman environment.

Peace parks come in a variety of forms. Buffer zones, such as the DMZ in Korea, constructively resolve transnational boundary conflict while fostering co-existence, environmental habitats, and biodiversity. Throughout the day the mini-convention biologists, anthropologists, historians, and psychologists will present papers that examine different models and outcomes of Peace Parks throughout the world.

Divisions co-sponsoring this exciting program include: Comparative Psychology (Div. 6); Society for the Study of Social Issues (Div. 9); Military Psychology (Div. 19); Environmental Psychology (Div. 34); Society for the Study of Minority Issues (Div. 45); Society for the Study of Peace, Violence, and Conflict Resolution (Div. 48); and International Psychology (Div. 52). Our common interest in saving the planet, its biota, and its people is consistent with APA's mission of promoting human welfare.

9:00am-10:50am: Session I: Biodiversity and Human Values

Chair: Francis C. Dane, Mercer University (Div. 9)

Elizabeth Johnson, The Biodiversity Center of the American Museum of Natural History, *"Humanity and the Biodiversity Crisis"*

K. C. Kim, Director, Center for Biodiversity Research, Pennsylvania State University and Chair, The DMZ Forum, *"Preserving Biodiversity for Human Security"*

Philmer Bluehouse, Coordinator for Peace Making, Judicial Branch of the Navajo Nation, *Title TBA*

Discussant: Susan Clayton, The College of Wooster (Div. 9)

11:00am-12:50pm: Session II: Biodiversity and Animal/Human Psychology, Environmental Psychology and Peace Parks

Chair: Susan Opotow, University of Massachusetts Boston (Div. 48)

Leanne G. Rivlin, Graduate Center of the City University of New York (Div. 34), *"Socio-spatial conflicts and the role of peace parks"*

Ethel Tobach, American Museum of Natural History (Div. 6), *"Comparative Psychology and Peace Parks"*

Joseph B. Juhasz, University of Colorado (Div. 34), *"The Gallipoli Peace Park Competition Entry"*

Discussant: Joseph E. Trimble, Western Washington University (Div. 45)

1:00pm-2:00pm: Lunch and Conversation

2:00pm-3:50pm: Session III: Peace Parks/Transnational Boundaries and Biodiversity:

Chair: Ethel Tobach, American Museum of Natural History (Div. 6)

Harry van der Linde, Senior Program Officer, Africa and Madagascar Program, World Wildlife Fund, *Title TBA*

Luciana de Andrade Mendonca, Anthropologist, University of Brasilia, *"Iguaca and Iguazu National Parks: Frontier and Integration between Argentina and Brazil"*

Arthur Westing, Historian of Peace Parks, *"Transfrontier reserves for peace and nature: Guidelines for their establishment"*

Discussant: Seung Ho Lee, Institute of Public Policy, New York University

4:00pm-5:50pm: Session IV: Peace Parks, Peace, and Biodiversity

Chair: Francis C. Dane, Mercer University (Div. 9)

Richard W. Bloom, Embry-Riddle Aeronautical University (Div. 19), *"Virtual Policy and Virtual Peace in the 21st Century"*

Eileen Borris, American Graduate School of International Management (Div. 48) and David G. Trickett, The Jefferson Circle (Div. 48), *"Waterton-Glacier International Peace Park"*

Robert Sommer, University of California at Davis (Div. 34), *"Lessons from Peace Parks"*

Discussant: Susan Opotow, The University of Massachusetts Boston (Div. 48)

SYMPOSIUM: Building Human Strength - A Person-Environment Perspective

Moderator: W. Bruce Walsh

Environmental Focus in a Large National Sample of Schools

Gary D. Gottfredson

Holland's theory of person-environment interactions assumes that individuals and environments are characterized by their patterns of resemblance to six parallel personality and environmental types and that predictable outcomes arise from the interaction of persons in environments. Considerable research has tested these propositions. The theory also assumes that personal and environmental identity interact with personality and environmental types so that the influence of personality or environment is greater for high identity persons and environments. Less research has tested propositions about personal identity, and no research has yet tested propositions about environmental identity. According to the theory, an environment with high identity is focused on a few explicit goals, whereas an environment with a diffuse identity has conflicting or ambiguous goals. Schools are predominantly Social environments focusing on the delivery of instruction. Theoretically, therefore, high identity schools should produce more orderly classrooms with fewer distractions from instruction. A new Organizational Focus scale to measure environmental identity is used in a sample of 13,322 teachers in 426 schools to examine the influence of environmental identity of school-level and individual-level outcomes. It tests the prediction that in high identity schools, individual teachers' classrooms are more orderly and focused on instruction than the classrooms of teachers in less focused schools. Analyses show that the Organizational Focus scale produces moderately reliable measurement of *environmental* differences ($\hat{\rho} = .26$, $\hat{\lambda} = .86$). School-level analyses show that Organizational Focus has substantial correlations with measures of Classroom Orderliness ($r = .43$, $N = 404$ schools), Teacher Victimization ($r = -.45$, $N = 404$ schools), teacher reports on the Safety scale ($r = .51$, $N = 402$ schools). Additional analyses examining multi-level models of classroom orderliness that incorporate statistical controls for school, community, and student characteristics will be reported.

TOUR: Environmental Psychology Research Application: Tour of the NIH Healthy Workplaces Laboratory

Sponsors: Jennifer A. Veitch, Ph.D. [National Research Council of Canada], James A. Wise, Ph.D. [Eco-Integration], & Charles Blumberg [National Institutes of Health]

As part of the National Institutes of Health 'Healthy Workplace Initiative', a new facility has been constructed. The Lab is a set of working offices on the NIH campus put together by 5 major office furniture manufacturers, each of them trying to come up with the best 'healthy workplace' implementation. NIH will be conducting evaluations of these office design strategies, using its own employees as office occupants. The facility tour will be introduced at the convention by Charles Blumberg, the NIH

Interior Design Principal in charge of the Healthy Workplace Initiative. At the session, people will be given instructions on how to get to the lab by Metro (on their own). The group will reconvene at the NIH for the tour. Although the session shows one hour of convention program time, it will take one half-day including transportation to and from NIH.

SYMPOSIUM: Social Identity and the Natural Environment

Chair: Susan Opatow

Graduate Programs in Dispute Resolution
University of Massachusetts, Boston

Interest in the environment is increasing both in the academy and among the general public as resource scarcity, environmental degradation, and changes in climate and air and water quality have become increasingly problematic. The bulk of psychological research on environmental issues focuses on behavior and behavior modification, such as how to increase recycling. Understanding the precursors of behavior consistent with sustainability cannot be overestimated, but this research does not encompass the broader psychological experience of the environment. Recent work in other fields, such as Carolyn Merchant's *The Death of Nature* and E.O. Wilson's *Biophilia*, has raised provocative questions about the personal relevance of the environment. Psychologists are uniquely positioned to examine the relationship between self-concept and one's perception of the natural world and environmental issues. This symposium on emerging issues in environmental identity examines how self concept relates to the ways that people think about and experience the natural world. It addresses such questions as: How is identity affected by the natural environment? What is an environmental identity? How is an environmental identity developed? Where does it come from? How does environmental identity affect behavior? How does environmental identity affect values and justice? During the first hour three panelists will each present papers. Each paper offers a distinct theoretical and methodological approach to understanding environmental identity. During the second hour the discussant will comment on the papers and their relevance for psychological research, then attendees will be invited to ask and respond to questions. We anticipate attendance of psychologists from a wide range of subdisciplines and spirited, fruitful discussion.

Environmental Concern and Anti -Consumerism in the Self-Concept: Do they Share the Same Basis?

Stephen Zavestoski

Providence College, Providence RI

This paper examines expressions of environmental concern and concern for the problem of overconsumption (i.e., anti-consumerism) in an attempt to determine whether both types of concern derive from a common set of identities in the self-concept. I draw on emerging literature addressing the relationship between values and environmental concern, and extend this to address the relationship between values and anti-consumerism. Using self-concept and value orientation measures from self-selected participants in "deep ecology" and

"voluntary simplicity" classes, data suggest that anti-consumerism emerges out of a narrow and more self-interested sense of self whereas environmental concern emerges out of broader sense of self in which one's moral community has been expanded to include nature. Preliminary findings suggest that growing dissatisfaction with the material focus of society may not have a direct effect on people's concern for the environment. Such dissatisfaction may, however, lead to reductions in levels of consumption for personal reasons that would in turn be beneficial to the environment.

Environmental Identity in Environmental Conflict

Susan Opotow

Graduate Programs in Dispute Resolution
University of Massachusetts, Boston

While identity can be considered a stable attribute, it is also flexible, evolving, and a relational social construct that juxtaposes oneself or one's group with "others" in a particular social psychological context. Social identities emerge within a larger, physical context: the natural world. Seeing the natural world as benign or malevolent, fragile or powerful, or as having bountiful or meager resources yields particular cognitive, motivational and moral orientations toward the natural world. As environmental issues loom larger, how we situate ourselves in relationship to the natural world -- that is, how we construct and conceptualize our *environmental identity* -- is increasingly relevant. When our environmental identity is congruent with prevailing subcultural norms it tends to be unnoticed and implicit. As these norms undergo change in conflict, however, environmental identities become more actively constructed and contested. Using case studies of environmental conflict, this paper describes the emergence and negotiation of environmental identities within and between opposing groups. The paper describes conflict resolution approaches that take account of identity and their implication for constructive conflict processes and outcomes in environmental disputes.

The "Nature" of Environmental Identity

Susan Clayton

The College of Wooster, Wooster, OH

Identity can be described as a way of locating oneself in the social world. Through experiences, values, and group affiliations, one's identity summarizes information about people to whom one is close and people from whom one is distant, both in terms of similarity and in terms of emotional ties. This social aspect of identity has, with a few exceptions, led psychologists to overlook the impact of nonsocial objects in defining identity. Yet there are clearly many people for whom an important aspect of their identity is located in ties to the natural world. Many people form strong emotional connections with nature or with specific natural objects (pets, trees, mountains, particular locations). It has even been argued (e.g., Kellert & Wilson, 1993; Wilson, 1984) that the need to form such connections is a fundamental part of human nature. Clearly, though, there are strong individual differences in the extent to which people feel that connections to the natural environment are an important part of their personal identity. The present paper will report an attempt to describe an

"environmental identity," Based on research with college students in the USA, the facets of an environmental identity, and its empirical relationship to pro-environmental behaviors and to decisions about environmental conflicts, will be described. Implications for public reactions to real environmental issues will be discussed.

References

- Kellert, S., & Wilson, E.O'. (1993). *The Biophilia hypothesis*. Washington DC: Island Press.
Wilson, E.O. (1984). *Biophilia*. Cambridge: Harvard University Press.

Discussant

Linda Kalof
Dept. of Sociology & Anthropology
George Mason University

FROM THE PRESIDENT...

Robert Sommer, Ph.D.
University of California, Davis

I am in the grips of pre-convention fever. I hope it becomes contagious. Many exciting events are planned and I can mention only a few of them here. Division 34 has two Tours on the program. They are officially listed as Conversation Hours but they are really Tours that meet in the assigned room and move out from there. On Saturday morning, Joe Juhasz will lead a group to see Post-Cold War Architecture of Washington DC. On Monday, Jennifer Veitch will lead a tour to the NIH Healthy Workplace Laboratory. These are free events, open to everyone, including family members.

Division 34 is cosponsoring two sessions (shared program hours). The first event is a symposium on New Reproductive Technologies: Implications for Women's Health and Well-Being, co-chaired by Linda Beckman and Marie Harvey and the second is a miniconvention on peace parks to be held all day Sunday. Among the Division 34 members presenting are Susan Opotow, who co-chairs the miniconvention; Joe Juhasz who discusses his experience designing a peace park, and I will develop lesson from the peoples park movement.

On the main program are two invited addresses, the first by Dan Stokols, former Dean of Social Ecology at Irvine with discussion by Jim Kelly, and the second by Chris Galavotti from the Division of Reproductive Health at the Centers for Disease Control, introduced by Marie Harvey. We have some excellent poster sessions on the program. I found these very worthwhile last year. I stood besides my poster talking to interested folks on a one-to-one basis, with opportunities for clarification and follow-up discussion. This was much more satisfying than the typical brief Q&A format in a symposium. When things are quiet, poster presenters admire one another's boards and exchange ideas.

Several environmental psychologists from Germany who are part of a priority research program on global change sponsored by the German counterpart of NSF, will present a symposium on cognitive representation of environmental risk. There will be

another in the series coordinated by Deborah Winter on Greening APA, our collective action research project.

When you register at the Convention, please consider listing Division 34 as your primary division. This is one of the bases on which our program hours for next year are calculated.

A few weeks ago I attended the annual meeting of the Environmental Design Research Association (EDRA) in San Francisco. I was impressed by the number of overseas visitors, including a large contingent from Brazil. The organization is healthy and this was a record attendance for them.

I will be attending a Conference on the Psychology of the Constructed Environment in Rio de Janeiro, August 23-25. It is co-sponsored by the Programs in Architecture, Urban Planning, Social Ecology, and Psychology. The conference organizer is Vincente del Rio of the Federal University of Rio de Janeiro. Details can be seen at www.fau.ufrj.br and the e-mail address is: psi-arq@gta.ufrj.br

This is my last President's column. In August I hand the gavel, generously donated by Jim Richards, to Marie Harvey and step down from the podium. It has been uplifting to see the conscientious service provided by the other Division officers and the Board. I remain on the Board as Past-President and am available via e-mail. I will also be stepping down (I hope) as Chair of the UC Davis Art Department. Of the two positions, I enjoyed the Division 34 Presidency *a lot more*. See you in Washington DC in August.

Bob Sommer's e-mail address is rosommer@ucdavis.edu.

A DAY-IN-THE-LIFE... of a Consulting Environmental Psychologist

James A. Wise, Ph.D.

CEO, Eco•Integrations, Inc., Richland, Washington

Adjunct Professor of Environmental Sciences,

Washington State University, Tri-Cities.

Research Associate, College of Architecture & Landscape
Architecture, Univ. of Minnesota

“Just what **do you do**, anyway?” is a question I frequently hear. And it's not easy to answer if I'm really truthful, because I've spent most of my career at the ‘interstices’ or ‘edges’ of disciplines rather than in the middle of them. Why? Because, just like in real world settings, that's where all the Life is!

I do applied design research that fits together people, environments and technologies for designed systems of various kinds. I run a design research ‘boutique’ organized as an e-commerce firm, which specializes in ‘high risk-high payoff’ research for corporate and government clients. That's a refined way of saying that we investigate semi-wild ideas to see what's there and how they can become useable or profitable. Our tag line is “We make the Future Natural.”™

So, just what **do I do**, anyway?

In a small business, the short answer is ‘everything’. I'm the CEO, the CIO, the CTO, the CFO, the CMO, all rolled into one. A good day is spent doing the research I love to do. A bad day is

enmeshed in all the minutiae that keeps a business *in* business. So I probably shouldn't be in business if I feel like that, but I've tried being a university professor and government researcher, and found them intrinsically unsatisfying. Finally starting my own business at age 50 was the scariest thing I've ever done. Four years later, I wonder why it took me so long to do so.

Modern information and transportation systems make my kind of business possible. You can live just about anywhere as long as you have good internet and airport connections. You can work anywhere with a widely distributed team that collaborates over the internet and meets up when and where needed. This is Design Research for the new millenium, and it works.

At my home office, I spend my days both keeping in touch with colleagues and clients via phone and email and doing a lot of report writing, evaluating, and synthesizing of materials that my research affiliates send me. I may also remotely manage an experiment running somewhere at a client's site. Our research projects are quite varied: from the cognitive ergonomics of new office furnishings, to assessment of information visualization techniques, to a literature review of occupant benefits of ‘green building design’, to assessing wayfinding for a new airport terminal. That's what makes this business so darn interesting, and the best thing is that there's no disciplinary dean or chairperson claiming that you can't do the research because “It's not _____! (‘architecture’, ‘psychology’, ‘human factors engineering’, or whatever.) If you can get someone to pay for it, you can do it. That's one of the best things about this country, and every U.S. citizen should be thankful for it.

Of course, someone with a ‘professor's soul’ like myself can't give up teaching completely. I teach Human Ecology and Environmental Issues and Ethics courses at WSU-Tri Cities, and shepherd a few students through to their Masters every year. I'm an external member on dissertation committees at other universities. My outside research work enables me to bring useful, cutting edge issues into the classroom, and help students construct Masters projects that actually have some value outside of academia.

I think every graduate faculty member should assess the professions they are guiding students toward, and develop research originating in real world issues or needs rather than in the narrow arguments of dueling professorial cliques that clog most academic journals. A wonderful *Science* article from the early 70's described how ~80 % of fundamental scientific advances actually came out of applied research. After making my living doing applied research, I'm convinced of this. Coming from real problems for real clients, my firm has pioneered new techniques and theory of ‘bionomic design’, applicable to settings from classrooms to spacecraft. We've paired new algorithms of text analysis and high dimensional vector reduction to enable rapid visualization of vast amounts of document-based information. We're helping develop the world's foremost online Sustainable Design Guide (at www.sustainabledesignguide.umn.edu) while bringing naturalistic decision making techniques to Sustainable Development. We're extending the practice of Universal Design to the cognitive and emotional design of settings, and integrating this with Kan-Sei engineering research.

Our work is really all about fitting disparate pieces together that have been artificially and arbitrarily separated by discipline boundaries. We research more in breadth rather than in depth, and that's what often brings us to fundamental advances in both theory and applications within a given field. Disciplines, like ecologies, grow at their boundaries. There is a fundamental unity of science to discover here, and when you grasp it, the veils of illusion that impede creative problem solving simply fall away, and future paths of discovery are revealed.

One of my clients recently jumped up at a meeting, the 'Aha' of insight gleaming in his eyes, and said: "That's what you do! You're a modern Marco Polo! You explore strange areas of knowledge and bring back new and wonderful things we can use!"

Wish I'd said that. He had the best description that I've ever heard of what I *really* try to do every day.

It's not something I'd necessarily recommend to everyone, as the energy of direction and the effort of building and maintaining discovery within research *as a business* must be constantly renewed, and if you can plan even a half year ahead, you feel reassured and secure. When I was in high school in the Mercury Seven days, I wanted to become a test-pilot, and then an astronaut. An untimely knee injury playing football in college knocked me from that 'final frontier', but it did redirect me towards the even vaster frontiers of human knowledge. On really, really good days, I'm still out there, and I'm actually making a living at it.

Jim Wise can be reached at: jamesawise@aol.com.

INTERNATIONAL VIEWPOINTS

Views from the International Association of Applied Psychology, Division of Environmental Psychology (From: IAAP Newsletter, Vol. 12, No. 1, Spring 2000)

Editorial: *Environmental Psychology's Relationship to the Environmental (Design) Professions*

Tommy Gärling and Terry Hartig
International Association of Applied Psychology
Division of Environmental Psychology

In our last editorial we discussed the relationship of environmental psychology to psychological science. We acknowledged that part of the challenge in managing this relationship is building on and supporting the practically oriented impulses and the creative insights of professionals in fields such as architecture, design, and planning, while at the same time respecting basic standards of science and staying abreast of developments in psychology more generally.

We will focus here on the relationship between environmental psychology and the environmental (design) professions. As before, to help carry the discussion further, we have solicited further comments from people who are familiar with the basic problem. One is David Uzzell, the current president of the International Association for People-

Environment Studies (IAPS), one of the two environment-behavior research organizations in which environmental psychologists and other social/behavioral scientists join regularly for exchange with workers in the various design professions. We have also requested comments from Gabriel Moser, head of the Laboratoire de Psychologie Environnementale, Université René Descartes-Paris V, and member of the organizing committee for the upcoming IAPS conference in Paris. (Note that a joint IAAP-IAPS symposium on advances in environmental psychology research will be convened by us at that conference, further details of which are given below).

It is not a new issue that we take up here. It has a past -- and it has a future. An important aspect of its past is that people working in the design professions provided much of the impetus for the emergence of environmental psychology, as most psychologists were ignoring the kinds of psychologically loaded social issues with which design professionals were being confronted in their professional activities. In some cases, workers in the applied professions were the pioneers in what became productive research areas.

Some of the problems that we are talking about here have been characterized in terms of a "gap" between researchers and practitioners. Although we do not deny the legitimacy of this concept for characterizing some cases, we believe it is important not to forget the many successful cases of cooperation -- something too often done.

One way to view this issue is to look at knowledge-generation goals of science as they match up with -- or fail to match up with -- the goals of applications. We outline the matches and mismatches in Table 1.

Table 1. Areas of potential conflicts between science and application.

Application needs	Scientific Knowledge	
	Specific	General
Specific	1	2
General	3	4

We think that successful applications of scientific knowledge are more likely to occur when knowledge-generation and application goals are matched (cells 1 and 4). (We do of course acknowledge the possibility that successful designs can arise even when relevant scientific literatures have not been consulted.) General scientific knowledge matched to general application needs (cell 4) may have longer-lasting value, as it deals with a broader range of basic concerns more likely to be of lasting importance. Specific scientific knowledge coupled with specific application needs (cell 1) may also be important, given that some needs are acute; however, whether there will be a continuing need for the given application is an open question.

Let us now turn to the conflict cells since they present the most challenges for the future. The application need is sometimes more general than the scientific knowledge (cell 3). This is the case when scientists define their research problems too narrowly, for instance, failing to do a system analysis. A narrow focus is at the same time frequently beneficial since it

makes possible the efficient generation of reliable knowledge. In environmental psychology there is from time to time a need to summarize the findings from research while taking a broader view. The previous *Handbook of Environmental Psychology* was exemplary in addressing this need, and we hope that the *Handbook* currently being planned will accomplish as much in this regard. (Further details concerning the upcoming handbook are given below).

The final cell (2) refers to situations in which science's search for general principles and scientists' efforts to communicate such principles come into conflict with practitioners' needs for information that can be applied in the case they are working with at that moment. In our opinion this is where the "gap" is most urgently in need of being bridged. We see no solution in redefining the general goals of science. They must be to generate general knowledge. But is there some other solution? Can we do more than have faith that scientists will find some of the problems posed by practitioners (if they learn about them) to be interesting? Can we encourage scientists to make more digestible the specific knowledge that has been accumulated in the process of articulating more general principles? Can we help practitioners find a more solid anchoring in general scientific knowledge? All of these have been tried, and they all will be tried again.

We know something about what the applications have been (and failed to be) in the past. How much do we know about what they will be in the future? Environmental psychology may become more and more concerned about helping societies to develop sustainable environments. The application of this research ranges from one extreme, focusing on changes in the quality and quantity of demand (the need to change people's lifestyles), to another extreme, focusing on changes in the production process to make it more sustainable. The latter may however never be possible unless people change their aspiration levels, pay more attention to equity issues, and so forth. We see a new need for environmental psychology research that illuminates the consequences for people of new production processes, e.g., the production of sustainable housing. We believe that this means that environmental economists, engineers, and applied natural scientists will be among the new "practitioners" to a considerably greater extent than was the case in the past.

Take transportation as another example. Transportation planners have for some time now implemented strategies for managing travel demand rather than only satisfying it ("building more roads"), which they primarily did in the past. Transport economists develop new, more elaborated schemes of road pricing to assist transport planners in this. But do they always know what the consequences are for people? If people cannot afford traveling to their leisure house outside the city where they live, it is simply inferred that this activity was not attractive enough to them. Does research in environmental psychology tell another story?

Tommy Gärling is President of the IAAP Division of Environmental Psychology and a member of APA Division 34. He can be reached at Tommy.Garling@psy.gu.se.

Terry Hartig is Secretary/Newsletter Editor of the IAAP Division of Environmental Psychology and a member of APA Division 34. He can be reached at terry.hartig@ibf.uu.se.

Environmental Psychology and the Environmental (Design) Professions

David Uzzell

President, International Association for People-Environment Studies (IAPS)

Gärling and Hartig suggest that the most significant gap in the science/practice matrix is where scientists are only able to provide general principles in response to the specific needs of practitioners. While this may be a valid criticism of science in general, its validity in relation to environmental psychology requires closer inspection. If there is a gap, is it because of a failure in communication as the authors imply or is it because psychologists have not delivered the kind of answers that practitioners such as architects and designers require? Or could it be because psychologists have not delivered the kind of answers that architects and designers were expecting or wanted?

Environmental psychology has a very short history in relation to other areas of psychology (e.g., cognitive and social psychology), let alone the natural and engineering sciences. Researchers have been keen - perhaps too keen - to explore new areas, an understandable condition in a subject where the world is such a rich laboratory and the investigators are so interested and inquiring. Environmental psychologists have a lot of catching up to do. One of my students likened the headlong rush of researchers into new areas of environment-behaviour research, however, to an academic gold rush where the emphasis has been on prospecting new claims rather than patiently working on the same seam. Reading Gärling and Hartig's comments on cell 2, I was reminded of a comment made by the geographer David Harvey 30 years ago. As I recall, he argued that the last thing we need is more data - what we need are better theoretical ways of understanding the data we have already.

It may also be that those who have the task of drawing upon and implementing the results of environmental psychological and other behavioural science research become frustrated at the amount of time, financial resources and effort that go into increasing the amount of variance explained by contributory factors from 33% to 35%. While this means we have accounted for one third of the variance in a set of data, it also means that we still cannot explain two-thirds. Therefore, another aspect of this supposed gap may be the self-imposed limitations that we as environmental psychologists place on our theoretical and conceptual approaches to and understanding of the data. Can we cure ourselves of the 'nibbling syndrome' and start to make serious inroads into the 65% of the variance unaccounted for? Are we being blinkered in our cultural as well as theoretical perspectives? I support Robert Gifford's plea in the last issue of the *IAAP Newsletter* (Vol 11, No 2, pp. 28-30) for more challenging and bold theories. Not only might these serve to make our colleagues in cognate branches of the discipline look

up, but they may also provide precisely the kind of imaginative leap of inspiration that will allow us to explain more satisfactorily human-environment relations.

The final point I would raise concerns one of the defining attributes of environmental psychology. Perhaps the problem identified by Gärling and Hartig as the conflict between science and its ability to deliver applicable knowledge is quite fair in relation to many sciences. But have Gärling and Hartig chosen the one science that provides an exception to the rule? The essence of environmental psychology is the context - context is all as it is an inseparable part of the explanation of people's transactions with the environment. Unlike other psychologies, where the environment is 'noise' or simply backdrop, within environmental psychology the context is an integral part of the meaning-making setting in which perceptions and attitudes are formed and behaviour takes place and can be understood. Environmental psychology, rather than being general, tends to be specific in its focus and findings, trying as it does to take into account the transactional context of environmental attitudes and behaviour. Does this imply that it will be difficult for environmental psychology to generalise because it is invariably trying to be environmentally and culturally sensitive?

So we come full circle. What started as a defence of environmental psychology in the face of the suggestion that as scientists we have failed to bridge the gap between scientific findings and principles and practitioners' needs, ends with the suggestion that quite the contrary environmental psychology *has* concentrated on specific and individual application. If there is a tension then perhaps it is between environmental psychology and other psychologies?

David Uzzell is Director of the Postgraduate Program in Environmental Psychology at the University of Surrey in Guildford, UK. His e-mail address is: d.uzzell@surrey.ac.uk.

***Applying General Psychology or
 Doing Environmental Psychology?***

Gabriel Moser

Member, Organising Committee, IAPS 16:
Metropolis 21st century: Which Perspectives?
Cities, Social Life and Sustainable Development
 (Paris, July 4-7, 2000)

To examine the relation of environmental psychology to application demands, we have to look at the scientific functioning of environmental psychology.

As a sub-discipline of psychology, environmental psychology plays an important role in psychology in putting together and making sense. Most psychological knowledge applies to the real world "under certain circumstances", those circumstances often comprising aspects of social and physical environments. Environmental psychology is an integrating discipline, much in the same way that social psychology has been and still is in certain respects. There has been a shift from perception to social perception and from cognition to social cognition. This has not prevented social psychology from

constructing theories and gaining space as a scientific branch of psychology. We are the youngest branch of psychology, and if we have to rely on general psychology to address for instance environmental perception or environmental cognition, the way we address such phenomena is nonetheless different and promising.

Due to the particularity of its object, people-environment relations, environmental psychology is more than all other branches of psychology functioning essentially in an inductive way. In our discipline, even though analyses can be focused on the individual or on some particular aspects of the physical and/or social environment, they mostly end up in a systematic and inter-relational explanation of the studied phenomenon. Knowledge in environmental psychology is often constructed by articulating the particular level with a more general level of analysis. In other words, environmental psychology has a particular approach which means using specific theories and approaches, but always while trying to integrate them in a more global point of view.

At the present, most of the theories we refer to in environmental psychology are specific ones. They are, like stress-linked theories, mostly rooted in general psychology. Such a functioning must not impede our efforts to develop general theories, but general theories are to be induced from applied work if they want to be operational and relevant. As Robert Gifford says in his comments in the last issue of the Newsletter, we lack challenging theories. We are, as environmental psychologists, indeed too timid. Cultural variation, a topic we often come across in environmental psychology, is a good example. We do not have sufficient theoretical background to be able to explain different environmental needs and requirements concerning quality of life through reference to some invariant simply because we have not yet identified such invariants. Time is another dimension which is dramatically absent from environmental psychology in spite of much implicit reference to it in several concepts used by the discipline.

Basically there is neither distinction nor gap between theory and its application in environmental psychology. The problem in environmental matters is not to apply general psychological knowledge or theories to particular problems or specific situations, as it is the case in other branches of psychology. Referring to environmental psychology means to introduce environmental psychology's way of reasoning into problem solving and the explanation of environmental matters. There is no application in people-environment relations that simply would consist of applying theories. In every setting, in every problem dealing with people-environment relations, a preliminary diagnostic is essential. Due to the actual lack of sufficient integrating theories, environmental psychology's role is to provide the guidelines of how to look at and how to analyse a given setting in reference to its conceptual framework.

Gabriel Moser is Professor of Environmental Psychology at the Université René Descartes-Paris V and head of a research unit in environmental psychology, the "Laboratoire de Psychologie Environnementale", which is associated with the CNRS

(National Scientific Research organisation). His e-mail address is: gabriel.moser@psycho.univ-paris5.fr.

Organization Profile:

The International Emergency Management Society

Kathleen M. Kowalski, Ph.D.

[This article originally appeared in *Psychology International*, Vol. 11, #2, Spring 2000. It is reprinted by permission of the APA International Affairs Office.]

The International Emergency Management Society (TIEMS) was founded in 1993 as a nonprofit organization with the mission of bringing together users, planners, researchers, managers, technicians, response personnel, and other parties interested in emergency management, to exchange knowledge, experience, and ideas about innovative methods and technologies to improve our ability to manage emergencies worldwide. The Society reorganized in 1996, in recognition of the central role that practitioners and social scientists play in the development of emergency methods and technologies.

TIEMS embraces two major goals. First, it allows individuals who are dedicated to improving emergency management for natural and man-made disasters to interact and share experiences with colleagues from various countries and an array of government and private agencies. Second, The Society facilitates networking for these professionals. These goals are achieved through the on-going development of a worldwide network (www.tiems.org) of individuals from various disciplines, and, most importantly, through a yearly conference.

The TIEMS annual conferences solicit papers on a breadth of emergency management issues. Conference discussion topics fall into three broad areas—research and development, application, and education and training. The research and development issues include agent-based simulation, artificial intelligence, behavioral aspects, emergency worker occupational safety and health, communications systems, data analysis and decision support systems, information management and technologies, knowledge acquisition and processing, new technologies, organization theory, policy analysis, risk analysis, simulation, societal factors, and systems engineering. The application areas include case studies, industrial and environmental accidents, natural disasters, hazardous materials, human factors, medical technology and emergency management, organizational issues, management approaches, mitigation and preparedness, planning and crisis management, policy issues, regional/local and urban considerations, response and recovery, technological disasters, techniques for emergency and disaster management, terrorist threats, and transportation management. And the education and training agenda covers training and tutoring systems, educational experiences, professional education, degree programs, and international programs.

All meeting submissions are peer reviewed and published in a Conference Proceedings. For the past several years, papers have been selected for special editions of emergency

management journals; for example, in 1995, *Safety Science* (20) selected papers for publication.

The annual Conferences are devoted to specific themes, such as Bridging the Gap Between Theory and Practice, The Globalization of Emergency Management, International Issues Concerning Research and Application in Emergency Management, International Challenges for the Next Decade, and Emergency Management in the Third Millennium. These themes are designed to facilitate cross-disciplinary networking opportunities where nuclear scientists can listen to psychologists, sociologists can share ideas with engineers, and practitioners can discuss emergency management issues with scientists. The diversity of the TIEMS membership and the interaction among disciplines is one of The Society's strengths and consequently leads to improved emergency management worldwide.

The annual Conference venues alternate between North America and Europe. Past meetings have taken place in Florida's Hollywood Beach; Nice; Montreal; Copenhagen; Washington, DC, and Delft. Participants from six of the seven continents have attended the TIEMS meetings. TIEMS 2000 will take place May 16-19 in Orlando and TIEMS 2001 will be in Oslo.

Psychologists with an interest in emergency management issues are urged to attend the TIEMS Conferences. The Society is encouraging psychologists internationally to develop relationships with the emergency managers, academicians, practitioners and others to foster greater understanding of the relationship between human behavior and emergencies. As our colleague Enrico Quarantelli, founder of the first university-based disaster center at Ohio State University, has said, "We are far from certain how much any of us understands about the nature of disasters, the nature of mental health, and the relationship between the two. The initial step is to recognize how significant that relationship may be."

TIEMS members have identified terrorism and the legal responsibility of emergency workers as focal points for future concern. With terrorism on the increase, both response teams and governments are seeking information on innovative methods to manage such man-made disasters. The legal responsibility issue hinges on immunity for emergency workers. Previously, it was common practice to give immunity to fire service and other emergency personnel who frequently put their lives at risk to help others. Since decisions must be made swiftly in hazardous circumstances, mistakes can occur. If immunity is not guaranteed for emergency workers, we risk defensive emergency management—a diversion of costly resources away from emergency intervention toward legal battles.

Kathleen M. Kowalski, PhD, is a Research Psychologist with the National Institute of Occupational Safety and Health, Pittsburgh Research Laboratory, US Department of Health and Human Services. She is the Secretary of The International Emergency Management Society. Dr. Kowalski can be reached by e-mail (kek2@cdc.gov).

BOOK REVIEW

Psychology, Ecology and the Doctrine of the “Key Error”

Review of: Winter, D. D. (1996). *Ecological psychology: Healing the split between self and planet*. New York: HarperCollins. [ISBN: 0673997642, 314 pp, pb]

Reviewed by Russ Parsons, Ph.D., Dept. of Landscape Architecture, University of Illinois at Urbana-Champaign.

[I]t is our staggering ignorance of non-Western cultures that allows us to be so easily beguiled by eco-romantic fantasies. Lewis (1992, p. 245)

In the introduction to *Ecological Psychology*, Winter describes her book as “an introduction to psychology as it applies to environmental problems,” but it is much more than that, and also much less. It is much less in that, unlike typical introductory psychology texts, this is not a broad survey of the discipline; neither is it a broad survey of psychology as it pertains to environmental problems, however, but a selective examination of several areas pertinent to the underlying thesis of the book. At the root of our environmental problems is a mass cultural pathology that mars the relationship between our planet and our selves. This pathological relationship leads to ecologically irresponsible behaviors, so if we can cure the pathology, we can eliminate the undesirable behaviors. Winter identifies the pathogen variously as modernism, our Western worldview, Western thought, our Western tradition, etc., and she contrasts this with Traditional worldviews, by which she means the worldviews of non-industrialized cultures. With the inclusion of a chapter on the metaphysical origins of ecologically irresponsible behaviors, this book is also much more than the typical introductory-level psychology text, and therein lies its major weakness.

Apart from the chapter on world views and an introductory chapter on the scope of environmental problems, Winter assesses five areas of psychology with respect to their established or potential contributions to understanding and changing our ecologically destructive behaviors. In the chapter on social psychology, she states that “what we do and what we believe arise from...socially determined rules, expectations, explanations and attractions.” However, despite these socially determined rules, there is still great inter-individual variability in human behavior, so Winter includes a chapter on Freud and object relations theory to help us understand our internal motivations that are in conflict with group needs. She includes a chapter on behaviorism because the behaviorists’ emphasis on behavior-environment interactive systems “demonstrates” the fundamental premise of the book, that “the modernist vision of the autonomous human actor is outmoded and incorrect.” Principles derived from cognitive psychology are reviewed for their value in helping us understand the complexities of environmental decision making, while Gestalt and transpersonal psychologies, with their emphasis on holism, underscore the fact that “human beings are part of, rather than rulers over, a complex ecological system.” Thus, this is an introductory text in

which the inclusion criterion for content areas appears to have been the extent to which the area can either be read as an indictment of mechanistic dualism or offers solutions to dualistic thinking.

In describing the origins of our Western worldview, Winter identifies many of the usual Enlightenment-era suspects (Copernicus, Descartes, Bacon, Locke and Hobbes) who have figured prominently in postmodernist critiques of science. Their philosophies and science constitute our intellectual heritage, which “embraces the ideas that (1) nature is composed of inert, physical elements (2) that can and should be transformed by (3) individual human beings who are seeking private economic gain and (4) whose work results in progress (mostly economic development)” (Winter, 1996, p. 27). Conversely, Winter portrays non-industrialized and pre-modern cultures as having irenic, sustainable relationships with nature, in part because they regard nature as a venerable living organism, and in part because they maintain close kin relationships where the individual is subordinate to the group (see table). This is the doctrine of the “key error” (Lewis, 1996), which suggests that the natural human condition is one of deep emotional and spiritual connection with nature. This connection was severed in the Western world with the advent of Cartesian dualism, separating mind from body, humans from nature, and leading to the Scientific and Industrial revolutions, which in concert have had devastating effects on the environment.

Attitude Toward	Modern View	Traditional View
Nature	Mechanical; composed of bits (atoms)	Alive; imbued with spirit
Land	Privately owned	Common
Humans	Individual	Group member
Human Nature	Selfish, competitive	Cooperative
Time	Linear	Circular
Purpose of Life	Progress; growth; material wealth	Harmony; sustainability

Despite numerous protestations to the contrary, Winter is clearly demonizing Western world views and sanctifying non-Western ones. This striking metaphysical determinism, whereby mechanistic and animistic philosophies lead directly to ecological despoliation and sustainability, respectively, is troubling in a number of respects. First, the trail from mechanistic dualism to the Scientific revolution and on to the subsequent Industrial revolution is by no means clear and unambiguous (Lewis, 1996). Second, myths about non-Western cultures’ harmonious relationships with nature and with each other have been seriously and repeatedly challenged (Diamond, 1989; Edgerton, 1992). Third, alternative and/or complementary materialist explanations for the vast differences between Western and non-Western cultures’ are for the most part ignored, despite the fact that some are much more compelling than the metaphysical determinism offered here (e.g., Diamond, 1997). Finally, and perhaps most invidiously, certain aspects of Winter’s metaphysical determinism are eerily

reminiscent of the cultural chauvinism and sexism of positivist science that has been roundly (and rightly) criticized by postmodernist sociologists of science.

For instance, in the chapter on Freud, she describes men and women as having different orientations to the world; and, in an extended section on gender bias, we learn that men tend to be emotionally cold, value objectivity, and appreciate separation, whereas women are emotionally warm, and are more likely to value subjectivity and connectedness. These are classic sexist distinctions, albeit with the moral poles swapped (female orientation exalted, male denigrated), that are disturbingly common in the more general ecofeminist literature (Denfeld, 1996). Similarly, grand explanations of the complex and various ways that humans are ecologically destructive that are founded on the 17th century metaphysics of Western Europe are as Eurocentric as anything in the besieged Western Civilization canon, and can lead to similarly chauvinistic conclusions. For instance, Winter continually contrasts Western thought, which is linear and hierarchical, with non-Western thought, which is not. This would have been quite a shock, no doubt, to aboriginal plant taxonomists, who routinely classified plants hierarchically into nested sets of exclusive categories that virtually match those of modern Western botanists, including recognition of most of the same entities as species (Soulé, 1995). That both linear and nonlinear thought are important components of *human* cognition in general seems not to have been considered, despite the fact that non-Western linear thinkers do not especially appreciate the epistemic charity of elevating the status of "their" thought (Nanda, 1998).

In a previous review of an ecopsychology text (Parsons, 1999), I noted that the directly pertinent research and theory in environmental psychology had been neglected. For the most part, the same is true here, and I once again advocate the incorporation of this work into our thinking about the psychology of ecologically destructive behaviors, even though this work has deep Western roots. Finally, I would also like to reiterate my doubts about the utility of this social movement: Do we really need ecopsychology?

References

- Edgerton, R. B. (1992). *Sick societies: Challenging the myth of primitive harmony*. New York: The Free Press.
- Denfeld, R. (1996). Old messages: Ecofeminism and the alienation of young people from environmental activism. In P. R. Gross, N. Levitt & M. W. Lewis (Eds.), *The flight from science and reason* (pp. 246-255). New York: The New York Academy of Sciences.
- Diamond, J. M. (1989). Quaternary megafaunal extinctions: Variations on a theme by Paginini. *Journal of Archeological Science*, 16, 167-175.
- Diamond, J. M. (1997). *Guns, germs and steel: The fates of human societies*. New York: W. W. Norton & Co.
- Lewis, M. W. (1992). *Green delusions: An environmentalist critique of radical environmentalism*. Durham, NC: Duke University Press.
- Lewis, M. W. (1996). Radical environmental philosophy and the assault on reason. In P. R. Gross, N. Levitt & M. W. Lewis (Eds.), *The flight from science and reason* (pp. 209-230). New York: The New York Academy of Sciences.
- Nanda, M. (1998). The epistemic charity of the social constructivist critics of science and why the Third World should refuse the offer. In N. Koertge (Ed.), *A house built on sand: Exposing postmodernist myths about science* (pp. 286-311). New York: Oxford University Press.
- Parsons, R. (1999, Summer). Do we need ecopsychology? Review of G. Howard, *Ecological psychology: Creating a more earth-friendly human nature*, (1997), University of Notre Dame Press. In *Population and Environmental Psychology Bulletin*, 25(2), 9-10.
- Soulé, M.E. (1995). The social siege of nature. In M. E. Soulé & G. Lease (Eds.), *Reinventing nature?: Responses to postmodern deconstruction* (pp. 137-170). Washington, D.C.: Island Press.

Russ Parsons can be reached by e-mail at: rparsons@uiuc.edu.

PUBLIC INTEREST ISSUES

Books for Vietnam

[The following letter was sent to members of SPSSI, but I think it applicable to Division 34 members, too -- Editor.]

Dear colleagues

I am writing you to ask for your help in building an English language library at the Institute of Psychology, Hanoi. Our struggling colleagues need books as they seek to incorporate new ideas since the open door policy was enacted a few years ago. All books and journals are welcome and useful, but I think especially those of interest to your society are useful in the changes Vietnam are currently experiencing.

Would you please advise your membership of this important service. Books can be sent by surface mail, US postal Service, at modest cost to:

Library/Prof. Do Long
Institute of Psychology
Block H1 Kim Ma Thoug Street
Cong Vi, Ba Dinh Precinct,
Hanoi, Vietnam

In advance thanks for your consideration
Knud S. Larsen
Professor Emeritus, Oregon State University
Email: Larsenkn@ucs.orst.edu

Stuffing Our Kids: Should Psychologists Help Advertisers Manipulate Children?

Allen D. Kanner, Ph.D., and Tim Kasser, Ph.D.

Advertising to children has become big business in recent years, with kids under twelve spending over 24 billion dollars of their own money in 1997 and directly influencing the spending of 188 billion more (McNeal, 1998). This surge in child consumerism has resulted in a keen interest among marketers in knowing what makes kids tick. To learn more, advertisers have

hired well-paid psychological consultants to help them study every phase and stage of a child's life.

When psychologists engage in such consulting practices, their media-amplified impact is enormous - and it will continue to grow, as there is no end in sight to the expanding child market. These practices raise grave ethical concerns regarding the proper use of psychological expertise and threaten the public's trust in the profession.

For this reason, along with Gary Ruskin of Commercial Alert, a Washington-based advocacy group, we recently sent a letter to the American Psychological Association (APA) asking it to address these issues. The letter, endorsed by sixty psychologists and other mental health professionals, requested that APA publicly denounce the use of psychological techniques to assist corporate advertising to children, amend its code of ethics appropriately, and launch a campaign to educate the public about the ongoing abuse of psychological knowledge by the child advertising industry. APA has referred the letter to its Board for the Advancement of Psychology in the Public Interest, which meets in March.

The adverse effects on children of commercials, and of the materialistic values they foster, have been generally ignored by psychology (cf. Cohen & Cohen, 1996; Kanner & Gomes, 1995; Kasser, 2000; Sirgy, 1999). Our letter to APA, therefore, is intended to do much more than halt the questionable consulting activities of some psychologists. It is a call to psychology, at long last, to take action against the commercialization of our youth.

WHAT YOU CAN DO: *To support the proposals outlined in our letter, call APA President Patrick DeLeon, Ph.D., (1-800/374-2721) and your division and state or provincial association presidents.*

References

- Acuff, D. (1997). *What kids buy and why*. NY: The Free Press.
- Cohen, P. & Cohen, J. (1996). *Life values and adolescent mental health*. Mahwah, NJ: Lawrence Erlbaum.
- Kanner, A.D., & Gomes, M.E. (1995). The all-consuming self. In T. Roszak, M.E. Gomes, and A.D. Kanner (Eds.) *Ecopsychology: Restoring the Earth, healing the mind*. San Francisco: Sierra Club Books.
- Kasser, T. (2000). Two versions of the American dream: Which goals and values make for a high quality of life? In E. Diener (Ed.) *Advances in quality of life theory and research*. Dordrecht, Netherlands: Kluwer.
- McNeal, J.V. (1998). Tapping the three kids' markets. *American Demographics*, 20, 36.
- Ruskin, G. (1999). Why they whine: How corporations prey on our children. *Mothering*, 97, 41-50.
- Sirgy, M.J. (1999). Materialism and quality of life. *Social Indicators Research*, 43, 227-260.

Allen D. Kanner, Ph.D., is an associate faculty member of the Wright Institute and a child, family and adult therapist in Berkeley, CA. He can be reached at 510/526-8613.

Tim Kasser, Ph.D., is an assistant professor of psychology at Knox College. He can be reached at 309/341-7283 or

tkasser@knox.edu.

ANNOUNCEMENTS

Division 34's History Comes to Print!

Division Historian and Past-President Jim Richards has chronicled the development of the Division of Population and Environmental Psychology for a newly-published volume. Seminal events in the history include the 1969 creation of the Task Force on Psychology, Family Planning, and Population Policy (chaired by Henry David), the 1973 creation of the Division of Population Psychology, and the 1977 expansion to the Division of Population and Environmental Psychology.

Read all about it in: James M. Richards, Jr. (2000). A history of Division 34: The Division of Population and Environmental Psychology. In *Unification Through Division: Histories of the Divisions of the American Psychological Association*, Volume 5 (pp. 113-136). Edited by Donald A. Dewsbury, PhD, University of Florida. May 2000, Softcover, \$24.95, 256 pp. ISBN: 1-



55798-683-5

From the APA WWW site: "This book presents the histories of History of Divisions 19, 22, 30, 32, 34, 40, and 50. The series explores the maturation of psychology through a historical retrospective of APA's divisions. These histories go beyond mere chronological presentations of fact to give a behind-the-scenes look at the defining events of a division's history and the dedicated individuals who shaped them.

"In the History of Division 19, find out how World War I gave birth to the field of military psychology. In the History of Division 50, learn about recent trends in addiction management and how psychology has struggled with minimum drug sentencing. Other histories in this new volume explore rehabilitation psychology, hypnosis, humanistic psychology, population and environmental psychology, and clinical neuropsychology. Each chapter offers insight into how its members are working to advance the issues important to psychologists in today's world. All those interested to learn more about the inside history of psychology will value this history."

Pro-Environmental Attitudes and Behavior

Paul Stern

National Research Council, Washington, DC

I am coauthor of a new paper that develops and provides evidence for a theoretical analysis of pro-environmental attitudes and behavior. To speed the process of finding it, following are the bibliographic information and the abstract. To request a reprint of the full paper, please e-mail your name and mailing address to Thomas Dietz (tdietzvt@aol.com). Also, I recommend to those interested in the article to check out the

journal where it appears, Human Ecology Review, as a source of new research and a possible publication outlet.

Stern, P. C., Dietz, T., Abel, T., Guagnano, G. A., & Kalof, L. (1999) A Value-Belief-Norm Theory of Support for Social Movements: The Case of Environmentalism. *Human Ecology Review*, 6(2), 81-97.

Abstract: We present a theory of the basis of support for a social movement. Three types of support (citizenship actions, policy support and acceptance, and personal-sphere behaviors that accord with movement principles) are empirically distinct from each other and from committed activism. Drawing on theoretical work on values and norm-activation processes, we propose a value-belief-norm (VBN) theory of movement support. Individuals who accept a movement's basic values, believe that valued objects are threatened, and believe that their actions can help restore those values experience an obligation (personal norm) for pro-movement action that creates a predisposition to provide support; the particular type of support that results is dependent on the individual's capabilities and constraints. Data from a national survey of 420 respondents suggest that the VBN theory, when compared with other prevalent theories, offers the best available account of support for the environmental movement.

Book on Population and Environment

The National Academy Press recently published an excellent new book about world population. It's called *Our Common Journey: A Transition Toward Sustainability*. The fully searchable text of the entire book is available online without charge at <http://books.nap.edu/catalog/9690.html>. With world population expected to reach 9 billion within the next fifty years, many experts believe that we will come to rely even more heavily on science and technology to figure out how to handle this growth. *Our Common Journey* is a guide for helping us meet all the human needs while making sure that we nurture and protect the environment of our planet at the same time. The home page for the National Academy Press, where you can read the fully searchable text of *Our Common Journey*, as well as over 1,500 books online, can be found at <http://www.nap.edu/>.

SPSSI's New Electronic Journal

ASAP: Analyses of Social Issues and Public Policy

ASAP is a new electronic journal sponsored by the Society for the Psychological Study of Social Issues (SPSSI). The journal is an outlet for timely and innovative psychological and related social science scholarship with explicit implications for social action and public policy. It provides a place for reports about new work and discussion of alternative approaches to a variety of important and current social problems. By encouraging timely publication of well-written professionally

reviewed work, we hope to facilitate communication between social science researchers and policymakers as well as with the public as a whole.

ASAP is not a thematic journal. Submissions in any content area will be judged in terms of scholarly excellence and relevance to social problems, social action and policy. Articles will communicate with a broad spectrum of interested individuals not just the social science community. Articles will be published electronically as soon as they are accepted for publication. At the end of each year, a paper version will be made available to all members of SPSSI and institutions which already subscribe to the Journal of Social Issues.

A variety of different kinds of articles will be published. These include:

- Reports of research relevant to social issues and public policy.
- Examinations of social intervention research (including unsuccessful interventions).
- Discussion of approaches to and methods of evaluating public policy.
- Theoretical articles.
- Reviews of the literature in current areas of concern.
- Book reviews.
- Reviews of web sites.
- Point/counterpoint discussions of controversial social issues.
- Invited articles from public policy experts detailing what they need from researchers.

SPSSI will provide an internationally respected editorial board with expertise in both social science research and the application of that research to real world issues. More information on the new electronic journal will appear on our SPSSI.ORG web site as well as on the web site of Blackwell Publishing. We hope to begin publishing in 2001. At this time, we invite people who are interested in publishing in ASAP to contact me with preliminary proposals. I would also appreciate suggestions about other features we may have overlooked and offers to review materials for the journal or to serve on its editorial board. You may contact Rhoda Unger, Ph.D., Editor of ASAP, at ASAP@SPSSI.ORG.

Festschrift Conference In Honor of Professor Herbert C. Kelman

The Social Psychology of Group Identity and Social Conflict:
Theory, Application, and Practice
August 11-12, 2000

Harvard University, Dudley House, Cambridge, MA

Panel One: Theoretical Foundations (Friday afternoon), features speakers Reuben Baron, Jose Torregrosa, Alice Eagly, and Lee Hamilton and discussants Susan Korper and Erin Driver-Linn. *Panel Two: Applications of Social Psychology* (Saturday morning), features speakers Nancy Adler, Janet Ward Schofield, Shoshana Zuboff, and Luc Reychler and discussants Jennifer Richeson and Jeffrey Seul. *Panel Three: Social-Psychological Approaches to the Practice of Conflict Resolution*

(Saturday afternoon), features speakers Donna Hicks, William Weisberg, Nadim Rouhana, Maria Hadjipavlou-Trigeorgis, and Cynthia Chataway and discussants Rebecca Dale and Rhoda Margesson. A reception follows Friday's session and there is dinner for \$35 following Friday's session (please arrange beforehand, see below for contact information). A reception follows Saturday's session. For more information, concerning this event, including hotel information, please contact Amanda Flohr at (617)-495-3816 or email flohr@wjh.harvard.edu.

6th Biennial Conference on Communication and Environment

"Communication and Public Participation in Environmental Decision Making: Advances in Theory and Practice"
July 27-31, 2001 Cincinnati, OH

CALL FOR PAPERS

The Center for Environmental Communication Studies and the Department of Communication at the University of Cincinnati are pleased to announce the call for papers for the 6th Biennial Conference on Communication and Environment. The deadline for receipt of submissions is March 1, 2001.

Look for information about the Conference under the "What's New" tab on the Center for Environmental Communication Studies web site (www.uc.edu/cecs) or the Conference on Communication and the Environment web site: (<http://www.esf.edu/coce/conf.htm>). For more information about the 2001 Conference on Communication and Environment, contact Steve Depoe, depoe@uc.edu, or John Delicath, delicajw@email.uc.edu.

Call for Nominations to the APA Committee on Urban Initiatives

The American Psychological Association's Committee on Urban Initiatives (CUI) is seeking nominations for two new members to begin terms in January 2001. The committee seeks to contribute to a greater understanding and amelioration of those problems associated with urban life, to promote and sustain those aspects of urban life that enhance individual and societal growth, and to encourage research, training and practice related to urban issues.

The committee pursues its mission through the identification, integration, and distribution of scientific research and professional and community knowledge regarding those domains in which psychologists have demonstrated particular expertise: the family, the schools, the community, and the work environment.

CUI seeks to address issues of public policy and affect scientific research and professional practice with the intent of enhancing the quality of life for urban residents. The committee is interested in persons with demonstrated interest and experience in urban issues to serve a 3-year term beginning in January 2001 and ending in December 2003. For this term, the committee seeks at least one member with expertise in urban

work issues and one member with expertise in urban education. In particular, the committee is interested that one of these slates be filled by an individual with expertise in underserved populations, such as the poor, women, ethnic minorities, and/or immigrant populations. Also, to fulfill its commitment to full diversity in representation, one of the slates should be filled by an ethnic minority psychologist. Letters of nomination should clearly describe the candidate's specific qualifications relative to these criteria.

Selected candidates will be required to attend two committee meetings a year in Washington, DC, with expenses reimbursed by APA. Members are also expected to work on CUI issues and priorities between meetings. The necessary time per month will vary depending on the nature of the projects. If possible, members attend a CUI Network meeting at their own expense held during the APA Convention.

Except for the CUI public member, committee members should be members of APA. Nomination materials should include the nominee's qualifications, a letter from the nominee indicating willingness to serve on CUI, and a current curriculum vita. Self-nominations are encouraged. Nominations are open to members who are retired or employed less than full time. Nominations and supporting materials should be sent by August 15, 2000, to Leslie Cameron of the APA Public Interest Directorate, 750 First Street, NE, Washington, DC, 20002-4242.

POSITION STATEMENTS OF CANDIDATES FOR PRESIDENT-ELECT, DIVISION 34

Joseph B. Juhasz, Ph.D.

Joseph B. Juhasz graduated in Psychology from Brown University in 1961. After four years in the Navy he entered UC Berkeley where he worked with Ted Sarbin and completed his PhD in Psychology in 1969. He has been a professor since 1968-teaching psychology at Bennington College, Bucknell University, and the University of California, Santa Cruz. Since 1974 he has been at the University of Colorado where he teaches on both the Denver and Boulder Campuses and is Professor of Architecture and Environmental Design. He has been visiting professor at The University of Otago and the University of Toronto.

He has been a member of the APA since 1968 and a fellow since 1982. He has served on several APA task forces and has led tours and discussions of APA convention cities for many years. He has explored issues related to cold war and post-cold war architecture in these talks and tours. He is the author of well over two hundred professional publications. He has been cited in many popular articles and hosts a monthly radio show on KGNU (Boulder). He maintains a website devoted to ethics. He has won numerous design competitions.

Switching to the first person-I am most interested (and have been for many years) in connections between population and environmental psychology. At the present time we seem to be in a revival of the "environmental" issues that bring these two branches of psychology together and that were first raised in the

1930s, and re-raised in the 70s. I think if we couple some of the maturity we have achieved in the past sixty years with the very open and urgent concerns of the present, we can hope to make a contribution to psychology and to welfare that can be greater than a fad or a style.

Linda Riebel, Ph. D.

Psychologists can and should be key players in the environmental movement. Since the environmental crisis is human-made, the solution must address human players - their motivations, attitudes, defenses, self-images, and group dynamics. Psychologists in every specialty and work setting can contribute to this work.

Which division is better placed to mobilize psychologists for this than Division 34? Its traditional interests in population and the human response to the built environment are consistent with the emerging paradigm emphasizing humans in context, not in isolation.

As President of Division 34, I would work to sustain existing division interests; build bridges between these interests and environmentalism; awaken psychologists in general to our value as scholar-citizens with a stake in sustainability; to recruit new members; encourage links to other divisions and organizations; support the publication efforts of division members.

A licensed psychologist since 1984, I have been in private practice specializing in eating disorders and in cognitive therapy for depression; served for a dozen years on the editorial board of Division 29's journal *Psychotherapy: Theory, Research, Practice, Training*; published two books and many journal articles; teach critical thinking, academic writing, and several clinical courses at Saybrook Graduate School; and am Associate Director of the Bay Area Depression and Anxiety Treatment Center.

An active environmentalist, I have presented and chaired symposia on ecological psychology at APA's national conventions in 1998 and 1999; have a paper in press on eating disorders as an environmental threat; teach ecological psychology at Saybrook Graduate School; chair the Docent Conservation Committee at the Oakland Zoo; and serve on the Board of Directors of the Center for Ecosystem Survival.

I believe Division 34 can grow and thrive, cultivating leadership in vital work that challenges humans to use their creativity in building a sustainable future.

WELCOME NEW MEMBERS !!

The following people are currently in their first year of membership in Division 34. Welcome to all!

Sheila Dinaburg-Azoff, Woodstock, NY
 William Scott Bennett, Wilmington, NC
 Barbara W. Boat, Cincinnati, OH
 Nancy Heaton Brady, Baltimore, MD
 Robert Branstrom, Oakland, CA
 Charles F. Carroll, Acton, MA
 Heidi M. Carty, San Diego, CA
 Amanda Cooper, Chicago, IL
 Lynn Larson Debar, Portland, OR
 Yvonne Slangen-de Kort, Eindhoven, the Netherlands
 George W. Doherty, Laramie, WY
 Barbara Gaetano, San Diego, CA
 Christine Galavoth, Atlanta, GA
 Doreen Harris, Scotia, NY
 Joan Harris, Napa, CA
 John J. Henning, Chicago, IL
 Karen Herzig, Oakland, CA
 Jack Hill, Sioux City, IA
 Cassandra Hoke, Denton, TX
 Richard Jagacinski, Columbus, OH
 Graham C. Jelley, Providence, RI
 Mukti Khanna, Memphis, TN
 Jacqueline Kletter, Brooklyn, NY
 Chris Knapper, Kingston, ON, Canada
 Phyllis M. Ladrigan, Rochester, NY
 Mark Lazich, Ashland, OR
 Lorin Lindner, Los Angeles, CA
 Kelly Malak, Lancaster, PA
 Bill McConochie, Eugene, OR
 Michael J. Meitner, Vancouver, B.C., Canada
 Milton O. Meux, Berkeley, CA
 Kathleen H. Milazzo, Flagstaff, AZ
 John-Paul Mulilis, Monaca, PA
 Maury Nation, Jacksonville, FL
 Sandra Murray Nettles, College Park, MD
 Linda Schrader-Patton, Salt Lake City, UT
 Andrew J. Pavlos, Tampa, FL
 Rexford J. Richardson, West Palm Beach, FL
 Jack Sawyer, Berkeley, CA
 Britain A. Scott, St. Paul, MN
 Zulma A. Ramirez-Seda, Boyamon, Puerto Rico
 Steven M. Shapiro, Baltimore, MD
 Stephen Arnold Staite, Christchurch, New Zealand
 Krista Stewart, Arlington, VA
 Dan Sussman, Los Angeles, CA
 Susie Tabb, West Chester, PA
 Anne Russell Trafford, Lincoln, UK
 Lydia Treadway, Queensburg, NY
 Michael P. Wilson, Gainsville, FL
 Sharon Wright, Chatsworth, CA

**APA DIVISION 34
108th CONVENTION
AUGUST 4-8, 2000
Washington, D.C.**

PROGRAM-AT-A-GLANCE

Event	Date & Time	Location
Poster Session: Current Research in Population & Environmental Psychology	Friday August 4 9:00 - 10:50 a.m.	Washington Convention Center Hall A
Symposium: National Study of School Environment and Problem Behavior	Friday August 4 11:00 - 12:50 p.m.	Capital Hilton Federal Room A
INVITED ADDRESS: DANIEL STOKOLS	FRIDAY AUGUST 4 12:00 - 12:50 P.M.	CAPITAL HILTON NEW YORK ROOM
Symposium: Cognitive Representation and Evaluation of Environmental Risks	Friday August 4 1:00 - 1:50 p.m.	Capital Hilton Ohio Room
Symposium: Involving Couples in the Prevention of STDs and HIV and Unintended Pregnancy	Friday August 4 2:00 - 3:50 p.m.	Capital Hilton Ohio Room
<i>Executive Committee Meeting</i>	<i>Saturday, August 5 8:00 - 8:50 a.m.</i>	<i>Renaissance Mayflower South Carolina Room</i>
Conversation Hour: Post-Cold-War Architecture of Washington DC -- TOUR	Saturday, August, 5 9:00 a.m.	Renaissance Mayflower Pennsylvania Room
PRESIDENTIAL ADDRESS: ROBERT SOMMER, "MAKING A DIFFERENCE"	SATURDAY, AUGUST, 5 3:00 - 3:50 P.M.	RENAISSANCE MAYFLOWER PENNSYLVANIA ROOM
DIVISION 34 BUSINESS MEETING	SATURDAY, AUGUST, 5 4:00 - 4:50 P.M.	RENAISSANCE MAYFLOWER PENNSYLVANIA ROOM
DIVISION 34 SOCIAL HOUR	SATURDAY, AUGUST, 5 5:00 - 5:50 P.M.	RENAISSANCE MAYFLOWER PENNSYLVANIA ROOM
INVITED ADDRESS: CHRISTINE GALAVOTTI	SUNDAY, AUGUST 6 11:00 - 11:50 A.M.	CAPITAL HILTON NEW YORK ROOM
Symposium: New Reproductive Technologies - Implications for Women's Health and Well-being	Sunday, August 6. 3:00 - 4:50 p.m.	Capital Hilton New York Room
MINICONVENTION ON BIODIVERSITY, PEACE PARKS/TRANSNATIONAL BOUNDARIES, AND CONFLICT RESOLUTION	SUNDAY, AUGUST 6, 9:00 A.M. - 5:50 P.M.	CAPITAL HILTON SOUTH AMERICAN ROOM
Symposium: Greening APA -- 2000	Monday, August 7, 9:00 - 10:50 a.m.	Renaissance Mayflower Georgia Room
Symposium: Building Human Strength -- A Person-Environment Perspective	Monday, August 7 11:00 - 12:50 p.m.	Renaissance Mayflower Pennsylvania Room
Conversation Hour: Environmental Psychology Research Applications -- Tour of the NIH Healthy Workplaces Laboratory --TOUR	Monday, August 7 1:00 p.m.	Capital Hilton California Room
Symposium: Social Identity and the Natural Environment	Monday, August 7 2:00 - 3:50 p.m.	Capital Hilton Ohio Room

