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# Population and Environmental Psychology Bulletin

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## SO, WHAT BRINGS YOU HERE?

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### FEATURE ARTICLES

#### **A Day-in-the-Life of a Population-Environmental Psychologist**

Gregory Wilmoth, Ph.D.  
U.S. General Accounting Office

This is a story about a "wannabe" population-environmental psychologist.

Below is my saga on how I found myself working outside population-environmental psychology while remaining active in the field. Maybe others can find encouragement from this tale.

In my Social Psychology doctorate program, I became interested in environmental psychology. Under the guidance of Dr. Lawrence Severy, I did my dissertation on the social-environmental topic of privacy. Under Dr. Robert Bechtel, I completed an internship involving a post-occupancy evaluation of a hospice. I was also a volunteer for Planned Parenthood (this is important for a later part of the story). However, knowing that the academic job market for environmental and/or social psychologists was tight, I also developed competence in program evaluation. It was this latter proficiency that got me a faculty position in the graduate management program at the University of Maryland University College.

Fast forward seven years. I was extremely fortunate to receive an appointment as the SPSSI (Society for the Psychological Study of Social Issues; Division 9) Public Policy Fellow at APA. At this point in my life, my policy interests were focused on family planning programs. This was the time, however, when all family planning legislation was blocked by anti-abortion amendments. To advance family planning efforts, I found it necessary to become knowledgeable about abortion. My involvement on this issue with other APA members placed me in a network of psychologists. As a result of these activities and connections, I edited a volume of the Journal of Social Issues on abortion. At the conclusion of my appointment as the Policy Fellow, I sought work that would use my research interests in the policy arena. In 1989 I took a position with the U.S. General Accounting Office (GAO), an agency of the U.S. Congress. However, GAO hired me for my organizational assessment and evaluation experience rather than my population or environmental psychology background.

Today, I am assistant director for federal work force policy analysis in the GAO Office of Applied Research and Methods. My role is that of an internal consultant on studies of federal

### 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 APA Division 34 unless explicitly stated.

Editor: Jennifer A. Veitch, PhD ([jennifer.veitch@nrc.ca](mailto:jennifer.veitch@nrc.ca)).

#### CALL FOR NOMINATIONS

The Executive Committee seeks nominations for the following four positions for three-year terms, Autumn 2001 - Spring 2003:

- Book Review Editor - Environmental
- Book Review Editor - Population
- Associate Editor
- Editor

Special qualifications are not required for these positions, but nominees should be committed to making Population and Environmental Psychology Bulletin a vital, interesting publication that serves the Division well for information and idea exchange. All of these positions offer excellent networking opportunities and provide rewards in the form of warm connections to other psychologists.

Nominations should be sent to S. Marie Harvey, President, APA Division 34 ([mharvey@oregon.uoregon.edu](mailto:mharvey@oregon.uoregon.edu)) by AS SOON AS POSSIBLE. Detailed descriptions of these positions are available on the division's WWW site: <http://web.uvic.ca/~apadiv34/>

human resources management. My function is to advise teams on the appropriate research design, methodology and analyses needed to evaluate the efficiency and effectiveness of federal programs, to diagnose the extent of problems and the likely causes of those problems, to estimate the likely consequences of proposed policies, and evaluate the soundness of studies supporting or opposing policy.

Not only are the words "environment" and "population" nowhere to be found in the paragraph above, but I have had virtually no need in my GAO job to use any of the substance of what I learned about environmental or population psychology. I do, however, rely heavily upon the applied research skills from program evaluation and post-occupancy evaluation that I learned.

A typical day involves meetings, statistical analyses, reviewing draft studies, collaborating with other social scientists and statisticians, and one-on-one consulting. The general work milieu is problem solving. A member of Congress wants to know the answer to his/her question. The question is never phrased as a hypothesis or research question. Working with staff knowledgeable about the substance of the question and its associated federal program(s), we translate the lay question into researchable questions with measurable variables. Next we identify the information needed to answer the question and how we could collect this information. If it involved data collected by an agency or other source, we would determine the reliability of the data before using it. If the information involve people's attitudes, intentions, experiences or reactions, etc., then we would develop a survey instrument, design a sample, and choose an administration procedure. Similarly, if we needed to do observations or check for compliance with certain policies, we would develop a methodology and sample plan. We are making these kinds of decisions always taking into account the likely criticisms of interested parties (either members of Congress or the public) who would disagree with what ever our findings turn out to be. Once we have collected and analyzed the data, we develop a message - what does it all mean. We don't believe in throwing numbers out without putting them into the appropriate context to minimize misunderstanding and misuse. Our goals are to be fact-based, objective, accurate, transparent, and to make a difference.

My day and my work process involve finding solutions to very complex puzzles. It is the challenge of constantly solving problems with different methodological challenges, substance, constraints, and opportunities that makes my job interesting and rewarding.

Although I have not managed to make a career involving environmental and/or population psychology, I have found ways to lead a dual professional life. By participating in Division 34 volunteer activities, doing book reviews, publishing literature reviews, etc., I have kept involved in environmental and population psychology.

*Greg Wilmoth's e-mail address is wilmoth-cohen@prodigy.net.*

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## Environmentally-Responsible Behavior

Orlando Hernandez, Ph.D.  
GreenCOM

I have recently joined your group. I am a Social Psychologist by training. I worked originally in rural development and co-operative farming. Then moved on to agricultural extension among subsistence and cash crop farmers. Subsequently, I worked in health promotion. And over the past five years or so I have been working in environmental protection. I am the Applied Research Director in a USAID-funded environmental education and communication program called GreenCOM. I have worked in waste management and recycling at the industrial and household level, water conservation among farmers and families in places as distant and different as Jordan and El Salvador, natural resource management, park visitation and interpretation, protection of fisheries and wildlife, and climate change and carbon emission trading. Behavior change theories guide most of my work and the work that I do in combination with other colleagues. In some cases, I venture into areas which are not necessarily my area of expertise to learn more about them such as environmental education in curricula and training models among environmental educators and communicators in developing countries.

*Orlando Hernandez' e-mail is: OHERNAND@smtp.aed.org.*

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## The Scenic Route to Environmental Psychology

Richard Osbaldiston  
University of Missouri

Some years ago, at an awards banquet for graduate students, I was presented with the award "Most likely to get a third Master's degree in a completely unrelated field." That prediction came true when, three years later, I pocketed my third masters of the trifecta: chemical engineering, environmental studies, and social psychology.

When I tell people of my educational history, they often chuckle and make some comment about zig-zags or multiple personalities. But in my head, my academic trajectory makes a lot of sense, even if it hasn't been a straight course.

My name is Richard Osbaldiston, and I'm a 4th year social psychology graduate student at the University of Missouri. I'm a self-described environmental psychologist, and while I wouldn't claim to have chosen this destiny, I'm sure it is the one I want to follow through with.

I'm an environmental psychologist because my research focuses on applying social psychological theories to solving environmental problems. Specifically, I have been working with Deci and Ryan's Self-Determination Theory in an attempt to get people to engage in pro-environmental behaviors like conserving electricity, recycling paper, driving less, and avoiding wasting food. But how did I get here?

When I was in high school in the early 1980's, it seemed as though everyone was talking about the career possibilities in the field of engineering, and since I liked chemistry (or at least I liked my chemistry teacher), I enrolled in chemical engineering. Five years and many late nights later, I emerged from Georgia Tech with a Bachelor's degree in chemical engineering. A few years later, I completed a Master's degree at South Carolina. For my master's thesis, I developed new catalysts for the hydrodesulfurization reaction, a critically important chemical reaction that removes polluting sulfur from energy feed stocks like coal and oil. If the sulfur is not removed, it enters the atmosphere when the fuel is combusted and causes acid rain.

Although I was working squarely within the domain of technological solutions to environmental problems, I always had this queasy uneasiness that technology had a major limitation: humans had to first invent the problem before they could invent the technology to solve it. As such, the technological sciences could only offer "reactive" solutions to environmental problems. Isn't there some way to proactively head off these problems before they develop?

In pursuing an answer to this question, I enrolled for a Master's degree in Environmental Studies at Yale. The curriculum in this program was very broad, and I was a wide-eyed kid in the candy store of courses offered by Yale; I stretched the curriculum to its limits by taking 16 courses in 12 different disciplines in two years. In my second semester, I took a management course on industrial organization and behavior, and I was astounded to learn of the meticulousness and rigor of social science research. I also instantly recognized the applicability of the social sciences to helping forestall environmental problems. I took every course I could with the word "behavior" in the title.

Equipped with this new science, I looked around for graduate programs that would let me apply the behavioral sciences to solving environmental problems. Although there were several good programs that offered this opportunity, I settled at Missouri. Oddly, there are few other environmentalists here, but that's okay with me. To me, the hard part is getting the psychology right--and I'm surrounded by good people here who can help me with that. The easy part is applying it to environmental problems.

The greatest weakness of the environmental psychology movement is that we will never have any successes to "toot our horn" about. There will never be headlines that say, "Environmental Ethic Forestalls Blight," or "New Environmental Paradigm Saves Economy, Lives," or "Killer Thoughts Disarmed; Biosphere Preserved." By proactively preventing problems, we will never know how many Arctic wildernesses or tropical rainforests we did not destroy, or how many toxic landfills we did not create, or how many billions of humans did not suffer in an ecological catastrophe. But that's okay with me. In the quest for knowledge, there are some things I'd rather not know about.

*Richard Osbaldiston is on e-mail at: rjo42c@mizzou.edu.*

## FROM THE PRESIDENT...

S. Marie Harvey, Ph.D.  
University of Oregon

### What's Love Got To Do With It? The Role of Men in Women's Reproductive Health

What does love have to do with it? Traditionally, researchers and health professionals have narrowly defined the field of women's reproductive health with a focus on women and children, ignoring the male partner and the impact of factors such as commitment, trust, and power imbalances in relationships. Recently, however, we have seen a focus on men as partners in women's reproductive health and calls for including men in research, programs and health care services. While the social and biological aspects of contraception, pregnancy and childbearing continue to be the principal domain of women, men are playing a more prominent role in reproduction and fatherhood. Many terms are now being bantered about to describe this trend...men as partners, the role of men, male responsibility, male involvement, male participation, and "it takes two."

One likely reason for the limited research on the role of men in women's reproductive health is that most psychosocial models and theories have an individualistic conceptualization of behavior and behavior change and do not consider the broader context of sexuality. They assume that the individual has total control over behavior when, in fact, fertility-related behaviors often involve more than one person. They do not address the diverse contextual factors related to gender (e.g., power differentials, gender roles) that likely influence these behaviors.

An interest in the role of men in reproductive health emerged in the 1980s, intensified and continued unabated during the 1990s. Without a doubt the most important factor contributing to this trend was and is the current epidemics of sexually transmitted diseases (STDs) including HIV/AIDS. Male condoms are currently the only widely accepted means for controlling the transmission of HIV and other STDs for sexually active couples. Because condoms are male-applied and male-controlled, use of this method requires male compliance and cooperation.

Despite this trend, not everyone agrees that including men in women's reproductive health activities is a good way to improve women's health. Some ask whether we want to use limited resources on men. More services for men could mean more competition for limited reproductive health funds and thereby jeopardize services for women. Others question whether male involvement will improve women's reproductive health. Still, others argue that men are already too involved and that men hold too much power over decisions that affect women's reproductive health. I personally wonder if we would be devoting so much attention to men if an acceptable female-controlled method for protection against HIV/STDs were available to women. Perhaps we should focus our efforts and resources on new product development and expand female-controlled prevention.

Finally, we must ask if men's involvement will erode women's reproductive rights. How do we walk the fine line

between maintaining women's right-to-privacy and getting men involved? What if women do not want their sexual partners involved? Who decides when and how men are involved? Can we expect men to be involved, but only in the areas and ways that women choose to involve them. A good example of this issue is abortion. In 1976 the Supreme Court upheld women's right to make unilateral decisions about whether they wished to abort or carry a pregnancy to term. This decision recognized the potential conflict between partners but held that "inasmuch as it is the woman who physically bears the child and who is the one more directly and immediately affected by the pregnancy the balance weighs in her favor." As more and more fathers are encouraged to establish paternity for children they did not intend to conceive, and then provide financial child support to them for 18 years, the gender dimension to the abortion decision is likely to become more prominent.

Research does, however, indicate that the majority of women inform their partner of their pregnancy and their decision to have an abortion, and for unmarried women this is especially true for those who are engaged, cohabiting, or "going steady." Other studies indicate that men and relationship characteristics (e.g., length and type of relationship, level of commitment) influence women's reproductive intentions, behaviors and outcomes. Finally, a body of literature suggests that men's sexual decision-making, sexual behavior and lifestyle influence the health and well-being of not only men but women and children. Taken together, these data indicate that the types of heterosexual relationships that men and women are involved in and the characteristics of specific relationships (including "love") are linked to fertility-related behaviors. Moreover, they underscore the importance of continuing and expanding the scope of research and services to address the role of men in reproductive health.

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## APA Adopts Resolution on Poverty and Socioeconomic Status

In the midst of an economic boom in the most powerful nation on Earth, many of the most vulnerable members of our society continue to live in poverty – the poorest of the poor live in conditions rivaling those of so called "third world" developing nations. Why this is and what can be done to deal with the problem has a great deal to do with issues psychologists as researchers, educators, and practitioners are well-equipped to address.

Psychologists have contributed a great deal to our understanding of the powerfully negative impact that such factors as societal stereotypes based on race, gender, and social class, depression and other mental health problems, experience of violence and sexual abuse, lowered IQ, poor socioemotional functioning, and developmental and behavioral problems have on functioning, whether in school, the workplace, or in society. In addition, APA has been actively involved in policy advocacy on behalf of poor individuals and families at the federal level.

However, APA did not have in place a comprehensive policy statement addressing these issues. This has now been rectified: At their meeting on August 6, 2000, APA's Council of Representatives approved the Resolution on Poverty and Socioeconomic Status. The complete resolution is on APA's web site at <http://www.apa.org/pi/urban/povres.html>.

The resolution was initiated by Division 35's Task Force on Women, Poverty, and Public Assistance and developed and submitted for approval by the APA Committee on Urban Initiatives.

The resolution documents the increasing income gap between rich and poor and the impact of poverty on health and mental health. It documents the disproportionate impact of poverty on women, children, ethnic minorities, and older persons. Associated stereotypes and the perception that poverty is a result of personal failures rather than entrenched social and economic structures are also addressed.

APA has participated in coalitions advocating for legislation to reduce the incidence of poverty and its impact; advocated to support the State Children's Health Insurance Program (SCHIP) to provide health coverage for low-income, uninsured children; prepared reports and policy recommendations addressing women's poverty; and sponsored conferences and presentations addressing poverty. This resolution will bolster these and ongoing initiatives and decisively demonstrate APA's commitment to addressing poverty to key policymakers and to other professional disciplines and organizations.

The Urban Initiatives Program will disseminate the resolution widely, to individuals and groups within and outside of APA that deal with the causes and the impact of poverty, and the resolution will provide comprehensive support of continuing advocacy efforts to frame policy that effectively addresses the causes and impact of poverty for low-income individuals and families.

For additional information, contact Leslie Cameron, Urban Initiatives Program, APA, at 202/336-6044 or [lcameron@apa.org](mailto:lcameron@apa.org).

## Division 34 Makes a Difference in APA

APA is a large organization (over 50 Divisions and 100,000 members). Most of its work is done by over 300 staff and many boards and committees. Official policy is set by the Council of Representatives. Although we would like to think that population and/or environmental psychology are important to every issue that APA addresses, rarely is this the case. However, at the August 2000 Council of Representatives meeting, Division 34 did make a difference. The council was considering a motion on poverty that directed APA to support additional research on poverty, its causes and impacts, as well as additional public policies to alleviate poverty. Although a long motion citing extensive research, research in environmental and population psychology relating to the causes and impact of poverty was not included. The Division 34 Executive Committee working with Division 34's Representative to APA Council, Greg Wilmoth, successfully had the motion amended

to incorporate population and environmental concerns. Recognizing that war and ethnic strife increases environmental degradation and disrupt public health programs like family planning clinics, we also added language covering these topics. The final motion as passed included the following language introduced by Division 34:

*Whereas environmental factors such as environmental contaminants (e.g., lead paint, etc.), crowding, substandard housing, lack of potable water, etc. have detrimental effects on mental and physical development that perpetuate and contribute to poverty; Whereas children of teenage pregnancy and single motherhood are at high risk for a life of poverty, and birth control is not covered by health insurance plans for a significant number of women; Whereas ethnic strife and war disrupt the economic, public health, and social systems comprising the safety net that help ensure basic needs are met; [Therefore, Be it resolved that the APA: will advocate for more research that examines ...] unintended pregnancy, environmental factors, ethnic strife and war . [Therefore, Be it resolved that the APA: will support public policy ... including coverage for] comprehensive family planning services....*

Division 34 will strive to continue to find opportunities to make a difference at APA.

For more information, or to get involved, contact Greg Wilmoth at [wilmoth-cohen@prodigy.net](mailto:wilmoth-cohen@prodigy.net).

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## BOOK REVIEWS

### Problems and Issues of Diversity in the United States

A review of: *Problems and Issues of Diversity in the United States*, Edited by L. L. Naylor. Published by Bergin & Garvey, Westport, CN. [232 pp., pb ISBN: 0-89789-616-5 / hc ISBN: 0-89789-615-7] Greenwood Publishing: 1-800-225-5800.

Reviewed by: George W. Doherty, Ph.D., O'Dochartaigh Associates, Laramie, WY

Since the beginning of the United States as a country (and, indeed even earlier), diversity of culture and beliefs have been prominent. The related issues and problems have been concerns underlying the growth and development of the United States. Many current issues and problems faced in this country have roots going back at least as far as the beginning of this country. Others go back much farther.

*Webster's Dictionary* (Thomas Nelson Inc., 1985) defines diversity simply as difference. However, when applied to a number of issues and problems faced by modern society, it takes on some more complex meanings. Naylor's book consists of a series of articles concerning issues facing U.S. society. Many of these are just below or at the surface of public awareness. Unfortunately, they are not generally issues or problems we discuss openly or even frankly, yet they do have a large effect on our culture and society. These articles go to the heart of a number of these issues, name them, and openly discuss their effects on our society.

Naylor sets the tone in his introduction by discussing American culture, cultural and constituent identities, ethnic categories and distinct patterns of ideas, behaviors and products of American culture. He places emphasis on gaps between the ideal and the real America and the problems these pose for resolving the diversity issues facing Americans, including our idealization of individualism. Naylor defines culture as "the learned patterns of beliefs, behaviors and the products of these shared by, and in, groups of people."

While individualism is the most fundamental concept and is crucial to the belief system constituting the American world view, it is contrasted by the value of conformity. Wilcox analyzes these core values and the diversity of Americans. Some of the basic problems he analyzes include social stratification and class, social segmentation, linguistic diversity, race, ethnicity, discrimination, and the minority status of prejudice.

Following his examination of major problems presented by cultural and linguistic diversity, Wilcox goes on to identify and define the basic core values and associated orienting ideas in American culture. These include freedom, individualism, diversity, conformity, equality, work, achievement orientation, optimism, competence, honesty, sociability and authority. He contrasts the American dream, world view and reality with economic freedom, the free market, welfare (both individual and corporate), education (public and private), and affirmative action.

Social and religious freedom are core values within the American cultural ideology. Some of the major diversity issues confronting U.S. society include abortion issues, the meaning and influences of sin, sex and the American family according to Wilcox. Our faith in science and technology continues to be a vital issue in U.S. society. Failures of technology and/or man-made disasters severely affect our futures. Differences between religious fundamentalists and science continue to be issues of concern. Democratic and political freedom, linguistic freedom, bilingual education, medical freedom, HMOs, legal freedom, intellectual and academic freedom are just some of the problems and issues confronted. They are often based on self-interest, self-satisfaction, and self-justification regardless of what the actual facts might be.

Fujimura provides a brief case study of diversity and culture within the U.S. military, using the Navy as an example. She discusses the official vs the unofficial culture of the Navy as well as gender and ethnic cultures and notions of homosexuality. Though useful and somewhat informative, the limitations of generalizing from one service, a small sample size and a short period of time give a somewhat skewed picture of military culture. The Navy is the most conservative of the services and has some special conditions due to shipboard life experiences. A sample including the other services and relevant comparisons would enhance generalizability.

Lawson and Pillai present an in-depth discussion about the persistence of racism in America. Hate crimes, white supremacy groups, and attempts to eliminate affirmative action programs continue to plague attempts at overcoming discrimination and guaranteeing civil rights for all U.S. citizens. Lawson and Pillai provide a brief historical overview of the Civil Rights Movement in the U.S. Political protest and explanations for the

persistence of racism are discussed and analyzed. A number of the relationships to income as a variable are discussed including family household disparities, unemployment, glass ceilings, educational achievements, and housing discrimination. Harley, Rollins and Middleton extend this discussion by analyzing discrimination and prejudice within the context of race, including discussion of environmental conditioning and categorization.

An additional area of diversity among Black Americans is explored by Gibbs. Labeling and Afrocentricity are discussed as areas of concern affecting self-identity and cultural awareness. Class differences, popular culture and other divisions within Black culture as well as gender differences are discussed as factors affecting diversity within Black communities.

Ethnicity as a variable in the integration of psychological and social models is explored by Martin. While ethnicity has emerged as the "politically correct" term for labeling racial and cultural diversity over the past decade, it is viewed as both the greatest strength and greatest challenge confronting U.S. society. Cultural pluralism as applied to 21st century social issues are discussed as important in the evolution of world advances in communications, transportation, globalization, and increased exposure of different cultures to each other on a daily basis. Martin discusses ethnicity as ethnic identity and presents an Identity Development Model (IDM).

Extending the discussion yet further, Williams explores the history and development of cultural diversity among poor people in America - including racial/ethnic discrimination and poverty. The culture of poverty (Lewis, 1968) and the function of poverty in the U.S. are discussed as well as attacks against the poor, the Great Society, and future support for the poor in a democratic society are analyzed.

Another form of cultural diversity explored by Kaminow involves that of generational differences. She contrasts "Baby Boomers" with Generation X or the "Whiny Generation", "The Slackers", "The Lost Generation", "The Postponed Generation". Both agree that Generation Xers were raised in a time of turmoil. Littwin (1986) described America's youth as feeling entitled to a nice place to live, a high-paying job in their liberal arts fields and happiness. Martin (1994) suggested that Generation X blames the Boomers for their lack of success. Littwin explained this sense of entitlement occurs because of the delusion of middle-class Americans of the 1960s who parented Generation X. The turmoil of the late 1960s brought social, financial and political upheaval. Littwin suggested that youth and America were spoiled and living in a fantasy world of high expectations and with a sense of entitlement without wanting to pay the price of hard work and self-denial. Kaminow goes on to discuss these and other characteristics and conflicts of the current generation of American youth and Generation X.

In a final article, McQuillan contrasts rugged individualism and educational opportunity. He does this by contrasting two fictional school cultures and briefly analyzing racial and ethnic tensions at the University of Colorado. Concepts of schools as collective institutions, "residential apartheid", "white privilege", and educational opportunity are contrasted and discussed.

Solutions to many of the problems of cultural diversity, while perhaps popular with a general public searching for easy

solutions, tend to often be too simplistic and naive. Unfortunately they reflect the rather skewed perceptions of cultural diversity shared by many Americans. Those more familiar with the cultural diversity of America will find this volume stimulating and quite worthy of further discussion. Hopefully it will generate not only academic discussions and seminars, but other venues as well.

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#### Sex scientists: What makes them tick?

A review of: Brannigan, G. G., Allgeier, E. R., & Allgeier, A. R. (Eds.) (1998). *The Sex Scientists* New York: Longman. [214 pp., pb, ISBN: 0-32101-139-2].

Reviewed by Christopher R. Agnew, Ph.D., Department of Psychological Sciences, Purdue University

Ever wondered why people decide to study sexual issues? After all, there are certainly less controversial topics with which to occupy one's career. Wonder what makes these folks tick? If so, I've got a great book recommendation for you: *The Sex Scientists*, edited by Brannigan, Allgeier, and Allgeier. This edited volume presents 15 compelling, first-hand narratives from a multidisciplinary array of scientists and practitioners who have chosen to focus on issues of human sexuality in their research careers. All of the chapters are written in narrative form, each provides a glimpse into why these scientists study what they study, and each describes some of the unique and problematic aspects inherent to studying sexual issues. As such, the book provides a refreshing "insider" view of a field that remains mysterious to those outside of it. Although the book is designed to accompany lower- or upper-division courses in human sexuality, I can confirm that it makes a compelling read on its own.

While having the word "Sex" in the title will doubtlessly pull in a few readers, "Scientist" is really the central theme that is weaved through the book. The chapters contain the stories of individuals who have collected data on a host of sexual issues, including the history of sex research, sexual relationships, sexual communication, contraceptive behavior, sexual coercion, prostitution, sexual dysfunction, sexual enhancement, mate selection, and adolescent sexuality. The contributors were asked by the editors to tell about their experiences with research issues that were especially interesting, unique, or problematic

and the results don't disappoint. As a social psychologist with interests in contraceptive behavior and interpersonal relationships, I found myself particularly interested in those chapters written by social scientists with a decidedly social psychological orientation, including Dick Udry, Donn Byrne, William Fisher, and Bram Buunk. Other readers will likely gravitate toward chapters that reflect their own orientations. However, I found every chapter to be interesting and informative reading.

What's covered in the book? Vern Bullough begins by reviewing the history of human sexuality research and details how he worked to broaden the traditional topic matter of historians. Among other things, Donn Byrne's humorous chapter details how he arrived at his erotophilia-erotophobia distinction, used in classifying people's general orientation toward sexual issues and in predicting their sexual and contraceptive behavior. Bill Fisher describes the political and personal aspects of involvement with pornography research. A political thread also runs through Dick Udry's account of his attempts to procure federal funding for research on adolescent sexuality. He also provides a thoughtful account of the distinctive problems that arise when collecting data from underage youth. In her account, Monica Moore takes readers into singles bars to track and understand sexual signaling and its role in the process of mate selection.

Michael Wiederman provides a useful reminder that data about human sexuality isn't limited to the bedroom but can also be found in more mundane places, such as the personal ad section of your local newspaper. Leonore Tiefer recounts her life as a feminist sexology working with people with sexual dysfunctions. Michael Stevenson details his experiences as a Capitol Hill Fellow working on the Defense of Marriage Act. From across the Atlantic, Bram Buunk outlines his research journey through the understudied topics of jealousy and extradyadic sexual relations. Cynthia Graham describes her research on the sexual aspects of female fertility control.

Who would study "child molesters"? Gene Abel has spent most of his scientific career doing just that and his chapter details the unsettling "kill the messenger" mentality that can confront human sexuality researchers. Bill Darrow traces his beginnings as an STD caseworker in New York City to his important work on AIDS at the Centers for Disease Control. Cindy Struckman-Johnson describes the difficulties involved in collecting sexual coercion data in prison settings and Jacqueline Boles recounts her research on prostitutes in Atlanta, Georgia. In the final chapter, Gina Ogden, a sexual therapist, discusses her work as a proponent of female sexual enhancement and empowerment, including an engaging account of her experiences as a radio talk show guest.

This is an engaging book, filled with dozens of tidbits that will make you laugh at times as well as ponder. And you certainly don't need to teach a course in human sexuality to find it a worthwhile reading experience.

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### Trust Me... A Journey into the "Not-so-Clean" Science of Risk Management

A review of Cvetkovich, G. & Löfstedt, R. (Eds.). (1997). *Social trust and the management of risk*. London, UK: Earthscan. [ pb, ISBN 1 85383 604 4]

Reviewed by Don Hine, PhD, School of Psychology, University of New England, Armidale, Australia.

*In one way or another, we are forced to deal with complexities, with "wholes" or "systems" in all fields of knowledge. This implies a basic re-orientation in scientific thinking.*

-Ludwig Von Bertalanffy

In a book review published last year in PEPB, Louis Tassinari wrote about the demise of "clean science" within contemporary psychology. Tassinari was not suggesting that psychologists are becoming sloppy in their theorising and research methods. Rather he was referring to the growing realisation within the discipline that the traditional *strong inference* approach to generating scientific knowledge is poorly suited for investigating many types of psychological phenomena. Social trust, the topic a recent book edited by George Cvetkovich and Ragnar Löfstedt, strikes me as a good example of the this class of phenomena that falls outside domain of strong inference.

The 12 chapters that comprise *Social trust and the management of risk* are the product of presentations and discussions from the Bellingham International Social Trust Conferences held in 1996 and 1997. The conferences brought together many of the leading researchers in the field of risk perception and communication to address one of the most intractable problems facing contemporary risk researchers: How to best bridge the huge gap in trust between the general public and risk managers?

Although the book strikes a solid balance between basic and applied issues, and provides a useful overview of the dominant themes in current trust research, potential readers should be warned – this is a book that is long on difficult questions, but very short on answers. If you like your science presented in neat and tidy packages, you may not find much to like in this book. There are no grand integrative frameworks, no simple five-step plans (not to suggest that such plans are always appropriate or desirable), and ultimately no satisfying solutions to the social trust problem.

In fact, the book takes exactly the opposite tack. Rather than emphasising integration and synthesis, this book is all about complexifying the construct of trust. This tendency toward complexification turns out to be both the main strength and weakness of the book. On the one hand, it takes the reader beyond the overly simplistic conceptions of trust commonly found in the psychological literature, and presents a revised portrait in which meanings and implications of trust are embedded in social contexts which themselves are continually changing. Highlighting the dynamic complexity of social trust

in this manner is definitely a step in the right direction. On the other hand, no attempt is made to formalise these dynamic qualities at a theoretical level. The authors present an interesting array of findings that attest to the complexity of the subject at hand, but provide few insights into how these findings can be tied together in a meaningful or practical way.

Although it seems clear that the traditional strong inference approach to theory testing and development is a poor match for social trust, there must be alternative strategies for developing coherent theoretical accounts in this domain. There are undoubtedly several avenues worth pursuing in this regard, but recent work in the area of systems thinking strikes me as an especially promising place to start. System theory embraces the type of dynamic complexity evident in the social trust literature, but does so in a very highly structured manner. An approach that supports this combination of complexity and structure may be exactly what researchers need to solve the social trust problem.

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**PAPERS FROM THE EIGHTH  
INTERNATIONAL SYMPOSIUM ON SOCIETY  
AND RESOURCE MANAGEMENT**

June 18 – 24, 2000  
Bellingham, WA

**Good Looking: In Defense of Scenic Landscape Aesthetics**

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and

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Among U.S. writers on environmental aesthetics it has become de rigueur to leverage Aldo Leopold's legacy against the proliferation of "popular" landscape tastes, which are typically seen to have their origins in 17<sup>th</sup>-19<sup>th</sup> century European traditions of landscape painting and aesthetics. These writers regard victims of popular or "scenic" landscape tastes (exemplified by Olmsted's Central Park) as intellectually shallow, motivated by momentary "sensory pleasures", and passively and anthropocentrically drawn to "naturalistic" environments rather than actively and biocentrically engaged with natural environments. This implicit refusal to grant sensory information and affective processing the power to catalyze and inform serious reflection is not new; neither is the facile attribution of popular landscape aesthetics to the elite society of a limited culture and historical period surprising, given the current preponderance of postmodernist sensibilities. However, in the often highly-charged atmosphere of local environmental planning and management arenas, both positions

are needlessly polemical. More importantly, there is good evidence to suggest that both positions are founded on misconceptions about how humans process information, including environmental information. In this paper we will review work that establishes the intellectual bona fides of visual imagery, the important contributions that emotions make to cognition, and the likelihood that explanations of environmental aesthetics rooted in European Enlightenment-era landscape painting are inadequate. This review suggests that frequent calls for new normative environmental aesthetics based on a cognitive understanding of ecological sustainability are likely premature. As social scientists, we suggest that attempts to impose prescribed environmental aesthetics (albeit ecologically pure environmental aesthetics) are inappropriate and may well be self-defeating. Instead, we suggest that a thorough understanding of visual and nonvisual environmental aesthetics is needed, including examinations of the possibility that affect elicited by scenic encounters with preferred landscapes can lead people to form emotional attachments to the land and develop a greater consideration for sustainability goals.

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**PAPER SESSION: SOCIAL DIVERSITY, TRUST AND RESOURCE  
MANAGEMENT**

Moderators: George Cvetkovich & Michael Siegrist,  
Western Institute for Social Research / Dept. of Psychology;  
Western Washington University

**Social Trust, Confidence and the Resolution of  
Environmental Disputes**

Timothy C. Earle

Western Institute for Social Research / Psychology  
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Trust is the willingness to make oneself vulnerable to another based on judged similarity of values, and confidence is the belief, based on experience or evidence, that certain future events will occur as expected. Research on these two concepts has increased rapidly in recent years because it has become clear, based on theory development and research, that trust and confidence are important mediators between past experience and future intentions and behaviors in many important contexts. In general, trust and confidence are alternate paths to co-operation. Co-operation can be driven by confidence based on past performance; or it can be supported by trust based on shared values; or it can be based on some mixture of the two.

Our context of application is environmental risk management. In many risk management controversies, information about past performance is either unavailable (due, for example, to newness) or difficult to interpret (because it is highly technical, because it deals with non-intuitive probabilistic concepts, because it deals with rare events, etc.). In such cases, there is little basis for confidence. But there is still the possibility of trust and, therefore, of co-operation. In addition, trust can contribute to the development of confidence, thereby establishing the basis for a stable relationship. Finally, in cases

of past poor performance, trust can act as a bridge between lost and regained confidence.

The central importance of trust in risk management contexts requires that we improve our understanding of how it interacts with confidence, what the sources of these two constructs are, how they affect judgments of risk and benefit, and how they lead to co-operative behavior. All of these factors are included in our model of social trust in risk management.

### **Does trust affect judgments of risk acceptability? A survey-based case study from Burgas, Bulgaria**

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Krassimira Paskaleva  
Georgia Tech Research Institute  
and  
Poli Roukova  
Bulgarian National Academy of Sciences, Institute of Geography

The Neftochim petrochemical plant in Burgas, Bulgaria is perceived as a major, local source of both economic activity and environmental degradation. Following the political transition in Bulgaria, Neftochim's operation as expected has recently moved from centralized government control to private control under Lukoil, a Russian concern. This transition is expected to affect local residents' perceptions of economic and environmental risks. While household finances and the national economy and political situation tend to top the worries of those who live close to Neftochim, environmental worries land closely behind these, and are attributed to the facility. In a pilot study (n=34) trust in Neftochim management predicted personal environmental risk acceptability better than did perceptions of Neftochim-associated benefits, harms, and the probabilities thereof. This paper extends that investigation with a survey of 250 people in the Burgas region, including 200 who live close to Neftochim and 50 from a control village. The survey was conducted several months before privatization became a fact. We hypothesize that judgments of the acceptability of environmental risk from Neftochim are a function of 1) environmental values, 2) trust and efficacy, and 3) beliefs and perceptions of environmental, health, and economic benefits and harms associated with the plant.

### **Social Diversity, Trust and the Management of Gene Technology**

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Department of Psychology  
Western Washington University

Based on the reviewed literature, we proposed a causal model explaining acceptance of gene technology. We hypothesized that trust in institutions using gene technology or using modified products has a positive impact on perceived benefit and a

negative influence on perceived risk of this technology. Furthermore, perceived benefit and perceived risk determine acceptance of biotechnology. In other words, trust has an indirect influence on the acceptance of the technology. The postulated model was tested using structural equation modeling procedures. In the first study, participants were randomly selected students from a Swiss University (N = 837). In the second study, data from a random quota sample of 1001 Swiss Citizens between 18 and 74 years old were used to test the model. Results of both studies indicated that the proposed model fits the data very well. Results indicated that trust has a strong effect on the benefits and risks perceived. When trust was controlled for the inverse relationship between perceived risk and perceived benefit vanished (Study 1) or diminished (Study 2). Acceptance of gene technology was determined by perceived risks and benefits. Results of Study 1 suggest that worldviews influence trust in institutions in the field of gene technology. Study 2 revealed that the same causal model explains females' and males' acceptance of gene technology. Gender differences were found for the latent variable trust, perceived benefit, and acceptance of gene technology. Males showed less trust, perceived more benefits and more acceptance than did males. No significant difference was observed for perceived risk. Implications of the results will be discussed.

### **Social Diversity, Trust and the Management of the National Forests: The Results of Three Studies**

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and  
Patricia L. Winter  
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One important dimension of agency/public interaction is the trust that publics have in the managing agency. Social trust, the willingness to rely on the policies and decisions of often-impersonal agencies and their employees, has been found to be important to the perception of environmental risks and to the acceptance of emerging technologies and environmental management practices. Results of three studies identifying the importance of social trust to the management of U.S. National Forests will be reported.

Study 1 investigated the responses of local communities to Forest Service plans for Adaptive Management research in the national forests of northern California. It was found that social trust of the scientists proposing the research was a better predictor of acceptance of the research than were self assessed understanding of the research or judged technical ability of the researchers. Level of trust in the Forest Service was predicted by assessed similarity in forest management values of self and Forest Service.

Study 2 investigated acceptance of management practices to reduce the effects of recreational use on water quality in the Colville National Forest, WA. Interviews with indicated that acceptance of high intrusive management practices (e.g. banning

activities) is predicted by social trust and judged effectiveness of the practice. Acceptance of low intrusive practices (e.g., providing information to camp site visits) is predicted by personal concern for water quality and judged effectiveness of the practice.

Study 3 investigated acceptance of management practices for the protection of threatened and endangered species in the national forests of Southern California. Results of twenty-four focus groups conducted among communities of interest and of place indicated the importance of trust in the Forest Service to identify and appropriately apply practices to protect species. The management of natural resources, including public lands, increasingly involves effective responsiveness to diversity among the public. Results will be discussed relative to effectively responding to this diversity and the challenges of creating and maintaining trust.

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### **Caring For and About Nature: Toward a field of Conservation Psychology?**

Gene Myers, Ph.D.  
Western Washington University

A series of paper sessions within the 8th International Symposium on Society and Resource Management (ISSRM, held June 16-22, 2000 at Western Washington University in Bellingham, Washington) explored the topic, "Caring For and About Nature: Toward a field of Conservation Psychology?" Sessions were grouped by topics including: Sense of self / sense of place; Perceptions of the environment; Environmental experience and development; Relational caring / ethic of care; Cultural aspects of caring / cultural constructions of nature; and Meanings and values of nature. This conference thread was organized by Gene Myers (Western Washington University) and Carol Saunders (Brookfield Zoo) to highlight research on the psychological dimensions of relations to the nonhuman natural world, including research in applied settings. The ISSRM proved to be a good venue for this work, and the papers generated stimulating discussion on many topics. A number of resource management professionals, and members of other social and natural science disciplines also attended. Abstracts (with some full papers also) can be found (for now) on the web at <http://www.ac.wvu.edu/~gmyers/cp/>

As the subtitle of the theme indicates, the papers served a second purpose--that of grist for discussions about disciplinary and institutional organization. Two open forums further explored the underlying question, "Do we need a field of Conservation Psychology?" This was intended not as a formal proposal to found such a discipline, but rather as an opportunity to air the idea, get varied responses, and stimulate further dialogue. A number of participants responded very positively to the proposal for a field modeled on Conservation Biology's integrative and mission-driven divergence from its academic origins. The emphases of environmental psychology were discussed, and its contributions were well represented. Still others championed eco-psychology, and pointed out new

initiatives within that group. The main conclusion to emerge was to continue and broaden the conversation. Information on how to join Div. 34 and its listserv was shared. A more thorough summary of the themes discussed will be available via a link at the website above.

Two participants (Carol Saunders and Amara Brook) agreed to attend APA and carry the issues discussed to Div. 34 members there. Subsequently, a listserv was started, and lively discussion has continued. Many issues are being raised and it is premature to say what conclusion will be reached. But it is evident that some energetic psychologists perceive a need for greater institutional recognition (of various sorts; some have raised Div. 34 as a possibility) for varied but solid research which: 1) emphasizes relations to nonhuman nature; 2) may draw on a wide range of resources from psychology; and 3) explores foundational questions and/or has practical value.

To join the listserv, mail to: [conservation-psychology-request@umich.edu](mailto:conservation-psychology-request@umich.edu); in the Subject line, put the command "SUBSCRIBE"; leave the message blank. You can also subscribe (etc.) and find archives of the previous discussion via a link on the web page above.

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## **ANNOUNCEMENTS**

### **National Study of Delinquency Prevention in Schools**

We report on school safety and programs implemented to reduce problem behavior in a national sample of schools. Among the topics investigated are the extent of victimization and problem behavior in schools; and the relations of community characteristics, school climate, school leadership, structure and supervision on quality of prevention program implementation. Interested persons can download a summary or the full report from our web site (<http://www.gottfredson.com>).

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### **The Campbell Collaboration**

The Campbell Collaboration is an emerging international effort that aims to help people make well-informed decisions by preparing, maintaining, and promoting access to systematic reviews of studies on the effects of social and educational policies and practices. Their website address: <http://campbell.gse.upenn.edu/>.

The Campbell Collaboration is named after an American psychologist and thinker, Donald Campbell, who drew attention to the need for societies to assess more rigorously the effects of their social and educational experiments, that is, the policies and practices that they introduce and promote. These experiments take place in pre-school, elementary, secondary and higher education; in delinquency and criminal justice; in mental health and substance use; and in social services, including welfare, housing, and employment and training.

The decision to establish the Campbell Collaboration was taken by 80 people from four countries at an exploratory

meeting at University College London in July 1999. The Collaboration was formally established at a meeting at the University of Pennsylvania on February 24-25, 2000.

The systematic reviews of research evidence prepared and maintained by contributors to the Campbell Collaboration's Review Groups will be designed to meet the needs of those with a strong interest in high quality evidence on "what works". These include members of the public who want to keep abreast of the best evidence on the effects of social and educational policies and practices, service providers, policy makers, educators and their students, and professional researchers. Campbell systematic reviews will be published electronically so that they can be updated promptly as relevant additional evidence emerges, and amended in the light of criticisms and advances in methodology.

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### IAPS Bulletin

The Winter 2000/2001 issue of the Bulletin of People-Environment Studies is now in print and will be mailed to the IAPS membership shortly (expect to receive it late January). If you are not an IAPS member go to the IAPS website for information on how to order a copy (<http://www.bwk.tue.nl/iaps>).

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### Graduation Pledge Alliance

Humboldt State University (California) initiated the Graduation Pledge of Social and Environmental Responsibility. It states, "I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work." (students define what being "responsible" means to themselves). Dozens of colleges and universities have enacted the pledge at some level, at schools which range in size from Earlham, to Harvard, to University of Kansas. Graduates who voluntarily signed the pledge have turned down jobs they did not feel morally comfortable with and have worked to make changes once on the job. For example, they have promoted recycling at their organization, removed racist language from a training manual, worked for gender parity in high school athletics, and in one case, helped to convince an employer to refuse a chemical weapons contract.

Manchester College now co-ordinates the campaign effort, which has taken different forms at different institutions. At Manchester, it is a community-wide event co-ordinated by a diverse committee. Typically, fifty percent of students sign and keep a wallet-size card stating the pledge, while students and supportive faculty wear green ribbons at commencement and the pledge is printed in the formal commencement program. Depending upon the school, it might take several years to reach this level of institutionalization. If one can just get a few groups/departments involved, and get some media attention on (and off) campus, it will get others interested and build for the future. The project has been covered in newspapers around the country (e.g., Chicago Tribune, Washington Post, and Boston Globe), as well as being covered on national radio networks and local T.V. stations. The pledge helps educate and motivate one to contribute to a better world. Think of the impact if even a significant minority of the one million college graduates each year signed and carried out the Pledge. Contact [NJWollman@Manchester.edu](mailto:NJWollman@Manchester.edu) for information/questions/comments; or write GPA, MC Box 135, Manchester College, 604 E. College Ave., North Manchester, IN 46962. The Campaign also has a web site, at <http://ARES.manchester.edu/department/peaceStudies/gpa.html>.

Please keep us informed of any pledge efforts you undertake, as we try to monitor what is happening, and provide periodic updates on the national effort.

#### FROM THE EDITOR:

It's been fun, these three years as Editor of PEPB, but my time is almost finished...I have **one more issue** in my term. If you've enjoyed reading the *Population and Environmental Psychology Bulletin*, consider signing on to ensure its continued publication! (see page 1 for details).

Jennifer Veitch ([jennifer.veitch@nrc.ca](mailto:jennifer.veitch@nrc.ca)).

