

Seminar in Social Psychology: Applied Social Psychology

Psychology 4020.6.0 B

Fall 2014-Winter 2015
Tuesdays 8:30-11:30
FC 103

Course Director:

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Office hours by appointment only

A brief biography:

David L. Wiesenthal obtained his bachelor's degree in psychology from the City College of the City University of New York and his doctoral degree in social psychology from the State University of New York at Buffalo. He was a Post-doctoral Fellow and Special Lecturer at York University and joined the faculty after his fellowship. He is currently a Full Professor in the Department of Psychology. He has been a Visiting Professor at the Hebrew University of Jerusalem, and has lectured at the University of Umeå, the University of Stockholm, the University of Linköping, the Swedish Road and Traffic Research Institute, Lund University and the University of Costa Rica. He recently gave a series of workshops on traffic psychology for the College of Psychologists (Costa Rica).

Prof. Wiesenthal's current research interests are in driver stress/stress reduction, driver vengeance/aggression, driver attributional processes, cognitive processes, risk-taking and media influences on risky driving. He has recently received grant funding from AUTO 21 and the Social Sciences and Humanities Research Council. Over the years, he has been active presenter at the Canadian Multidisciplinary Road Safety Conference, the European Congress of Psychology and the International Congress of Applied Psychology. He is the co-editor (with Dwight Hennessy) of *Contemporary issues in road user behavior and traffic safety* (2005), published by Nova Science. He also has strong interest in the promotion of research ethics and, in addition to publishing in this area, he has served as Chair of the university's Research Ethics Board, and has

served on the Executive Committee and the Board of Directors of the York Centre for Practical Ethics. He is currently a member of the Board of Directors of the Canadian Association of Road Safety Professionals. He is a member of the Canadian Association of University Teachers and the International Association of Applied Psychology.

Contact Information:

The best way to contact me is by e-mail. Given the volume of spam mailings that I receive (and delete without opening), I am requesting that if you are not e-mailing me from your York University account (these accounts begin with "yu"), you indicate the course number in the subject line of all mailings. Mail not containing this designation will be deleted unread.

Given the volume of mail that I receive, I will not be able to repeat announcements or other material given in seminar to you in individual mailings. Should you be unable to attend seminar, check the course outline for the topics and readings for that week,

If you are ill and cannot attend the seminar or write the midterm examination, please note that you are required to notify me. I would call attention to the 48 window involved with such notifications.

Purpose:

This seminar is designed to present the curious student with a survey of applied social psychological research dealing with a variety of topics of current interest. The course will be taught in a seminar format, as would a graduate level course, and a **high** degree of involvement with seminar discussions is expected of all students.

Readings:

A selection of articles and book chapters has been carefully selected for both content and timeliness. The collection of photocopied materials will be available only from the York Bookstore. Optional readings and videos are available in Scott Library.

Grading:

Grades will be based on a midterm examination worth 33%. Student participation in seminars (both presenting and responding), will be worth another 33%. A term paper dealing with a proposed applied research project will also be worth 33%.

The Midterm Exam will be constructed entirely from the questions I've selected from the readings. You will have already answered these questions, so I am especially interested in your integration of your comments with material drawn from seminar discussions.

A word about deadlines, examinations, and illness:

Students are expected to meet all course deadlines barring catastrophic events. Makeup examinations will be given only upon presentation of the *Attending Physician's Statement*. This form is available from the Registrar's Office in the West Office Building. The research proposal is due on April 2, 2015. **LATE PAPERS WILL NOT BE ACCEPTED!**

Attendance:

Students are expected to participate in *all* seminars. **No more than two (2) absences will be permitted for the course.** Any further absences will result in a lowering of the student's grade with half a grade deducted for each subsequent absence beyond the allowable two missed seminars. Students will be expected to attend each seminar for the full duration of the class meeting.

Presentation Guidelines:

Students are expected to conduct a seminar that will discuss the questions I've posed based upon the assigned readings contained in the Course Kit. They are expected to bring in some additional material that will enrich the seminar's understanding and appreciation of the topic in question. The first place to search for supplemental material would be the course outline listing of suggested/supplemental readings. A search of Yorkline, PsycInfo, Web of Science, and Google Scholar should also produce some recent articles or book chapters. I can also assist with materials from my files and with some suggestions, so it might be useful for us to meet well in advance of your presentation. There are Internet resources (YouTube is a good source), films, or demonstrations have been quite provocative and have elicited a good bit of seminar participation.

There is a projector and PC available for all classes for a PowerPoint presentation. My general advice on PowerPoint presentations is to avoid the special effects (e.g., flying bullets, music, sound effects, etc.) and use a fairly simple, straightforward presentation style. Engineers are fond of referring to the "KISS principle". The KISS acronym stands for "Keep it Simple, Stupid". Enough said!

Research Proposal:

I have asked that you prepare a research proposal describing some hypothetical research that you are requesting funding to perform. The research, of course, will not actually be conducted, but should serve to prepare you for when you will have to write a proposal. Proposals are written for master's theses and doctoral dissertations, as well as for programmes that may be implemented in a wide variety of health centres, and governmental and non-governmental agencies in the community. The trend now is for shorter proposals to be prepared, and I have adopted this policy in this course by limiting you to no more than 15 pages of text (APA formatted—exclusive of tables, figures, references, and such). The proposal will be due on April 2, 2015. **Late proposals will not be accepted!**

The research proposal has several sections as follows:

Literature review

The literature review sums up the current state of the research along with the conceptual thinking about the problem in question. It should critically appraise existing research and present the relevant theories. Depending upon the topic chosen, there will be some variability in how comprehensive the review will be which, of course, is based upon the amount of previous research. The review should define the major concepts involved, the relevant theories/models, and a critique or evaluation of the theories and research.

Statement of the problem

This section highlights what is the issue that merits research. It should be sufficiently compelling for the reader to understand why *this* problem was chosen and why research is needed. What issues will be clarified and how the proposed research improves upon the area will be a central aspect of this section.

Hypotheses/predictions

This is the last section of the literature review and indicates to the reader exactly what sort of results you are expecting. While there are proposals that are essentially fishing expeditions, most proposals are seeking to test some theory/model where a theory has led to the hypotheses in question. This section sets the stage for the Method section. The reader will examine the proposal to ensure that the hypotheses will be able to be tested by is proposed in the Method section.

Method

This section describes who will be the research participants, the way they'll be recruited, the various questionnaires, scales, or measuring equipment that are used to produce the data. The procedure describes the order of the treatments and how the research data will actually be collected. I would recommend that you include a table depicting the experimental design (e.g., a 2 X 3 factorial design).

Results

The proposal should describe the major statistical analyses that will be performed on the data. While many tests will be dependent upon the nature of the data to ensure that statistical assumptions are met prior to performing the test, it still is in order to describe the basic statistics. Will an analysis of variance be conducted, chi-square test, factor analysis, multiple regression or correlational analyses be run? You must specify the general type of statistic you intend to use.

Benefits

I think it is useful to end with a paragraph describing the benefits resulting from conducting the research. How will theory be improved? Will there be more efficacious treatments available for pressing social problems? Will the participants' lives be enhanced in some way as a result of what you've learned?

Common mistakes seen in previous proposals

The best bit of general advice I'd offer, is to purchase the APA Publication Manual (6th Edition) at the beginning of your fourth year and keep it next to your computer.

Many students assume that manuscripts resemble the finished journal article, as in some form of desktop publishing. They do not! There are many changes that the journal makes to alter the appearance of the original manuscript format. For instance, all the printing in the manuscript uses double-line spacing. **THERE ARE NO EXCEPTIONS!** Long quotations are double-spaced in a manuscript (although in print they may appear as single-line spacing), as is the entire Reference section. Set your word processor to double-line spacing and don't change it.

The Introduction to the manuscript is never labeled "Introduction". The title page is numbered as page one and uses a header.

Do not have one or two sentence paragraphs. Do not end sentences with prepositions and do not split infinitives. Make certain you know the rules for affect/effect, lesser/fewer, quote/quotation, e.g., i.e., and avoid colloquialisms, sexist writing and other crimes against the reader (me!). If any of this is unclear, it may be necessary to review a composition handbook. Proofread your manuscript and then read it out loud to a friend, relative, or paramour. Spell checkers should be used, but they will not correct the mistyping of a legitimate word. Use the past tense in literature reviews and ensure that the tense is constant throughout the manuscript.

If you've reviewed similar studies in the literature review, you need to state precisely how the proposed research differs from previous research and what contribution it makes to the field.

You need to provide a citation for EVERY point you make and back up every assertion. Even commonly understood principles require a citation. When in doubt, cite! It is better to include a citation than to omit one. If a reviewer were to request a citation, it might be a real challenge to locate where an idea originated six months or a year after you prepared the manuscript. Use the ampersand (&) when you have a citation in parentheses (Wiesenthal & Freud, 2013) and the word "and" in the text (e.g., "Without doubt, the most insightful view of behaviour ever to be published was Wiesenthal and Freud's (2013) theoretical statement").

Do not skip lines in the Reference section between citations. Be certain to indicate the volume numbers for journals. Do not list the issue number. Pages are referenced

differently in quotations, journal articles, and book chapters. This makes no sense to me, but it is an APA rule that we are obliged to follow. Check the manuscript to ensure that all the citations in the text, appear in the Reference section. I know this seems obvious, but when you are writing and later editing your manuscript, sections are added and deleted, so that you will have to revise your Reference section. This is easiest if you give another reader your Reference section and you read off all the citations in the text that you have previously highlighted.

Avoid the use of colour in your graphs ("Figures" in APAese). Scientific publications do not use colour, so that you will have to have the bars in a histogram differentiated with dots, diagonal lines, cross-hatching etc. Line graphs will require dotted lines, solid lines and various combinations of those elements to distinguish between the different groups or treatment conditions.

Schedule

| Date | Topic | Film |
|--|-----------------------------------|--|
| September 9 | Introduction | <i>Prisoners of Silence (9/9)</i> |
| September 16, 23 | Philosophy of science | |
| September 30, October 7 | Research ethics/integrity | <i>Deadly Deception (9/30)</i> |
| October 14, 21 <i>Highway (10/14)</i> | Driver behaviour & aggression | <i>Road Rage: Havoc on the Highway (10/14)</i> |
| October 29-November 2 | Co-curricular week (no classes) | |
| November 4 | Obedience | |
| November 11 | Urban behaviour | |
| November 18 | Terrorism | |
| November 25 | Vandalism | |
| December 2 | Study Day (no classes) | |
| January 6 | Environmental criminology | <i>Writing on the Wall (1/6)</i> |
| January 13 | Space & extreme environments | |
| January 20 | Feminism | |
| January 27 | Midterm exam | |
| February 3 | Preparation of research proposals | |
| February 10 | Research design | |
| February 14-20 | Reading week | |
| February 24 | Project presentations | |
| March 3 | Project presentations | |

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| March 10 | Project presentations |
| March 17 | Project presentations |
| March 24 | Project presentations |
| March 31 | Research proposals due |

For the university calendar, see <http://www.registrar.yorku.ca/enrol/dates/fw14.htm>
February 6th is the last day to drop full-year courses without receiving a grade.

READINGS

Introduction/Orientation

Zimbardo, P. G. (2004). Does psychology make a significant difference in our lives? *American Psychologist*, 59, 399-351.

1. What other contributions has psychology made to society?
2. How do the points made by Zimbardo reflect (or not) how the present Federal government views applied science?
3. How might psychology be “given away” to Canadians? How does science get disseminated to the Canadian public? What are some of the outlets?

Kazdin, A. E. (2009). Psychological science’s contribution to a sustainable environment?: Extending our reach to a grand challenge of society. *American Psychologist*, 64, 339-356.

1. What are “wicked problems”? Can you think of “wicked problems” confronting the Greater Toronto Area (GTA), Ontario, or Canada? What has been the actual or recommended role of psychology in solving these problems? .
2. A disproportionate number of politicians both in Canada and in the United States are lawyers who often lack any sort of meaningful science background. What might be the role of psychologists in the political arena?
3. I was surprised that both Zimbardo, as well as Kazdin, have not included the psychology of conflict resolution or peace research. Was this an oversight or do you think there might be an unstated reason for this omission?

Drenth, P. J.D. (2008). Psychology: Is it applied enough? *Applied Psychology: An International Review*, 57, 524-540.

1. Drenth also feels psychology is underutilized. What are his recommendations?
2. What is Drenth’s view of the dichotomy (split) between theoretical and applied psychology?

3. Where would place Drenth's political views on a continuum of radical-conservative science? Why? What's the evidence for your views?

Fine, M. & Vanderslice (1992), Qualitative activist research: Reflections on methods and politics. In F.B. Bryant, J Edwards, R.S. Tinsdale, E.J. Posavac, L. Heath, E. Henderson and Y. Suarez-Balacazar (Ed.) *Methodological issues in applied social psychology*, pp. 199-218.

1. What epistemological assumptions do activist researchers challenge?
2. How does the research on the Philadelphia Schools Collaborative (PSC) illustrate the objectives of activist research? What were the implications of the applied research in the Philadelphia school system?
3. What did Kurt Lewin see as the role of theory and research in applied social psychology?

Lilienfeld, S. O. (2012). Public scepticism of psychology: Why many people perceive the study of human behaviour as unscientific. *American Psychologist*, 67, 111-129.

1. What would be your recommendations for psychology organizations and departments to raise the scientific status of psychology for the general public?
2. The late social psychologist Stanley Schachter coined the term "bubba psychology" ("bubba" is the Yiddish word for grandmother) which referred to behavioural explanations so obvious that even your grandmother could accurately predict outcome. Can you think of well documented psychological findings where "common sense" is not always correct?
3. What does philosophy of science indicate about "common sense"? What is "intuitive physics" and how does it differ from reality?

Kurt Lewin had a profound effect on the development of group dynamics, the psychology of support groups, group therapy, personality theory as well as experimental psychology. He was a believer in the notion of psychological theory and practice being inextricably linked. To get an idea of the range of his creativity, see Martin Gold's (Ed.), (1999) collection of some of Lewin's writings, *The complete social scientist: A Kurt Lewin reader* (Washington, DC: American Psychological Association, BF 121 L4395 1999). For biographies of Kurt Lewin, see Morrow, A. J. (1977) *The practical theorist: The life and work of Kurt Lewin* (New York: Teacher's College Press, HM 251 M286

1977). Marrow was a graduate student of Lewin's who conducted applied group dynamics research in a factory he operated. Miriam A Lewin contributed a chapter "Kurt Lewin: His psychology and a daughter's recollections" in Kimble, G. A. and Wertheimer, M (Eds.) (1998) *Portraits of pioneers in psychology*, Vol. 3, Washington, D.C.: American Psychological Association, BF109 A1 P. 67 1991 V.3.1).

Ethics:

Sieber J.E. & J.L. Sorensen (1992). Ethical issues in community-based research and intervention. In F.B. Bryant, J. Edwards, R.S. Tinsdale, E.J. Posavac, L. Heath, E. Henderson and Y. Suarez-Balacazar (Ed). *Methodological issues in applied social psychology*, Plenum, Press: New York. Pp. 43-64.

1. What ethical principles and issues do Sieber and Sorensen describe?
2. What practical issues/problems confront social scientists who wish to research the "street"? How does the researcher deal with these problems in order to conduct research?

Tri-Council (Canadian Institute of Health Research, Natural Sciences and Engineering Research Council of Canada, Social Sciences and Humanities Research Council of Canada). (1998). *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*. Ottawa: Interagency Secretariat on Research Ethics.

I have edited down the report, omitting the sections (7-10) pertaining to biomedical research, the appendices and summary of amendments. The entire document may be obtained at www.pre.ethics.gc.ca.

1. What do you see as the strengths and weaknesses of the Canadian research ethics code? What difficulties and/or problems may be involved in its implementation in research?
 2. What changes do you think might be desirable in the Tri-Council guidelines?
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O'Neill, P. (2011). The evolution of research ethics in Canada: Current developments. *Canadian Psychology*, 52, 180-184.

1. What might be some problematic aspects of recent changes to the ethics code?

Film: "Deadly Deception"

Optional reading:

The entire August 2011 issue of *Canadian Psychology* is devoted to covering the recent development of the Tri-Council ethics code.

Sales, B. D., & Folkman, S. (Eds.), (2000). *Ethics in research with human participants*. American Psychological Association: Washington, DC (BF76.4 E824 2000) This book deals with research planning, recruitment of participants, informed consent, privacy issues, authorship and conflict of interest matters relating to research ethics.

United States, National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont report: Ethical principles and guidelines for the protection of human subjects of research*. Washington, DC: The Commission (US1H16.6 B45, FR Government Docs.). This was a very influential report that led to legislation and ethics policy in the U.S. Its influence has also been apparent in Canadian developments.

Emanuel, E.J., Wendler, D. & Grady, C. (2000). What makes clinical research ethical? *Journal of the American Medical Association (JAMA)*, 283, May 24/31.

The article may also be obtained from the Internet at the following URL: (<http://jama.ama-assn.org/issues/v283n20/full/jsc90374.html>) . The article maintains that informed consent is a necessary, but not sufficient condition, for research to be considered ethical.

Jones, J.H. (1981). *Bad blood: The Tuskegee syphilis experiment*. New York: Free Press (R853 H8 J66 1981). Jones, the historian interviewed in the film "Deadly Deception" describes the history of the syphilis project. A second edition has been published which features new material dealing with HIV/AIDS research.

Kimmel, A. (2007). *Ethical issues in behavioral research: Basic and applied perspectives*. (2nd ed.). Malden, MA: Blackwell Publishers.

An interesting review of contemporary thought in the area of research ethics.

These papers (written by my favourite psychologist) describe some of the ethical issues arising from genomic research.

Wiesenthal, D.L. & Wiener, N.I. (1996). Privacy and the Human Genome Project. *Ethics & Behavior*, 6, 189-201.

Wiesenthal, D.L. & Wiener, N.I. (1999). Ethical questions in the age of the New Eugenics. *Science and Engineering Ethics*, 5, 383-394

Optional Material on the Internet:

Students should familiarize themselves with the Canadian research ethics code established by the Tri-Council (comprised of SSHRC, NSERC, and CIHR), "Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans" (available at <http://pre.ethics.gc.ca/english/policystatement/policystatement.cfm>). The code is slated for a revision sometime this year. There is a tutorial to assist learning the various principles at <http://pre.ethics.gc.ca/english/tutorial/>. A certificate of completion may be printed out following the completion of the tutorial. This document is now being required in Canadian universities for graduate students and faculty wishing to test human participants.

These websites describe the Tuskegee syphilis study and contain many interesting links:
<http://hsc.virginia.edu/hs-library/historical/apology/>
<http://www.dc.peachnet.edu/~shale/humanities/composition/assignments/experiment/tuskegee.html>
<http://www.cdc.gov/nchstp/od/tuskegee/>

Time permitting, I would like you to read and compare both the American and Canadian Psychological Association's ethical codes. They are available on the Internet at the following URLs:

<http://www.cpa.ca/ethics.html>
<http://www.apa.org/ethics/code/html>

You might also look at these URLs as well. I find them fascinating:

<http://www.chem.vt.edu/ethics/vinny/ethxbibl.htm#genome> (This is the Science Ethics Bibliography dealing with a variety of topics.)
<http://www.med.upenn.edu/~bioethic/outreach/bioforbegin/beginners.html>

Aggression and Driving Behavior

Wiesenthal, D. L., Lustman, M., & Roseborough, J. (in press). Aggressive driving. In A. Smiley (Ed.), *Human factors in traffic safety* (3rd ed.). Tucson, AZ: Lawyers & Judges Publishing Company.

1. Why hasn't highway driving elicited more research interest on the part of social and environmental psychologists?

2. Many have criticized psychology's overreliance upon laboratory research. Why haven't the highways been studied as natural "laboratories"? What research topics might be investigated using highway settings?
3. What are some factors responsible for aggressive drivers. Is there a distinction between aggressive drivers and road rage?
4. What might be some strategies for dealing with the problem Tasca discusses? -----

Novaco, R.W. (1991). Aggression on roadways. In R. Baenninger (Ed.), *Targets of violence and aggression*. Amsterdam: Elsevier Science Publishers, pp. 253-326.

1. What variables have been associated with highway aggression? Why is the driving situation a good realm for the study of aggressive behaviour?
2. What problems have existed with the measurement of highway aggression? Novaco discusses horn honking as a measure of aggression. Is horn honking aggressive? What is the status of operational definitions? What recommendations would you suggest for researching highway aggression?
3. What suggestions would you offer to government to reduce roadway violence?

Smart, R.G., Stoduto, G., Mann, R.E. & Adlaf, E.M. (2004). Road rage experience and behavior: Vehicle, exposure, and driver factors. *Traffic Injury Prevention, 5*, 343-348.

1. Do you agree with the definition of "road rage" employed by Smart et al.? What problems may exist with such a definition? What would you suggest for a definition of "road rage"? What confounding factors may exist in their analyses?

Wickens, C.M., Wiesenthal, D.L. & Rippey, K. (2005). Motorists' Perceptions of Aggressive Driving: A Comparative Analysis of Ontario and California Drivers. In D.A. Hennessy & D.L. Wiesenthal (Eds.), *Contemporary issues in road user behavior and traffic safety* (pp.23-36). Hauppauge, NY: Nova Science Publishers.

1. What similarities and differences were seen between Ontario and California motorists in their perception of objectionable driving?

Optional Reading:

D.A. Hennessy & D.L. Wiesenthal (Eds.), *Contemporary issues in road user behavior and traffic safety* (pp.23-36). Hauppauge, NY: Nova Science Publishers.

- Hennessy, D. A., & Wiesenthal, D. L. (2002). The relationship between driver aggression, violence, and vengeance. *Violence and Victimization, 17*, 707-718.
- Hennessy, D. & Wiesenthal, D.L. (1997). The relationship between traffic congestion, driver stress and direct versus indirect coping behavior. *Ergonomics, 40*, 348-361.
- Hennessy, D. A. & Wiesenthal, D. L. (1999). Traffic congestion, driver stress, and driver aggression. *Aggressive Behavior, 25*, 409-423.
- Hennessy, D. A., Wiesenthal, D. L. & Kohn, P. M. (2000). The influence of traffic congestion, daily hassles, and trait stress susceptibility on state driver stress: An interactive perspective. *Journal of Biobehavioral Research, 5*, 162-179.
- Parker, D., & Manstead, A.S.R. (1996). The social psychology of driver behavior. In G.R.Semin and K. Fiedler, (Eds.), *Applied social psychology*. London: Sage Publications, pp. 198-224.
- Wiesenthal, D. L., Hennessy, D. A. & Totten, B. (2000). The influence of music on driver stress. *Journal of Applied Social Psychology, 30*, 1709-1719.
- Wiesenthal, D. L., Hennessy, D. A. & Gibson, P. M. (2000). The Driving Vengeance Questionnaire (DVQ): The development of a scale to measure deviant driver attitudes. *Violence and Victims, 15*, 115-136.
- Fischer, P., Kubitzki, J., Guter, S., & Frey, D. (2007). Virtual driving and risk taking: Do racing games increase risk-taking cognitions, affect, and behaviors? *Journal of Experimental Psychology, 13*, 22-31.

An interesting study examining the effect of playing computer driving games on a variety of measures of driving-related behaviours. The authors found a link between playing auto racing games and a computerized measure of risk-taking. The weak link is that the investigators didn't have their subjects actually drive and instrumented vehicle.

Destructive Obedience

- Burger, J. M. (2009). Replicating Milgram: Would people still obey today? *American Psychologist, 64*, 1-11.
- Miller, A. G. (2009). Reflections on "Replicating Milgram" (Burger, 2009). *American Psychologist, 64*, 20-27.

Twenge, J. M. (2009). Change over time in obedience: The jury's still out, but it might be decreasing. *American Psychologist*, 64, 28-31.

1. Does obedience vary over time and gender? What variables need to be taken into account?
2. Do you consider the Milgram paradigm to be ethical or unethical? What are the arguments supporting your position?
3. What is the current evaluation of Milgram's research?

Tarnow, E. (2000). Self destructive obedience in the airplane cockpit and the concept of obedience optimization. In T. Blass (Ed.), *Obedience to authority: Current perspectives on the Milgram paradigm*. Mahwah, NJ: Lawrence Erlbaum Associates.

1. What is meant by "obedience optimization"?
2. Can you think of other situations/settings where obedience might be dangerous? What suggestions could you offer to reduce the possibility of destructive obedience endangering others?
3. As a psychologist, what advice would you give parents who ask you about the role of obedience in childrearing? When is it appropriate or inappropriate for the child to obey adults? To whom should obedience be given?

Optional Readings

I am assuming that everyone has seen the film showing Milgram and his subjects participating in the original obedience research. The film is *Obedience* and may be viewed in the Sound and Moving Image Library (video # 0822 or 2321). Milgram (1977) also published a collection of his papers where he describes how he got the idea for the various research projects he reports. It is the only psychology book that I am aware of where the author explains the sources of his/her inspiration. See *The individual in a social world: Essays and experiments* (HM 251 M4639). The second edition (1992) of the book was prepared after Milgram's death by Maury Silver, a former student. Milgram's (1974) book on obedience *Obedience to authority: An experimental view* (HM 271 M47 1974) was published awhile after the initial research was reported in journals. Blass's (2000) volume sums up the contemporary perspective of Milgram's work.

Ludy and Simpson (2009) have commented upon the influence of the obedience paradigm on social and personality research. See Ludy, T.B Jr. & Simpson, J. A. (2009). The power of the situation: The impact of Milgram's obedience studies on personality and social psychology. *American Psychology*, 64, 12-19.

For a very brief biographical sketch of Stanley Milgram and some of the influences that led him to research destructive obedience, see Blass, T. (2009). From New Haven to Santa Clara. *American Psychologist*, 64, 37-45.

For a more complete biography of Milgram, see Blass, T. (2004). *The man who shocked the world: The life and legacy of Stanley Milgram*. New York: Basic Books (HM 1031 M55 B57 2004)

There are also two fascinating books that deal with the question of German obedience enabling the Holocaust. Daniel J. Goldhagen's (1996) *Hitler's willing executioners: Ordinary German and the Holocaust* (New York: Knopf: Distributed by Random House D 804 G648 1996) contrasts Milgram's explanation with one rooted in national character.

Christopher R. Browning's (1992) *Ordinary men: Reserve Police Battalion 101 and the final solution in Poland*. (New York: Aaron Asher Books, D804.3 B77 1992) deals with the trial of members of a death squad that engaged in genocide despite minimal pressure to do so.

Urban Behavior

Levine, R.V. The pace of life. *American Scientist*, September/October 1990, pp. 450-459.

Levine, R. V., & Norenzayan, A. (1999). The pace of life in 31 countries. *Journal of Cross-cultural Psychology*, 30, 178-205.

Levine, R. V., Reysen, S., & Ganz, E. (2008). The kindness of strangers revisited: A comparison of 24 US cities. *Social Indicators Research*, 85, 461-481.

1. What additional variables/measures could be examined to study the pace of life? What advantage would a variety of methodologies provide?

2. How might pace of life research be applied?

3. What can reasonably be concluded about the variables influencing helping behaviour across American cities?

Milgram, S. The experience of living in cities. *Science*, 1970, 167, 1461-1468.

1. According to Milgram, what are the effects of urbanism on the psychological life of city dwellers?

2. Are different cities similar in their psychological effects, or do they differ from each other? Is merely examining density sufficient for an explanation? How is Paris different from Toronto, Toronto from Seattle, Vancouver from Montreal? How could these differences be explored in research? What methodologies might be useful in answering these questions?

3. Is a city experienced in the same manner for its inhabitants, or do children's perceptions differ from adults, immigrants from the native born, the rich from the poor, families from singles? What sort of research would you propose to answer these questions?

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Korte, C. (1978) Helpfulness in the urban environment. In A. Baum, J.E. Singer, and S. Valins (Eds.), *Advances in Environmental Psychology*, Volume 1, pp. 85-109.

1. As applied social psychologists, what would you suggest to increase the level of altruism in contemporary urban society? What psychological principles would provide the conceptual/theoretical rationale for your suggestions?

2. What argument did Korte make concerning environmental determinism and environmental selection? What is meant by "determinism"?

Krupat, E. (1985). Urban characteristics: City versus city and city versus town. In E. Krupat, *People in cities*. Cambridge: Cambridge University Press, 19-47.

1. To what uses might one apply quality of urban life research?

2. Frequently newspapers and magazines describe a ranking of cities according to some quality of life measure (e.g. a few years ago the *Globe and Mail* business magazine described Kingston, Ontario as its top city). What are some problems with ranking cities in quality of life research?

3. What measures would you propose for urban quality of life research that might have been overlooked in previous research?

Robin, M., Matheau-Police, A. & Coutry, C. (2007). Development of a scale of perceived environmental annoyance in urban settings. *Journal of Environmental Psychology*, 27, 55-68.

1. How could this measure assist in public policy matters or in a cross-city comparison?

2. Do you think that different demographic groups (i.e., women, children, the elderly, handicapped, immigrants, public transit users, etc.) might find different types of incivilities/annoyances? If so, does it make sense to describe reactions to an overall concept of urbanism?

Optional reading:

Evans, G.W. & Wener, R.E. (2007). Crowding and personal space invasion on the train: Please don't make me sit in the middle. *Journal of Environmental Psychology*, 27, 90-94.

Kirkcaldy, B., Furnham, A., & Levine, R. (2000). Attitudinal and personality correlates of a nation's pace of life. *Journal of Managerial Psychology*, 16, 20-34.

Lester, D. (1999). Pace of life and suicide. *Perceptual and Motor Skills*, 88, 1094.

Yousif, Y. & Korte, C. (1995). Urbanization, culture and helpfulness: Cross-cultural studies in England and the Sudan. *Journal of Cross-Cultural Psychology*, 26, 474-489.

In a number of social psychology textbooks and articles on altruism, the Kitty Genovese case is often cited. The actual events surrounding the attack, death, and aftermath of this crime now appear to be quite different from what had been originally reported. If you are interested in how the event has been distorted/transformed by writers, I refer you to: Manning, R., Levine, M., & Collins, A. (2007). The Kitty Genovese murder and the social psychology of helping: The parable of the 38 witnesses. *American Psychologist*, 62, 555-562.

Environmental Stress/Community Noise

Evans, G.W. & Cohen, S. (1987). Environmental stress. In D. Stokols and I. Altman. (Eds.), *Handbook of Environmental Psychology*, Vol. 1., John Wiley and Sons; New York, pp. 571-610.

1. How is stress defined? Do you accept this definition? What issues have been raised in defining stress?
2. What are some environmental stressors and what are their characteristics?
3. What are some effects of environmental stressors?

1. What models of environmental stressors have been proposed?

Cohen, S., Krantz, D.S., Evans, G.W. & Stokols, D. (1982) Community noise, behavior, and health: The Los Angeles Noise Project. In A. Baum and J.E. Singer (Eds.), *Advances in Environmental Psychology*. Vol. 4, L Erlbaum and Associates: Hillsdale, NJ., pp. 295-317.

1. What were the conclusions of the Los Angeles Noise Project? What would Ring suggest be done with study's conclusions?

2. Based on the work of Cohen *et al.*, what would be your recommendations regarding the expansion of Pearson Airport in terms of community health and well-being?

Evans, G.W. & Stecker, R. (2004). Motivational consequences of environmental stress. *Journal of Environmental Psychology, 24*, 143-165.

1. What may be concluded about the consequences of environmental stressors for learned helplessness? What has research demonstrated? What variables have been investigated? What basic paradigms have been tested?

Optional Reading:

For an interesting (if somewhat dated) treatment about the mediating role of perceived control over the perception and effects of a stressor, see Glass, D and Singer, J. E. (1972) *Urban Stress: Experiments on noise and social stressors*. New York: Academic Press (BF 205 N6 G55 1972).

For some interesting material on the effects of noise on children's reading abilities, see these articles:

Bronzaft, A. (1981). The effect of a noise abatement program on reading ability. *Journal of Environmental Psychology, 1*, 215-222.

Bronzaft, A., & McCarthy, D. (1975). The effect of elevated train noise on reading ability. *Environment and Behavior, 7*, 517-527.

Evans, G. W., Bullinger, M. & Hygge, S. (1998). Chronic noise exposure and physiological response: A prospective study of children living under environmental stress. *Psychological Science, 9*, 75-77.

Evans, G. W., Hygge, S. & Bullinger, M. (1995). Chronic noise and psychological stress. *Psychological Science, 6*, 333-338.

Evans, G. W., & Maxwell, L. (1997). Chronic noise exposure and reading deficits: The mediating effects of language acquisition. *Environment and Behavior, 29*, 638-656.

Haines, M. M. et al. (2001). The West London Schools Study: The effects of chronic aircraft noise exposure on child health. *Psychological Medicine, 31*, 1385-1396.

Maxwell, L., & Evans, G. W. (2000). The effects of noise on pre-school children's pre-reading skills. *Journal of Environmental Psychology*, 20, 91-97.

Stansfield, S. S. et al. (2005). Aircraft and road traffic noise and children's cognition and health: A cross-national study. *The Lancet*, 365, 1942-1949.

Environmental Criminology

Schneider, S. & Pearcey, P. (1996). *The theory and practice of crime prevention through environmental design: A literature review*. Ottawa: Canada Mortgage and Housing Corporation.

1. According to the CMHC review, what specific crime prevention measures can be utilized through the use of environmental design?
2. What are some criticisms of crime prevention through environmental design? What is your evaluation of these objections? This review represents a good example of environmental determinism in that it emphasizes design as the major influence in criminal behaviour.

Rassmo, D. K. (2000). *Geographic profiling*. Boca Raton, FL: CRC Press, pp. 185-243.

1. By demonstrating that criminal behaviour may not be comprised of random acts, what might be some applications of psychological knowledge to police investigations? How can these hypotheses/predictions be tested?

Film: Writing on the Wall

Optional readings:

Evans, D.J., Fyfe, N.R., & Herbert, D.T. (Eds.) (1992). Crime, policing and place: Essays in environmental criminology. London: Routledge. (HV 6030 C742 1992)

Saville, G. (Ed.), (1994). Crime problems, community solutions: Environmental criminology as a developing prevention strategy. Port Moody, BC: AAG, Inc. Publications (HV 7431 C76 1994)

Newman, O (1972). Defensible space: Crime prevention through environmental design. (New York: MacMillan, HV 6177 N49) is worth reviewing. One problem with Newman's concept has been the lack of a clear definition of defensible space. In response to this issue see:

Moran, R., & Dolphin, C. (1986). The defensible space concept: Theoretical and operational explication. Environment and Behaviour, 18, 396-416.

For an example of Canadian research on the relationship between burglary and defensible space, see:

Ham-Rowbottom, K.A., Gifford, R., & Shaw, K.T. (1999). Defensible space theory and the police: Assessing the vulnerability of residencies to burglary. Journal of Environmental Psychology, 19, 117-129.

MacDonald, J. E., & Gifford, R. (1989). Territorial cues and defensible theory: The burglar's point of view. Journal of Environmental Psychology, 9, 193-205.

Shaw, K. T., & Gifford, R. (1994). Residents' and burglar's assessment of burglary risk from defensible space cues. Journal of Environmental Psychology, 14, 177-194.

For research on defensible space in university residences see:

Sommer, R. (1987). Crime and vandalism in university residence halls: A confirmation of defensible space theory. Journal of Environmental Psychology, 7, 1-12.

Vandalism

Goldstein, A.P. (1996). *The psychology of vandalism*. New York: Plenum Press, pp.1-86.

1. What have been psychology's contribution to the study of vandalism? What is the basic assumption underlying psychology's approach to the study of vandalism's causes?
2. What problems are inherent in defining and measuring the prevalence and incidence of vandalism? What is meant by "prevalence" and "incidence"?
3. What topologies of vandalism have been proposed? What is the utility of such topologies?
4. What have been some interventions or preventative measures taken in response to vandalism? What sort of evaluation research exists?

Optional Reading:

Wiesenthal, D. L. (1990). Psychological aspects of vandalism. In Drenth, P.J.D., Sergeant, J.A., & Takens, R.J. (Eds.) (Eds.), *European perspectives in psychology*, Vol. 3, London: Wiley. (BF 108 E85 E87 1990).

Task Force on Vandalism (1981). *Vandalism: Responses and responsibilities: Report of the Task Force on Vandalism*. Toronto: The Task Force. (HV 6635 T38)

This is a report of a study commission examining the problem of vandalism in Ontario. The Task Force commission some survey research as well as a bibliography on the problem of vandalism. It sought to make legislative recommendations to Queens' Park on possible ways the government could respond to community concerns over vandalism. It is interesting to me because the most fruitful approach (the environmental one), was ignored by the Task Force headed by Lucien Beaulieu, an Ontario judge. For a different perspective on vandalism, see:

Austin, J. (2002). *Taking the train: How graffiti art became an urban crisis in New York City*. New York: Columbia University Press. (GT 3913 N73 N415 2002).

Psychology and Terrorism

Breckenridge, J. N. & Zimbardo, P. G. (2007). The strategy of terrorism and the psychology of mass-mediated fear. In B. Bongar, L. M. Brown, L. E. Beutler, J. N. Breckenridge, & P. G. Zimbardo (Eds.), *Psychology of terrorism* (pp.116-133). Oxford, UK: Oxford University Press.

McCauley, C. (2007). Psychological issues in understanding terrorism and the response to terrorism. In B. Bongar, L. M. Brown, L. E. Beutler, J. N. Breckenridge, & P. G. Zimbardo (Eds.), *Psychology of terrorism* (pp.13-31). : Oxford, UK: Oxford University Press.

Morgan, G. S., Wisneski, D. C., & Skitka, L. J. (2011). The expulsion from Disneyland: The social psychological impact of 9/11. *American Psychologist*, 66, 447-454.

Silver, R. C. & Fischhoff, B. (2011). What should we expect after the *next* attack? *American Psychologist*, 66, 567-752.

Note: the entire issue of this journal was devoted to exploring the psychological implications of terrorism.

1. Does psychology have the ability to predict the occurrence of terrorist acts? Can psychology provide a valid profile of terrorists?
2. Aside from the obvious example of fear, what other behavioural, emotional, or cognitive responses follow in the aftermath of terrorism?

3. Recently, there have been a number of television and movie dramas portraying a frightening dystopian future (e.g., *Revolution*, *The Road*, *The Walking Dead*, etc.). Why do you think there has been a sudden rash of these portrayals? What does this recurring theme suggest about the mood of contemporary North American society?

4. What is the effect of terrorism on children? How do they understand what has happened? Are there especially vulnerable groups of children? What reactions might occur in children drawn from the same religious/cultural/ethnic groups as terrorists?

Feminism

Eagly, A. H., Eaton, A., Rose, S. M., Riger, S., & McHugh, M. C. (2012). Feminism and psychology: Analysis of a half-century of research on women and gender. *American Psychologist*, 67, 211-230.

Warner, R. L. (1991). Does the sex of your children matter? Support for feminism among women and men in the United States and Canada. *Journal of Marriage and the Family*, 53, 1051-1056.

1. What topics or issues that haven't been investigated? What do you think should be explored? Why?

2. What influences might culture or societal values have on how or what gender issues and feminist concerns get researched?

3. Do you think that the issues researched and written about by female academics are of concern to poor women? Minorities? Immigrant women? Women in underdeveloped countries? Is feminism a class-based phenomenon?

4. How might the issue of sexual orientation of the researcher influence scholarship?

Optional material:

See Matlin, M. W. (2012). *The psychology of women* (7th Ed.). Belmont, CA: Wadsworth.

Extreme Environments

Suedfeld, P & Steel, G.D. (2000). The environmental psychology of capsule habitats. *Annual Review of Psychology*, 51, 227-253.

1. What important psychological variables have not yet been investigated in the study of extreme environments? Why do you consider them to be important?
2. Do you think any research on special environments has applicability to more conventional settings?
3. What sort of environments do you think requires initial research or further research?

Leon, G. (2005). Men and women in space. *Aviation, Space, and Environmental Medicine*, 76, B84-B88.

1. Why might it be important to consider gender issues in the study of extreme environments?

Ziegler, M. G. & Mack, J. V. (2001). Physical and psychological challenges of space travel: An overview. *Psychosomatic Medicine*, 63, 859-861.

1. What are some of the long term effects of space travel on the human body?

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Optional material:

Vakoch, D. A. (Ed.), (2011). *Psychology of space explorations: Contemporary research in historical perspective*. Washington, DC: National Aeronautics and Space Administration.

This book is available online from NASA at

http://www.nasa.gov/pdf/607107main_PsychologySpaceExploration-ebook.pdf

Suedfeld, P. (2003). Canadian space psychology: The future may be almost here. *Canadian Psychology*, 44, 85-92.

I think Suedfeld has stretched things a bit when he stated that Canadian psychology had strengths in intergroup relations that would facilitate the study of space environments. Given the fractious nature of Federal-provincial relations, the on-and-off-again Quebec independence movement, and tensions with aboriginal groups, we certainly have a natural laboratory for studying these issues, but would politicians listen to psychologists?

For a paper on the importance of privacy and territoriality in isolated and confined environment (ICE), see: Weiss, K., Feliot-Rippeault, M., & Gaud, R. (2007). Uses of

places and setting preferences in a French Antarctic station. *Environment and Behavior*, 39, 147-164.

The first study of capsule habitats took place in an underwater laboratory in the 1960s. See Radloff, R. & Helmreich, R. (1968). *Groups under stress: Psychological researching SEALAB II*. New York: Appleton-Century-Crofts. (RC 1005 R2)

For an older review of extreme environments, see Bachrach, A.J. (1982). The human in extreme environments. In A. Baum & J. E. Singer (Eds.), *Advances in environmental psychology*, Vol. 4, *Environment and health*. Hillsdale, NJ: Lawrence Erlbaum Associates, pp. 211-236. (BF 353 E484 1982).

There are two books that describe the harrowing experiences of 19th century sailors adrift in the ocean in small rowboats.

Hanson, N. (1999). *The custom of the sea*. New York: Wiley (G 525 H26 1999) and Philbrick, N. (2000). *In the heart of the sea: The tragedy of the whaleship Essex*. New York: Viking (G 530 E76 2000).

Recommended Background/Reference Material and Journals:

American Psychological Association, (1994). *Publication manual of the American Psychological Association*, Fourth Edition. Washington, D.C.: American Psychological Association.

See these sites on the Internet: <http://www.wooster.edu/psychology/apa-crib.html> and <http://www.lib.uwaterloo.ca/discipline/psyc/APA style.txt> for an online summary of the APA style guide.

This recently published book is a great starting point for getting reviews of the current state of knowledge in various content areas of applied psychology. IAAP stands for the International Association of Applied Psychology. As the title indicates, the volume emphasizes the international dimension of applied psychology. This work is available as an e-book from Scott Library.

Martin, P.R., Cheung, F. M., Knowles, M. C., Kyrios, M., Overnier, J. B., & Prieto, J. M. (Eds.), *IAAP Handbook of Applied Psychology*. Oxford, U.K.: Blackwell/Wiley.

Bechtel, R. B., & Churchman, A. (Eds.). (2002). *Handbook of environmental psychology*. New York: John Wiley and Sons.

Bryant, F.B., Edwards, J., R.S. Tindale, Posavac, E.J., Heath, L., Henderson, E., & Suarez-Balcazar, Y., (Eds.). (1992). *Methodological issues in applied social psychology*. New York: Plenum Press.

- Costanzo, M., & Oskamp, S., (Eds.) (1994). *Violence and the law*. Thousand Oaks, CA: Sage Publications.
- Gilbert, D. T., Fiske, S. T., & Lindzey, G. (Eds.). (1998). *The handbook of social psychology (4th ed.)*. Boston: McGraw-Hill.
- Greenberg, J., & Folger, R. (1988). *Controversial issues in social research methods*. New York: Springer-Verlag.
- Oskamp, S. & Schultz, P.W. (1998). *Applied social psychology*, Second Edition. Upper Saddle River, NJ: Prentice-Hall.
- Rappaport, J., & Seidman, E. (Eds.), (2000). *Handbook of community psychology*. New York: Kluwer Academic/Plenum.
- Sadava, S.W. & McCreary, D.R. (1997). *Applied social psychology*. Upper Saddle River, NJ: Prentice-Hall.
- Schultz, P. W. & Oskamp, S. (2000). *Social psychology: An applied perspective*. Upper Saddle River, N.J.: Prentice Hall.
- Semin, G.R. & Fiedler, K., (Eds.). (1996). *Applied social psychology*. London: Sage Publications.
- Tesser, A., (Ed.). (1995). *Advanced social psychology*. Boston: McGraw Hill.
- Weyant, J. M. (1986). *Applied social psychology*. New York: Oxford University Press.

Journals and Series:

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Advances in Environment, Behavior, and Design
Aggressive Behavior
Annual Review of Psychology
Applied Psychology
Basic and Applied Social Psychology
Environment and Behavior
Human Behavior and Environment
International Review of Applied Psychology
Journal of Applied Behavioural Science
Journal of Applied Psychology
Journal of Applied Social Psychology
Journal of Consumer Research
Journal of Environmental Psychology

Journal of Marketing Research

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